TEXAS A&M UNIVERSITY

B.E.D., M.S., & Ph.D. Programs in Architecture

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Dean, College of Architecture

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Associate Department Head, Professional Programs, M.Arch Program

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1.1 Charge to Review Committee
1.2 Administrative Structure
“Although this review falls within the context of mandated periodic reviews of all doctoral programs, the Architecture Department recognizes that this type of review offers an excellent opportunity to identify ways to maintain the current high standards of the program and to learn from review team members’ experiences with similar programs. Ultimately, the program stands to benefit from your evaluation.

I request that the review team examine the architecture B.E.D., M.S., and Ph.D. programs, using the following document, along with any information you might request. While evaluating the existing program, please consider the allocation of resources; (i.e., human and fiscal) within the department, the absolute level of support the Department receives from the University, and comment as appropriate on current and potential ‘leveraging’ of these resources.”

Portions of several Texas A&M University documents were paraphrased and quoted in this document including the 2009-2010 Graduate Advising Handbook, the 2009-2010 Graduate Catalog, Vision 2020: Creating a Culture of Excellence, the Department of Architecture Graduate Programs in Architecture, and the Department of Architecture Strategic Plan 2011-2015. All text originating from sources outside the university is specifically referenced.

1Excerpted from letter to review committee dated September 3, 1999.
1.2 Administrative Structure

The following individuals will serve as the review team’s primary contacts during the review process.

**Karan Watson**  
Interim Provost and Executive Vice President for Academics

**Dr. Pamela Matthews**  
Associate Provost for Undergraduate Studies

**Karen Butler-Purry**  
Associate Vice President for Graduate Studies

**Jenna Kurten**  
Office of Graduate Studies Program Coordinator

**Jorge Vanegas**  
Dean, College of Architecture

**Ward Wells**  
Head, Department of Architecture

**Michael O’Brien**  
Associate Department Head, Professional Programs, M.Arch Program

**Jeff Haberl**  
Associate Department Head, Research Programs, M.S. and Ph.D. Programs in Architecture

**Julie Rogers**  
Associate Department Head, Undergraduate Programs, B.E.D. Coordinator
2.1 Texas A&M University
2.2 Formation of Department and College
2.3 Formation of Degree Programs
Texas A&M University

Texas A&M enrolls over 49,000 plus undergraduates and more than 10,000 graduate students who come to the university from every state in the U.S. and from almost 120 foreign countries. With renowned academic programs, long-standing traditions and a culture of service, Texas A&M provides students with the tools they need to succeed professionally and personally. Faculty take a special interest in ensuring student success, which has positioned the university at the top statewide in student retention and graduation and made Texas A&M the university of choice for students from all walks of life.

Texas A&M University, the oldest public institution of higher learning in the state, opened its doors in 1876 as a small rural college with a student enrollment of six. Fall 2009 enrollment was a record 48,885, with a record 9,104 entering freshmen. With more than 120 undergraduate degree programs and more than 240 master’s and Ph.D. programs to choose from, the university enrolls one of the 10 largest student bodies in the nation — and the largest outside a major metropolitan area. Students can join any of 800 student organizations and countless activities ranging from athletics and recreation to professional and community service events.

A world leader in teaching and research, Texas A&M consistently ranks among the country’s top 20 universities in enrollment of National Merit Scholars, with more than 600 of these high-achieving students currently on campus. Texas A&M’s national and international stature was highlighted by the November 1997 grand opening of the George Bush Presidential Library and Museum, a complex which also houses the Center for Presidential Studies and the Bush School of Government and Public Service as integral parts.

Accomplished faculty is the bedrock of any great university, and Texas A&M students have the opportunity to interact with many great minds—winners of the Nobel Prize, National Medal of Science, Pulitzer Prize, World Food Prize and Wolf Prize, with 26 holding membership in the prestigious National Academy of Sciences or the National Academy of Engineering. TAMU conducts research valued at more than $582 million annually, placing it among the top 20 universities nationally and ranking only behind MIT and the University of California at Berkeley for universities without medical schools.

The University has an endowment valued at more than $5 billion, which ranks fourth among U.S. public universities and tenth overall; exceeded its $1 billion goal by more than $400,000 in its recent capital campaign. TAMU has formal agreements for collaborative research and faculty/student exchanges with more than 130 institutions in 42 countries, with active research programs on all seven continents. Far more significant, however, is the indirect impact that Texas A&M has in furthering knowledge and technologies that create new business, jobs, and revenue for the State of Texas.
2.2 Formation of Department and College

The College of Architecture is one of ten colleges at Texas A&M. The others include: Agriculture and Life Sciences; The Bush School of Government and Public Service; Lowry Mays College and Graduate School of Business; Education and Human Development; Dwight Look College of Engineering; Geosciences; Liberal Arts; Science; and Veterinary Medicine. The ten colleges making up Texas A&M University have awarded more than 365,000 degrees since the university opened. Seven of the ten colleges rank among the nation's largest in terms of enrolled students.

The first formal program in architectural education in the state of Texas was begun at the Agricultural and Mechanical College of Texas September 1, 1905 with the inauguration of the curriculum in architectural engineering by the late Dr. Frederick E. Giesecke. During the period 1905 to 1941, a four-year course of study leading to a Bachelor of Science degree in Architectural Engineering was offered by Architecture in Engineering. In 1914, a four-year program leading to a Bachelor of Science degree in Architecture was established. This degree was replaced by a five-year Bachelor of Architecture degree in 1931. In 1941, a five-year program leading to a Bachelor of Science degree in Architectural Construction replaced the B.S. in Architectural Engineering. The first Master of Science degree in Architecture was awarded in 1921, and the first Master of Architecture degree was awarded in 1950. The Architecture program received professional accreditation for the first time in 1948.

In 1956, the Department of Architecture became the Division of Architecture; in 1963, the Division of Architecture evolved into the School of Architecture. The College of Architecture and Environmental Design, comprised of departments of Architecture, Environmental Design, Building Construction, Landscape Architecture, and Urban and Regional Planning, was formed in 1969. In 1978 the Architecture Building was renamed the Langford Architecture Center.

In 1989, the College was renamed the College of Architecture. Departments were consolidated into a three-department structure each with graduate and undergraduate components: Architecture; Construction Science; and Landscape Architecture and Urban Planning. In 2007, the Texas Higher Education Coordinating Board approved a fourth department, Visualization. In 2008, all programs in visualization studies were unbundled from the Department of Architecture to form a new Department of Visualization, making it the fourth Department in the College.

Today the Department of Architecture enrolls approximately 376 B.E.D. students, 110 M.Arch. students, 5 M.S. students and 41 Ph.D. students. The Department of Architecture has an excellent line up of about 60 faculty with expertise in architectural design, technology, theory and history, as well as in specialized areas such as BIM, sustainability, energy efficiency, heritage preservation, health facilities, facility management, and low-income housing.
2.31 B.E.D. Program

The formation of the College of Architecture and Environmental Design in 1969 also marked a significant shift in the pattern of architectural education at Texas A&M University. After extensive study and discussion, the faculty decided that the architectural program would break with tradition and embark on a 4+2 pattern of study. By 1973, the transition to the new pattern was complete.

In fall 1986, it was decided to consolidate the administration of the departments of Environmental Design (undergraduate studies) and Architecture (graduate studies). The Department of Architecture then administered undergraduate courses leading to the four-year Bachelor of Environmental Design (pre-professional) degree.

2.32 M.S. Program

The Master of Science, a thesis program administered through the Department of Architecture, has been in existence since 1991, evolving from a post-professional degree offering. A non-professional degree at the master’s level for those seeking advanced knowledge in preparation for careers in architectural research, university teaching, or specialized practice and consulting, the degree may also act as a milestone toward a Ph.D. in architecture. There are approximately 25 M.S Arch Programs in the U.S. The first M.S. Arch Degree was awarded in 1992 and 61 degrees have been awarded since that time, 44 since 2000.

The program was administered separately from the Ph.D. program from its inception until 2004 when the coordinator positions for the Ph.D. and the M.S. degrees were combined. Both programs shared similar structure and philosophy making it reasonable to administer both under one director. Therefore graduate faculty and committee structure is nearly identical with the Ph.D. program.

2.33 Ph.D. Program

The Ph.D. program in architecture at Texas A&M University began in the late 1960’s and has been administered by the Department of Architecture in its present form for the last fifteen years. The program originally awarded a Doctorate in Environmental Design. This was changed in 1985 to a Doctorate in Philosophy. The program is now one of approximately 24 doctoral programs in architecture in North America. Together with Berkeley, Georgia Institute of Technology, Michigan, and University of Pennsylvania, it is one of the largest. In 1986, two Ph.D. degrees were established: a Ph.D. in Architecture and a Ph.D. in Urban and Regional Science.

The Department of Architecture currently administers the doctoral degree to individuals in Architecture, Construction Science and the new Visualization departments. The Landscape Architecture and Urban Planning department administers its own doctoral degree.

As of fall 2009, the program included 44 Ph.D. students and a graduate faculty of 41 drawing from the Architecture, Construction Science and Visualization departments. Originally, the primary focus of the program was to expand knowledge and research in the technological and building science areas. Although its earlier emphasis was technically-oriented, the program has been expanded to allow students to focus their studies within a broad range of emphasis areas and exploration topics. The curriculum was modified in 1993 to reflect its current structure.
## Overview

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</table>
The administration of the College of Architecture consists of the Dean, an Executive Associate Dean, an Assistant dean for Undergraduate Studies, an Assistant Dean for International Programs and Initiation, five research center directors (Health Systems and Design, Heritage Conservation, Housing and Urban Development, CRS Center for Leadership & Management in the Design/Construction Industry, and Hazard Reduction and Recovery), Information, Media and Technical Reference Center administrators, and four department Heads, (Architecture, Landscape Architecture and Urban Planning, Construction Science, and Visualization).

The administrative structure of the Department of Architecture is composed of the Department Head as well as the Associate Department Heads for the professional program, the research program, and the undergraduate program. The department is made of the Advisory Council, the DAAC, M.Arch, and the Ph.D/M.S programs. In addition to the faculty, the department contains the History Committee, Technology Committee, Theory Committee, and Design Committee. Finally, the administrative assistants, assistant to the department head, and office associate contribute to the department.
3.1 Administration

The following charts layout the organization of the College of Architecture and the Department of Architecture:

3.1.1 College of Architecture
3.1 Department of Architecture

3.1.2 Department Administration

- Department Head: Glen Mills
- Ph.D. M.S.
- M.Arch
- Advisory Council
- DAAC
- History Committee
- Technology Committee
- Theory Committee
- Design Committee
- Faculty

- Office Assistant: Haia Gibson
- Administrative Assistant: Ginger White
- Assistant to Department Head: Melinda Randle

- Associate Department Head Professional Programs: Michael O'Brien
- Associate Department Head Research Programs: Jeff Huber
- Interim Associate Department Head: Undergraduate Programs: Julia Roizen

- M.Arch
- M.S. Arch / Ph.D. Arch
- B.E.D.
The faculty members in the College are diverse, accomplished and committed to educating the future leaders of the professions and industries of the built environment. The following table lists the entire faculty from the College of Architecture, what level and program they teach in and whether or not they are tenure/tenure track distinguished.

### 3.2.1 Department of Architecture Faculty

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Tenure/Tenure Track</th>
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# Faculty Overview

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<td>Director &amp; Executive Professor</td>
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<tr>
<td>Adjunct Professor</td>
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3.3 Undergraduate Faculty

3.3.1 Definition of Undergraduate Faculty

All faculty members who are employed by the College of Architecture are considered to be undergraduate faculty. Professors in the college teach undergraduate courses unless specifically hired in another area of focus, or until they are specified as a Graduate Faculty. The specifications for becoming a member of the Graduate Faculty are outlined later in the document.

3.3.2 Fall 2010 Undergraduate Faculty are listed below:

Dr. Elton Abbott               Dr. Nancy Klein
Prof. Craig Babe               Dr. Peter Lang
Dr. Juan-Carlos Baltazar-Cervantes
Dr. Paolo Barucchieri          Dr. Glen T. Mills
Prof. Paolo Bulletti           Dr. Valerian Miranda
Dr. Liliana O. Beltran         Dr. Anne B. Nichols
Dr. Stephen Caffey             Prof. Michael O’Brien
Dr. Gabriela Campagnol         Prof. Anton Passing
Dr. Mark J. Clayton            Prof. Erica Quinones
Dr. Charles H. Culp            Prof. J. Tom Regan
Dr. Sarah J. Deyong            Dr. Susan Rodiek
Dr. Frances E. Downing         Dr. Julie S. Rogers
Prof. Marcel Erminy            Prof. Miguel Roloxn
Prof. Gabriel Esquivel         Prof. Robert J. Schiffhauer
Prof. John G. Fairey           Dr. Andrew D. Seidel
Prof. Pliny Fisk, III          Dr. Mardelle M. Shpeley
Prof. Marcus Frings            Prof. Suzanne Strum
Dr. Anat Geva                  Dr. Phillip J. Tabb
Dr. Kevin Glowacki             Dr. Roger S. Ulrich
Prof. John O. Greer            Dr. Jorge A. Vanegas
Dr. Jeff S. Haberl             Dr. Logan Wagner
Prof. D. Kirk Hamilton         Dr. Robert B. Warden
Dr. Weiling He                 Prof. Ward V. Wells
Prof. Rodney C. Hill           Prof. David G. Woodcock
Prof. Shelley D. Holliday      Dr. Wei Yan
Prof. Meg Jackson              Dr. Xuemei Zhu

*Curriculum vitae for faculty members are provided in Appendix A.
Undergraduate Faculty

3.3 Undergraduate Faculty of the B.E.D. Program in Architecture

Doctorates received by faculty reflect multiple specialties and include:

- Doctor of Architecture
- Doctor of Environmental Design
- Doctor of Philosophy
  - Ph.D. in Architecture & Urban Planning History & Theory
  - Ph.D. in Art History
  - Ph.D. in Architecture
  - Ph.D. in Architectural History
  - Ph.D. in Civil Engineering
  - Ph.D. in Civil and Environmental Engineering
  - Ph.D. in Classical and Near Eastern Archaeology
  - Ph.D. in Construction Engineering & Management
  - Ph.D. in Mechanical Engineering
  - Ph.D. in Solid State Physics
  - Ph.D. in Italian Medieval Art

Members of the Department of Architecture faculty have been recipients of multiple honors ranging from Finnish Knighthood and the Presidential Faculty Fellowship to the cherished teaching awards bestowed directly by our students. Additionally, several faculty members have been honored with endowed professorships or have been designated distinguished professors. They include:

- Prof. Mark J. Clayton, Liz and Nelson Mitchell Professor of Residential Design
- Prof. John Only Greer, FAIA, Wallie E. Scott Professor of Architectural Practice and Management
- Prof. Rodney C. Hill, Presidential Professor for Teaching Excellence Award, the Award for Innovative Excellence in Teaching, Learning and Technology, Eppright University Professorship in Undergraduate Teaching Excellence, and the Harold L. Adams ’61 Endowed Interdisciplinary Professorship in Architecture
- Prof. Robert E. Johnson, Thomas A. Bullock Endowed Chair in Leadership & Innovation
- Prof. George J. Mann, The Ronald L. Skaggs Professor of Health Facilities Design
- Prof. Susan D. Rodiek, The Ronald L. Skaggs Professor of Health Facilities Design
- Prof. Mardelle McCuskey Shepley, William M. Pena Endowed Professorship in Information Management
- Prof. Roger S. Ulrich, Julie and Craig Beale ’71 Endowed Professor in Health Facilities Design
- Dean Jorge Vanegas, Sandy and Bryan Mitchell Master Builder Endowed Chair
- Prof. David G. Woodcock, American Schools of Architecture (ACSA) Distinguished Professor
- Dr. Julie Rogers, Association of Former Students, Distinguished Teaching Award (University Level)
3.4 Graduate Faculty

3.4.1 Definition of Graduate Faculty

The Graduate Faculty at Texas A&M University consists of the President, the Vice President for Academic Affairs, the Associate Provosts, the Executive Director of the Office of Graduate Studies, the Deans of all subject-matter colleges, selected Directors, and properly qualified academic groups appointed by the Executive Director of the Office of Graduate Studies. Appointees to the Graduate Faculty participate in the graduate degree programs of the University by serving on student advisory committees and teaching graduate courses. Individuals who have not been appointed to the Graduate Faculty may not teach graduate courses or serve on student advisory committees unless special approval is granted by the Executive Director of the Office of Graduate Studies.

The Graduate Faculty is composed of Members, Associate Members, Adjunct Members, and Special Appointments. Members and Associate Members are selected from qualified individuals of the academic staff of Texas A&M University, from the staff of other parts of the University, from The Texas A&M University System, and from affiliated research organizations (such as USDA) located in College Station, Texas.

Nomination for membership on the Graduate Faculty is always initiated by the head of the appropriate academic department of Texas A&M University in College Station.

Appointment to membership on the Graduate Faculty, although considered an honor, serves functional purposes and must be earned. Appointment to membership is not for the purpose of conferring recognition upon an individual, but is designed to assure competence in the directing and counseling of graduate students and in the teaching of graduate courses. Such competence is, in part, a function of experience and knowledge of operational procedure; it is also characterized by ability and motivation.

Membership on the Graduate Faculty is maintained only by participating in the graduate program by teaching, directing or administering graduate work, by conducting research and publication, or by other direct and substantial contributions to the graduate programs of the University, such as by service on a Graduate Instruction Committee or by administrative assignments in graduate education. The Graduate Council expects that all Deans and Department Heads will regularly review the Graduate Faculty under their direction and will recommend withdrawal of the appointments of any members who no longer merit membership on the Graduate Faculty on the basis of their lack of contribution to graduate education. The Department Head shall notify any faculty member who is non-voluntarily removed from the roles of the Graduate Faculty, and the faculty member has the right to appeal his/her removal through the PPM 2.3.2.6 (Faculty Grievance Procedures).

A graduate student at Texas A&M University may not be a member of the Graduate Faculty. Membership on the Graduate Faculty of any faculty or staff member of Texas A&M University or The Texas A&M University System and affiliated research organizations is forfeited upon a faculty or staff member's admission to a graduate program at Texas A&M University. The four categories of membership are: 1) Member, 2) Associate Member, 3) Adjunct Member, and 4) Special Appointment.
A non-tenure-track individual must have: (1) taught a graduate class, or (2) actively served on a graduate student’s advisory committee, or (3) hold an administrative assignment in the graduate program of a university; and have published a scholarly work as primary author (or, in the case of a professional discipline, exhibited appropriate evidence of professional accomplishment).

### 3.4.2 Graduate Committee Membership

<table>
<thead>
<tr>
<th>Titles</th>
<th>Chair Advisory Committee</th>
<th>Co-Chair Advisory Committee</th>
<th>Member of Advisory Committee</th>
<th>Teach Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member</strong></td>
<td>Professor Associate Professor Assistant Professor Professional staff Tenured or tenure-track faculty</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Associate Member</strong></td>
<td>Any faculty member or professional staff who holds the highest earned degree common to that person’s discipline</td>
<td>Yes, if chair is Member</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Adjunct Member</strong></td>
<td>Visiting Professor, Adjunct Professor TAMU system agencies staff of Federal or State agencies non-tenure track faculty</td>
<td>Yes, if chair is Member</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Special Appointment</strong></td>
<td>Variable</td>
<td>Yes, but is extra member &amp; requires separate request for each committee</td>
<td>Yes, but separate request for each course</td>
<td></td>
</tr>
</tbody>
</table>

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3.4 Graduate Faculty

3.4.3 Graduate Faculty of the M.S. / Ph.D. Program in Architecture

The graduate faculties in the Department represent a rich mix of individuals with doctoral degrees and individuals with professional registrations. Professional registrations include architecture, engineering, interior design, landscape, and real estate. Doctoral degrees include the emphasis areas of: architecture, urban design, engineering, physics, construction science, history, theory and behavioral geography. This mix reflects the parallel missions of the graduate programs, which are to acknowledge the contributions of research and support professional development.

Doctorates received by faculty reflect multiple specialties and include:

- Doctor of Architecture
- Doctor of Environmental Design
- Doctor of Philosophy
  - Ph.D. in Arch. & Urban Planning History & Theory
  - Ph.D. in Art History
  - Ph.D. in Architecture
  - Ph.D. in Architectural History
  - Ph.D. in Civil Engineering
  - Ph.D. in Civil and Environmental Engineering
  - Ph.D. in Classical and Near Eastern Archaeology
  - Ph.D. in Construction Engineering & Management
  - Ph.D. in Mechanical Engineering
  - Ph.D. in Solid State Physics

Faculty in the Department are recipients of multiple honors ranging from Finnish knighthood and the Presidential Faculty Fellowship to the cherished teaching awards bestowed directly by our students. Additionally, several faculty have been honored with endowed professorships or have been designated distinguished professors. They include:

- Prof. David L. Bilbo, Clark Professor of Construction Science
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- Dean Jorge Vanegas, Sandy and Bryan Mitchell Master Builder Endowed Chair
- Prof. David G. Woodcock, American Schools of Architecture (ACSA) Distinguished Professor
Graduate Faculty

3.4

3.4.4 Fall 2010 Graduate faculty are listed below:

Dr. Liliana O. Beltran
Dr. Stephen Caffey
Dr. Mark J. Clayton
Dr. Charles H. Culp
Prof. Richard R. Davison, Jr.
Dr. Sarah J. Deyong
Dr. Frances E. Downing
Prof. Gabriel Esquivel
Prof. John G. Fairey
Prof. Pliny Fisk, III
Dr. Anat Geva
Dr. Kevin Glowacki
Prof. John O. Greer
Dr. Jeff S. Haberl
Prof. D. Kirk Hamilton
Dr. Weiling He
Prof. Rodney C. Hill
Prof. Shelley D. Holliday
Dr. Robert E. Johnson
Dr. Nancy Klein
Dr. Peter Lang
Prof. Gerald L. Maffei
Prof. George J. Mann
Dr. Glen T. Mills
Dr. Valerian Miranda
Dr. Anne B. Nichols
Prof. Michael O'Brien
Dr. Vivian L. Paul
Prof. J. Tom Regan
Dr. Susan Rodiek
Prof. Robert J. Schiffhauer
Dr. Andrew D. Seidel
Dr. Mardelle M. Shepley
Dr. Phillip J. Tabb
Dr. Roger S. Ulrich
Dr. Jorge A. Vanegas
Dr. Logan Wagner
Dr. Robert B. Warden
Prof. Ward V. Wells
Prof. David G. Woodcock
Dr. Wei Yan

*Curriculum vitae for faculty members are provided in Appendix A.
Graduate Faculty

3.4.5 Graduate Advisors for the M.S. and Ph.D. Programs

Chairs/Advisors and the number of students they advised are listed below:

**Advising Assignments for 2008-2009 and 2009-2010**

<table>
<thead>
<tr>
<th>Professor</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ph.D. Program</strong></td>
<td></td>
</tr>
<tr>
<td>Dr. Robert B. Warden</td>
<td>4</td>
</tr>
<tr>
<td>Dr. Charles H. Culp</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Jeff Haberl</td>
<td>11</td>
</tr>
<tr>
<td>Dr. Frances E. Downing</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Anat Geva</td>
<td>2</td>
</tr>
<tr>
<td>Dr. Mark J. Clayton</td>
<td>2</td>
</tr>
<tr>
<td>Dr. Phillip J. Tabb</td>
<td>2</td>
</tr>
<tr>
<td>Prof. Richard R. Davison, Jr.</td>
<td>1</td>
</tr>
<tr>
<td>Dr. Mardelle M. Shepley</td>
<td>5</td>
</tr>
<tr>
<td>Dr. Susan Rodiek</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Liliana O. Beltran</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Wei Yan</td>
<td>1</td>
</tr>
<tr>
<td>Dr. Andrew D. Seidel</td>
<td>2</td>
</tr>
<tr>
<td>Dr. Robert E. Johnson</td>
<td>3</td>
</tr>
<tr>
<td><strong>M.S. Program</strong></td>
<td></td>
</tr>
<tr>
<td>Prof. David G. Woodcock</td>
<td>1</td>
</tr>
<tr>
<td>Prof. D. Kirk Hamilton</td>
<td>1</td>
</tr>
<tr>
<td>Dr. Jorge A. Vanegas</td>
<td>1</td>
</tr>
<tr>
<td>Dr. Valerian Miranda</td>
<td>2</td>
</tr>
<tr>
<td>Dr. Robert B. Warden</td>
<td>1</td>
</tr>
<tr>
<td>Dr. Liliana O. Beltran</td>
<td>1</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
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<td>---------</td>
<td>--------------------------------------------------------------</td>
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<tr>
<td>4.1</td>
<td>Strategic Plan</td>
</tr>
<tr>
<td>4.2</td>
<td>Connection to the University’s Strategic Plan, Vision 2020</td>
</tr>
<tr>
<td>4.3</td>
<td>Outstanding Performance Indicators</td>
</tr>
<tr>
<td>4.4</td>
<td>Bachelor of Environmental Design</td>
</tr>
<tr>
<td>4.5</td>
<td>Master of Science in Architecture</td>
</tr>
<tr>
<td>4.6</td>
<td>Ph.D. in Architecture</td>
</tr>
<tr>
<td>4.7</td>
<td>Monitoring Goals</td>
</tr>
</tbody>
</table>
4.1 Vision

The Department of Architecture aims to be a center of excellence, which contributes to the making of sustainable built environments through high quality design education and world-class research that are relevant nationally and globally.

4.1.2 Values

Our vision is underpinned by four key values:
- Design excellence
- Research excellence
- Leadership
- Social responsibility

4.1.3 Mission

Our vision and values enable us to fulfill our mission to Texas A&M University and society as a whole. This includes our mandate to teach, undertake research and engage in service. In broad terms our mission is to:
- Nurture progressive design thinkers and scholars
- Contribute to advanced understandings of how built environments work
- Educate socially responsible graduates.

At a more detailed level, the mission of the Department of Architecture is to create and disseminate knowledge and understandings of buildings and cities that are sustainable economically, socially, and ecologically. To achieve this mission, we place architectural design, and therefore the design studio, at the center of the B.E.D., M.Arch curricula.

4.1.4 Our Future Strategic Pathway

Leading schools of architecture around the world, such as at Cambridge, the Architectural Association, University College London, Harvard, Yale, Columbia and Princeton, offer professional architectural degrees that emphasize strong relationships between architectural theory and design. We regard these schools as our benchmark competitors who have raised the bar to which most schools now strive. In order to rise to this opportunity we need to leverage our strengths in everything we do.

The unbundling of Visualization studies in 2008 has created the impetus for us to focus on our core competency, architectural design. To this end the Department is intensifying the conversation about architecture across the board…in studios, classrooms, seminars, committees, lecture series, and so on. It is in the spirit of this conversation that we teach architectural design by embracing theory more intensely and, in the process, developing sophisticated visions of world history and technology, creating critical applications in architectural tectonics and communications, and advancing expertise in professional practice. It is this integrated approach to architectural design that forms the fundamental basis, not only of the B.E.D. and M.Arch curricula, but to our approach to the research components of our M.S. and Ph.D. programs. It is therefore a highly promoted approach, one that is advanced by scholars, as well as by licensed professionals, who design buildings and engage in teaching and research by focusing on specific subjects in contemporary theory and how this informs design. The emerging point of departure for our creative and scholarly endeavors is that how we design buildings and cities is a function of how well we understand them.
Therefore the links between understanding and design knowledge and creativity are enhanced and made more explicit and meaningful. This more intense and focused approach to the generation of design knowledge and creativity gives us a strong platform for defining the intellectual basis of the studio. But it also enables us to more clearly articulate the links between subjects such as theory and history. For example, we have faculty who are leaders in the historiography of theory, a subject that includes surveys on the history of the most important 20th century architectural design theories. We are consequently able to offer critiques on modernism, neo-rationalism, regionalism, recent post-colonial studies and multi-culturalism, as well as on theories of globalization, global cities and global practice. This history/theory discourse on 20th century architecture and urbanism also emphasizes various dimensions of material culture, including the communication of architecture (such as publications, film, and popular culture), semiotics, experimental radicalism, mega-structures, popular housing, suburbia, informal settlements, land-art and ideology generally.

Part of our strategy for the Department is to engage all professors involved in studios, including those who specialize in technology and the history and theory of architecture. This will enhance the academic function of the studio because it will yield new sources of design innovation and creativity for students. The studio is therefore a critical component of our strategic pathway and is the armature for integrating all subjects in the curriculum, and leveraging our key strengths.

These strengths include a record of success in research and creative practice, and define our strategic advantage in the landscape of architectural education nationally and globally. That landscape is increasingly competitive. But, given our strengths, the Department is well positioned to compete effectively in the medium- to long-term. This is because our strengths differentiate our brand, which in short, is a matrix of expertise, infrastructure and technology. This matrix of strengths includes the following (in no particular order):

1. Faculty.
2. Commitment to teaching.
3. Specialty expertise:
   a. Sustainable design
   b. Digital Design and Digital Fabrication
   c. History
   d. Technology
   e. Health facilities design
   f. Heritage preservation
   g. Energy
   h. Theory
4. Study Abroad program (undergraduate).
5. Support of practitioner
7. Excellent students:
   a. Professional and scholarly connection
   b. Local and international
8. Resources (faculty, facilities and finance).
10. Multidisciplinary College.
11. University-wide Interdisciplinary opportunities.
12. Size and diversity.
4.1 Strategic Plan

4.1.5 The Plan

The basis of our plan rests upon three inter-related strategic domains:

- The global contours of higher education
- Texas A&M University's Vision 2020
- The future pattern of architectural practice.

Design and research are infused throughout all three of these domains.

Taken together, these domains define today’s context for educating architecture students at Texas A&M. We need to adapt to that context in order to ensure that our future graduates have the knowledge and intellectual agility for a world of professional practice that will be vastly different to the one we recognize today.

4.1.6 Domain 1: Our Global Context

Following Howard Davies, the Director of the London School of Economics and Political Science, the major trends setting the pace for managing contemporary universities, regardless of their geographic location, may be summarized as follows:

- First, higher education is now a growth phenomenon, whether in less-developed or more-developed countries. Estimates suggest there are more than 100 million students in the world, a figure that could double by 2025.
- Second, English is already the main language for higher education, meaning that international migrations, or mobility, for jobs and degrees is increasingly easier. For example, the Bologna Declaration is a proactive model for enabling greater mobility in higher education within the European Union.
- Third, universities are increasingly differentiating themselves by the way they specialize their offerings. The result is a growing constellation of specialist universities that are diversely focused. Thus, being niched and networked is becoming the leading source of competitive advantage for individual universities.
- Fourth, government funding of universities everywhere is in decline. The growth of other income sources is increasing, meaning that the stakeholder base is expanding. Various interests now need to be accommodated by both scholars and administrators.
- And finally, the days of the university as an ivory tower are over. Universities increasingly play important roles in the development of their local economies by being good neighbors and citizens. This, together with a diverse funding base, is leading to more external interests in the affairs of universities, which in turn demands more transparency and disclosure by them.

Universities are arguably at the forefront of global economic growth. This is because innovation and creativity are hallmarks of the 21st century’s economy and universities remain fountainheads of creative outputs...artistic, scientific, technological and cultural.

Therefore, the exposure of students and faculty to interdisciplinary teaching and research needs to be nurtured because it adds intellectual fuel and positive energy to the growth of creativity, innovation and esteem.

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1 See Howard Davies’ Peking University Speech entitled, ‘Developing a University Strategy in the 21st Century’, London School of Economics, 4 August 2004
4.1 Strategic Plan

Action:

The Department’s future orientation will grow from these global realities and trends, and constantly adapt to them as they evolve. But our strategic and tactical operational plans must also be tailored to suite our local conditions and circumstances.

In this regard, the Department is committed to three things. First, we fully endorse and support the Study Abroad program. We will therefore continue to add value to Texas A&M programs in Italy, Spain, Germany and Costa Rica by running studio and classroom-based courses at those sites. We will also work with the College and the University to identify and implement programs in new geographic locations, particularly those prioritized by the University, such as Africa, India and China. This will enable us to enlarge our global footprint as well as expose students to different conditions of existence and the tangible realities of a global economy and a networked society. In addition, the department has hired local practitioners from these countries to teach, bringing a global perspective into the classroom. Second, we remain committed to serving the people of Texas, the United States, and the world by engaging in projects of lasting value to communities. The studio and various research activities provide students with several opportunities to work with disadvantaged communities, such as the people of the Colonias along the US-Mexico border, as well as those affected by natural disasters. We will apply the same approach to projects involving the upgrading of informal, self-built settlements, as well as the design of low-cost housing, in regions such as southern Africa. Third, we offer positive support to the dissemination of architectural knowledge on global and local scales. The Department consequently provides material support to journals whose editors are faculty members.

Specific Initiatives:
- Develop consortium of sister universities (link to specialties):
  - First examples (collaborative studios):
    - Turkey
    - China
  - Important areas
    - South America
    - Africa
    - Asia
- Provide funding for freshman Costa Rica Program
- Develop and market specialties:
  - Develop brand
- Expand use of “visitor offices” for A/E firms to drop in.
- Expand use of technology (SKYPE, video, podcasts)
- Expand semester away to be summer away for career change students
- Become the model for innovation and quality for architectural design in the future.

4.1.7 Domain 2: Vision 2020

The overall goal of achieving a ‘culture of excellence’ quite clearly impacts all entities and academic units on campus. The ambition of being a ‘consensus top 10 public university’ in the country means not that all departments need to pull in that direction; they need to exceed it. In order to achieve this goal the Department is making all 12 imperatives of the strategic plan a priority. Indeed, we see Vision 2020 as an important structure for this Department to position itself in relation to our competitors in Texas, the country and the world.
**Strategic Plan**

### Action:
The Department is an important player in making the strategy work because, as mentioned in this document, our core competency is design. We regard realizing the ambitions of Vision 2020 as a design challenge, and in order to map our Department to this challenge, we have prepared a template in which our strengths are correlated with each imperative. The result of that mapping is illustrated in the following template, where an ‘X’ indicates a strength that is able to help realize an imperative:

#### 12 IMPERATIVES, VISION 2020

<table>
<thead>
<tr>
<th>4.1</th>
<th>Elevate Our Faculty and Their Teaching, Research and Scholarship</th>
<th>Strengthen Our Graduate Programs</th>
<th>Enhance the Undergraduate Educational Experience</th>
<th>Build the University, Arts, and Sciences Core</th>
<th>Build on the Tradition of Professional Education</th>
<th>Diversity and Globalize the Adult Community</th>
<th>Increase Access to Knowledge Resources</th>
<th>Enrich Our Campus</th>
<th>Build Community and Metropolitan Connections</th>
<th>Demand Enlightened Governance and Leadership</th>
<th>Meet Our Commitment to Texas</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRENGTHS</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
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</tr>
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<td>1. Faculty</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>2. Commitment to teaching</td>
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<td>3. Specialty expertise</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Specialty expertise</td>
<td>b. Digital Design and Digital Fabrication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3. Specialty expertise</td>
<td>c. History</td>
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<td>X</td>
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<td>3. Specialty expertise</td>
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<td>3. Specialty expertise</td>
<td>f. Health facilities design</td>
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<td>3. Specialty expertise</td>
<td>g. Heritage preservation</td>
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<td>3. Specialty expertise</td>
<td>h. Energy</td>
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<td>3. Specialty expertise</td>
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<td>3. Specialty expertise</td>
<td>5. Support of practitioners</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Specialty expertise</td>
<td>7. Excellent students</td>
<td>a. Professional and scholarly connection</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Specialty expertise</td>
<td>7. Excellent students</td>
<td>b. Local and international</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Specialty expertise</td>
<td>8. Resources (faculty, facilities and finance)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Specialty expertise</td>
<td>10. Multidisciplinary College</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Specialty expertise</td>
<td>11. University-wide Interdisciplinary opportunities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Specialty expertise</td>
<td>12. Size and diversity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>4</td>
<td>15</td>
<td>19</td>
<td>8</td>
<td>18</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

#### OPPORTUNITIES

1. Infuse what we do into the University (providing our value, etc.)
2. Establish an urban studio in Dallas, Houston, Austin... (social based)
3. Incorporate design based disciplines-urban design, landscape architecture and construction management
4. Forge partnerships (other schools of architecture, disciplines, and the profession)
5. Additional study abroad programs (Africa, China)
6. Recruit excellent students through scholarships and endowments
7. Bring in top flight professionals for limited periods
8. Mentor other disciplines for (in) design based education
4.1 Strategic Plan

4.1.8 Domain 3: The Changing Nature of Architectural Practice

A defining feature of our architectural programs is that they prepare students to be socially responsible citizens of a global future. Essentially, we see architectural design as a socially responsible activity, in the sense that it is ethical and that it embraces sustainability as broadly as possible. Ethical, sustainable design is a cornerstone of practice in the 21st century and is therefore fundamental to the values that we inculcate in the Department. We therefore use our core value system to guide our understanding of the future shape of practice.

In that regard, the presidents of the five collateral associations (ACSA, AIA, AIAS, NAAB, NCARB) who keep watch over the quality of architectural education in this country recently asked the question, ‘What will the practice of architecture look like in 2025?’ In response to this question, Kim Tanzer, a former president of the Association of Collegiate Schools of Architecture, articulated the following observations:

1. **Practice will be global.** Indeed it is already. In South Africa, for example, most large projects, such those that are part of the 2010 Soccer World Cup involve consortia of local and international firms. The basis of much of these collaborations are digital files that circulate 24/7.

2. **Practice will be highly interdisciplinary.** Professional diversity in the office is broadening. Large firms are hiring individuals not only from the traditional allied professions, but specialists from the domains of psychology, anthropology and branding.

3. **Teams will be assembled for specific projects.** Outsourcing and freelance work are becoming common. They create space for professional flexibility both for individuals and firms.

4. **Design will not be limited to the scale of buildings.** Most things are being considered from a design point of view. From election campaigns and corporate identities, to business models and everyday utensils, design is everywhere.

**Action:**

The Department is proactive in relation to the understanding and evolution of global practice. In 2008 we offered a course on the ethical and cultural dimensions of international work.

But what do these trends, and the questions they raise, mean for 21st century architectural education? We believe they point us in the direction of competencies that our graduates at Texas A&M should attain. For example, in a survey recently carried out in Europe by the European Network of Heads of Schools of Architecture (ENHSA), several competencies have been highlighted by Constantin Spiridonidis. The following is a sample of these required competencies:

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3 See ‘The Tuning Project’ led by Constantin Spiridonidis of Aristotle University of Thessaloniki (www.enhsa.net).
4.1 Strategic Plan

- The ability to work in an interdisciplinary team:
- Capacity to apply a spirit of synthesis of ideas and forms.
- Ability to create architectural designs that satisfy both aesthetic and technical requirements.
- Necessary design skills to meet building users’ requirements within the constraints imposed by cost factors and building regulations.
- Critical awareness of the relationship between current architectural discourse and practice and the architecture of the past.
- Ability to define research projects which will contribute to knowledge and debate within architecture.

One of the principal reasons for installing our new Advisory Council in 2008 is to obtain top-tier counsel on issues surrounding future required competencies, such as those listed above.

Competencies such as these are important learning outcomes that should be incubated on the basis of a few strategic issues that we recognize in the Department:

1. The studio is a value-adding milieu for developing and testing cutting-edge design ideas and nurturing the best practices through Socratic debate. It is a model for dismantling barriers between education and practice, between architecture schools on the one hand, and the profession on the other. Its pedagogic role is therefore tactical.
2. There is a need to bring the research world closer to the realities of practice. Questions about how research can be more closely integrated with practice can be forged and developed through experimentation and simulation.
3. Likewise there is a need to integrate research and teaching in the interests of excellence in practice. Much more emphasis needs to be placed on experimental research involving multidisciplinary collaboration.
4. There is a need to sculpt new, progressive and creative design theories that are more analytical and less normative. Our understanding is that good, creative theories are those that both shape and reflect best practices in design.

Specific Initiatives:
- Create an organization of health innovation that partners with other universities, and includes corresponding fellows.
- Participate in pre-college programs in order to identify and ‘groom’ gifted students.
- Pattern the curriculum after leading global architectural practices to become the leader in innovative pedagogy.
- Establish Center Fellow Mentor programs to strengthen ties with the practitioners.
4.1 Strategic Plan

4.1.9 Concluding Remarks

In summary, our future pathway to success is designed on the basis of three domains:
- Global context
- Vision 2020
- Changing nature of practice.

These are the pillars of our strategy to future success. We are committed to being a well-defined, clearly differentiated school of architecture with a powerful focus on design and knowledge generation. This commitment rests on our core values and strengths, and is aimed at making us one of the finest schools in the world. This strategy is about achieving that objective, about cementing the global brand of the Department, about exploiting the intellectual horsepower and creative energy in the Department, and it’s about putting design and scholarship at the forefront of what we stand for.

This strategy is aimed at forging a local and global identity for the Department. It is therefore grounded by the need to educate graduates who are adaptable and savvy, as well as internationally mobile.

We see sparkling opportunities as we move into our next era of development. This document should therefore be viewed as a means of intensifying new conversations, involving many voices, about who we are, what we stand for, and what we want to be.
Connection to the University’s Strategic Plan, Vision 2020

In October 1997, the president of Texas A&M University proposed that the university identify goals that would enable it to be recognized as one of the top ten public universities in the nation. The publication that resulted from this goal, Vision 2020, identifies the following imperatives:

1. Elevate Our Faculty and Their Teaching, Research, and Scholarship
2. Strengthen Our Graduate Programs
3. Enhance the Undergraduate Academic Experience
4. Build the Letters, Arts, and Sciences Core
5. Build on the Tradition of Professional Education
6. Diversify and Globalize the A&M Community
7. Increase Access to Intellectual Resources
8. Enrich Our Campus
9. Build Community and Metropolitan Connections
10. Demand Enlightened Governance and Leadership
11. Attain Resource Parity with The Best Public Universities
12. Meet Our Commitment to Texas

Although the programs in architecture contribute to all of these imperatives to one degree or another, the program is currently most proactive with regard to numbers 1, 2, 3, 5, 6, 8, and 12.

4.2.1 Imperatives

1. *Elevate Our Faculty and Their Teaching, Research, and Scholarship*
   As outlined in Vision 2020, the main objective of this part of the mission is to increase the size of the faculty and “retain top scholars, teachers and researchers.” Our faculty has grown gradually in recent years, and the philosophy of our Promotion and Tenure committee has been to encourage tenure track faculty to excel in all of these areas. An effort has been made to seek faculty who have both Ph.D. and are registered professionals.

2. *Strengthen Our Graduate Programs*
   Good faculty and an exciting, intellectual environment will enable us to attract and increase the number of graduate students. More than half our graduate faculty have Ph.D.s. While Ph.D.s in other colleges tend to reflect their specific discipline, the disciplines reflected in our Ph.D.s are extremely diverse and include specialties in architecture, landscape architecture, electrical and computer engineering, computer science, civil engineering, history of art, history of architecture, behavioral geography, perceptual and cognitive psychology, instructional psychology, social/quantitative psychology, industrial technology, urban and regional science, educational administration, mechanical engineering and education. This diversity in backgrounds, supports a very dynamic graduate environment.

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3. **Enhance the Undergraduate Academic Experience**
   The core of Texas A&M University must be a residential, learner-centered community that attracts excellent students and provides quality learning and mentoring experiences. We must better prepare learners for lives of discovery, innovation, leadership, and citizenship by better incultation of writing, thinking, and self-expression skills. Texas A&M University is proud of its history of developing student leaders. Our co-curricular programs are already an area of true distinctiveness, but we must continue to strengthen their substance and reputation and extend their benefits to a greater percentage of the student body. While our retention rate is the highest in Texas, it is low relative to the best national institutions; we must make an institutional commitment to graduate those we enroll. We must emphasize education more than training and significantly improve our student-faculty ratio. We must provide more opportunity for intellectual exchange between distinguished faculty and undergraduates. Our recruiting should be more proactive and produce a more broadly representative student body. We need to expand our honors, study/live-abroad, interdisciplinary studies, and course-assistance programs.

4. **Build the Letters, Arts and Sciences Core**
   While the university is strong in the sciences, Texas A&M will not achieve its goal of being one of the nation’s premier public institutions without a more fully developed letters and arts program. The College of Architecture is strongly positioned to address this mission. The inherent emphasis on the arts associated with our discipline provides a foundation for visual arts programs. The number of Ph.D.s with an emphasis on theory has increased in the last five years.

5. **Build on the Tradition of Professional Education**
   Texas A&M has traditionally been strong in its professional programs. Architecture, because it is a profession, follows in this tradition. Interestingly, most of our graduates have had careers as professional designers and architects prior to matriculating. Some of them return to practice after having obtained their degrees in spite of the fact that the M.Arch. is the degree supporting professional registration.

6. **Diversify and Globalize the A&M Community**
   Vision 2020 acknowledges that the ability to excel in the future is linked to the development of a more diverse and globally aware community. The Ph.D. program has been incredibly pluralistic and continues to grow in that direction. More than 60% of our program’s students are international and typically come from Korea, Thailand, China, Canada, Central and South America, and India.

7. **Increase Access to Intellectual Resources**
   Despite recent progress, the intellectual assets represented by Texas A&M University library holdings are underdeveloped and must be
increased. Coincidentally, we must recognize that the technology related to the storage, access, and distribution of knowledge resources has changed as much in the last decade as in the 550 years since the invention of movable type. Texas A&M University must invest rapidly, but wisely, to gain parity with its academic peers. It must lead, not just grow, in forcefully developing new methods and measures of success in this rapidly changing arena. The wedding of communications and computer technology will, no doubt, yield the most formidable change in academe by 2020. Texas A&M University must lead the adaptation.

8. **Enrich Our Campus**
   The physical environment of our campus should be conducive to scholarly work and study. Texas A&M University has an efficient and well-maintained campus. However, during our rapid growth over the past four decades, the physical unity of the campus has been diminished by the presence of Wellborn Road and the railroad tracks. Innovative planning and bold leadership are needed to redress this division for reasons of safety and convenience as well as aesthetics. West Campus has not maintained the human scale that exists on the Main Campus. Through judicious planning we need to attain the same pedestrian-friendly scale and green space that gives the Main Campus its character. The use of large areas for surface parking needs to be reconsidered so that the unity of the campus is maintained as new building occurs to accommodate growth. As more of the university’s current land holdings are consumed by non-agricultural uses, acquisition of land on or near the Riverside Campus for agricultural development should be a high priority.

9. **Community and Metropolitan Connections**
   The way that we relate to the local community, Houston, and other metropolitan areas of the state will have a powerful impact on Texas A&M University and the communities supporting and supported by the university. In addition, it is critical that the community in which we live provide opportunities for families to work and grow. Spouses need high-quality employment opportunities. Faculty and researchers need private-sector sponsorships and commercialization support. As we attract a wider range of people to Texas A&M University, the enrichment provided through our connection to a large metropolitan area becomes increasingly important. Correctly choreographed, such a connection gives us the best of both worlds.

10. **Demand Enlightened Governance and Leadership**
    Great universities have a clearly articulated vision, a stimulating intellectual environment populated by great faculty and students, and resources adequate to support quality offerings. One other characteristic often contributes to greatness: enlightened leadership. Clear, cooperative relationships between the university and the System must be the norm. To achieve our aspirations, strong, enlightened, stable, and forward-thinking leadership focused on academic quality is essential. We have made progress, but we must
Connection to the University’s Strategic Plan, Vision 2020

4.2

guard it zealously. Regents must continue to take the policy high ground. The System administration must acknowledge and nurture Texas A&M University’s role as a comprehensive research university with national peers. The university administration must be steadfast in its demand for quality in every decision. And finally, the university administration must make decisions through a process characterized by openness and appropriate faculty and staff participation. Our responsibility to the System as its flagship must be evidenced in all decision-making. Academic progress is fragile. Enlightened, shared governance and leadership are elemental to its achievement.

11. Attain Resource Parity with the Best Public Universities

The combination of rapid population growth, demand for government services and difficult economic times have placed a strain on the Texas treasury in recent years. A good and widely dispersed university system has provided access to a growing college-aged population. Access alone is no longer enough. Texas must have a few universities that offer opportunities equal to the best public universities, while taking complementary steps to maintain access. Competitive peer states have long recognized the economic necessity of comprehensive research universities in meeting the knowledge demands of an information society. States with the best universities are currently investing twice as much funding per student as at Texas A&M University.

Texas A&M University and the University of Texas are ideally positioned to achieve recognition as top national institutions because of the state's historical, constitutional financial commitment to them. Texas may also need additional institutions of this caliber. The institutions designated to fill this role must be acknowledged and supported in a way that is consistent with national competition. They must be provided the flexibility and exercise the wisdom and courage to price their offerings more in line with their value, while taking complementary steps to maintain access. Finally, they must use their historical strength to generate more private capital. Texas A&M University must attain resource parity with the best public institutions to better serve Texas.

12. Meet Our Commitment to Texas

Texas A&M University is a creation of the state and in its origin was designed to prepare educated problem-solvers to lead the state’s development. This fundamental mission, born out of the land grant heritage of service, remains today. Texas A&M University’s aspiration to be among the best public universities in the country resonates with this historical mandate. The diverse population of Texas should have access to the best public education in America without having to leave the state.
Outstanding Performance Indicators

Teaching excellence is encouraged through a variety of programs. Importantly, it is a significant factor in our annual review where it is measured in part by required student evaluations. Additionally, graduate faculties are eligible for a variety of awards including the following:

- Association of Former Students distinguished Achievement Award, University Level
  - Julie Rogers 1988
- Association of Former Students distinguished Teaching Award, College of Architecture
  - Professor Gerald L. Maffei 1988
- Center for Teaching Excellent Award, Texas A&M University
  - Professor Anat Geva 1992-1993
- Teaching for Enhancement Grant, Texas A&M University
- Study Abroad Curriculum development Grant, Texan A&M University
- Association of Former Students Distinguished Teaching Award, Texas A&M University
- Association of Former Students Distinguished Research Award, Texas A&M University
- Association of Former Students Distinguished Achievement Award, University Level
  - Julie Rogers 1988

The following is a table with the average student evaluations per year from 2000-2010. A detailed breakdown of each professor's evaluation for each class per year can be found in Appendix A under A. Course Evaluation Data.

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>4.24</td>
<td>4.16</td>
<td>4.15</td>
<td>4.36</td>
<td>4.26</td>
<td>4.33</td>
<td>4.33</td>
<td>4.37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>4.24</td>
<td>4.12</td>
<td>4.46</td>
<td>4.07</td>
<td>4.45</td>
<td>4.39</td>
<td>4.44</td>
<td>4.50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.4 Bachelor of Environmental Design

4.4.1 Overview

The undergraduate architectural design program at Texas A&M University is offered through the Department of Architecture. Graduates earn a Bachelor of Environmental Design (B.E.D.) degree. The curriculum provides opportunities for the study of disciplines focused upon the practice of architecture. Students pursuing a degree in environmental design study subjects in the arts, humanities, sciences, and engineering. They develop skills and acquire knowledge in principles of design, problem analysis, verbal and visual communications, construction techniques, and architectural history. The curriculum centers on a studio-based experience in which students learn to design solutions in a variety of idealized or actual contexts. Coursework encourages interdisciplinary and comparative perspectives that allow opportunities for communication, team-oriented methods of production and visionary design solutions that respond to a broad range of concerns. The curriculum focuses on incorporating relationships between people and their environment. The design studio offers a means by which students can synthesize and apply this knowledge. The broad range of coursework gives students a better understanding of the complexity of problems facing architects today. It allows students to explore new means by which the profession can better people’s lives.

B.E.D. graduates may find employment within a wide range of design and architectural firms, but those who are interested in pursuing a career in the field of architecture must also obtain a degree at a National Architectural Accrediting Board (NAAB) accredited Master of Architecture program.

4.4.2 Enrollment Plan for B.E.D. Program

The following chart shows the enrollment in the B.E.D. Program for 2003-2009. This information was gathered from the Office of Institutional Studies and Planning (OISP) at Texas A&M University. OISP only keeps information from the past 7 years. This program has seen a steady increase the last two years in both the number of applicants, as well as the number of students who were enrolled. The percentage of students who are enrolled remained fairly constant, between 33% and 40% which is a good range for the Bachelor of Environmental Design program. The number of applicants is expected to continue rising as the B.E.D. program strengthens and becomes increasingly desirable to future design students.

<table>
<thead>
<tr>
<th>B.E.D. Program</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>452</td>
<td>506</td>
<td>499</td>
<td>472</td>
<td>472</td>
<td>573</td>
<td>613</td>
</tr>
<tr>
<td>Admitted*</td>
<td>221  (49%)</td>
<td>271  (54%)</td>
<td>278  (56%)</td>
<td>290  (61%)</td>
<td>281  (60%)</td>
<td>315  (55%)</td>
<td>324  (53%)</td>
</tr>
<tr>
<td>Enrolled*</td>
<td>154  (34%)</td>
<td>171  (34%)</td>
<td>164  (33%)</td>
<td>187  (40%)</td>
<td>186  (39%)</td>
<td>200  (35%)</td>
<td>202  (33%)</td>
</tr>
</tbody>
</table>

*Percentages indicate the percent of applicants admitted and enrolled.
4.4.3 Preparation for Professional Studies in Architecture

Students in the pre-professional Bachelor of Environmental Design degree program are enrolled in design studio courses that tackle architectural projects similar to those faced by professional architects. In the studio projects, an emphasis is shared among the technical and expressive content of design work, the process by which students research, synthesize, and document their design ideas, and the creation of tangible products that achieve high quality of graphic and physical craft.

In the United States, most state architectural registration boards require, as the prerequisites for licensure, a degree from a National Architectural Accrediting Board (NAAB) accredited professional degree program, the fulfillment of the National Council of Architectural Registration Board’s (NCARB) Internship Development Program (IDP), and the successful completion of NCARB’s Architectural Licensing Examination (ARE). The NAAB, which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture (BArch), the Master of Architecture (MArch), and the Doctor of Architecture (DArch). Students should consult the Texas A&M University Master of Architecture, NAAB, and NCARB websites for additional information.

4.4.4 Studio Culture at Texas A&M University:

Studio Culture Statement: All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. We are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. We also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Operational Procedures: Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. In addition:

- Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

- Most design studios will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life.

- Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience.
4.5 Master of Science in Architecture

4.5.1 Overview

The Master of Science in Architecture is an advanced, multidisciplinary, 32-credit hour thesis degree program designed to provide highly qualified students with a traditional academic foundation in theoretical concepts and research methods in Architecture. In this program, students develop support courses and a thesis topic in an emphasis area offered by the department or research centers associated with the college. The Master of Science, a thesis program administered through the Department of Architecture, has been in existence since 1991, evolving from a post-professional degree offering. The degree is a non-professional degree at the master's level for those seeking advanced knowledge in preparation for careers in architectural research, university teaching, or specialized practice and consulting. The degree may also act as a milestone toward a Ph.D. in architecture. The student can focus his or her studies within the emphasis areas and exploration topics formally identified by the Department of Architecture. Applicants are invited to inquire about topics outside of those areas, providing they can identify a core of available faculty and support resources, and submit a clearly defined plan of study.

4.5.2 Local and International “Place” of the M.S. Program

At the College Station campus the M.S. Program acts as an attractor for interdisciplinary studies related to architecture. It provides an avenue for individuals within the field of architecture to explore detailed research questions through an allied discipline, but it also allows for those in allied disciplines to bring their experience to bear on architectural issues defined by the architecture profession.

The M.S. Program provides avenues for interaction between national and international students due to the diverse nature of the enrollment and the interaction through common research methods classes. Students are required to interact with professors outside of their department since one of their graduate committee members must be from outside the Dept. of Architecture. This requirement usually results in students taking at least one course outside the department.

4.5.3 Enrollment Plan for M.S. Program

The following chart shows the available enrollment information for the M.S. Program from 2001-2009. This program has been most popular with international students which may account for the consistency in the number of students enrolled though the number of applicants and numbers of students admitted varied greatly. We are currently seeking ways of increasing application numbers such that with a 25% to 30% acceptance rate we would maintain a population between 25 to 30 students. For fall of 2010 there are currently 3 applicants for the M.S. Program.

<table>
<thead>
<tr>
<th>M.S. Program</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>24</td>
<td>25</td>
<td>18</td>
<td>21</td>
<td>28</td>
<td>13</td>
<td>15</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Admitted*</td>
<td>18 (75%)</td>
<td>16 (64%)</td>
<td>15 (83%)</td>
<td>9 (43%)</td>
<td>22 (79%)</td>
<td>13 (100%)</td>
<td>11 (73%)</td>
<td>8 (62%)</td>
<td>3 (100%)</td>
</tr>
<tr>
<td>Denied</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>12</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Enrolled*</td>
<td>8 (33%)</td>
<td>4 (16%)</td>
<td>10 (56%)</td>
<td>5 (24%)</td>
<td>5 (18%)</td>
<td>3 (23%)</td>
<td>3 (23%)</td>
<td>3 (23%)</td>
<td>2 (67%)</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>32</td>
<td>23</td>
<td>28</td>
<td>29</td>
<td>27</td>
<td>16</td>
<td>18</td>
<td>14</td>
<td>10</td>
</tr>
</tbody>
</table>

* Percentages indicate the percent of applicants admitted and enrolled. N.A. - number not available.
4.6.1 Overview

The Department of Architecture recognizes the unique opportunities of the Doctor of Philosophy in Architecture within the structure of the College and University. The Ph.D. program’s mission is to develop, disseminate and create knowledge about architecture. To realize this, the faculty members have made a commitment to building on their diverse experiences and backgrounds and to work together to establish a climate in which scholarship and creativity can flourish. The Doctor of Philosophy Program in Architecture has a long and distinguished history that has produced many outstanding graduates having important impacts on the academy and profession. The department also maintains and promotes an enthusiasm about architecture, which is transmitted to its students, members of the college and university communities, the profession, and to society at large.

4.6.2 Purpose of the Program

The Doctor of Philosophy is intended to be an advanced research degree in architecture that develops rigorous research methodologies that focus on critical problems and opportunities facing the discipline of architecture that generates original and lasting contributions along with a comprehensive understanding of the knowledge base of architecture. The Ph.D. in Architecture is a research degree appropriate for those seeking careers in teaching and scholarship in architecture and its related areas, or in roles in government or professional consultation that require a depth of knowledge, specialization and experience in research. In addition, it is intended that the Ph.D. in Architecture augment the profession of architecture in significant ways through new and enriched knowledge areas, practice fields and critical thinking. The Doctor of Philosophy in Architecture is designed to make a significant contribution to the discipline of architecture at the highest levels of scholarly inquiry. It emphasizes the creation of new and appropriate knowledge through research and prepares students to share the results of this research.

4.6.3 Patterns of Study

Because we have one of the largest Ph.D. programs in the country, our range of faculty interest areas is broad. The five College research centers provide focused research areas, which include the Center for Housing and Urban Development (Sustainable Urbanism), the Center for Health Systems and Design, the Center for Conservation and Preservation, the Hazards Reductions Center, the CRS Center. In addition research areas are provided in the Energy Systems Laboratory, which is part of the Texas Engineering Experiment Station. Each of the Centers administers a certificate in their areas of concentration. In addition, within the Department of Architecture there are additional research interests in other areas, such as, History and Theory.

4.6.4 Student Numbers

The program typically has 50 or more students in residence each year with an additional five- to -ten students who are not in residence. Although student course work is usually taken in residence at Texas A&M University, some course work may be taken at another university when approved. Students have come to Texas A&M from all over the United States, as well as countries such as Algeria, Australia, China, Colombia, Egypt, Japan, Jordan, India, Iran, Iraq, Italy, Israel, Korea, Mexico, Chile, Russia, Saudi Arabia, Thailand, Nepal, Turkey, South Africa and Uruguay. Approximately 60% of the Doctor of Philosophy program participants are international students.
4.6 Ph.D. in Architecture

On average five or more degrees are granted each year. There is a broad spectrum of research topics reflecting the varied student-faculty interests in the field of architecture.

- Program size typically 50+ students (resident + non-resident)
- The Ph.D. in Architecture degree awarded since 1969
- Time of matriculation typically has been 5 years

4.6.5 Local, National, and International “Place” of the Ph.D. Program

Local place

- The Ph.D. program adds an intellectual dimension (ideas, society, and culture) to the Department and College through the participation of faculty members in Ph.D. research and committees, and the teaching of undergraduate courses.
- From an academic perspective, because students are responsible for choosing at least one non-architecture member for their committee, knowledge is brought in from outside sources. This enables architecture faculty to exchange ideas with faculty from other disciplines and to strengthen their research through collaborations with other fields.
- Professionally, some Ph.D. students pursue local, professional connections by using community and state buildings as case studies, or local architects as interviewees.
- Some Ph.D. students are licensed architects that continue to practice on their own or with local practitioners.
- Some Ph.D. students are licensed professionals in other fields, such as: engineering, construction contracting and nursing.

National Place

- Academically, the majority of our graduates will teach full-time or part-time during their post-doctoral careers.
- Professionally, some Ph.D. students pursue national professional connections. Nationally-sited architecture as case studies, national architects as interviewees, employment at National Labs, and national professional practice as content are common research vehicles.

International Place

- Regarding our intellectual place, international students who seek the Ph.D. generally return to their own country to teach, research, and publish in the emphasis area in which they have specialized. Having made acquaintances where cross-pollination of ideas and cultures occurs, most Ph.D. students may continue their international connections.
- Academically, international and national students often return to teach in areas of emphasis in which they have generated new knowledge and share newly-learned methodologies with other cultures. These same students enrich our program, as they expand our understanding of their society and cultures.
- Professionally, as the knowledge base for architecture grows, connection to applied research and practice helps build a relationship with the profession.
4.6.6  Enrollment Plan for Ph.D. Program

The following table shows the enrollment over the last 10 years. Enrollment totals include available data from 2001-2009.

<table>
<thead>
<tr>
<th>Ph.D. Program</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
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<th>2006</th>
<th>2007</th>
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<td>11</td>
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<td>(82%)</td>
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<td>(89%)</td>
<td>(85%)</td>
<td>(100%)</td>
<td>(69%)</td>
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<td>6</td>
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<td>9</td>
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<td>3</td>
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<td>17</td>
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<tr>
<td></td>
<td>(88%)</td>
<td>(36%)</td>
<td>(39%)</td>
<td>(27%)</td>
<td>(10%)</td>
<td>(22%)</td>
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<td>Total Enrollment</td>
<td>80</td>
<td>99</td>
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<td>95</td>
<td>85</td>
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</tbody>
</table>

* Percentages indicate the percent of applicants admitted and enrolled.

4.6.7  Faculty Plan

As of fall 2009, the Ph.D. students in the program were advised by 20 faculty members (chairs or pre-committee advisors). Assignments per faculty member range from 1 to 10 (including co-chairs). Due to recent retirements, additional faculty are needed in both technology and theory.

4.6.8  Teaching Space and Facilities Requirements

The rooms in which Ph.D. classes are taught are not, and do not need to be, Ph.D.-dedicated spaces.

Ph.D. students with teaching assignments are provided shared office space in various locations in buildings A, C, and the Williams Building.

4.6.9  Information Technology Support of Ph.D. Program

Ph.D. students are highly dependant on computer technology to conduct their research. Access to cutting edge equipment and computer education is critical. Most students utilize the resources of their research centers and labs for equipment access.

Most Ph.D. classes have been enhanced by the conversion to electronic format in the last ten years. Enhancing communication electronically has also become an important part of the Ph.D. program, as a significant percentage of students conduct their research at locations outside College Station, which benefits from web-based media.
4.7 Monitoring Goals

4.7.1 Administrative Assessment Procedures

The Department of Architecture Promotion and Tenure Committee, is charged with mentoring faculty, which includes a full awareness of the need for diversity. The Department also maintains a Search Committee, as needed, to recruit, interview and advise the Department Head during the hiring process. At the College level, the Excellence and Diversity Committee provides further assurance that all diversity concerns are addressed during the interview and hiring process.

The College’s Working Group for Academic Affairs deals with all curricular matters at the college level and is composed of members from each of the three Departments. The executive Associate Dean chairs the Working Group. Its charge is to review the general programs in each of the Departments and to ensure that the greatest level of positive interaction is generated between programs. The Working Group also checks programs and their administration to ensure that the spirit of a general education is met. Lastly, the Working Group is charged with finding ways to integrate the research activity of the various centers into the ongoing academic programs. This constant analysis from these perspectives rejuvenates the programs housed in the College.

Faculty are asked to assess and suggest direction to the program in many ways. In addition to those described above, the faculty participate as members on a number of other committees in the Department, which have some impact on the programs.

In addition of the previously mentioned student input, course and instructor evaluation are administered in every class each semester. These are conducted toward the conclusion of the semester and results are made available to individual faculty member, the Department Head and the Executive Associate Dean. These evaluations are included in all annual reviews and submissions for reappointment, tenure, and promotion.

4.7.2 Preliminary Student Feedback

Informal meetings with graduate students were held before the last external review in 1999. These meetings resulted in requests for: better facilities, increased networking opportunities, and dissertation editing support. Each of these areas have since been addressed: Regarding facilities, a space-remodeling project for the Ph.D. student study area in Building A was completed in the spring of 2000. Additional furniture upgrades have been undertaken as well. Regarding increased networking opportunities, a mentorship program between pre- and post- candidacy students was initiated in the fall of 2000. Regarding dissertation support, proposals have been forwarded to the Dean’s office regarding classes and in-house editing support.

Exit Surveys were sent out to all spring 2010 graduates from the B.E.D. program. Ninety-one surveys of those distributed were returned. The following section presents the results of this year’s surveys. More detail results of these questionnaires are presented in Appendix A.

Quality of education questionnaires were also sent to current students and alumni of the M.S. and Ph.D. program in October 2009. Twenty-one questionnaires were returned from this group. This section presents the results of the returned questionnaires. More detailed results of these questionnaires are presented in the Appendix A.
Responses from current M.S. and Ph.D. students

Nine questionnaires were returned from the current M.S. and Ph.D. students. Some of the factors that contributed to their decision to come to Texas A&M were: strength and reputation of the program, good faculty, availability of certain certificates, focus on specific academic fields that are rare or unique, location, and cost. The majority of student respondents considered the Ph.D. program in architecture at Texas A&M to be better than most. However, a few evaluated it as being average.

The best M.S. and Ph.D. programs were identified as those at Harvard University, UC Berkeley, MIT, Princeton, Michigan University, Columbia University, Massachusetts Institute of Technology and Texas A&M University.

All respondents thought that the Ph.D. program at TAMU met their expectations; however, the following problems were mentioned:

(1) the weakness of the faculty in “theory” and other unspecified research topics
(2) the unavailability of study spaces, and
(3) the limited availability of scholarships, grants, and assistantships

The most positive aspects of students’ experiences with the Ph.D. program in architecture were listed as:
- facilities and resources,
- flexibility to design your own plan of study,
- qualified and supportive faculty,
- well structured program with a variety of courses,
- good education regarding research methods,
- opportunities to interact with other fields of architecture, other disciplines, and other Master and Doctoral students
- specialization opportunities in unique fields, and
- availability of the various centers in the college

The most significant shortcomings of the program, on the other hand, were listed as:
- limited financial support,
- space shortage,
- unpleasant atmosphere of classrooms,
- lack of courses (unspecified),
- weakness in theoretical courses,
- inappropriate required courses,
- poor facilities, and
- lack of experts in some specific research areas

Therefore, financial support, facilities, the number of courses, and faculty were evaluated both as positive and negative aspects of the program.
4.7 Monitoring Goals

Responses from Alumni

According to these responses, the most important factors that contributed to the decision to come to A&M were financial support, low cost, location, focus on specific areas, and large size of the college, program flexibility, and faculty. The evaluation of the M.S. and Ph.D. programs at Texas A&M in comparison to other programs was average. Two of seven considered it to be better than most. The best M.S. and Ph.D. programs were mentioned as those at UC Berkeley, University of Michigan at Ann Arbor, MIT, Harvard University, Princeton, Texas A&M, University of Pennsylvania, and Georgia Tech. Only two-thirds of respondents thought the program met their expectations; they expressed dissatisfaction with the lack of financial support, lack of support from faculty, and limited research opportunities. These criticisms are different from those of current students.

The most positive aspects of the alumni’s experience were listed as:
- links to faculty in other colleges,
- incorporation of other fields,
- research methods courses,
- flexibility,
- interaction with other M.S. and Ph.D. students and with committee chair,
- provision of assistant lecturer position and funding,
- variety of courses in the area of specialization,
- financial, physical, and moral support from research centers and labs, and
- support in becoming involved in different associations

The most significant shortcomings were:
- intellectual support,
- lack of support in dissertation preparation,
- indifference of some faculty,
- lack of career guidance,
- lack of advanced history and theory courses,
- inappropriate format of seminar classes,
- limited number of interesting and scholarly architectural professors,
- lack of financial support, and
- lack of research options

Both groups identified limited financial support, weakness in advanced and theoretical courses, and lack of experts in some specific research areas as problematic. In general, the comments of current students were more positive than those of the alumni. In particular, the comments about the faculty differed dramatically. Current students described faculty as competent and supportive while a significant portion of the alumni evaluated faculty as ‘indifferent, and not supportive’. The improved perception of the faculty may be a result of extensive new hires in recent years.
Responses from spring 2010 B.E.D. Graduates

Ninety-one surveys were returned from the spring 2010 B.E.D. graduates. The following questions were asked in the survey. The questioned were answered with yes or no with some requiring further explanation.

1. When you entered the B.E.D. program, did you plan to pursue a career as a licensed architect?
2. When you first entered the B.E.D. program, were you aware that the B.E.D. degree is a pre-professional degree that must be followed with an accredited professional masters degree in architecture (MArch) in order to qualify to become a licensed architect?
3. By the beginning of your senior year did you plan to continue on to MArch studies, and then to a career as a licensed architect?
4. Did you apply for the MArch studies, for fall 2010 admission?
   a. If no, do you intend to defer your application to MArch studies?
   b. If yes, please indicate for how long:
   c. If yes, what will you do in the interim?
   d. If yes, please indicate which program(s) you applied to in order of preference and circle if it was for a two or a three-year degree.
5. If you applied for MArch studies, please list where you have been accepted, and circle if it is a two-year or a three-year program.
6. Do you intend to pursue graduate studies in a discipline other than architecture?
   a. If yes, what discipline?
7. If you intend to pursue graduate studies in a discipline other than architecture, have you applied to graduate studies in that field for fall 2010 admission?
   a. If yes, please list where you applied in order of preference, including the degree and check mark if you have been accepted.
   b. If yes, will your B.E.D. degree be of benefit to your future success in that discipline?
8. Do you intend to pursue a career that does not require graduate studies?
   a. If yes, what are your plans?
   b. If yes, will your B.E.D. degree be of benefit to your future success?

The following chart shows the results for the yes or no portion of the survey. The entire table including all ninety-one answers can be found in Appendix A.

Survey Results

<table>
<thead>
<tr>
<th>Response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>4 a.</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>8 b.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87</td>
<td>65</td>
<td>56</td>
<td>38</td>
<td>17</td>
<td>3</td>
<td>1</td>
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<tr>
<td>No</td>
<td>3</td>
<td>25</td>
<td>34</td>
<td>47</td>
<td>23</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Accepted</td>
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<td>30</td>
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</tr>
</tbody>
</table>
Program Components

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5.12 Student Support Services

5.13 Recruiting Efforts
5.1.1 Student Profile

The following table contains from the Office of Institutional Studies and Planning or OISP. These numbers are official 12th class day data collected in Fall 2009. Figure 5.1 shows the ethnicity profile of the entire B.E.D. program, while figures 5.2 and 5.3 break the profile down by gender.
5.1 Education

Ethnicity Profile by Gender: Female
Architecture: Undergraduate
Fall 2009

Figure 5.2

Ethnicity Profile by Gender: Male
Architecture: Undergraduate
Fall 2009

Figure 5.3
5.1.2 Executive Summary

**Entering Full-Time First-Time Freshmen (FTFT)**

- Of the 6,389 FTFT entering TAMU in the Fall of 2003, 79.7% graduated in six years or less. This rate was 78.3% for the 2002 cohort.

- The four-year graduation rate for the 2005 FTFT cohort was 49.8%, a 3.8 percentage point increase from the 2004 cohort (46.0%).

- The first-year retention rate for the 2008 FTFT cohort was 92.4%, the same rate (92.4%) as the 2007 FTFT cohort (Page 4).

- The first-year retention rate for Black students increased significantly from five years ago (81.5% for the Fall 2003 cohort; 92.6% for the Fall 2008 cohort).

- Graduation and retention rates vary significantly among FTFT demographic groups. Female, White, Asian, Texas Top 10%, students who earned college credits in high school, and non-first-generation student groups demonstrated consistently higher graduation and retention rates than their counterparts.

**First Time Undergraduate Transfer (Transfer)**

- Of the 1,568 transfer students entering TAMU in the Fall of 2005, 80.5% graduated in four years, a 3.4 percentage point increase from the 2003 cohort (77.1%).

- The two-year graduation rate for the 2007 transfers was 17.7%, the same rate as the 2006 cohort (17.7%).

- Different transfer demographic groups showed different graduation and retention rates. Relatively higher rates were found among female, White, and in-state transfers.

**Six-Year Within College Graduation Rates** (Students graduating from the same college in which they entered as FTIC)

- The overall six-year within college graduation rate for the Fall 2003 First-Time-In-College (FTIC) cohort was 45.4%. This rate was 43.7% for the 2002 cohort.

- Mays Business School had the highest rate of 76.3% (Page 78); followed by College of Geosciences (68.8%; Page 76). The lowest rate was reported for College of Science (36.2%; Page 84).
5.1 Education

5.1.3 Curriculum- B.E.D. Program

The undergraduate architectural design program at Texas A&M University is offered through the Department of Architecture. Graduates earn a Bachelor of Environmental Design (B.E.D.) degree. The curriculum provides opportunities for the study of disciplines focused upon the practice of architecture. Students pursuing a degree in environmental design study subjects in the arts, humanities, sciences, and engineering. They develop skills and acquire knowledge in principles of design, problem analysis, verbal and visual communications, construction techniques, and architectural history. The curriculum centers on a studio-based experience in which students learn to design solutions in a variety of idealized or actual contexts. Coursework encourages interdisciplinary and comparative perspectives that allow opportunities for communication, team-oriented methods of production and visionary design solutions that respond to a broad range of concerns. The curriculum focuses on incorporating relationships between people and their environment. The design studio offers a means by which students can synthesize and apply this knowledge. The broad range of coursework gives students a better understanding of the complexity of problems facing architects today. It allows students to explore new means by which the profession can better people’s lives. The Senior Year Design Sequence allows students to continue with the Architectural Studies Option, or to further focus their studies by selecting options in Home Architecture or Research. The Department also offers an undergraduate Minor in Art and Architectural History.

5.1.4 Senior Design Sequence, Architectural Studies Option

The Architectural Studies Option in the Senior Design Sequence is a mainstream studio-based curriculum aimed at those students who wish to pursue graduate studies in an accredited MArch program and wish work within the profession. Fall semester features an integrated studio sequence of ARCH 405 - Architectural Design IV, ARCH 431 - Integrated Structures, and ARCH 435 - Integrated Systems. All three classes are taught in the studio and students integrate design, structures and systems into their projects.

Spring semester features ARCH 406 - Architectural Design V, where students can choose from a wide variety of studios focusing on topical approaches to design, emphasizing theory and practice of architecture or related disciplines, such as urban design, interior design, health care design, etc.

5.1.5 Senior Design Sequence, Proposed Home Architecture Option

The proposed Home Architecture Option would replace the architectural studies option in the Senior Year Design Sequence. It would immerse students in the sector of design and construction that is concerned with single-family homes. The topics of the Option are comprehensive across phases of the procurement process to include land development, regulation, design, construction, marketing, and habitation. Within a semester, students would design and construct a house, and in the process gain knowledge of construction materials, methods, supply chains, and management. They would also employ advanced information technologies that enable them to integrate knowledge of these diverse areas into their design decision-making process.
5.1.6 Senior Design Sequence, Research Option

The Research Option replaces the architectural studies option in the Senior Year Design Sequence. It provides an opportunity for motivated students to explore and participate in research to create new knowledge in the built environment. This option introduces students to the rigor of scientific and naturalistic methods of inquiry. Areas of research include sustainable design, technology, history, historic preservation, practice, evidence-based design, health issues, visualization, simulation, entrepreneurship, leadership and others. Students graduating Research Option may apply for graduate studies in architecture or related disciplines, but it is the responsibility of individual Research Option participants to investigate and understand the particular requirements and perquisites of the graduate programs, to which they are planning.

The Research Option requires a 3.0 GPA for entry. Students will write proposals for funding from the University and Honors Research Grants to be utilized in their fourth year of study. Arch 491-Research is the main course. Key supporting courses include Arch 291 Research.

Courses in the first semester of the fourth year may be substituted with the recommendation and approval of the Associate Department Head, in consultation with the student’s Research Advisor, to enhance the research experience.

5.1.7 Undergraduate Minor in Art and Architectural History

The courses listed below constitute the 15 hours required for a minor in Art and Architectural History.

Six hours are required from the following 100 and 200 level courses: ARTS 149 or ARCH 249, ARTS 150 or ARCH 250

Nine hours are required from the following 300 and 400 level courses: ARCH 329, ARCH 345, ARCH 350, ARCH 430, ARCH 434, ARCH 437, ARCH 440, ARCH 441, ARCH 442, ARTS 330, ARTS 335

Application: Students must receive signed approval from the Department of Architecture Undergraduate Advisor or the advisor for the Minor. Application is then made in the student’s home college or major department.

Eligibility: Students applying for a minor in Art and Architectural History must have a 2.0 or better overall GPR. Application is made in the student’s home college or major department. Some colleges and departments outside the College of Architecture do not permit their students to minor.

Satisfactory Completion of Courses: To be awarded the minor in Art and Architectural History and receive transcript recognition, students must obtain a “C” or better in each course listed above (or in any transfer course used as an equivalent).

Transfer Courses: The student’s home college or major department may grant, with agreement from the College of Architecture, transfer course work subject to approval by the History faculty. A course syllabus must be submitted for review by the history faculty in order to be considered for transfer credit.
## 5.1 Education

### 5.1.8 Curriculum Requirements by Semester

**First semester:**
Students are enrolled in ENDS 105, ENDS 115, a communications elective, history elective and mathematics elective.

**Second semester:**
Students are enrolled in ENDS 106, ENDS 116, a history elective, mathematics elective, and a natural science elective.

**Third semester:**
Students are enrolled in ARCH 205, ARCH 212, ARCH 249, PHYS 201, and POLS 206.

**Fourth semester:**
Students are enrolled in ARCH 206 or ARCH 207, ARCH 250, CARC 481, POLS 207, a communications elective and a directed elective.

**Fifth semester: (may be interchanged with sixth semester)**
Students are enrolled in ARCH 305, ARCH 331, ARCH 335, and ARCH 350.

**Sixth semester: (may be interchanged with fifth semester)**
Students are enrolled in ARCH 312, CARC 301, an elective, and a directed elective.

**Seventh semester:**
Students are enrolled in a senior design sequence (Research Option or Home Building), KINE 198, an elective, and a directed elective.

**Eighth semester:**
Students are enrolled in a senior design sequence (Research Option or Home Building), KINE 199, an elective, and a directed elective.

<table>
<thead>
<tr>
<th>Semester</th>
<th>1st</th>
<th>2nd</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>ENDS 105 (4)</td>
<td>ENDS 106 (4)</td>
<td>ARCH 205 (4)</td>
<td>ARCH 206 or ARCH 207 (4)</td>
<td>ARCH 305 (5)</td>
<td>ARCH 312 (1)</td>
<td>Senior Design Sequence (8)</td>
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<td>Required</td>
<td>PHYS 201 (4)</td>
<td>POLS 206 (3)</td>
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<td>History Elective (3)</td>
<td>Mathematics/Logic Elective (3)</td>
<td>Communications Elective (3)</td>
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<td>(17)</td>
<td>(17)</td>
<td>(14)</td>
<td>(12)</td>
<td>(15)</td>
<td>(12)</td>
<td>120</td>
</tr>
</tbody>
</table>

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## 5.1.9 Coursework

B.E.D. students in the architecture program consider three types of courses in the formulation of their degree plan: required courses, recommended courses, and electives. Choices in electives are extremely broad. Brief descriptions of required, recommended, and frequently-taken electives follow.

### Curriculum Map

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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</tr>
<tr>
<td>ENDS 195</td>
<td>Design Foundations I 4 hours</td>
</tr>
<tr>
<td>ENDS 115</td>
<td>Design Communication Foundations 3 hours</td>
</tr>
<tr>
<td></td>
<td>Communications Elective 3 hours</td>
</tr>
<tr>
<td></td>
<td>History Elective 3 hours</td>
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</tr>
<tr>
<td>ENDS 196</td>
<td>Design Foundations II 4 hours</td>
</tr>
<tr>
<td>ENDS 116</td>
<td>Design Communication Foundations II 3 hours</td>
</tr>
<tr>
<td></td>
<td>History Elective 3 hours</td>
</tr>
<tr>
<td></td>
<td>Mathematics/Logic Elective 3 hours</td>
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<tr>
<td></td>
<td>Natural Science Elective 4 hours</td>
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<table>
<thead>
<tr>
<th>Sophomore Year</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ARCH 205</td>
<td>Architecture Design I 4 hours</td>
</tr>
<tr>
<td>ARCH 212</td>
<td>Social and Behavioral Factors in Design 3 hours</td>
</tr>
<tr>
<td>ARCH 249</td>
<td>Survey of World History I 3 hours</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>College Physics 4 hours</td>
</tr>
<tr>
<td>POLS 206</td>
<td>American National Government 3 hours</td>
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<td><strong>Spring Semester</strong></td>
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</tr>
<tr>
<td>ARCH 206 / 207</td>
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<td>ARCH 250</td>
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<td>CARC 481</td>
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<td>POLS 207</td>
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<td>Communications Elective 3 hours</td>
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<th>Junior Year</th>
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<tr>
<td><strong>Semester at Home (can be done fall or spring):</strong></td>
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</tr>
<tr>
<td>ARCH 305</td>
<td>Architectural Design III 5 hours</td>
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<tr>
<td>ARCH 311</td>
<td>Foundations Structures 3 hours</td>
</tr>
<tr>
<td>ARCH 335</td>
<td>Foundations Systems 3 hours</td>
</tr>
<tr>
<td>ARCH 350</td>
<td>History and Theory of Modern and Contemporary Architecture 3 hours</td>
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<tr>
<td></td>
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<td><strong>Semester Away (mandatory - can be done fall or spring):</strong></td>
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<tr>
<td>ARCH 312</td>
<td>Design Journal 1 hours</td>
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<td>CARC 301 / ENDS 949</td>
<td>Field Studies / Internship 5 hours</td>
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<td>Directed Elective 3 hours</td>
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<td></td>
<td>Elective 3 hours</td>
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5.1 Education

### Senior Year

#### Fall Semester:

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<th>Description</th>
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<tbody>
<tr>
<td>ARCH 405</td>
<td>Architectural Design IV, Integrated Studio</td>
<td>4</td>
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<tr>
<td>ARCH 431</td>
<td>Integrated Structures</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 435</td>
<td>Integrated Systems</td>
<td>2</td>
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<tr>
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<tr>
<td></td>
<td>Kinesiology</td>
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or

#### Senior Design Sequence: Home Architecture Option (also commits student to spring courses)

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<thead>
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<tr>
<td>ARCH 407</td>
<td>Integrated Home Architecture Studio</td>
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<td>ARCH 432</td>
<td>Integrated Home Structures and Construction</td>
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<td>ARCH 436</td>
<td>Directed Elective</td>
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or

#### Senior Design Sequence: Research Option (also commits student to spring courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 491</td>
<td>Advanced Architectural Innovation and Support Courses</td>
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#### Spring Semester:

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<tr>
<td>ARCH 406</td>
<td>Architectural Design V</td>
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<td>Directed Elective</td>
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<td>Elective</td>
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or

#### Senior Design Sequence: Home Architecture Option

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<tbody>
<tr>
<td>ARCH 408</td>
<td>Experimental Home Architecture</td>
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<td>Elective</td>
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<tr>
<td></td>
<td>Kinesiology</td>
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or

#### Senior Design Sequence: Research Option

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<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>ARCH 491</td>
<td>Advanced Architectural Innovation and Support Courses</td>
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<td>Directed Elective</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>Kinesiology</td>
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<tr>
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**Total, Senior Year:**

<table>
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<tr>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>27</td>
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</table>
5.1.10 Required Courses

ENDS 105. Design Foundations I. (2-4). Credit 4. I, S Visual and functional design principles; development of skills in perception, thought and craft as they apply to the formation of two- and three- dimensional relationships; design attitudes and environmental awareness. Prerequisite: Classification in environmental design, construction science or landscape architecture.

ENDS 106. Design Foundations II. (1-6). Credit 4. II, S Approaches to problem identification and problem solving emphasizing an awareness of human, physical and cultural factors influencing design; reinforcement of visual and verbal communication as applied to the design process. Prerequisite: ENDS 105.

ENDS 115. Design Communication Foundations. (1-4). Credit 3. Introduction to and practice of tools, methods, techniques available for graphic communication; graphic communication and the design process; observation and other forms of free-hand drawing and drawing systems that develop the student’s representational and descriptive capabilities.

ENDS 116. Design Communication Foundations II. (1-4). Credit 3. Introduction to design drawing using a wide variety of tools ranging from conventional drafting and drawing equipment to the latest digital graphic applications; a focused investigation of analytical drawing as it contributes to the design process; experience of a wide variety of drawing conventions intended to equip students to navigate a design process. Integrrally related to ENDS 106. Prerequisites: ENDS 115 and concurrent enrollment in ENDS 106.


ARCH 206. Architecture Design II. (2-6). Credit 4. Fundamental issues of innovative design processes and creation explored through the creative use of past, present and future materials, tools, and technologies; with an emphasis upon the research of materials, methods, scale, craft and technique as instruments of design, fabrication, and production. Prerequisites: ARCH 205 and ENDS 105, 106, 115, 116.

ARCH 207. Architecture Design II. (2-6). Credit 4. Technology as medium for design planning and communication; impact and influence of technology on architectural design process; investigation of computing theories, systems, methods and current and future trends through creative thinking and innovation design, problem solving and creation with the use of digital media. Prerequisites: ARCH 205 and ENDS 105, 106,115, 116.

ARCH 212. Social and Behavioral Factors in Design. (3-0). Credit 3. Social and behavioral factors in the built and natural environment; environmental perception and spatial cognition; social-environmental processes such as privacy and crowding; setting-oriented discussion on residences, education, and the workplace; the psychology of nature and natural resource management; social design and social science contribution to architectural design.
5.1 Education

ARCH 249. Survey of World Architecture History I. (3-0). Credit 3. A survey of the history of western and non-western architecture and the human-designed and built environment from the prehistoric to the 14th century; origins and the evolution of ideas related to the question of creativity in art and architectural objects and plan that make up the total scope of the designed environment.

ARCH 250, Survey of World Architecture History II. (3-0). Credit 3. A survey of western and non-western architecture and the human-designed and built environment from the 14th century to the present.

ARCH 305. Architectural Design III. (2-6). Credit 5. Theory and practice of architecture as art and science; study of function, structure and form in site and building design through an analytical approach to programming, design methods, problem identification, case studies and problem resolution; exercises in identifying various conditions and forces associated with a variety of building types and the generation of a range of design solutions. Prerequisites: ARCH 205; ARCH 206 or 207; ARCH 249 and upper level classification in the BED Architecture Studies Option.

ARCH 331. Foundations Structures. (2-2). Credit 3. Introduction to the physical principles that govern statics and strength of materials through the design of architectural structures from a holistic view, in the context of architectural ideas and examples; introduction to construction, behavior of materials, and design considerations for simple and complex structural assemblies; computer applications. Concurrent enrollment in ARCH 305. Prerequisites: Upper level classification in the BED Architectural Studies Option; MATH 142 or equivalent; PHYS 201.

ARCH 335. Foundations Systems. (3-0). Credit 3. Theory and applications of building energy use, envelope design, shading analysis, heating and cooling systems, lighting design; building water supply, plumbing and drainage systems; electrical, acoustical, fire and lightning protection; life safety; transportation systems and construction materials; calculations, equipment selection, and component sizing as they relate to building design. Prerequisites: Upper level classification in the BED Architectural Studies Option; PHYS 201.

ARCH 350. History and Theory of Modern and Contemporary Architecture. (3-0). Credit 3. Development of modern and contemporary architecture in the 20th and 21st centuries; materials, structure, social and economic changes as well as architectural theory. Prerequisites: Junior or senior classification or approval of degree coordinator or instructor.

ARCH 312. Design Journal. (0-2). Credit 1. Production of a journal, in any combination of physical artifact or electronic blog, as specified by instructor, that documents the student’s experience on a study abroad program, a professional internship, or other off-campus activity; journal reflects discipline-specific communication methods for the profession of architecture. Prerequisites: Upper division classification in the BED Architectural Studies Option and concurrent enrollment in CARC 301 or ENDS 494, or other off-campus program.
ARCH 494. Internship. (6-0). Credit 6, I,II Practical experience in an office of design allied professionals; 18 week internship with a minimum of 720 hours; continuous employment; departmental internship coordinator required; post-approval evaluation following the internship. May not be repeated for credit. Prerequisites: Upper-level classification in environmental design; approval of environmental design internship coordinator.

CARC 481. Seminar. (1-0). Credit 1. Preparatory seminar for select College of Architecture study away and internships; topics include introduction to the language, culture and history of study abroad location. May be taken up to two times in the same semester. To be taken on a satisfactory/unsatisfactory basis. Prerequisites: Admission to approved study abroad program; approval of Associate Dean for Students.

CARC 301. Field Studies in Design Innovation. Credit 1 to 18. Design innovation to international and domestic environments away from the Texas A&M University campus; emphasis on the cultural, social, economic, geographical, climatic and technological factors influencing design solutions for human needs. May be taken up to two times in the same semester. Prerequisites: For environmental design and construction science majors: Upper-level classification in respective major or Internship Arch 494.

CARC 331. Field Studies in Design Philosophy. (3-0). Credit 3. Design philosophy in international and domestic environments away from the Texas A&M University campus; emphasis on the historical, philosophical, cultural, social and economic factors that influence design solutions. May be taken up to two times in the same semester.

CARC 311. Field Studies in Design Communication. (2-4). Credit 3. Design communication in international and domestic environments away from the Texas A&M University campus; emphasis on the tools, methods and techniques for design communication. May be taken up to two times in the same semester. Prerequisite: For environmental design majors: ENDS 211.

PHYS 201. College Physics. (3-3). Credit 4. Fundamentals of classical mechanics, heat, and sound. Prerequisite: MATH 103 or equivalent.


5.1 Education

5.1.1 Directed Electives:

*Directed Electives:* Students must select four directed electives from at least three categories. Categories include: Architectural History/Theory, Context, Tectonics, Design Practice, and Design Communication. Directed elective courses are offered by the Department of Architecture as well as by the other departments in the College of Architecture. The menu of directed electives is updated yearly.

### Category I: Architectural History/Theory

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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ARCH 329</td>
<td>The American House</td>
<td>3</td>
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<tr>
<td>ARCH 345</td>
<td>History of Building Technology</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 401</td>
<td>Design Creativity</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 430</td>
<td>History of Ancient Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 434</td>
<td>The Role of Sculpture and Painting in Ancient Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 440</td>
<td>History of Renaissance Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 441</td>
<td>Baroque and Rococo Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 489</td>
<td>Special Topics in Design Methods</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 330</td>
<td>The Arts of America</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 335</td>
<td>The Art and Architecture of Rome</td>
<td>3</td>
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<tr>
<td>ENDS 101</td>
<td>Design Process</td>
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<tr>
<td>LAND 240</td>
<td>History of Landscape Architecture</td>
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### Category II: Context

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<td>ARCH 310</td>
<td>Site Planning and Design</td>
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<tr>
<td>URSC 301</td>
<td>Urban &amp; Regional Planning (500 sections ONLY)</td>
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<tr>
<td>URSC 340</td>
<td>Housing &amp; Community</td>
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<td>URSC 370</td>
<td>Health Systems Planning</td>
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<td>URSC 450</td>
<td>Emergency Management Principles</td>
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<td>URSC 461</td>
<td>Urban Issues</td>
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<td>URSC 470</td>
<td>Health Systems Planning &amp; Policy</td>
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<td>LAND 310</td>
<td>Landscape Theory</td>
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<tr>
<td>GEOG 306</td>
<td>Introduction to Urban Geography</td>
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<td>GEOG 311</td>
<td>Cultural Geography</td>
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<td>GEOG 330</td>
<td>Resources and the Environment</td>
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<td>GEOG 402</td>
<td>Interpretation of Cultural Landscapes</td>
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<td>GEOG 406</td>
<td>Geographic Perspectives on Contemporary Urban Issues</td>
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<td>RENR 375</td>
<td>Conservation of Natural Resources</td>
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Free Electives:

*Free Electives:* Students have three additional free electives that can be taken from any department on campus.

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<tr>
<td>ARTS 212</td>
<td>Life Drawing</td>
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</tr>
<tr>
<td>ARTS 304</td>
<td>Graphic Design II</td>
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</tr>
<tr>
<td>ARTS 305</td>
<td>Painting I</td>
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<td>ARTS 308</td>
<td>Sculpture</td>
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<td>ARTS 310</td>
<td>Digital Photography</td>
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</tr>
<tr>
<td>ARTS 311</td>
<td>Black &amp; White Photography</td>
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<td>ARTS 353</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 489</td>
<td>Special Topics in Digital Painting</td>
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</tr>
<tr>
<td>GEOG 390</td>
<td>Principals of Geographic Information Systems</td>
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<tr>
<td>VIST 374</td>
<td>Multimedia Design</td>
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<td>VIST 474</td>
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**Category III: Design Communication**

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<td>3</td>
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<td>Life Drawing</td>
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<td>Graphic Design II</td>
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<td>ARTS 305</td>
<td>Painting I</td>
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<td>ARTS 308</td>
<td>Sculpture</td>
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<tr>
<td>ARTS 310</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 311</td>
<td>Black &amp; White Photography</td>
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</tr>
<tr>
<td>ARTS 312</td>
<td>Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 353</td>
<td>Color Theory</td>
<td>3</td>
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<tr>
<td>ARTS 489</td>
<td>Special Topics in Digital Painting</td>
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<tr>
<td>GEOG 390</td>
<td>Principals of Geographic Information Systems</td>
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<tr>
<td>VIST 374</td>
<td>Multimedia Design</td>
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**Category IV: Tectonics**

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<td>Conceptual Structural Analysis</td>
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<tr>
<td>ARCH 421</td>
<td>Energy Conservation in Residential Architecture</td>
<td>3</td>
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<tr>
<td>ARCH 433</td>
<td>Architectural Lighting</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 489</td>
<td>Special Topics in Making Architecture (will be ARCH 330 in Fall 2010)</td>
<td>3</td>
</tr>
<tr>
<td>COSC 253</td>
<td>Construction Materials and Methods I</td>
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**Category V: Design Practice**

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<td>Introduction to Historic Preservation</td>
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<tr>
<td>ARCH 451</td>
<td>Strategies in Architectural Management</td>
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</tr>
<tr>
<td>ARCH 452</td>
<td>Alternative Careers in Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 457</td>
<td>Ethics and Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 458</td>
<td>Cultural Ethical Global Practices</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 463</td>
<td>Elements of Interior Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 489</td>
<td>Special Topics in Environmental Responsibilities and Design (will be ENDS 112 in Fall 2010)</td>
<td>1</td>
</tr>
</tbody>
</table>
5.1 Education

5.1.12 Undergraduate Research Opportunities

The following is an article from archone - the College of Architecture newsletter. Posted November 23, 2009.

Seven students in the College of Architecture have joined a select group of Aggies with their acceptance into the Undergraduate Research Scholars program at Texas A&M.

"This prestigious university program assists students in conducting an undergraduate thesis and includes a $300 award, special seminars and access to experts and other mentoring services," said Mark Clayton, professor of architecture. Clayton added that the college is supplementing the monetary award to the students with a $600 contribution.

"The college is strongly committed to research at every level and is particularly proud of these students for taking this path so early in their careers," said Clayton.

The program gives students an opportunity to present their work to the research community as authors, provides experience for graduate or professional school and makes students more competitive for national fellowships.

The students and their research topics are:

- Ky Coffman, "Fabrication Techniques for Architectural Form-Making";
- Dayna Finley, "Unmet Housing Needs in Texas During Katrina-Rita, 2005";
- Patrick Hurst, "Architectural Form for the Year 2050";
- Grace Koy, "Increasing Sustainability on a College Campus";
- Ashley McGarity, "Automating the Calculation of Total Cost of Ownership for Residences Using BIM Technology";
- Alexandria Norman, "Unmet Needs for Emergency Organizations During Disaster: FEMA, Red Cross and Salvation Army Referrals in Texas During Katrina-Rita, 2005"; and
- Courtney Rice, "Applying Evidence-Based Design to a Campus Health Clinic."

Koy is publishing the progress of her project on a blog, available at http://universallygreen.blogspot.com

"Over the next semester," she wrote, "I will post my findings as well as easy ways to go green in your everyday life."

"I am very excited about these projects and expect them to produce results that are publishable in conferences or journals," said Clayton. "It will be amusing in the next few years to attend conferences and have the work of our undergraduates mistaken for the work of faculty. These students will make names for themselves and Texas A&M University for advanced research."

To qualify, students must have completed at least 60 hours of undergraduate coursework, 24 of them at Texas A&M, have a 3.0 GPR or higher, and the approval of their department head.

Undergraduate research scholars partner with an Aggie faculty member consulting research to serve as an adviser, submit a proposal of approximately 1000 words,
participate in a research project for a designated length of time, submit a manuscript of the study's results in a format suitable for publication in a professional research or scholarly periodical, and present the results in a public forum.

For more information about the university's undergraduate research scholars program, visit http://ugr.tamu.edu/
5.1 Education

5.1.13 Off-Campus Study

All undergraduate students in the BED program are required to spend one semester of their junior year off campus, through a study abroad program, an internship or study at another university. We offer two types of off-campus programs, fixed-location and mobile, plus an established internship program. There are currently three fixed-location study abroad programs offered at the College of Architecture: Santa Chiara Study Center, Castiglion Fiorentino, Italy; the Barcelona Program, Barcelona Architecture Center, Spain; and the Germany Program, Academy for International Education, Dusseldorf.

In Spring 2008, a new semester-long India Architecture Program became available. This program is based in South India, with students traveling extensively throughout the country, accompanied by a TAMU faculty member from India, with guest lectures and site visits led by local architects. Course offerings are similar to other semester long programs, including design studio.

Additionally, the College of Architecture runs several summer study abroad programs based in London, Dusseldorf, and Barcelona. In the summer of 2008 a new program opened in China, based in Nanjing, but including travel to Beijing, Shanghai, and Hong Kong. Course offerings are similar to the semester-long programs, except do not include design studio. All summer programs are led by Department of Architecture faculty.

Students may also elect to partake in reciprocal study abroad programs. The College of Architecture has a longstanding relationship with the established programs in Australia, Guatemala, Mexico, and the United Kingdom.

Texas A&M is also a member of the Washington-Alexandria Architecture Center Consortium. Membership enables TAMU faculty and students to spend an academic year in this historic urban setting studying a variety of interdisciplinary courses revolving around urban design, planning and landscape architecture.

Students at TAMU are also encouraged to take advantage of a variety of special opportunities, such as the Rural Studio (Auburn University) and the Artemis Institute (Montana State University), both design/build community design programs.

Students may also opt to undertake an internship off campus. Internships offer practical experience in an office of design allied professionals. The internship is an 18-week involvement with a firm, with a minimum of 720 hours of continuous employment under the supervision of an architect. Internships require departmental pre-approval through the departmental internship coordinator. An evaluation is conducted by the coordinator following the internship. Students undertaking internship are coached in the requirements of IDP.
5.2 Student Profile - Master of Science in Architecture

Official enrollment in the M.S. program has remained relatively the same since 2000. The highest average GPA was 3.49 in 2001. The overall GRE scores have remained constant, varying by only a few points per year. Likewise, the TOEFL (the primary indicator of verbal skills for international students) scores stayed solid across the years. However, they could use some improvement.

The following table highlights the average test scores of the students who applied to the Master of Science in Architecture Program. The number of students accepted per year as well as the number of those students who were enrolled is also included.

Data on Applicants and Enrollment in M.S. Program:

<table>
<thead>
<tr>
<th>Scores</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL</td>
<td>83</td>
<td>81</td>
<td>84</td>
<td>82</td>
<td>84</td>
<td>83</td>
<td>81</td>
<td>81</td>
<td>84</td>
<td>82</td>
</tr>
<tr>
<td>Quantitative</td>
<td>620</td>
<td>610</td>
<td>610</td>
<td>600</td>
<td>610</td>
<td>610</td>
<td>600</td>
<td>600</td>
<td>630</td>
<td>620</td>
</tr>
<tr>
<td>Verbal</td>
<td>410</td>
<td>420</td>
<td>410</td>
<td>420</td>
<td>400</td>
<td>400</td>
<td>410</td>
<td>430</td>
<td>400</td>
<td>410</td>
</tr>
<tr>
<td>Total GRE</td>
<td>1030</td>
<td>1030</td>
<td>1020</td>
<td>1020</td>
<td>1010</td>
<td>1010</td>
<td>1010</td>
<td>1030</td>
<td>1030</td>
<td>1100</td>
</tr>
<tr>
<td>GPA</td>
<td>3.38</td>
<td>3.49</td>
<td>3.1</td>
<td>3.3</td>
<td>3.2</td>
<td>3.17</td>
<td>3.28</td>
<td>3.05</td>
<td>3.16</td>
<td>3.25</td>
</tr>
<tr>
<td>Accepted Students</td>
<td>6</td>
<td>15</td>
<td>0</td>
<td>8</td>
<td>21</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5.
5.2 Education

The following table contains from the Office of Institutional Studies and Planning or OISP. These numbers are official 12th class day data collected in Fall 2009. Figure 5.5 shows the ethnicity profile of the entire M.S. program, while figures 5.6 and 5.7 break the profile down by gender.

Figure 5.5

![Ethnicity Profile: Architecture M.S. Fall 2009](chart.png)
### Ethnicity Profile by Gender: Female
#### Architecture: Masters
#### Fall 2009

- **College Total**: 151
- **Int'l**: 3
- **White**: 56
- **Hispanic**: 114
- **Black**: 0
- **Asian**: 108
- **Unknown/Other**: 2
- **American Indian**: 18

**Figure 5.6**

### Ethnicity Profile by Gender: Male
#### Architecture: Masters
#### Fall 2009

- **College Total**: 258
- **White**: 18
- **Int'l**: 11
- **Hispanic**: 33
- **Asian**: 1
- **Black**: 108
- **Unknown/Other**: 114

**Figure 5.7**
The following charts contain information from the Data on Applicants and Enrollment in M.S. Program table above. The maximum score achievable can be located after each chart title. Figure 5.8 shows verbal scores while figure 5.9, 5.10, 5.11, 5.12, and 5.13 shows quantitative scores, GPA, TOEFL, Total GRE scores, and Enrollment, respectively.
Education - M.S. Program

5.2

Program Components

Figure 5.9

QUANTITATIVE SCORES (max = 800)

Figure 5.10

GPA (max = 4.0)
5.2 Education- M.S. Program

- Figure 5.11 TOEFL Scores

- Figure 5.12 TOTAL GRE Scores (max = 1600)
Figure 5.13
5.2 Education- M.S. Program

5.2.2 Overview of M.S. Curriculum

The course of study is comprised of nine steps summarized in the chart below. First a student meets with their mentor to plan their initial courses, which are comprised of core curriculum and specialty courses. The second step is accomplished simultaneously with the first and involves filing a degree plan. Filing the degree plan accomplished two things: A. it established the courses to be taken and B. it establishes the student's advisory committee. The third step is to complete the course work required for the degree. The fourth step is to take the preliminary exam. The last steps include: conducting the thesis research, making a proposal, and completing the thesis and oral written examinations. Once these steps are completed, the student is eligible to graduate from the program.
5.2.3 Curriculum

The Master of Science in Architecture degree requires the completion of a minimum of 32 credit hours as outlined by the course work listed below. Students who lack proficiencies appropriate to their chosen area of study may require course work beyond the basic 32 hours. Specific deficiencies will be identified by the degree coordinator, the student's advisory committee chair, and/or the advisory committee. To maintain the full-time student status, a student must take at least 9 credit hours during the fall and spring semester.

All students will be assigned an advisor upon admittance to the program. The student is responsible for selecting a faculty member with expertise in the chosen focus area to chair the student's advisory committee. The student and the committee chair will locate two or more graduate faculty members to join the committee. The role of the advisory committee is to provide guidance, advice, and critical judgment for the student in matters of degree planning, research methods, and the thesis.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>CARC 601 Foundations in Research (3)</th>
<th>CARC 698 Writing for Publications (3)</th>
<th>(6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern of Study Courses / Electives</td>
<td>Major Area of Emphasis (9)</td>
<td>Minor or Supporting Areas of Emphasis (6)</td>
<td>(18)</td>
</tr>
<tr>
<td>Thesis</td>
<td>Free (3)</td>
<td>ARCH 685 Thesis Proposal Preparations (2)</td>
<td>(8)</td>
</tr>
<tr>
<td>Thesis Research (6)</td>
<td>Credit Hours</td>
<td>(32)</td>
<td></td>
</tr>
</tbody>
</table>
5.2 Education- M.S. Program

5.2.4 Coursework- M.S. Program

M.S. students in the architecture program consider three types of courses in the formulation of their degree plan: core courses, pattern of study courses, and thesis preparation courses. Students may also supplement electives in their semesters. Choices in electives are extremely broad. Students and their advisors can consider any graduate or upper level undergraduate (maximum of 9 credits) course in the university for which requirements have been met and which address the student's research interests. Brief descriptions of required, recommended, and frequently-taken electives are listed below:

---

**Master of Science in Architecture Curriculum**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CARC 601</td>
<td>Foundation of Research</td>
</tr>
<tr>
<td>CARC 698</td>
<td>Writing for Publications</td>
</tr>
<tr>
<td></td>
<td><strong>6 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pattern of Study Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>Major area of emphasis</td>
</tr>
<tr>
<td>Electives</td>
<td>Minor or supporting area of study</td>
</tr>
<tr>
<td>Electives</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td><strong>18 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 685</td>
<td>Thesis Proposal Preparations</td>
</tr>
<tr>
<td>ARCH 691</td>
<td>Thesis Research</td>
</tr>
<tr>
<td></td>
<td><strong>8 hours</strong></td>
</tr>
</tbody>
</table>

| Total Course Work | 32 hours |

---

**Non-required, Frequently-Taken, Research-Related Courses in Architecture Department**

CARC 602 Research Methods in Planning Design. (3-0). Credit 3. Basic empirical research methods used in planning and designing research: experimental, survey, and case study designs; collection and analytic approaches. May be repeated for credit. Prerequisite: STAT 651 or equivalent.

ARCH 621 Energy Optimization in Building Design. (3-0). Credit 3. Optimum energy use strategies for buildings, energy audit methods, life-cycle cost analysis of building energy systems, solar system applications, building system optimization by computer simulation techniques; case studies in passive energy and solar applications. Prerequisite: ARCH 633 and CPSC 203 or equivalent.

ARCH 623 Design Methods I. (3-0). Credit 3. Importance of intuitive methods in design; meaning, symbolism and creativity in art and architecture; techniques to develop creative approaches to problem-solving.
ARCH 634 Architectural Lighting. (1-2). Credit 3. Attributes of the lighting environment; lighting and energy issues; daylight availability; building design for daylighting; heat loss control; solar shading; daylighting models; graphical, analytical, and computer methods of analysis; visual and lighting comfort evaluation; integration of daylight and electric light; energy analysis. Prerequisite: ARCH 633 or approval of instructor.

ARCH 619 Applied Solar Energy. (3-0). Credit 3. Technology behind applied solar energy design, including: calculating solar radiation, heat transfer related to solar design; active systems; FCHART and economics. Prerequisites: ARCH 333, 334, or 615, or approval of instructor.

ARCH 640 Morphology of Architectural Form. (3-0). Credit 3. Forces influencing structure and form of architecture: climate, culture, site, economics, construction methods. Prerequisite: Graduate classification.

ARCH 675 Health Design and Research. (3-0). Credit 3. Examination of health environments to include buildings, healthcare gardens and restorative landscapes, and urban design for home-based care and independent living; emphasis on research-informed approaches for patient-centered design that reduce stress and promote improved health outcomes. Prerequisite: Graduate classification.

ARCH 676 Survey of Human Behavior and Design. (3-0). Credit 3. Examination of human behavior and attitudes that influence spatial decision-making; includes sections on environment and behavior, real estate finance, urban design decision-making. Prerequisite: Graduate classification.

Non-required, Frequently-Taken, Research-Related Courses in Other Departments in College of Architecture

LAND 661 Visual Quality for Design and Planning. (3-0). Credit 3. Emphasis on social science perspectives for analyzing visual quality in built and natural settings and effects of visual surroundings on human well-being and health; the content reflects a balance of theory, scientific research evidence and practical applications in areas of landscape architecture, architecture, urban planning, and park design. Prerequisite: Graduate classification.

PLAN 630 Survey of Health Planning Processes. (3-0). Credit 3. Introduction to planning at the institutional level within the health system. Application of planning process to health systems development. Historical and legal basis, principal agencies and institutions, role of health planner, citizen participation.

PLAN 633 Planning for Healthy Communities. (3-0). Credit 3. An introduction to issues involved in planning healthy cities/communities; by exploring experiences initiated by the World Health Organization and subsequent international experiences, attention is given to the healthy cities/communities movement in the United States and the case studies of programs at local, state, and national levels.

Non-required, Frequently-Taken, Research-Related Courses in Other Departments Outside of College of Architecture

ANTH 604 Cultural Method and Theory. (3-0). Credit 3. Survey of the theoretical concepts used in anthropology and how to construct models using in cultural and social anthropology.
5.2 Education- M.S. Program

EDAD 623 Advanced Fieldwork Methods. (3-0). Credit 3. To explore by conducting exemplary field examples, qualitative methods, their strengths and weaknesses; to learn how to keep and utilize ethnographic reflexive journals and methodological logs; and to understand the methodological decision points which indicate one method which may be preferable to another. Prerequisite: EDAD 690 or approval of instructor.

ENGL 660 Technical Writing for Publications. (3-0). Credit 3. Organization, presentation, and style of reports and articles in professional journals; article or articles of substantial length from the student’s research required. Prerequisite: Completion of 18 hours on current degree plan and approval of instructor.

PHIL 623 Aesthetics. (3-0). Credit 3. Metaphor, the ontology of artworks, art and artifactuality, aesthetic attitudes, concepts of aesthetic appraisal such as beauty and sublimity, and theory of tropes. Prerequisite: Approval of instructor.

PSYC 630 Health Psychology and Behavioral Medicine. (3-0). Credit 3. Theory, research, and practice of health psychology emphasizing the prevention and modification of health compromising behaviors; psychological management of stress, pain, and chronic/terminal illness; effective interventions for specific health behaviors/disorders. Prerequisite: Graduate classification.

SOCL 624 Qualitative Methodology. (3-0). Credit 3. Course provides exposure to and critical assessment of qualitative approaches to data gathering social science; topics include naturalistic observation, field research skills, unobtrusive measures, and grounded theory construction.

STAT 651 Statistics in Research I. (3-0). Credit 3. For graduate students in other disciplines; non-calculus exposition of the concepts, methods, and usage of statistical data analysis; T-tests, analysis of variance and linear regression. Prerequisite: MATH 102 or equivalent.

STAT 652 Statistics in Research II. (3-0). Credit 3. Continuation of STAT 651. Concepts of experimental design, individual treatment comparisons, randomized blocks and factorial experiments, multiple regression, x2 tests, and a brief introduction to covariance, non-parametric methods and sample surveys. Prerequisite: STAT 651.

MEEN 436 Principles of Heating, Ventilating and Air Conditioning. (3-0). Credit 3. Application of thermodynamics fluid mechanics, and heat transfer to the design of HVAC equipment; selection of equipment, piping and duct layouts. Prerequisite: MEEN 461 or equivalent.

MEEN 437 Principles of Building Energy Analysis. (3-0). Credit 3. Analysis of building energy use by applying thermodynamics and heat transfer to building heating and cooling load calculations; heat balance and radiant time series calculation methods; psychometric analysis, indoor air quality effect of solar radiation on heating and cooling of buildings. Required design project. Prerequisite: MEEN 315 or equivalent.

MEEN 665 Application of Energy Management. (3-0). Credit 3. Continuation of MEEN 662 and 664; case studies by students of energy conservation opportunities using energy audits and building load computer simulation. Prerequisites: MEEN 662 and 664 or approval of instructor.
5.3.1 Student Profile - Ph.D. Program

Official enrollment in the Ph.D. program had a steady increase from 2000 to 2004, it then fell until 2007 and it has increased in 2008 and 2009. Over this period of time, the highest average GPA was 3.66, which is very close to the most recent average. The overall GRE scores have remained constant over the ten-year period. However, the verbal portion of the GRE increased in 2001 and 2002, then decreased in 2003 and remained at the lower level through 2009. The TOEFL scores were similar to the GRE.

The following table highlights the average test scores of the students who applied to the Ph.D. in Architecture Program. The number of students accepted per year as well as the number of those students who were enrolled is also included.

*Data on Applicants and Enrollment in Ph.D. Program*

<table>
<thead>
<tr>
<th>Scores</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL</td>
<td>90</td>
<td>92</td>
<td>89</td>
<td>90</td>
<td>87</td>
<td>86</td>
<td>87</td>
<td>80</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td>Quantitative</td>
<td>640</td>
<td>650</td>
<td>660</td>
<td>670</td>
<td>640</td>
<td>620</td>
<td>670</td>
<td>660</td>
<td>650</td>
<td>660</td>
</tr>
<tr>
<td>Verbal</td>
<td>430</td>
<td>510</td>
<td>530</td>
<td>450</td>
<td>410</td>
<td>430</td>
<td>440</td>
<td>460</td>
<td>420</td>
<td>450</td>
</tr>
<tr>
<td>Total GRE</td>
<td>1070</td>
<td>1110</td>
<td>1190</td>
<td>1120</td>
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<td>1110</td>
<td>1120</td>
<td>1070</td>
<td>1140</td>
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<tr>
<td>GPA</td>
<td>3.61</td>
<td>3.53</td>
<td>3.66</td>
<td>3.6</td>
<td>3.57</td>
<td>3.61</td>
<td>3.49</td>
<td>3.54</td>
<td>3.64</td>
<td>3.54</td>
</tr>
<tr>
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<td>23</td>
<td>15</td>
<td>9</td>
<td>11</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>35</td>
<td>43</td>
<td>52</td>
<td>56</td>
<td>57</td>
<td>53</td>
<td>38</td>
<td>36</td>
<td>44</td>
<td>44</td>
</tr>
</tbody>
</table>

Figure 5.14
5.3 Education- Ph.D. Program

The following table contains from the Office of Institutional Studies and Planning or OISP. These numbers are official 12th class day data collected in Fall 2009. Figure 5.15 shows the ethnicity profile of the entire Ph.D. program, while figures 5.16 and 5.17 break the profile down by gender.

![Ethnicity Profile: Architecture Ph.D. Fall 2009]

Figure 5.15
Ethnicity Profile by Gender: Female
Architecture: PhD
Fall 2009

- College Total: 35
- International: 5
- White: 2
- Hispanic: 1
- Asian: 1
- Black: 1
- American Indian: 0
- Unknown/Other: 1

Figure 5.16

Ethnicity Profile by Gender: Male
Architecture: PhD
Fall 2009

- College Total: 60
- International: 12
- White: 3
- Hispanic: 2
- Asian: 1
- Black: 1
- American Indian: 0
- Unknown/Other: 1

Figure 5.17
5.3 Education- Ph.D. Program

Education Tables for the Ph.D. Program

The following charts contain information from the Data on Applicants and Enrollment in Ph.D. Program table above. The maximum score achievable can be located after each chart title. Figure 5.18 represents applicant verbal scores while figure 5.19 shows quantitative scores. Figure 5.20 illustrates applicant GPAs, while figure 5.21 and figure 5.22 shows TOEFL Scores and Total GRE scores, respectively. Finally, figure 5.23 shows enrollment data.

![Bar Chart: Verbal Scores (max = 800)](image)

Figure 5.18
Education- Ph.D. Program

5.3 Program Components

**QUANTITATIVE SCORES (max = 800)**

- 640, 660, 670, 660, 670, 660, 670, 660
- 650, 650, 660, 670, 640, 620, 670, 660

Figure 5.19

**GPA (max = 4.0)**

- 3.61, 3.66, 3.6, 3.57, 3.61, 3.49, 3.54, 3.64, 3.54
- 3.53, 3.6, 3.5, 3.61, 3.49, 3.54, 3.54

Figure 5.20

- 90 -
5.3 Education- Ph.D. Program

Figure 5.21

Figure 5.22

- 91 -
Education - Ph.D. Program

Figure 5.23

ENROLLMENT

- 92 -
5.3 Education- Ph.D. Program

5.3.2 Overview of Ph.D. Curriculum

The course of study is comprised of ten steps summarized in the chart below. First a student meets with their mentor to choose their emphasis area and plan their initial courses, which are comprised of core curriculum and specialty courses. The second step is accomplished simultaneously with the first and involves filing a degree plan. Filing the degree plan accomplishes three things: a. it established the courses to be taken; b. it establishes the student’s advisory committee and the committee chair; and c. together with the ELPE, it certifies the student’s English language skills. The third step is to complete the course work required for the degree. The fourth and sixth steps are to take the qualifying and preliminary exams. The fifth and sixth steps are concurrent where the candidate creates a proposal, reviews the proposal with the committee chair, distributes the proposal to the committee and schedules the preliminary exams- written and oral portions. Once the final preliminary exams are completed and all comments on the proposal have been received, the candidate proceeds with their dissertation. Once the final and oral exams are completed and the dissertation is approved by committee and the Thesis Office, the dissertation is uploaded and the student applies for the degree.

5.3.3 Curriculum Recommendations by Semester

First semester:
Initial registration with assistance of advisor and program coordinator. The advisor is available to discuss questions and/or problems encountered in selecting a chair, committee, and degree plan. Ph.D. students are encouraged to seek interdisciplinary courses from other departments that expand the boundaries of knowledge for the discipline of Architecture.
Second semester:
The committee chair, who must be a member of the graduate faculty identified by the department head, should be identified during this semester. It is often the case that the appointed advisor becomes the committee chair. However, if a change needs to be made, it should take place early in the student’s tenure.

Third semester:
The qualifying exam is offered the 10th week of the fall and spring semester of each academic year (it cannot be taken in the summer). It can be taken as early as the second semester and occasionally as late as the 4th semester.

Fourth/Fifth semester:
The preliminary exam has written and oral portions and is taken at a time arranged by the committee and the student. The proposal is also presented at a time arranged by the committee and student. Substantial progress should be made toward the completion of the literature review in the fourth semester and the gathering of research data during the fifth semesters.

Sixth semester and beyond:
Students expecting to graduate in six semesters will be completing their dissertations, conducting their dissertation defense, and submitting the document to the dissertation clerk by mid-semester. Those students who intent to graduate a subsequent semester will use this term to complete their research and initiate their dissertation.

<table>
<thead>
<tr>
<th>Semester</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>Credit Hours</th>
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<td>ARCH 690 (3)</td>
<td>Inquiry (3)</td>
<td>Interpret (3)</td>
<td></td>
<td></td>
<td></td>
<td>(12)</td>
</tr>
<tr>
<td>Major Area</td>
<td>CARC 601 (3)</td>
<td>CARC 698 (3)</td>
<td>TBD (9)</td>
<td>TBD (3)</td>
<td>TBD (4)</td>
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<td>TBD (3)</td>
<td>TBD (3)</td>
<td>TBD (3)</td>
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<td>Research (4)</td>
<td>Research Proposal</td>
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<td>Qualifying Exam</td>
<td>Preliminary Exam Proposal</td>
<td>Dissertation</td>
<td>Dissertation Defense*</td>
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<tr>
<td>Credit Hours</td>
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<td>(13)</td>
<td>(12)</td>
<td>(11)</td>
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</tbody>
</table>

*TBD = To Be Decided by Student’s Advisor and Committee
*Defense occurs in the 6th or final semester.
5.3  Education- Ph.D. Program

5.3.4 Coursework

The Doctor of Philosophy degree requires a minimum of 64 credit hours beyond the master's degree or 96 credit hours beyond the bachelor's degree. Course requirements are therefore designed to give entering students a solid foundation in historical knowledge and theoretical discourse, with sufficient flexibility to allow the initiation and pursuit of individual research agendas.

Approximately two years of course work and an original research dissertation on a subject approved by the candidate's advisory committee are also required. Credit distribution and required examinations in the program are listed below. In addition to completing the basic program, each Ph.D. student must demonstrate proficiencies appropriate to the chosen area of study that may require additional course work. Additional courses may include technical writing, language, or courses in other areas of deficiency identified by the graduate committee, the student's initial advisor, and the advisory committee. In order to enter candidacy, the student must demonstrate to the graduate and advisory committees that he or she has exhibited academic and professional competence to accomplish the dissertation research and that the proposed dissertation is academically sound and professionally pertinent. Although acceptance of the dissertation is based primarily on its scholarly merit, it must also exhibit credible literary workmanship. The final dissertation is presented and evaluated by the candidate's committee. The twelve hours of core courses are listed below:

- Research Ideologies of Architecture (ARCH 690, 3 credits)
- Foundations of Research (CARC 601, 3 credits)
- Writing for Publications (CARC 698, 3 credits)
- Research Inquiry (taken from a menu of course offerings, 3 credits)
- Research Interpretation (taken from a menu of course offerings, 3 credits)

Brief descriptions of required and recommended courses as well as frequently-taken electives are listed below:

Required Courses

ARCH 690 Theory of Research in Architecture. (3-0). Credit 3. Design of research in architecture; evaluation of research methodologies from current research literature. Prerequisite: Approval of instructor and department head.

CARC 601. Foundations of Research in Planning and Design. (3-0). Credit 3. Introduction to the research process and its application to the problems in planning and design; presentation of philosophy and logic underlying the scientific method; critical analysis of planning and design literature according to each step of the research process: problem definition, hypothesis development, study design, analysis of the findings.

CARC 698 Writing for Publications Credit 3.

ARCH 681 Seminar. Credit 1 each semester. Discussion and review of current practice in architecture and environmental design.

ARCH 685 Problems. Credit 1 to 6 each semester. Individual problems involving application of theory and practice in design and construction of buildings and groups of buildings. Prerequisite: Approval of instructor and department head.

ARCH 691 Research. Credit 1 or more each semester. Research for and preparation of dissertation.
Non-required, Frequently-Taken, Research-Related Courses in Architecture Department

CARC 602 Research Methods in Planning Design. (3-0). Credit 3. Basic empirical research methods used in planning and design research: experimental, survey, and case study designs; collection and analytic approaches. Prerequisite: STAT 651 or equivalent.

ARCH 619 Applied Solar Energy. (3-0). Credit 3. Technology behind applied solar energy design, including: calculating solar radiation, heat transfer related to solar design; active systems; FCHART and economics. Prerequisites: ARCH 333, 334, or 615.

ARCH 621 Energy Optimization in Building Design. (3-0). Credit 3. Optimum energy use strategies for buildings, energy audit methods, life-cycle cost analysis of building energy systems, solar system applications, building system optimization by computer simulation techniques; case studies in passive energy and solar applications. Prerequisite: ARCH 633 and CPSC 203 or equivalent.

ARCH 623 Design Methods I. (3-0). Credit 3. Importance of intuitive methods in design; meaning, symbolism and creativity in art and architecture; techniques to develop creative approaches to problem-solving.

ARCH 634 Architectural Lighting. (1-2). Credit 3. Attributes of the lighting environment; lighting and energy issues; daylight availability; building design for daylighting; heat loss control; solar shading; daylighting models; graphical, analytical, and computer methods of analysis; visual and lighting comfort evaluation; integration of daylight and electric light; energy analysis. Prerequisite: ARCH 633 or approval of instructor.

ARCH 640 Morphology of Architectural Form. (3-0). Credit 3. Forces influencing structure and form of architecture: climate, culture, site, economics, construction methods. Prerequisite: Graduate classification.

ARCH 675 Health Design and Research. (3-0). Credit 3. Examination of health environments to include buildings, healthcare gardens and restorative landscapes, and urban design for home-based care and independent living. Prerequisite: Graduate classification.

ARCH 676 Survey of Human Behavior and Design. (3-0). Credit 3. Examination of human behavior and attitudes that influence spatial decision-making; includes sections on environment and behavior, real estate finance, urban design decision-making. Prerequisite: Graduate classification.

Non-required, Frequently-Taken, Research-Related Courses in Other Departments in College of Architecture

LAND 661 Visual Quality for Design and Planning. (3-0). Credit 3. Emphasis on social science perspectives for analyzing visual quality in built and naturals and effects of visual surroundings on human well-being and health; the content reflects a balance of theory, scientific research evidence and practical applications in areas of landscape architecture, architecture, urban planning, and park design. Prerequisite: Graduate classification.

PLAN 630 Survey of Health Planning Processes. (3-0). Credit 3. Introduction to planning at the institutional level within the health system. Application of planning process to health systems development. Historical and legal basis, principal agencies and institutions, role of health planner, citizen participation.
PLAN 633 Planning for Healthy Communities. (3-0). Credit 3. An introduction to issues involved in planning healthy cities/communities; by exploring experiences initiated by the World Health Organization and subsequent international experiences, attention is given to the healthy cities/communities movement in the United States and the case studies of programs at local, state, and national levels.

Non-required, Frequently-Taken, Research-Related Courses in Other Departments Outside of College of Architecture

ANTH 604 Cultural Method and Theory. (3-0). Credit 3. Survey of the theoretical concepts used in anthropology and how to construct models using in cultural and social anthropology.

EDAD 623 Advanced Fieldwork Methods. (3-0). Credit 3. To explore by conducting exemplary field examples, qualitative methods, their strengths and weaknesses; to learn how to keep and utilize ethnographic reflexive journals and methodological logs; and to understand the methodological decision points which indicate one method which may be preferable to another. Prerequisite: EDAD 690 or approval of instructor.

PHIL 623 Aesthetics. (3-0). Credit 3. Metaphor, the ontology of artworks, art and artifactuality, aesthetic attitudes, concepts of aesthetic appraisal such as beauty and sublimity, and theory of tropes. Prerequisite: Approval of instructor.

SOCI 624 Qualitative Methodology. (3-0). Credit 3. Course provides exposure to and critical assessment of qualitative approaches to data gathering social science; topics include naturalistic observation, field research skills, unobtrusive measures, and grounded theory construction.

STAT 651 Statistics in Research I. (3-0). Credit 3. For graduate students in other disciplines; non-calculus exposition of the concepts, methods, and usage of statistical data analysis; T-tests, analysis of variance and linear regression. Prerequisite: MATH 102 or equivalent.

STAT 652 Statistics in Research II. (3-0). Credit 3. Continuation of STAT 651. Concepts of experimental design, individual treatment comparisons, randomized blocks and factorial experiments, multiple regression, x2 tests, and a brief introduction to covariance, non-parametric methods and sample surveys. Prerequisite: STAT 651.

MEEN 436 Principles of Heating, Ventilating and Air Conditioning. (3-0). Credit 3. Application of thermodynamics fluid mechanics, and heat transfer to the design of HVAC equipment; selection of equipment, piping and duct layouts. Prerequisite: MEEN 461 or equivalent.

MEEN 437 Principles of Building Energy Analysis. (3-0). Credit 3. Analysis of building energy use by applying thermodynamics and heat transfer to building heating and cooling load calculations; heat balance and radiant time series calculation methods; psychometric analysis, indoor air quality effect of solar radiation on heating and cooling of buildings. Required design project. Prerequisite: MEEN 315 or equivalent.

MEEN 665 Application of Energy Management. (3-0). Credit 3. Continuation of MEEN 662 and 664; case studies by students of energy conservation opportunities using energy audits and building load computer simulation. Prerequisites: MEEN 662 and 664 or approval of instructor.
5.4.1 Advisory Committee and Degree Plan

A doctoral committee must consist of no fewer than four members of the graduate faculty. One member must be from a department other than the student's major department. Advisory committees may have more than the minimum number of members; however, all advisory committee members are required to be full participants in committee meetings, examinations, and review of theses and dissertations. The chair or co-chair must be a member of the Graduate Faculty in the student's major department. Faculty members are eligible to serve as committee chairs or co-chairs in all academic departments in which they hold appointments to the Graduate Faculty.

Degree plans must be filed prior to the 5th semester of registration and no later than 90 days prior to the preliminary exam. The plan must be approved by the student's committee, the department head, and, if applicable, the intercollegiate faculty chair. It is then filed with the Office of Graduate Studies for approval.

All degree requirements for a doctoral degree must be completed within ten consecutive years. Coursework which is 10 calendar years old may not be applied to a doctoral degree. After passing the required preliminary written and oral examinations for the doctoral degree, the student must complete all remaining examinations for the doctoral degree, the student must complete all remaining requirements for the degree within 4 calendar years or within the 10 year limit, whichever comes first. Final corrected copies of the dissertation or record of study must be accepted by the thesis office no later than one year after the final examination or within the 10-year limit, whichever comes first.

There is no University limit on the number of transfer hours a doctoral student may use. Transfer work must be taken at an accredited U.S. Institution or an approved international institution with a final grade of A or B. Courses applied to previous degrees may not be transferred.

In Texas, public colleges and universities are funded by the state according to the number of students enrolled. In accordance with legislation passed by the Texas Legislature, the number of hours for which state universities may receive subvention funding is limited. As of fall 1994, a limit of 130 hours was stipulate. In spring 1997, it was further reduced to 100 hours that would be arrived at incrementally. This change in state funding became effective in September 1999. To offset the loss associated with reduced subvention, students exceeding this limit are charged non-resident tuition.

Graduate students must maintain a minimum grade point ration of 3.00 for all courses on the degree plan and for all graded graduate and advance undergraduate course work completed at Texas A&M and eligible to be applied to an advance degree. If a student falls below that average he or she is placed on academic probation and required to achieve a 3.00 within a semester.
5.4 Education- M.S. and Ph.D. Programs

5.4.2 Examinations and Dissertation

5.4.3 Qualifying Exam

The qualifying exam is not a university-wide requirement. The Department of Architecture instituted the exam in 1993 with the intention of helping students to develop their research agenda. In order to take the qualifying exam students must have completed all 12 credits of core class work or be in the process of completing these classes. The Associate Department Head of Research of the Department of Architecture administers the exam with assistance from the Departmental M.S. and Ph.D. committee. The intent of the examination is to require students to demonstrate their ability and readiness to carry out and present an investigation of an original body of work. The examination consists of a brief description of the area of inquiry in which the student is engaged, a demonstration of a mastery of methodologies and interpretations appropriate to the particular inquiry, and a demonstration of the knowledge of underlying assumptions embedded in the inquiry. Students are given one week to complete the 6-page exam. An example of the qualifying exam assignment can be found in the appendix.

5.4.4 Preliminary Exam

The preliminary exam has two portions, written and oral. The written portion of the exam will cover all fields of study included in the student's degree plan. The student's Advisory Committee is responsible for the design and administration of the exam. Various models of the exam have been used by the graduate faculty. Typically, the committee may produce a reading list for the student a few months prior to the exam. Questions from each faculty member will be gathered and combined into an exam the response to which is typically 20-30 pages in length. The student will typically have seven to ten days to complete the written exam. All members of the student's advisory committee will participate in the formulation of the written preliminary exam. If certain members of the committee choose to waive the written examinations, this fact must be indicated by the use of the term "waived" beside the name of the member or members concerned.

The oral exam is conducted on a prearranged day with all committee members present. A positive vote by all members of graduate committee with at most one dissent is required to pass a student on his/her exam. After passing the required preliminary examination for the doctoral degree, the student must complete all remaining requirements within four calendar years or he or she will be required to repeat the preliminary examination.

5.4.5 Proposal

The research proposal should be approved at a meeting of the student's advisory committee, at which time the feasibility of the proposed research and adequacy of available facilities should be reviewed. The approved proposal, signed by all members of the student's advisory committee, and the head of the architecture department, should be submitted to the Office of Graduate Studies for final approval. The proposal should be submitted at an early stage in the student's research project, before extensive data are collected. The student should submit the proposal prior to taking the preliminary examination. Although no official timetable exists, if the student is ready and the advisory committee is amenable, submission at the end of the fourth semester is ideal. Proposals are to contain concise information concerning the objective of the proposed research, the present status of the question, and the procedures to be followed in gathering and analyzing data. The "Literature Cited" should also be included under a separate section.
These sections should not be highly detailed. They are preliminary outlines designed to give the Advisory Committee and the Office of Graduate Studies assurance that the student has thought through the research process and is ready to pursue the problem in greater detail. The proposal should be limited to 10 pages, excluding references and appendix.

**5.4.6 Dissertation**

Completion of the dissertation is a two step process, involving the dissertation defense and completion of the written dissertation. The defense generally takes place when the written document is complete, although minor changes may be made after the defense meeting. The ability to perform independent research must be demonstrated by the dissertation, which must be the original work of the candidate. While acceptance of the dissertation is based primarily on its scholarly merit, it must also exhibit credible literary workmanship.

Details on the formatting and development of a thesis can be found in the Texas A&M University office of Graduate Studies Thesis Manual. The Thesis Clerk evaluates the conformity of the thesis to university standards and has the authority to return to the student’s department head a dissertation that is unacceptable. The thesis will be reconsidered only after a review by the department head and committed chair. If a thesis is returned twice, the submission must begin again, complete with a new signature page.

**5.4.7 Visiting Scholars and Sponsored Students**

Visiting Scholars are both International and Domestic. Visiting Scholars are defined as those visitors to academic units who, depending upon the nature and length of their stay, will require use of the library and/or research facilities to conduct their projects. International Scholars will usually enter the United States on a short-term of long-term J-1 visa (and who will not be enrolled as a student at A&M), and occasionally on a B-1/WB visa. The University includes in this category of International Visiting Research Scholar a broad spectrum of visitors:

- the established scholar,
- visiting professor,
- Fulbright scholar,
- post-doctoral fellow,
- intern/apprentice (international professional),
- courtesy intern,
- “extern” (someone spending time as part of an advanced program),
- special research scholars,
- temporary research assistant

International visiting scholars may serve as guest faculty and/or participate in classes normally taken by graduate students. The College of Architecture considers its Visiting Scholars Program to be an important component of its International Programs, of value both to the Visiting Scholar and to the College. Therefore, our intention is that a Visiting Scholar would contribute to the intellectual vitality of the College by occasionally participating in relevant classes, exhibitions, design critiques or by presenting the results of his or her research in some public forum. This expectation makes it highly desirable that a Visiting Scholar be proficient in English. Visits of international scholars are coordinated through the office of the Associate Dean for International Programs, and must be approved by the Department Head to ensure the availability of office space and access to computer facilities or laboratories. Visiting scholars must provide the Department Head with a brief paragraph regarding international visiting scholars, participants have come from Canada, Egypt, Ghana, Guatemala, Italy, Japan, Mexico, Korea, Russia, and Turkey.
5.4 Education- M.S. and Ph.D. Programs

5.4.8 Where the Graduates from the M.S. and Ph.D. Programs are now:

During the period 2000-2010, there were 65 M.S. and Ph.D. students who graduated from the Department. Of the M.S. and Ph.D. students reporting their current location, 35.7% remained in Texas, followed by Michigan (7%), Alabama (5.2%), Thailand (5.2%), and (2%) in Illinois, Tennessee, Virginia, Washington D.C., Jordan and Pennsylvania, as well as 14 other locations at (1.8%).

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Percent</th>
<th>Industry</th>
<th>Number</th>
<th>Percent</th>
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</tbody>
</table>

Totals 56 100%

Totals 65 100%
5.4.9 Off-Campus Study

Students in the M.S. and Ph.D. programs may elect to study abroad and/or do an internship, each for credit. There are currently three fixed-location study abroad programs offered at the College of Architecture: Santa Chiara Study Center, Castiglion Fiorentino, Italy; the Barcelona Program, Barcelona Architecture Center, Spain; and the Germany Program, Academy for International Education, Dusseldorf.

In Spring 2008, a new semester-long Architecture Program in India became available. This program is based in South India, with students traveling extensively throughout the country, accompanied by a TAMU faculty member from India, with guest lectures and site visits led by local architects. Course offerings are similar to other semester long programs, including design studio.

Additionally, the College of Architecture runs several summer study abroad programs based in London, Dusseldorf, and Barcelona. In the Summer of 2008 a new program opened in China, based in Nanjing, that includes travel to Beijing, Shanghai, and Hong Kong. Course offerings are similar to the semester-long programs, except do not include design studio. All summer programs are led by Department of Architecture faculty.

Students may also elect to partake in reciprocal study abroad programs. The College of Architecture has a longstanding relationship with the established programs in Australia, Guatemala, Mexico, and the United Kingdom.

Texas A&M is also a member of the Washington-Alexandria Architecture Center Consortium. Membership enables TAMU faculty and students to spend an academic year in this historic urban setting studying a variety of interdisciplinary courses revolving around urban design, planning and landscape architecture.

Students at TAMU are also encouraged to take advantage of a variety of special opportunities, such as the Rural Studio (Auburn University) and the Artemis Institute (Montana State University), both design/build community design programs.
5.5 Certificates

5.5.1 Certificates Offered

Five certificates are offered in the College of Architecture to graduate students: Facility Management, Historic Preservation, Health Systems and Design, Environmental Hazard Management, and Sustainable Urbanism. The Council for each Certificate is comprised of a minimum of three faculty with expertise in the field, and is appointed by the Dean of the College of Architecture to give advice on all matters relating to the program. The Graduate Advisory Committee for each student, with the oversight of degree coordinators, department heads, and the Office of Graduate Studies, is responsible for the academic program of the student. However, the Certificate Council is charged with ensuring that students recommended for the certificate have met content standards.

Certificate programs typically include one to three required courses, as well as a thesis, dissertation, final project, or capstone course that focuses in the certificate specialty. A total of fifteen or sixteen credits are required. The program can be accomplished within the minimum number of hours required for the degree; however, additional hours may be required by the student’s Graduate Advisory Committee, and students may choose to take additional hours not on the degree plan in order to meet the requirements for the certificate. Additional information concerning Certificate Applications can be found in Appendix C under Certificate Programs.

5.5.2 Certificate in Facility Management

The College of Architecture Executive Committee approved the Certificate in Facility Management in August, 1999. The Certificate in Facility Management provides students in any graduate degree program in the College of Architecture at Texas A&M University as an opportunity to develop a body of knowledge in facility management that will further their career goals. The certificate assumes that facility management is a cross-disciplinary field, and that the program is designed to ensure that students gain a sense of mutual respect for others in the field, and appropriate awareness, understanding, and ability within a specific body of knowledge.

The facility management graduate certificate requires a minimum of fifteen credit hours of facility management coursework including the following: one required course, COSC 670, “Facilities Management;” plus a capstone course of at least three credit hours with facility management content (must be approved by the Certificate Council); at least three credit hours of facility management coursework must be completed from outside your major field of study; and an additional two courses must be taken from one of the four major elective areas. All courses used to meet the certificate requirements must be applicable toward a graduate degree from Texas A&M University.

Members of the Certificate Advisory Council include:

David L. Bilbo-
Clark Professor of Construction Science
David E. Claridge-
Leland Jordan Professor of Mechanical Engineering, Director of Energy Systems Laboratory
Jeff S. Haberl-
Professor of Architecture, Associate Director of Energy Systems Laboratory
Robert E. Johnson-
Certificate Council Chair, CRS Center Director, Bullock Endowed Chair, Professor of Architecture
Certificates

5.5

Program Components

Sarel Lavy-
Assistant Professor of Construction Science, CRS Center Associate Director

Ward V. Wells-
Professor of Architecture, Director of Academy of Visual & Performing Arts

Paul K. Woods-
Associate Professor of Construction Science

5.5.3 Certificate in Historic Preservation

In the Fall of 1995, through recommendations by the College Executive Committee and approval by the dean, the College of Architecture awarded the first certificates in Historic Preservation. This certificate is implemented through the Historic Resources Imaging Laboratory which has a multi-disciplinary interest in the development of new techniques, the education and training of professionals, and the application of imaging processes to historic resources of all kinds.

The student must complete a minimum of fifteen hours of graduate credit in Historic Preservation, including at least nine hours of formal course work approved by the Emphasis Advisory Committee. These courses must include ARCH 646 “Theory and Practice of Preservation,” and at least three credits outside the student’s major department. The student must also complete a professional study, professional paper, thesis or dissertation with a historic preservation focus. A fellows mentor program encourage students to interact with involved practioners and faculty fellows from the Universities and other universities.

Members of the Certificate Advisory Council include:

Robert Warden-
Professor, Director, Center for Heritage Conservation

David Woodcock-
Director Emeritus, Center for Heritage Conservation

Julie Rogers-
Associate Director, Center for Heritage Conservation

5.5.4 Certificate in Health Systems and Design

The Certificate in Health System and Design provides students in any graduate degree program in the College of Architecture at Texas A&M University as opportunity to develop a body of knowledge in health design that will further their goals. The certificate assumes that health systems and design is a cross-disciplinary field, and the program is designed to ensure that students gain a sense of mutual respect for others in the field, and appropriate awareness, understanding, and ability within a specific body of knowledge.

The student must complete a minimum of fifteen hours of graduate credit in HSD including at least nine hours of formal course work approved by the Certificate Council. These courses must include ARCH 660 (“Design Programming”) and ARCH 675 (“Introduction to Health Design and Research)

Members of the Certificate Advisory Council include:
5.5 Certificates

Mardelle M. Shepley-
Associate Professor, Director of Center Systems Health & Design

Susan Rodiek-
Associate Professor, Skaggs Endowed Professorship in Health Facilities Design

Kirk Hamilton-
Associate Professor

Roger S. Ulrich- Professor of Architecture, Endowed Professorship in Health Facilities Design

George J. Mann- Ronald Skaggs Professor of Healthcare Design, Chair in Health Facilities Design

5.5.5 Certificate in Environmental Hazard Management

Environmental Hazard Management (EHM) is an interdisciplinary program that has been designed to provide students with an understanding of the interrelationship between the built environment and extreme events in the natural environment. The core courses provide a basic understanding of the entire range of issues related to environmental hazards. Specifically, these courses address basic theory, empirical research, and practical application related to both natural and technological hazards. The courses also address the implications of disaster research for policy formulation and implementation at the household, organizational, community, regional, state, federal, and international levels.

The student must complete a minimum of fifteen (15) credit hours of course work in EHM. The courses must be applicable toward a graduate degree in the College of Architecture, but may not necessarily be included on the student's degree plan.

Members of the Certificate Advisory Council include:

Sherry Bame-
Landscape Architecture & Urban Planning

David Bilbo-
Construction Science

Samuel Brody-
Landscape Architecture & Urban Planning

John Giardino-
Geography

Charles Graham-
Construction Science

Michael Lindell-
Landscape Architecture & Urban Planning

John M. Nichols-
Construction Science

Carla Prater-
Landscape Architecture & Urban Planning

Walter Gillis Peacock-
Landscape Architecture & Urban Planning

Jon Rodiek-
Landscape Architecture & Urban Planning

George Rogers-
Landscape Architecture & Urban Planning

Norris Stubbs-
Civil Engineering

Dan Sui-
Geography

Dennis Wenger-
Landscape Architecture & Urban Planning

Douglas Wunneburger-
Landscape Architecture & Urban Planning
5.5.6 Certificate in Sustainable Urbanism

Sustainable Urbanism is a new framework for interdisciplinary planning and design of contemporary settlements. It explores sustainability and urban design in a rapidly urbanizing world by focusing on the processes that shape the form and function of the built environment in its full complexity - infrastructures, land developments, built landscapes, and facilities - that collectively make up metropolitan regions.

The student must complete a minimum of eighteen (18) credit hours of course work in Sustainable Urbanism, which includes a six (6) credit hour collaborative studio. The courses must be applicable toward a graduate degree in the College of Architecture. At least one course must be outside the student's major discipline. Students' select one course from each of the principles, practices, and policies categories, and one elective, selected from any of those three categories listed in Part III-B, Curriculum.

The Sustainable Urbanism Certificate Council is comprised of at least six (6) standing graduate faculty members who are expert in the field and are appointed by the Dean of the College of Architecture to give advice on all matters relating to the program. They are appointed to represent all the academic departments participating in the certificate, and the Center for Housing and Urban Development (CHUD).

Members of the Certificate Advisory Council include:

- **Jose Fernandez Solis**
  Construction Science
- **Pliny Fisk**
  Architecture and Landscape Architecture
- **Chang-Shan Huang**
  Landscape Architecture
- **Jody Naderi**
  Landscape Architecture
- **Michael Neuman**
  Urban Planning
- **Phillip Tabb**
  Architecture
- **Jorge Vanegas**
  Architecture
5.6 \textbf{Research Centers and Laboratories}

One of the primary goals of the Department of Architecture is strengthening the quality of professional education and research programs through the integration of teaching, research, and service. The College of Architecture Research Centers and Laboratories and their relationship to the curriculum and degree emphasis areas facilitate this goal. The following is a list of the Centers and Laboratories:

5.6.1 \textbf{Center for Health Systems and Design.}

The Center for Health Systems & Design is a creation of the Colleges of Architecture and Medicine at Texas A&M University intended to promote research, innovation and communication in an interdisciplinary program that focuses on health facility planning and design. The research interests of faculty fellows range from the effects of stress on patients' health and well being, to the design of healing environments for neonatal patients, children, the elderly, people who live in the Texas Colonias and AIDS patients. The primary activities of the Center include: a professional associates program, curriculum development, health lecture series and support of health-related research and design projects.

\textit{Director:}  
Roger S. Ulrich- Professor, Endowed Professorship in Health Facilities Design, Department of Architecture, Department of Landscape Architecture and Urban Planning  
Website: http://archone.tamu.edu/chsd/

5.6.2 \textbf{Center for Housing and Urban Development.}

Integrating construction science and public policy, the Center for Housing and Urban Development seeks to increase both the efficiency and capacity of affordable housing delivery systems. The Center has played the lead role in organizing the Colonias Project, a program funded by the Texas State Legislature to improve the standard of living of families living along the Texas/Mexico border. The Center is overseeing the building of accessible community centers in heavily populated communities along the border, and is establishing a network of community services organizations to be housed in these centers.

\textit{Director:}  
Oscar Munoz- Deputy Director  
Website: http://archone.tamu.edu/chud/

5.6.3 \textbf{CRS Center.}

The CRS Center, constituted in 1990 and named in honor of its initial endowment contributors, aspires to advance the study of leadership, management, and innovation in the design and construction industries. The Center contains the business archives, slide archives, oral history, and architectural and publications libraries of CRS, Architects, Engineers, and Planners. The CRS Center oversees the Certificate in Facilities Management.

\textit{Director:}  
Valerian Miranda- Associate Professor  
Website: http://archone.tamu.edu/crs/
5.6.4 Environmental Psychophysiology Laboratory.

Measuring human physiological responses to computer-simulated visual stimuli, researchers in the Environmental Psychophysiology Laboratory are determining the effects of the natural and built environments on perception, cognition, emotion, behavior, and seeking a probable linkage to health and well-being.

Director:
Louis G. Tassinary - Professor, Executive Associate Dean, Department of Visualization

5.6.5 Hazard Reduction and Recovery Center.

Established in 1988, the Hazard Reduction and Recovery Center (HRRC) provides information which enables communities to better prepare for, respond to, and recover from disasters. Areas of research and expertise include emergency planning and response strategies, crowd behavior, dispute resolution, sheltering systems, and search and rescue procedures. The HRRC serves as one of two United Nations (UNDRO) centers worldwide, and receives external funding from such entities as the National Science Foundation, the Environmental Protection Agency, the United Nations, and the Texas Division of Emergency Management.

Director:
Walter Gillis Peacock - Professor, Department of Landscape Architecture and Urban Planning
Website: http://archone.tamu.edu/hrrc/

5.6.6 Center for Heritage Conservation.

The Center for Heritage Conservation was authorized in 2005 as a professional center for interdisciplinary research and service projects on all aspects of built and natural heritage. Since 1977, Texas A&M University has been recognized for academic and research programs dedicated to the better understanding of our historic legacy. The Center supports research of planned and built environments with particular emphasis on their continued use and care. Investigations are performed through sponsored domestic and international projects and professional and academic graduate studies. Research findings are disseminated to the public through publications and presentations in academic and professional journals and conferences.

Director:
Robert Warden - Professor, Department of Architecture
Website: http://archone.tamu.edu/chc/

5.6.7 Energy Systems Laboratory.

The Energy Systems Laboratory (ESL) is the energy conservation, solar and HVAC research lab for Texas Engineering Experiment Station (TEES) which is part of the College of Engineering. The ESL was first established in 1839 as the official testing laboratory for the Home Ventilating Institute and continues to serve manufacturers across the nation. The ESL has diverse faculty from the Departments of Mechanical Engineering, Architecture, and Construction Science. Research interests include solar design and measurement, energy conservation, building energy and environmental simulation, monitoring and analysis, building commissioning, psychometrics, refrigerants, diagnostics, and data visualization.

Director:
Jeff S. Haberl - Professor, Associate Department Head of Research, Department of Architecture
5.7 Admission Information for Undergraduates

5.7.1 Admission to the Undergraduate Program at Texas A&M University

State of Texas Uniform Admission Policy

Texas Education Code (TEC) 51.803-51.809 (State of Texas Uniform Admission Policy) requires that all students meet one of the following college readiness standards in order to be eligible to be considered for admission at a Texas Four-Year Public Institution.
- Successfully complete the recommended or advanced/distinguished high school program or complete the portion of the program that was available to them; or
- Successfully complete a curriculum that is equivalent in content and rigor to the recommended or advanced/distinguished high school program at a high school that is exempt from offering such programs; or
- Satisfy the College Readiness Benchmarks on the SAT or ACT assessment
  - SAT – 1500 out of 2400 (Verbal + Math + Writing)
  - ACT – 18 English, 21 Reading, 22 Mathematics and 24 Science

5.7.2 Exemptions from the Policy

To claim an exemption from the Policy, students must submit one of the two Texas Higher Education Coordinating Board exemption forms completed by the high school counselor or other school official in addition to all other required credentials for admission by the January 15th closing date. The forms below can be printed and submitted via the instructions on either two forms.
1. Form 1 – For Students who entered Grade 9 BEFORE the 2007-2008 School Year
2. Form 2 – For Students who entered Grade 9 in 2007-2008 or LATER

5.7.3 Required Documents

All required documents must be received (not postmarked) by Freshman Admissions Processing by the appropriate closing date.
To ensure official transcripts and other supporting documents are processed in a timely and efficient manner, the appropriate Document ID Sheet with all documents is submitted in support of applications.

5.7.4 When to Apply as Domestic Freshmen:

<table>
<thead>
<tr>
<th>Application Term</th>
<th>Application Opening Date</th>
<th>Application Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>August 1, 2010</td>
<td>October 15, 2010</td>
</tr>
<tr>
<td>Summer/Fall 2011</td>
<td>August 1, 2010</td>
<td>January 15, 2011</td>
</tr>
</tbody>
</table>

Domestic Freshmen Deadline for all Documents to be Received:

- Spring 2011: October 15, 2010
- Summer/Fall 2011: January 15, 2011
Admission Information for Undergraduates

When to Apply as International Freshmen:

<table>
<thead>
<tr>
<th>Application Term</th>
<th>Application Opening Date</th>
<th>Application Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>April 1, 2010</td>
<td>August 1, 2010</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>August 1, 2010</td>
<td>January 15, 2011</td>
</tr>
</tbody>
</table>

International Freshmen Deadline for all Documents to be Received:

- **Spring 2011**: August 1, 2010
- **Fall 2011**: January 15, 2011

5.7.5 Notification of Admissions Decision

Admissions decisions are made throughout the application period allowing applicants to be notified as soon as possible. Final decisions will be announced by the Admissions Selection Committee in early December for spring admission and early April for summer and fall admission.

Applicants should allow 2-3 weeks for their application and credentials to be processed. Processing time may be longer for applicants submitting credentials within two weeks of the application closing date. Once a prospective student applies, that student will receive an acknowledgement of his/her application being received by both e-mail and letter. This correspondence will list the student's unique Texas A&M University Universal Identification Number (UIN) and instructions from the Office of Admissions - Admissions Processing Office on how to check his/her application status online at: https://applicant.tamu.edu. Credentials should be submitted early for verification of receipt.

Once a student has been admitted to the University, the only way to accept the offer of admission is to register for a New Student Conference through the applicant information system (AIS) at: http://applicant.tamu.edu/. Closing dates for the offer of admission are listed on the student's official acceptance letter to the University as well as in the Now That You're Admitted publication.
Admission Information for Undergraduates

5.7.6 Admission to Upper-Level Studies in the Bachelor of Environmental Design Program

All Environmental Design degree students are admitted to the program with lower-level classification (ENDL). Enrollment in junior and senior level courses is limited to those who have been admitted to upper-level studies. Upon admittance, students earn upper-level (ENDS) classification. Admission within each option may be limited by enrollment restrictions. The criteria for admittance to upper-level studies are outlined in the College of Architecture Enrollment Management Policy (Texas A&M University catalog) and on the application form available in the College of Architecture’s Office of Academic Affairs located in Langford A219.

5.7.7 Personal Computers

All entering students are required to possess a portable, network-ready personal computer capable of running software appropriate to their academic program. Students desiring financial assistance with their computer purchase can apply through the Financial Aid Office by submitting a ‘Request for Change to Cost of Attendance’ Form. Additional information is online at https://financialaid.tamu.edu/. No student will be denied admission to Texas A&M University based on an inability to purchase a computer. Computer requirements are listed on the college Web site at: http://archone.tamu.edu/architecture/.

5.7.8 Transfer and Change of Major Students

Transfer students and Change of Major students (students currently enrolled in another major at Texas A&M University) who are admitted to the Department of Architecture are classified as lower level (ENDL). Transfer students who meet all the criteria for admittance to upper-level studies may immediately apply for admittance to upper level. Transfer students who have completed at least 24 graded transferable hours, and change of major students who have completed at least 12 graded transferable hours are encouraged to participate in a 10-week summer module offered by the Department of Architecture. The summer module is designed to provide an intensive first-year design studio sequence along with support coursework that will enable change of major and transfer students to qualify for sophomore design studios the following semester. This summer module can enable Transfer and Change of Major students to complete the four-year degree in a more efficient and timely manner.

5.7.9 Undergraduate Program Coordinators and Advisers

Program coordinators and advisers in the college's four departments are ready to help students with any questions they may have about its five undergraduate degree programs.

<table>
<thead>
<tr>
<th>Program Coordinators</th>
<th>Academic Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Julie Rogers</strong>, Assoc. Dept Head For Undergraduate Programs</td>
<td><strong>Ranie Arnold</strong></td>
</tr>
<tr>
<td><a href="mailto:jrogers@archmail.tamu.edu">jrogers@archmail.tamu.edu</a></td>
<td><a href="mailto:ranie@tamu.edu">ranie@tamu.edu</a></td>
</tr>
<tr>
<td>979.847.9479</td>
<td>979.845.2639</td>
</tr>
</tbody>
</table>
5.8.1 Admission to the Master of Science in Architecture Program

Applicants to the Master of Science in Architecture program should be persons who, as a result of their academic and professional experiences, seek advanced knowledge in preparation for careers in Architectural research, university teaching, or specialized practice and consulting. They will be expected to enter the program with a clear idea of the concentration for their study. Students will determine a specific course of study and thesis topic in consultation with the faculty.

Admission to the Master of Science in Architecture program is offered to those students possessing professional degrees in architecture as well as to those possessing undergraduate degrees in related disciplines. Applicants must meet general university standards. Persons in fields other than Architecture may be admitted conditionally and may be required to take additional course work. Admission is also dependent upon the availability of appropriate faculty in emphasis areas identified by applicants. Besides completing the standard university graduate application, the applicant must also:

- Provide a one page resume giving an educational and work history.
- Provide a one to two page statement of purpose and outline of a proposed study program.
- Provide three letters of Recommendation.

In some cases the applicant may also be asked to participate in an onsite interview.

All international students from non-English speaking countries must take and pass the English proficiency test.

The minimum score for TOEFL and GRE tests:

**TOEFL:** 550 paper-based / 213 computer-based / 80 internet-based

**GRE:** Verbal 400 Total 1000

In general, the university application deadlines should be observed; however, students wishing to be considered for financial assistance should submit all application materials to the university and department by December 15th for the fall admission period in the following year. Students can apply electronically on the following website: http://admissions.tamu.edu/. Spring and Summer admissions are not considered for the M.S. Arch Program.

All curricular inquiries regarding the Master of Science in Architecture program should be directed to:

Dr. Jeff Haberl, Ph.D., P.E.
Professor and Associate Department Head of Research
Phone: (979) 845-6505
Email: jhaberl@tamu.edu

All inquiries regarding application or admission to the Master of Science in Architecture program should be directed to:

Jill Raupe, Academic Advisor
Phone: (979) 862-2729
Email: msarch@archone.tamu.edu
5.8 Admission Information for Graduates

5.8.2 Admission to the Ph.D. in Architecture Program

Applicants to the Ph.D. program in Architecture should be persons who, as a result of their academic and professional experiences, seek advanced knowledge in preparation for careers in Architectural research, university teaching, or specialized practice and consulting. They will be expected to enter the program with a clear idea of the concentration for their study. Students will determine a specific course of study and thesis topic in consultation with the faculty.

Admission to the Ph.D. program is offered to those students possessing professional degrees in architecture as well as to those possessing undergraduate degrees in related disciplines. Applicants must meet general university standards. Persons in fields other than Architecture may be admitted conditionally and may be required to take additional course work. Admission is also dependent upon the availability of appropriate faculty in emphasis areas identified by applicants. Besides completing the standard university graduate application, the applicant must also:

- Provide a one page resume giving an educational and work history.
- Provide a one to two page statement of purpose and outline of a proposed study program.
- Provide three letters of recommendation.

In some cases the applicant may also be asked to participate in an onsite interview.

All international students from non-English speaking countries must take and pass the English proficiency test.

The minimum score for TOEFL and GRE tests:

TOEFL: 550 paper-based / 213 computer-based / 80 internet-based

GRE: Verbal 400 Total 1000

In general, the university application deadlines should be observed; however, students wishing to be considered for financial assistance, however, should submit all application materials to the university and department by December 15th for Fall admission period. Students can apply electronically on the following website: http://admissions.tamu.edu/Spring and summer admission is not considered for the Ph.D. program.

All curricular inquiries regarding the Ph.D. program in Architecture should be directed to:

Dr. Jeff Haberl, Ph.D., P.E.
Professor and Associate Department Head of Research
Phone: (979) 845-6505
Email: jhaberl@tamu.edu

All inquiries regarding application or admission to the Ph.D. program in Architecture should be directed to:

Jill Raupe, Academic Advisor
Phone: (979) 862-2729
Email: phdarch@archone.tamu.edu
5.8.3 Monitoring of Applicants

There are four key phases into which applicant monitoring are organized.

Inquiry Phase: Send personalized letter/email with every request. Evaluate the package of materials that is sent out and expand, if necessary.

Post-Inquiry Phase: Follow up on application requests to see if they received materials and have questions.

Application Phase: Respond promptly to completed applications. Identify candidates for the Graduate Student Recruitment Program. This Graduate Student Recruitment Program is supported by funds provided to the Office of Graduate Studies by the association of Former Students. The program is used to assist Departments in recruiting outstanding graduate students by bringing them to campus to become acquainted with the faculty and facilities of the Department and the University. Students must have been admitted to Texas A&M University to be eligible to receive reimbursement for transportation costs up to $400. Awardees are determined on a first come, first served basis by the Executive Director of the Office of Graduate Studies.

Post-Acceptance Phase: Contact students who were accepted but didn’t respond to offer; contact students who accepted by didn’t register, follow up on deferred acceptances.

5.8.4 Graduate Programs and Study Contacts

Requirements for acceptance into the college’s nine graduate programs vary: questions can be directed to representatives of respective degree programs.

Master of Science in Architecture and Doctor of Philosophy in Architecture

Program Coordinator

Jeff Haberl, professor of architecture
jhaberl@tamu.edu
979.845.6507
Langford A131

Academic Adviser

Jill Raupe
jraupe@archone.tamu.edu
979.862.2729
Langford A219D
5.9 Financial Aid Information for Graduates

5.9.1 Assistantships

A graduate assistantship – teaching (GAT), and non-teaching (GANT), or research (GAR), are available to qualified students on a competitive basis. An assistantship requires up to 20 hours of work per week. Appointment to an assistantship is normally for 9 months. Most assistantships are awarded through the applicant’s major department. An applicant should contact the department or the graduate advisor concerning the availability of assistantships.

A graduate student (domestic or international) must register for the appropriate number of University semester credit hours to maintain full-time status during any semester or summer term in which they hold an assistantship. The student is also required to maintain a 3.0 GPA during the assistantship.

When awarded an assistantship the student will receive the following:
- a monthly stipend
- up to 9 hours of paid tuition per semester; the student will pay in-state tuition rates for anything over nine hours
- Health insurance

5.9.2 Fellowships

Although individual colleges may have higher requirements, graduate students holding fellowships must register for a minimum of nine semester credit hours during a fall or spring semester or for six credit hours during the summer.

Fellowships Available through the Office of Graduate Studies (OGS)

Regents’ Graduate Fellowships:

These highly competitive awards are given to new graduate or professional students with exceptional credentials. The awards are for one year with an option for renewal by the college. Fellowship nominations are made by the departments, to the college. Regents’ Graduate Fellowships are intended for applicants planning to pursue doctoral degrees. The size of stipends varies depending on college guidelines.

Graduate Merit Fellowships/Association of Former Students Fellowships:

These fellowships are awarded through a University-wide competition. The fellowships are designed to encourage high quality applicants to enroll for the first time in graduate programs at Texas A&M University. Nominations are made by the departments to OGS. These awards are given for one year with a minimum stipend of $20,000.

Graduate Diversity Fellowships:

This fellowship is by faculty nomination only. (Students do not apply for this fellowship.) First semester, fall start only fellowship. This fellowship was established to attract students to Texas A&M who have a proven record of success in a diverse environment. Academic departments nominate prospective graduate students, and students are selected based on overall merit and the nominating department’s statement of support.
Financial Aid Information for Graduates

The fellowship provides funding for two years for master's students and three years for PhD students, and includes up to: a $13,000 stipend, $8,000 for tuition and fees, and a departmental assistantship, which pays a minimum of $7,000 per year. With the graduate assistantship, the student has an option for health insurance at a nominal cost.

Pathways to the Doctorate Fellowships:

(First semester, fall start only fellowship.) Through the Pathways to the Doctorate program, several institutions in the Texas A&M University System are making assistantships or scholarships available to students from within the Texas A&M University System wishing to pursue graduate study at another A&M System institution. To qualify, students must be from a different System institution than the one to which they are applying.

Other Fellowships

National Science Foundation (NSF) Graduate Research Fellowships:

NSF gives these awards and the money is administered through OGS. Application forms can be obtained from OGS during September and October and sent directly to the NSF.

Welch Foundation Fellowships:

These fellowships are for students working in the general field of chemical research. The Robert A. Welch Foundation has established an endowment to Texas A&M University to encourage superior students to enroll in chemistry, biochemistry, or chemical engineering graduate programs. These fellowships are awarded upon the recommendation of the appropriate department head.
5.10 Scholarships for Undergraduates and Graduates

5.10.1 Scholarships

Each year the Department of Architecture awards approximately $200,000.00 worth of scholarships and fellowships to undergraduate and graduate students. A table containing more detailed information about all undergraduate and graduate scholarships offered through the College of Architecture can be found in Appendix B and Appendix C.

The following is a letter from Dean Vanegas encouraging all Architecture students to apply for the College’s scholarships:

Dear Students:

We are pleased that you have chosen, or are considering, Texas A&M University and, more specifically the College of Architecture, as the institution of higher learning that will prepare you to face the challenges of the 21st Century in your selected field of study.

As one of the largest colleges of architecture in the United States, we have established a strong, worldwide reputation through numerous contributions of our diverse and talented faculty, staff, students, and former students.

We are fortunate that many of our successful graduates have given back to the college to ensure that future students have the same educational opportunities presented to them. Most of these gifts are in the form of scholarships, which are awarded each year during departmental scholarship and awards ceremonies.

This page was prepared to make you aware of the various scholarships for which you may become eligible as a student. You will find information regarding the application and selection process used each year for each one.

I encourage you to apply for all the scholarships that pertain to your major. We want you to have as many resources as possible to complete your educational goals and succeed professionally. Perhaps one day, your name will be in this directory as one more member of this select community of former students and friends of the college who, through their generosity, help us forge the next generation of Aggies making a difference in the various professional disciplines represented in our college.

Sincerely,

Jorge Vanegas,
Interim Dean
Students can learn more about their respective fields of study, network, serve the community and have fun through local, national and international student organizations and honor societies with chapters at the Texas A&M College of Architecture. Organizations' aims range from serving students pursuing specific degrees plans to more interdisciplinary interaction.

**Aggie Computer Graphics (ACG)**
ACG promotes the experience and appreciation of computer graphics through a collaborative social environment.

**Aggie Screen Writing Acting and Media Production Club (Aggie S.W.A.M.P Club)**
Allows students interested in screenwriting, acting, and movie production to share their appreciation for film, collaborate on ideas and stories, socialize, learn more about all aspects of filmmaking, have a ton of fun, and make movies.

**American Institute of Architecture Students (AIAS)**
The AIAS promotes excellence in architectural education, training, and practice, fosters an appreciation of architecture and related disciplines, enriches communities in a spirit of collaboration, and organizes architecture students and combines their efforts to advance the art and science of architecture.

**American Institute of Graphic Arts (AIGA)**
AIGA, the professional association for design, is the premier place for design-to discover it, discuss it, understand it, appreciate it, be inspired by it. AIGA's mission is to advance designing as a professional craft, strategic tool and vital cultural force. The goal of the AIGA Student Group at Texas A&M is to get the student involved in the local design community, create a community of their own and help them build skills that will be valuable as they move into the professional world.

**American Society of Landscape Architects (ASLA)**
The ASLA unites graduate and undergraduate landscape architecture students in an effort to fulfill educational and social needs as well as broaden the understanding of the profession and the society.

**Associated Builders and Contractors (ABC)**
The ABC shows students the wide variety of opportunities in the construction industry and enhances construction education through industry-related field trips, conventions, guest speakers and social activities.

**Associated General Contractors (AGC)**
The AGC focuses on providing networking and learning opportunities, extracurricular activities, service to the community, and recreational activities.

**Association of Student Planners (ASP)**
The ASP seeks to unify all urban planning students, bring professionals in the field to meetings, and promote exposure to professional conferences and events.

**Construction Management Association (CMA)**
The CMA provides a forum for construction management and other construction-related graduate students and helps prospective graduate students make informed decisions about the construction management program. Membership in CMA is open to graduate students and senior undergraduate construction science students. It also serves as a liaison with the construction industry and trade groups.
5.11 Student Organizations

**Design-Build Institute of America (DBIA)**
The DBIA student chapter develops a strong working partnership between students and industry professionals in educational and research objectives required for the continued growth and excellence of the design-build project delivery method. Through guest lectures, field trips, competitions and community service activities, DBIA supplements students’ educations by allowing a hands-on approach in learning the design-build process.

**Emerging Green Builders (EGB)**
Emerging Green Builders are students and young professionals dedicated to becoming and recruiting the future leaders of the "green" building movement. EGB groups around the country offer young people the opportunity to get involved in "green" building locally, gain access to U.S. Green Building Council resources, and participate in local events.

**Facility Management Student Chapter**
The chapter promotes advancement of facility management on a local level and networking opportunities between students and industry professionals to inform students of current facility management issues and topics of interest within the industry.

**Mechanical Electrical Contractors of America (MECA)**
MECA helps students with an interest in mechanical and electrical construction.

**National Association of Homebuilders (NAHB)**
The NAHB is an organization for students with a focus on residential construction. NAHB is dedicated to providing opportunities for its members to gain industry experience and leadership skills.

**Postgraduate Built Environment Research Chapter of the International Council for Research and Innovation in Building Construction (PGR-CIB)**
The PGR-CIB student chapter at Texas A&M University encourages and supports professional research and development of its members, facilitates and promotes individual and organizational joint activities and collaboration of information exchange with the local and global research community and industry to augment human knowledge. It also promotes the formation of CIB student chapters in North, Central and South America, and collaborates with other CIB chapters in North America and internationally.

**Real Estate Development Association (REDA)**
REDA provides opportunities for students interested in real estate development to take part in field trips, lectures and other student activities in the real estate industry.

**Society of Women in Construction (SWIC)**
SWIC’s helps its members gain a better understanding of the construction industry, increase their leadership and communication skills, and promote the advancement and awareness of women in construction.

**Student Health Environments Association (SHEA)**
Student Health Environments Association is a grassroots student organization furthering interest in architecture for health by promoting a culture of communication between students of all levels, professors and professionals. This organization is open to all students in any degree program and is the student source for information on architecture for health.
Student Organizations

SHEA works closely with the Center for Health Systems & Design on many events such as lectures/guest speakers, portfolio reviews, facility tours, and social gatherings. SHEA also promotes information about CHSD faculty fellows’ research as well as information about the center's Certificate in Health Systems & Design.

**Texas A&M student branch of ASHRAE**
The Aggie ASHRAE chapter brings together graduate and undergraduate students from architecture and mechanical engineering interested in the science of building energy systems. It's dedicated to the advancement of the sciences of heating, refrigerating and air-conditioning engineering and related sciences. It also furthers the continuing education of its members and other interested persons in those sciences through lectures, demonstrations, and publications, the rendition of career guidance to students, and the encouragement of scientific research. ASHRAE is the leader in many areas in establishing standards and guidelines for the design of low and net-zero energy buildings to the commissioning of existing buildings.

**Urban & Regional Sciences Student Organization (URSSO)**
The URSSO serves as the urban and regional sciences doctoral student representative organization in the Department of Landscape Architecture & Urban Planning. It provides a forum for members to share individual and collective concerns and to advocate for their interests in graduate, academic and research matters as well as professional development.

**VENT**
VENT is a student-run collective that encourages completely open discussions about art, architecture, design, theory, philosophy, Texas A&M, academia, and life. VENT hopes to break down the performance that academic discussion can often become and just talk as students, teachers, and people who happen to be interested or passionate about things that should be discussed further.

**Honor Societies**

**Sigma Lambda Chi**
Sigma Lambda Chi recognizes outstanding undergraduate and graduate students in construction science. Its objectives include: rendering of service to the field of construction, developing good relations between academia, industry, and the public and recognizing outstanding professionals in construction and allied fields.

**Tau Sigma Delta**
Tau Sigma Delta Honor Society in Architecture and Allied Arts celebrates excellence in scholarship, stimulates mental achievement, and awards students who attain high scholastic standing of membership in architecture, landscape architecture and allied arts of design by the rewards of membership in an honor society.
5.12 Student Support Services

The Department of Architecture has one full time academic advisor for the undergraduate programs and one for the graduate programs. Academic advising aims to provide a direct liaison between the curriculum and the student and serves to ensure that the student's passage through academic requirements is planned and purposeful. The primary purpose of the developmental academic advising program at Texas A&M is to assist students in formulating and implementing educational plans compatible with their goals in life and their basic skills. TAMU academic advisors, in turn, are supported by University Advisors and Counselors, an organization that provides a range of advising and counseling services to staff and faculty.

The Student Counseling Service provides all students at TAMU with a full range of professional services including, personal and career counseling, academic skills enhancement, testing, outreach programming, psychiatric services, consultation, and crisis intervention. They also provide training to staff and faculty in such areas as suicide prevention.

The University Mentors Program is comprised of TAMU faculty, staff, and administrators who volunteer extra office hours to make themselves available to students who just want to talk to someone. The Mentors program does not attempt to replace or substitute for the programs provided by departmental advisors, the Student Counseling Service, and the many other student services available at TAMU. On the contrary, Mentors work hand-in-hand with all of these services, helping students to locate and use them.

The TAMU Career Center provides information to students seeking internships and assistance (with resumé writing, for example). Within the Department of Architecture, there is a formal internship program available to undergraduates and graduate students. Internships can be taken for academic credit, or for IDP credit. The internship program has a faculty coordinator who is given one course-leave to direct the program. We have built up relationships with firms such as RTKL, Skidmore Owings and Merrill, SHW Group, FKP Architects, Corgan Associates, Pelli Clarke Pelli & Associates, VOA Associates Incorporated, Brown Reynolds Watford Architects, Gensler, Lake/Flato Architects, Overland Partners Architects, NBBJ, WHR Architects, HKS, 3D/I, Kendall/Heaton Associates, Kirksey Architecture, etc. Students taking the internship for academic credit must maintain a journal, which is submitted to the coordinator at the end of the program.
Recruiting New Aggies

Lou Tassinary, associate dean for research for the Texas A&M College of Architecture, discusses the benefits of a studio-based education during the filming of a Texas A&M recruitment video. The video is being produced by Frame by Frame, the same production company that is currently working on a video featuring College of Architecture research initiatives. Once complete the Aggie recruitment video, which targets undergraduate students, will be posted with other recent “Welcome to Aggieland” features and commercials, which can be accessed online at http://www.tamu.edu/home/aggieland/videos.html
Facilities

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The College of Architecture- Information Technology Services (ITS) Department maintains several open-access labs within the College for faculty, staff, and student use. Each semester, these labs are populated with software based on a base list and professor/staff requests. The mix of equipment varies from lab to lab, but compatibility has been established on the hardware and software so that work begun in one lab can be continued in another. The labs are college labs and as such are open to students from any of the College of Architecture departments. Information Technology Services (ITS) is responsible for computing support at the College. ITS is staffed by several full-time employees and many student workers working in conjunction with Computing and Information Services (CIS) to maintain the College of Architecture's information technology infrastructure.

A brief description of the College of Architecture’s computer labs follows:

### 6.1.1 Information Technology Services 119/Lab in Room 119

ITS help desk is located on the ground floor of Langford, Building A, 122 has been selected as the focus for input and output hardware and software. Computer Support hours of operation for Staff are daily 8:00 AM - 5:00 PM with normal lunch break between 12:00 PM - 1:00 PM. The staff office will be closed from 9:00 AM - 10:00 AM Fridays for internal tasks. Room 119 is across the hall from the 122 entry and is primarily a classroom, but is open at certain times for general access when classes are not being held.

#### 122/119 Equipment and Software

**Workstations:**

(36) Optiplex 745 Intel Core2 2.13GHz, 2GB RAM, DVD-RW, SD Card A119

**Cluster A Deployments:**

(6) Optiplex GX620 Intel Core2 Duo 3.0GHz, 2GB RAM, DVD-RW

**Cluster B Deployments:**

(4) Optiplex GX620 Intel Core2 Duo 3.0GHz, 2GB RAM, DVD-RW
(4) MAC G4 Series Dual Core 800MHz, 1GB RAM, 250MB Zip

**Cluster C Deployments:**

(2) Optiplex 745 Intel Core2 2.13GHz, 2 GB RAM, DVD-RW, SD Card
(5) Optiplex GX620 Intel Core2 3.0Ghz, 2 GB RAM, DVD-RW
(2) MAC G4 Series Dual Core 800MHz, 1GB RAM, 250MB Zip

**Cluster D Deployments:**

(11) Optiplex GX620 Intel Core2 3.0Ghz, 2 GB RAM, DVD-RW
(5) MAC G4 Series Dual Core 800MHz, 1GB RAM, 250MB Zip
6.1 Computing Facilities

Scanner:
(1) HP DesignJet 4500 scanner

Printers:
(1) Epson Stylus Pro 4000
(1) HP Color LaserJet 5500PS
(1) HP DesignJet1055CM
(1) HP DesignJet 4500 PS
(1) HP DesignJet Z3100 PHOTO
(1) HP LaserJet 9000 PS in A119

The following software is available on all workstations in every laboratory in the College of Architecture:

- ActivePerl 5.8.7
- Adobe AfterEffects 7.0
- AdobeFlash Player
- Adobe Illustrator CS2
- Adobe Design Standard
- Adobe Design Premium
- Adobe InDesign CS2
- Adobe Photoshop CS2
- Adobe Reader 8.1.0
- Adobe Shockwave Player
- Adobe SVG Viewer 3.0
- Aqsis Renderer 1.1.0
- Audacity 1.3.0
- AutoCAD 2008
- Autodesk 3DS Max
- AutoCAD Architectural 2008
- AutoCAD Civil 3D 2008
- AutoCAD Civil 3D Land Desktop
- AutoCAD Electrical 2008
- Autodesk Map 3D 2008
- AutoCAD MEP 2008
- Autodesk Revit Building 2008
- Autodesk Revit MEP 2008
- Autodesk Revit Structure 2008
- Autodesk VIZ 2008
- Backburner
- Blender
- Building Design Advisor 3.1
- Conversion Tool v2.00
- Cycas 3.8
- DaySIM 2.1
- Ecotect v5.20
- EnergyPlus Version 2.0
- Ener-Win EC
- eQuest 3.6
- Google Earth
- Google SketchUp Pro 6
- GTK+ 2.10.11
- HEED
- Hugin 0.6
- Hummingbird Host Explorer
- ImageMagick 6.2.5-5
- Imview 1.0.2
- Inkscape 0.45.1
- Java 2 Runtime Environment
- K-3D 0.6.6.0
- LocationTool v2.00
- Microsoft Office Pro 2003
- Microsoft Project Pro 2003
- Microsoft Visio Pro 2003
- Microsoft Visual C++ 2008
- Multiframe 4D
- Nvu 1.0
- Pixie 1.5.5
- PowerDVD
- Python 2.5.1
- Quantrix Modeler 2.1.0
- Quicktime
- Radiance control Panel v1.10
- Radiance Image Viewer v1.10
- Roxio Creator Plus
- Ruler Tool v2.00
- Scribus 1.3.3.2
- Shadows 2.2.6
- SPSS 15
- Symantec AntiVirus
- Tablet
- The GIMP 2.2.12
- WeatherTool v2.00
- VrmlPad
Computing Facilities

6.1

6.1.2 GIS Lab/348

Located on the third floor of Langford A, the GIS Lab focuses on the use of computers for mapping, analyzing, and researching landscape and geography. State-of-the-art Geographic Information System software is the specialty of this lab. There is a computer-equipped classroom next to the lab, which may be used when classes are not using it. Like most other labs, it is open to all College of Architecture students. The hours of the lab are 8 a.m. to 5 p.m. Monday through Friday.

GIS Lab/348 Equipment and Software

Lab workstations:
(32) Optiplex GX620 Intel Core2 3.0Ghz, 2 GB RAM, DVD-RW

Printers:
HP DesignJet 2000CP

6.1.3 4th Floor Lab Langford

Computers and printers on the fourth floor are available to students anytime, day or night, but they must have a user name in order to use them.

4th Floor Lab Equipment

(32) Optiplex GX620 Intel Core2 3.0Ghz, 2 GB RAM, DVD-RW

Printers:
HP LaserJet 5000 PS in Cluster A
HP LaserJet 9050n PS in Cluster B
HP LaserJet 9050n PS in Cluster C
HP LaserJet 9050n PS in Cluster D
HP LaserJet 5000 PS in Cluster D
HP Color LaserJet 8500 PS in A446

6.1.4 VIZ Lab – 2nd Floor of Langford A

The VIZ lab is a specialized lab dedicated to the graduate students in Visualization Sciences. Access is controlled by a combination lock on the door, and it is not generally open to students outside the Visualization program except on a case by case basis when special needs arise.

6.1.5 Media Center

Still and video cameras
Output devices:
Black and white and photographic quality color printers
CD burners
Large format color printers
6.2 Libraries

6.2.1 Technical Reference Center

The Technical Reference Center (TRC) in the College of Architecture at Texas A&M University serves the University as an architectural reference library by providing, maintaining, and making available, materials that support the research and educational programs of the College of Architecture. The TRC has existed in its present form for over 20 years experiencing growth along with the College of Architecture. The library developed and grew through the direction and initiative of the College of Architecture and is supported by the College. Although not a traditional branch of the University Libraries, the TRC serves the university community by providing additional resources to faculty and students.

The Technical Reference Center, located on the second floor of the Langford A building on the Texas A&M campus, serves as the university's architectural reference library. The TRC provides, maintains and makes available materials that support the College of Architecture's research and educational programs.

Its holdings include a collection of 152,000 slides, and 61,000 digital images, of architecture and art, construction, building methods and materials, landscape architecture, design, planning and maps.

The TRC also houses 16,000 reference books, a video and audiotape collection, periodicals, maps and plans, 1,500 rare special collection books, and a collection of architects' designed furniture.

The library occupies 3,500 square feet, including the library reference area with seating for 65, a visual materials collection, and a video viewing area with study carrels.

The College's Slide Library, located within the TRC, functions primarily as a teaching resource for faculty within the College. The collection consists of over 95,000 35mm (primarily art & architecture) slides. Although the collection is used primarily by College faculty, it is sometimes utilized by other disciplines within the University. Slide Collection staff and student assistants facilitate collection growth and maintenance. The collection is continually developed through collection evaluation, new slide purchases, photography, research, cataloging, and technical processing.

The TRC subscribes to four standard indexes to periodicals: Art Index, Architectural Index, Search Index, and ArchiText Construction Index. The Art Index indexes both domestic and international architectural and art journals. Search Index indexes only architectural journals both domestic and international, and the Architectural Index and ArchiText Construction Index surveys only domestic journals. The core of journals held falls within the journal recommendations set forth through the efforts of the Association of Architectural School Librarians. The TRC and Evans library have holdings that represent 100% of the Architectural Index. Evans Library has an excellent interlibrary loan service, this generally provides materials within two weeks, free of charge.
6.2.2 Evans Library and Other Libraries

The Sterling C. Evans Library and the Library Annex are the main library facilities on campus. There is also a student computing center located on the south end of the Library Annex. They offer the following features: course reserves and textbooks; general assistance and special expertise in library research for basic sciences, engineering, humanities, and social sciences; general collections and state and federal depository for government documents; and map and GIS Collections and Services with maps for check out, travel books and GIS services. Additional libraries include the older Cushing Memorial Library, which houses rare books, special collections, manuscripts, and archives. The West Campus Library, which serves the Lowry Mays College and Graduate School of Business and departments within the College of Agriculture and Life Sciences, is also part of the Evans Library. The University has a Medical Sciences Library located adjacent to the Reynolds Medical Building, which serves as the special needs of the Colleges of Medicine and Veterinary Medicine. The Policy Science and Economics Library (PSEL) in the Annenberg Presidential Conference Center primarily provides support to the students and faculty of the George Bush School of Government and Public Service, as well as the department of political science and economics. Librarians and staff teach students how to access online tools and develop search strategies.

Evans Library, which is a five-minute walk from the Langford complex, also has an extensive collection related to the design disciplines. Between the two libraries there are an estimated 108,560 volumes dedicate to architecture-related topics, in addition to videotapes and a plan and maps collection. The vast majority of Ph.D. students also access references on non-architectural disciplines, such as sociology, psychology, and health, and utilize the overall Evans collection, as well as the Medical Sciences, Political Science and Economics, and West Campus libraries. Current university library holdings include more than 2,449,019 million volumes and 4,721,000 million microform units. The library receives approximately 20,000 serial titles including some 150 state, national, and foreign newspapers. The library’s map collection contains approximately 150,000 maps. Through the OCLC Online Computer Library Center, Inc. national database, library users have access to more than 34 million bibliographic records in more than 22,000 libraries in more than 63 countries. The library’s collections are primarily organized according to the Library of Congress classification system. An open stack arrangement allows users free access to all materials except those in the Cushing Memorial Library.

Additionally, as mentioned above, the Evans Library has an excellent interlibrary loan service which provides copies of articles and books of all materials not available in the Texas A&M, College Station, library system.
6.3 Service Units

6.3.1 Information Technology Services (ITS) / Media Center

ITS operations for the College of Architecture are located in Langford A122. The unit consists of several internal divisions designed to optimize technical support for the various areas of the college’s ITS infrastructure. ITS includes the college's Help Desk, which serves as a portal for resolving all technical issues from faculty, staff, and students, computing account services, audio/visual services, including a collection of laptops, cameras and video conferencing equipment available for checkout; printing & scanning services, supported by several large format plotters and laser printers throughout the college. It also provides Web team services, facilitating complete in-house solutions for the college's online needs including content management, project management, SQL database administration, and survey management; computer & network services, including college workstations and network resources; and consulting services.

6.3.2 Woodshop

The College of Architecture’s Woodshop facility, housed on the first floor of the Langford B building, provides students with the tools needed to realize their design concepts in a wide range media, including wood, metal and plastic. Under the guidance of an experienced Woodshop staff, and after completing a mandatory shop safety course, students can utilize a full complement of machines and power tools including three laser cutters, a 3-D printer, lathe, band saw, table saw, router table, drill press, oscillating spindle sander, stationary belt sander, panel saw, compound miter saw, planer, joiner and an array of hand tools. The shop is staffed with a fulltime supervisor and student workers knowledgeable in woodworking, metalworking and modern design and building practices.

6.3.3 Business Office

Located in room 206 of Langford Building A, the Business Office strives to provide excellent customer service in the areas of financial management, purchasing, research and grant management, budgetary obligations, human resources, payroll processing, and travel processing. The office serves as customer-oriented liaisons between the faculty, staff and students of the College of Architecture, and all financial entities across The Texas A&M University System.

6.3.4 Office of the Dean

The dean is the leader of the college. In addition to numerous administrative duties, the dean works collaboratively with the college’s department heads, research center directors and assistant deans to develop and implement the college’s myriad initiatives and realize its goals and vision. The administrative staff in the Office of the Dean, located in Langford A202, supports the dean and the college at large.

6.3.5 Student Services

The Office of Student Services, located in Langford A219, handles day-to-day academic-related business for the College of Architecture’s undergraduate and graduate programs. Additionally, the academic advisers for the college’s four departments are housed in the student services office, making it the first stop for perspective students. The student services staff also conducts tours of the college.
6.3.6 Digital Fabrication Facility (Architecture Ranch)

The College of Architecture’s Digital Fabrication Facility, aka Architecture Ranch, is a research and construction facility located 12-acre site at Texas A&M's Riverside Campus. The facility houses a CNC (computer numerical control) mill, plasma cutter and other fabrication technologies that allow students and faculty to bring 2-D concepts into fully realized 3-D architectural spaces or objects. The site also houses woodshop and a metal shop machinery. The entrance to the 1,900-acre Riverside Campus is located west of State Highway 47, just south of the intersection with Highway 21, approximately 10 miles from the main Texas A&M campus.

6.3.7 Wright Gallery

The Wright Gallery, located in Langford building A, is the college’s showcase for the visual arts.

The gallery supports the college’s role as the home of visual arts education at Texas A&M; the college offers classes in many of the traditional studio disciplines, as well as one of the nation's leading programs in digital and electronic visualization. Named to honor donors James Wright, who earned a Bachelor of Architecture degree from Texas A&M in 1954, and his wife Mary, the gallery also hosts lectures, studio reviews and other special events.
6.4 Communications

6.4.1 Communications

Website
The College of Architecture at Texas A&M went live 9/9/09 with the first phase of its ongoing website renovation, a project aimed at providing a more user-friendly interface combining ease of navigation with useful content that better reflects the aims and culture of the institution. The new site was designed to address problems and desires articulated by site visitors in an online survey conducted last fall. Survey respondents included current, potential and former students, as well as parents, faculty and members of the larger academic, professional and service communities.

Electronic communication
All students in the College of Architecture receive information regarding deadlines, dissertation defense dates, events, and program changes via email. They are also able to communicate with the entire college through email. In addition to email, Ph.D. students also have mailboxes on the 4th floor of Langford Building A to better communicate with their graduate committees.

Video Recording studio / webcasts
The college has capabilities for video-taping lectures and web-casting through the Universities, Trans Texas Video Network (TTVN). Such facilities are used for 1 way and 2 way video conferencing, web-casting or streaming media.
Affiliations

7

7.1 Universities

7.2 Departments

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Universities

7.1

7.1.1 Exchange Programs

The College of Architecture offers a number of international reciprocal exchange programs that provide for fall and spring, international exposure opportunities. Students that participate in fall and spring international reciprocal exchange programs can at the same time fulfill the college-wide undergraduate Semester Away requirement. These are all highly immersive programs in which our students attend classes at a partner institution in their native language. Due to the reciprocal nature of these programs our students pay tuition and fees at Texas A&M University and are a less expensive alternative if compared with standard study abroad programs.

Reciprocal Exchange programs are available in the following countries:

Australia
Formerly Queensland Institute of Technology, established 1965, QUT is now a multi-campus university offering one of the widest selections of courses in Australia. The University’s Garden Point Campus is located on the Brisbane River in the center of Brisbane itself. Facilities available include libraries, computer labs, cafeterias, a club, gymnasium and a sports center.

Guatemala
Founded in 1971, Universidad Francisco Marroquin (UFM) is located in the heart of Guatemala City’s most prestigious residential and business area. The 40-acre campus is located in a wooded ravine, with ample parking and controlled access. The modern buildings include computer facilities with Internet access. Special design studios and travel to historic sites highlight Texas A&M University’s undergraduate reciprocal exchange with UFM’s Department of Architecture. Most UFM students are bilingual and instruction is provided in English for A&M students; however, arrangements can be made for an intensive summer course in Spanish.

Mexico
Universidad La Salle (ULSA), one of Mexico’s most prestigious private universities, is particularly noted for its city campus, the personal attention offered to students, traditional values and community spirit.

The university’s main campus is located in the heart of the Colonia Condesa, a residential area easily reached by subway, bus or taxi.

The School of Architecture, Design and Communication offers a multidisciplinary environment that facilitates highly intellectual and creative interaction between visiting students and their Mexican counterparts. Most of the school’s design faculty is bilingual, so instruction can be provided in English, as well as Spanish, if necessary.

United Kingdom
Invaluable lessons are offered through walking tours in sites of wide variety: historic/contemporary buildings, bridges, neighborhoods, exhibits and gardens. Students visit the major cities of Edinburgh, York, Oxford and London.
7.1 Universities

7.1.2 Virtual Collaborations

The "Las Americas" Digital Research Network is a group of institutions and individuals in North America, Central America and South America, dedicated to collaborative research activities in the domains of:

Architecture
Landscape Architecture
Urban Planning
Construction Sciences, and
Education in the previously mentioned Disciplines

The coordination of the network resides at the College of Architecture of Texas A&M University.

The "Las Americas" Digital Research Network has the objective of promoting collaborative research activities at continental level. In support of such objective, the network offers:

- A Web Page that offers hyper-linkage with the Web Pages of all member institutions of the network.
- Listings of researchers interested in the development of collaborative activities.
- Reference to on-going collaborative projects.
- An electronic publication (Archi-Forum) for the dissemination of scholarly works.
Active participation from other departments on M.S. and Ph.D. committees is a natural outcome of the requirement to have an out-of-department member. Faculty from other departments/colleges often include: Sociology, Psychology, Educational Administration, Statistics, and Engineering. In addition to this individual, a Graduate Committee Representative is appointed from outside the College.

Interdepartmental collaboration is also encouraged through the certificate programs described previously and the College Research Council. The College Research Council is an organization the purpose of which is to develop broad-based, interdisciplinary cultures in the College which encourage the creation, dissemination and application of knowledge in the planning, design and construction of built and virtual environments. Among other activities they are responsible for a grant dissemination program.
The following are the average salary allocations for all faculty and staff in the College of Architecture for the Fiscal Year 2009-2010.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Average</th>
</tr>
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<tbody>
<tr>
<td>Professors</td>
<td>101,464.49</td>
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<td>College</td>
<td>Texas A&amp;M Avg Salary</td>
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<td>------------------------</td>
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* TAMU average salary divided by peer average salary

(1) Peer averages are weighted by TAMU faculty distribution

Prepared by Office of Institutional Studies and Planning, 24-Jun-10, 01:56 PM
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Texas A&M Salaries vs Aggregated College Peer Groups

College of Architecture

All Ranks

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<th>% of peer</th>
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Professor

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Texas A&M Salaries vs Aggregated College Peer Groups

College of Architecture

Associate Professor

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Assistant Professor

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The Department of Architecture is authorized by the University to use classroom space in the Langford Architecture buildings A, B, and C as well as the first floor of the Pavilion. In Langford A, the two green rooms on the first floor and 6 green rooms on the fourth floor denote Department of Architecture studio locations. In Langford C, the three green rooms provide additional studio space. Finally, the Pavilion houses two addition rooms for studio use.
B.E.D., M.S., Ph.D. Programs in Architecture
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1. Appendix A - Faculty

1.1 Course Evaluations
1.2 Faculty CVs
1.3 Tenure and Promotion
1.4 Hiring Process
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OVERALL 4.38 2486
### SPRING 2008 Student Evaluations

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| Maffei   | ARCH 305-501 | 4.51  | 14        | 14       | 100.0%
| Babe     | ARCH 305-502 | 4.90  | 7         | 9        | 77.8%
| Erminy   | ARCH 305-503 | 4.35  | 10        | 10       | 100.0%
| Reimers  | ARCH 305-504 | 4.73  | 12        | 12       | 100.0%
<p>|          | ARCH 305    | 4.60  | 43        |          |       |
| Culp     | ARCH 334-501 | 4.32  | 56        | 75       | 74.7% |
|          | ARCH 300    | 4.44  | 99        |          |       |
| Wagner   | ARCH 406-501 | 4.20  | 13        | 19       | 68.4% |
| Mann     | ARCH 406-502 | 3.55  | 6         | 9        | 66.7% |
| Maffei   | ARCH 406-503 | 4.50  | 12        | 15       | 80.0% |
| Erminy   | ARCH 406-504 | 4.83  | 9         | 10       | 90.0% |
| Mulholland | ARCH 406-505 | 4.64  | 11        | 12       | 91.7% |
| Babe     | ARCH 406-507 | 4.58  | 9         | 15       | 60.0% |
| Davison  | ARCH 406-508 | 4.01  | 15        | 16       | 93.8% |
|          | ARCH 406    | 4.34  | 75        |          |       |
| Culp     | ARCH 421-500 | 3.96  | 11        | 18       | 61.1% |
| Holliday S | ARCH 431-501 | 4.88  | 22        | 24       | 91.7% |
| Holliday S | ARCH 431-502 | 4.76  | 16        | 21       | 76.2% |
|          | ARCH 431    | 4.83  | 38        |          |       |
| Paul     | ARCH 437-500 | 4.66  | 20        | 29       | 69.0% |
| Campagnol | ARCH 441-500 | 4.25  | 20        | 33       | 60.6% |
| Johnson  | ARCH 451-500 | 4.40  | 10        | 13       | 76.9% |
| Greer    | ARCH 457-501 | 4.52  | 27        | 27       | 100.0%|
| Wagner   | ARCH 489-500 | 4.92  | 7         | 10       | 70.0% |
|          | ARCH 400    | 4.48  | 208       |          |       |
| Downing  | ARCH 626-600 | 3.60  | 7         | 9        | 77.8% |
| Shepley  | ARCH 626-601 | 3.93  | 11        | 12       | 91.7% |
| Tabb     | ARCH 626-602 | 4.71  | 11        | 15       | 73.3% |
| Hamilton | ARCH 626-603 | 4.85  | 9         | 10       | 90.0% |
| Miranda  | ARCH 606-604 | 4.24  | 13        | 13       | 100.0%|
|          | ARCH 606    | 4.45  | 44        |          |       |
| Nichols  | ARCH 614-600 | 4.55  | 7         | 9        | 77.8% |
| Beltran  | ARCH 615-600 | 4.18  | 8         | 10       | 80.0% |
| Haberl   | ARCH 621-600 | 4.48  | 11        | 12       | 91.7% |
| Tabb     | ARCH 624-600 | 4.71  | 11        | 15       | 73.3% |
| Downing  | ARCH 626-600 | 3.60  | 7         | 9        | 77.8% |
| Beltran  | ARCH 634-600 | 4.16  | 9         | 10       | 90.0% |
| De Yong  | ARCH 639-600 | 4.77  | 16        | 16       | 100.0%|
| Klein    | ARCH 644-600 | 4.94  | 13        | 14       | 92.9% |
| Woodcock | ARCH 646-600 | 4.84  | 23        | 25       | 92.0% |
| Greer    | ARCH 657-600 | 4.51  | 33        | 35       | 92.3% |
| Shepley  | ARCH 660-600 | 4.82  | 14        | 14       | 100.0%|
| Wells    | ARCH 663-600 | 4.64  | 11        | 11       | 100.0%|
| Ulrich   | ARCH 675-600 | 4.87  | 13        | 14       | 92.9% |
| Miranda  | ARCH 681-600 | 4.75  | 5         | 5        | 100.0%|</p>
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</tbody>
</table>
NAME: Elton D. Abbott
TITLE: Assistant Dean for International Programs & Initiatives, AIA, Associate Professor of Practice

TEACHING AREA: Design Studio, Semester Abroad and Internship Coordinator

EDUCATION: Doctor of Environmental Design, Texas A&M University, College Station, 1983
Master of Architecture, University of Oklahoma, Norman, 1973
Bachelor of Science in Environmental Design, University of Oklahoma, Norman, 1972
Bachelor of Science in Medical Technology, Oklahoma State University, Stillwater, 1969

TEACHING AND ADMINISTRATIVE EXPERIENCE: 2007-present, Assistant Dean, College of Architecture, Texas A&M University
Associate Professor of Practice, Department of Architecture
Faculty Fellow, Center for Health Systems and Design, Texas A&M University Department of Architecture
Fall 1999-2006, Visiting Asst. Professor of Architecture, Texas A&M University, Design Media III (Design Detailing/CAD), Master of Architecture Career Change
Fall 1994, Visiting Asst. Professor of Landscape Architecture and Urban Planning, (Information Technology) Texas A&M University
1988-1994, Computer Animator, Information Environments Lab, and Adjunct Assistant Professor, Department of Anatomy, College of Medicine, Texas A&M

MEMBERSHIPS: American Institute of Architects
Texas Society of Architects
AIA Brazos
National Trust for Historic Preservation

ACADEMIC AND PROFESSIONAL HONORS: 2009, Phi Beta Delta, Honor Society for International Scholars
2008, Executive Committee, Texas A&M
   Costa Rica Tropical Research- Soltis Center
2001-04, Member, Board of Visitors, College of Architecture, University of Oklahoma
2002, Delegate: Rotary International Convention in Barcelona, Spain
1998-99, Leadership Brazos, Chamber of Commerce, Bryan-College Station
PUBLICATIONS:
"Pelvic Inflammatory Disease", Coordinator of Graphics, videotape produced for Upjohn by Biomedical Communications, 1986.

PRESENTATIONS:
"Costa Rica Tropical Research Center", Presentation to the College of Architecture Dean's Advisory Council, Texas A&M University, 2008

RESEARCH:
SBIR/NIH/National Institute on Aging: Phase II for Assisted Living Facilities Research, Susan Rodiek, Ph.D., Principal-Investigator; Elton Abbott, Co-Investigator. $750,000.00
SBIR/NIH/National Institute on Aging: Phase I Funding for Assisted Living Facilities Research, with Susan Rodiek, Ph.D., Co-Investigator; September 2005: $99,988.00

REGISTRATION:
Registered Architect, State of Texas, #6513, 1978
Registered Medical Technologist, MT (ASCP)

SERVICE:
2008, President, Brazos Chapter, American Institute of Architects
2001-03, Member, Community Advisory Board, Habitat
2003, President, Bryan Rotary Club
2002, Moderator, Board of Trustees, College Station Med Center

PROFESSIONAL EXPERIENCE:
1995-present, Founding Principal, The Arkitex Studio, Inc., project conceptual design, practice administration and budgeting; computer systems administration; marketing and brochure design.
NAME: Craig Babe
TITLE: Assistant Professor of Practice, Associate Department Head

TEACHING AREA: Undergraduate and Graduate Studio

EDUCATION:
University of Toronto, School of Architecture & Landscape Architecture, BArch (Five CACB accredited year professional degree in architecture). 1984-89
University of Toronto, Victoria College, Arts & Science, History & Politics Major. 1983-84
Queens University Kingston Ontario, Arts & Science, History & Politics Major. 1982-83

TEACHING AND ADMINISTRATIVE EXPERIENCE:
2007-present, Texas A&M College of Architecture, Assistant Professor of the Practice, Associate Department Head, Bachelor of Environmental Design program.
2007-present, Teaching upper year undergraduate BED and graduate MArch design studios.
2007-present, Member: Technical Committee, Lecture Committee; Design Committee; Departmental Academic Affairs Committee; Departmental Executive Committee.
2007-present, Coordinator and faculty leader of the College’s Galapagos Islands Oceanographic Research Laboratory project.

MEMBERSHIPS: Member, American Institute of Architects,
Member, Texas Society of Architects
Member, National Council of Registered Architectural Registration Board

REGISTRATION: Licensed Architect, State of New Jersey

Project Architect on the following projects:
Barranco de Veneguera, Gran Canaria, a 4000 unit hotel/residential development in 5 km long natural canyon opening into the Atlantic Ocean. Winning project of in an invited international competition. Currently developed to the schematic level.
Kennedy Center competition.
U.S. Institute of Peace competition.
Capital Region Health Center, Tallahassee Florida, a new hospital.
Sportevo, a new wellness and sports oriented company. Designed Sportevo Life Center for partner company Fitcare.
Newark Museum, Signature Project.
Nashville Federal Courthouse.
1998-1999, Michael Hopkins & Partners (Hopkins Architects),
London, UK
1992-present, Various single family residential renovation and
new construction, urban infill, and commercial in
Toronto.
1989-1991, Diamond + Schmitt Architects Inc., Toronto,
Ontario.
1987-1989, Junior Architect, Allen Enslen Barrett Architects,
Toronto, Ontario.
NAME: Juan-Carlos Baltazar-Cervantes
TITLE: Visiting Assistant Professor

TEACHING AREA: Energy Use Efficiency and Optimization, Renewable Energy Systems and Energy Use Profile Analysis

EDUCATION: Ph.D. Mechanical Engineering, December 2006. Mechanical Engineering Department, Texas A&M University, College Station, TX. M.S. Mechanical Engineering, December 2000. Mechanical Engineering Department, Texas A&M University, College Station, TX. Specialization in Computer Sciences, Graduate Degree equivalent to a Master Degree, December 1994. Leon Institute of Technology, Leon, Gto., México. M.S. Mechanical Engineering, August 1990, Mechanical Engineering Department, University of Guanajuato, México. B.S. Chemical Engineering, June 1983. Five year program with additional thesis work, Chemical Engineering Department, University of Guanajuato, México.


1985-1986, and 1986-1987, Outstanding GPA Student, M.S. Program in Mechanical Engineering department, University of Guanajuato.


**PUBLICATIONS:**


**PRESENTATIONS:**


**RESEARCH:**


**SERVICE:**

- 1996, Reviewer, Symposium of Thermodynamics and the Design Analysis, and Improvement of Energy Systems, ASME.

**PROFESSIONAL EXPERIENCE:**

- September 2008-present, TEES Associate Engineer Research, Energy Systems Laboratory, Texas Engineering Experiment Station (TEES), Texas A&M University.
- Prairie View A&M University Project: Main analyst for the energy use in 24 buildings of the Campus.
NAME: Paolo Barucchieri
TITLE: Director and Executive Professor

TEACHING AREA: Design theory, Italian medieval and renaissance art history, and design/mixed media studio

EDUCATION: Ph.D. ABD University of Wisconsin, Madison, 1970-1972
M.A. University of Northern Colorado, 1969
B.A. University of Florence, Italy, Architecture 1964

TEACHING AND ADMINISTRATIVE EXPERIENCE: 1982- present, Texas A&M University
1971-1981 (tenured 1978), University of Northern Colorado, College of Fine Arts (Art History and Design)
1966, Italiana Immobiliare Architectural Firm, Rome
1967-1968, design studio for Watergate Complex, DC, and Georgetown University library projects
1969, University of Illinois, Decalb, Italian Studies Department
1964, Architectural Studio L. Ricci, Florence, Italy, design work

ACADEMIC AND PROFESSIONAL HONORS: 2008, Recognition of 25 Years of Service, The Division of Academic Affairs, TAMU
1994, Award for “Contribution toward Excellence in International Programming TAMU”
1984, The Rotary Club Italiana, Recognition for the Promotion of Italian Culture and the Arts, 1984
1979, Dante Alighieri Art League Award for the Promotion of Artistic Exchange between Italy & US
1978, Teaching Award, College of Fine Arts Merriani Gallery, UNC

ARTICLES AND EXHIBITS: 2007-2008, Collaborative Art Show (between faculty from Cortona and CF)
2005, Show of recent work at the Miles Canyon Art Gallery, Santa Fe, NM
1964, Exhibit of Fabric Designs, Torino Italy, Fashion Emporium
1963, Exhibit of work in Rome, El Greco Gallery

GUEST LECTURER 1972, Colorado Educators Symposium
AND SEMINARS: 1978, Denver Art Museum Lecture Series
1985, Munchen Fachoberschule (German Art Teachers Seminar)
1990-2006, Colorado State University
1990, Illinois Institute of Technology
1988-2000, Kansas State University
2002-2004, University of Houston
1987, University of Florence
1985, University of Texas, Student Union Art Lecture Series,

SPECIAL PROJECTS: 1986, Developed studio exchange projects and city exhibit with the University of Florence (Professor Cortese) and TAMU spring semester design studio (Wendler/Barucchieri)
1980, Exchange Exhibit at “Casa di Dante” in Firenze, faculty from CSU and TAMU
1976, Developed the UNC Comparative Studies Program
1975, Fund raising for Scholarships for UNC students “The Meriman Foundation”
1973, Founded and Directed the Italian Studies Center, La Poggerina
1967-1970, Co-founded the Estes Park Climbing School, Estes Park, Colorado
1963, Founded a clothing design studio, Torino, Italy

PROFESSIONAL EXPERIENCE: Developing academic exchanges, MOA and studio exchange experiences with the Department of Urban Design, University of Florence, Professor Rizzo.

On-going project is to complete my theoretical synopsis of design concepts to serve as an instructional tool to help students gain a more profound understanding of our chronological world views from the Classical period through the Renaissance.

In respect to the Santa Chiara Center, my goal is to formulate a grant -based format to substitute the existing financial support structure.

SERVICE: 2005-present, Lectures, seminars and cultural exchange support for the Dante Alighieri Public school, Castiglion Fiorentino
1985-86, 2005-present, Collaborating on development of student exchanges between the University of Florence and TAMU CARC
1992-present, Campo Serristori, develop and conduct operations for public and private initiatives for the physically challenged with the Serristori organization.
NAME: Liliana Beltran
TITLE: Assistant Professor

TEACHING AREA: Daylighting design and analysis, Climatic design and lighting, and Green building design

EDUCATION:
- D. Philosophy, Architecture, University of California, Berkeley, 1997
- Master of Architecture, University of Oregon, 1985
- Professional Degree in Architecture and Urbanism, Universidad Nacional de Ingenieria, Peru, 1983

TEACHING AND ADMINISTRATIVE EXPERIENCE:
- 2002-present, Assistant Professor, Department of Architecture, Texas A&M University
- 2001, Visiting Faculty, School of Architecture, California College of the Arts, San Francisco
- 1997-2001, Assistant Professor, Department of Architecture, Texas Tech University

MEMBERSHIP:
- 2007-present, American Institute of Architects
- 1997-present, Association of Collegiate Schools of Architecture
- 1995-present, Illuminating Engineering Society of America
- 1988-present, American Solar Energy Society

ACADEMIC AND PROFESSIONAL HONORS:
- 2007, Teachers of Lighting Workshop, (Faculty selected), Peachtree City, GA
- 2003, The 25% Most Effective Teacher of 600 level courses, TAMU Measurement and Research Services
- 2003, Faculty Abroad Seminar, Mexico City, Mexico
- 2000, Awarded as Faculty Advisor of the Texas Tech University Winning Team of Students at the 2000 Leading Edge Student Design Competition, for innovative technologies

PUBLICATIONS:
PRESENTATIONS:
“Lighting a Museum,” ISES 2003, Solar World Congress, Goteborg, Sweden, June 2003

RESEARCH:
2005-2007, Illuminating Engineering Society of North America College/University Grant Incentive, New York, $1,878.00
2004, International Research Travel Assistance Grant (IRTAG) to Lausanne, Switzerland and Aldrans, Austria, Texas A&M University, $1,700.00
2003, “Assessment of the Daylighting Systems of the three Museums in the Fort Worth Museum District, Texas,” College Research and Interdisciplinary Council Grant (CRIC), College of Architecture, Texas A&M University, $5,000.00

REGISTRATION:
1983-present, Registered Architect, Colegio de Arquitectos del Peru, (Peruvian Board of Architects) #1802

SERVICE:
August 2005, Scientific Review Committee Member, 9th IBPSA Conference, Montreal, Canada

PROFESSIONAL EXPERIENCE:
2004, Visiting Fellow, Ove ARUP, Lighting Group (London)
2002, Lighting Consultant, UNESCO, Division of Cultural Heritage, Paris, France
2000-2002, Consultant, ARQUINATURE Consulting, Berkeley, California
1988-1997, Researcher, Building Technologies, Environmental Energy Technologies Division, Lawrence Berkeley National Laboratory (LBNL), Berkeley, California
NAME: Stephen Caffey
TITLE: Assistant Professor

TEACHING AREA: Assistant Professor of Art and Architectural History and Theory
College of Architecture, Texas A&M University

EDUCATION: Ph. D., Art History, The University of Texas at Austin, May 2008
MA, Art History, The University of Texas at Austin,
December 2001
BA with honors, American Studies, The University of Texas at
Austin, May 1992

TEACHING EXPERIENCE: Survey of Art II: Renaissance through the Present Day
(ARTS 150), Texas A&M University
The Arts in America (ARTS 330), Texas A&M University
History of Modern Art (ARTS 349), Texas A&M University
Visual Cultures of Islamic South Asia (ARCH 644), Texas A&M
University

MEMBERSHIPS: College Art Association
American Society for 18th-Century Studies
Association for Historians of 19th-Century Art
Cultural Studies Association

ACADEMIC AND PROFESSIONAL HONORS: 2007, Terra Foundation for American Art Summer Residency
Fellow Musée d’Art Américain, Giverny
2004-2006, Samuel H. Kress Foundation Dissertation Fellowship
for Art History at Foreign Institutions Courtauld Institute of
Art, London

PUBLICATIONS: “Privileging the Text, Subordinating the Image,” (review essay)
Reviews in American History (in press scheduled for
December 2009 issue)
Exhibition review, “Sentimental Journey: The Art of Alfred Jacob
Miller,” Amon Carter Museum for CAA Online Reviews,
January 2009
“How Heroics of Empire: Benjamin West and Anglophone History
Painting, 1764-1774,” Ph. D. dissertation, University of
Texas at Austin, 2008.

Brown and the Politics of Architectural Patronage” Natural,
Built, Virtual: College of Architecture Research
Symposium ’08, Texas A&M University, College Station
June 2007, “An Heroics of Empire: Anglophone History Painting,
1756-1820,” dissertation research presentation, Terra
Foundation for American Art, Giverny
August 2004, “Astonishing Moderation: Benjamin West, Robert
Lord Clive and Claremont,” Re-Orienting Orientalism
Symposium in memory of Edward Said, Jadavpur
University, Kolkata

**RESEARCH AREAS:**

- Aesthetics of Sustainability
- Correlates of aesthetic perception/response in eye motion studies and parametric functional Magnetic Resolution Imaging analyses
- Anglophone visual cultures and visual literacies of the 17th and 18th centuries
- Visual cultures of empire
- The Role of non-Western Influences in the rise of Modernism
- Visual cultures of Islamic South Asia

**PROFESSIONAL EXPERIENCE:**

- 2009, Assistant Professor of Art and Architectural History, Texas A&M University, College Station
- 2008, Visiting Assistant Professor of Art History, Texas A&M University, College Station
- 2004-2007, Assistant Instructor, Department of Art History, The University of Texas at Austin, Austin
- 2002-2004 Teaching Assistant, Department of Art History, The University of Texas at Austin, Austin
NAME: Gabriela Campagnol
TITLE: Assistant Professor


EDUCATION: Ph.D., Architecture and Urban Planning, University of Sao Paulo, Brazil, 2008
Master of Science, Architecture and Urban Planning, University of Sao Paulo, Brazil, 2003
Professional Degree of Architect and Urban Planning, Department of Architecture and Urbanism, School of Engineering of Sao Carlos, University of Sao Paulo, Brazil, 1999
Technician in Constructions, Sao Paulo State Technical School, Americana, Brazil, 1994

TEACHING AND ADMINISTRATIVE EXPERIENCE: 2008-present, Assistant Professor, College of Architecture, Texas A&M University, College Station
2008, Associate Member of the Graduate Faculty at Texas A&M University.
2007-2008 Visiting Assistant Professor, College of Architecture, Texas A&M University, College Station
2005, Visiting Assistant Professor, School of Architecture, University of Illinois at Urbana Champaign

MEMBERSHIPS: 2009, TICCIH - The International Committee for the Conservation of the Industrial Heritage

ACADEMIC AND PROFESSIONAL HONORS: 2005, Honorable Mention: Book Assentamentos Agroindustriais, 7th Young Architects National Award, organized by Instituto dos Arquitetos do Brasil (Institute of Architects of Brazil) and Museu da Casa Brasileira (The Brazilian House Museum).


PRESENTATIONS: Baroque Architecture in Brazil. Centro Universitário de Rio Preto, S.José do RioPreto, SP, Brazil, April 12, 2006
The international and national debate on the industrial heritage: an introduction/Uma introdução ao debate internacional e nacional sobre o patrimônio industrial Workshop

- 76 -
Mapeamento do Patrimônio Industrial em São Paulo
[Mapping the industrial heritage in Sao Paulo]. Fundação Escola de Sociologia e Política de São Paulo, Sao Paulo, November 18, 2005.

RESEARCH:
2003-2007, Fellowship, Doctorate research, The State of S. Paulo Research Foundation (FAPESP), 40 months
2003, Fellowship, Doctorate research, Brazilian Ministry of Education (CAPES), 2 months
2000-2002, Fellowship, Master’s research, The State of S. Paulo Research Foundation (FAPESP), 24 months
2000, Fellowship, Master’s research, Brazilian Ministry of Education (CAPES), 4 months.

REGISTRATION:
1999-present, Council of Engineering, Architecture and Agronomy, Sao Paulo, Brazil

SERVICE:
2009, TICCIH - The International Committee for the Conservation of the Industrial Heritage, member
2004-present, Brazilian Committee for the Conservation of the Industrial Heritage, TICCIH – Brazil, Co-Founders 2004, Board of Directors (Institutional Commission)
2004, Organization, Symposium: A organização do território pelo capital: o caso das vilas e núcleos gerados por empresas [The organization of the territory through the capital: the case of company-towns and villages generated by companies]. Faculty of Architecture and Urbanism of University of S. Paulo, September 02-03.

PROFESSIONAL EXPERIENCE:
1999-2002, and 2003-06, Architect consultant, Mantovani-Mantovani Ltda, Santa Bárbara, SP, Brazil
2006, Architectural Design, Kitchen and Dinning room for a complex for old-aged, Sta Bárbara, SP, Brazil
2003, Architectural Design, Lawyer’s Office, Americana, SP, Brazil
2003, Architectural Design, Country House, Limeira, SP, Brazil
2001, Architectural Design, with Marcelo Suzuki, Pterolandia Labyrinth, Cariri, Brazil
NAME: Mark J. Clayton
TITLE: Professor, Liz and Nelson Mitchell Professor of Residential Design

TEACHING AREA: Design Studio and Computing

EDUCATION: Doctor of Philosophy, Civil and Environmental Engineering, Stanford University, 1998
Master of Architecture, University of California, Los Angeles, 1987
Bachelor of Architecture, Virginia Polytechnic Institute, 1983

TEACHING AND ADMINISTRATIVE EXPERIENCE: 2008-present, Liz and Nelson Mitchell Professor of Residential Design, Department of Architecture, Texas A&M University
2007-2008, Professor, Interim Head, Department of Architecture, Texas A&M University
2006-2007, Associate Professor, Interim Head, Department of Architecture, Texas A&M University
2001-2007, Associate Professor, Department of Architecture, Executive Associate Dean and Director of Graduate Studies, College of Architecture, Texas A&M University

MEMBERSHIPS: American Institute of Architects, Associate Member
Texas Society of Architects, Associate Member
Association for Computer Aided-Design in Architecture, Member
Association for Computing Machinery, Member
National Trust for Historic Preservation, Member

ACADEMIC AND PROFESSIONAL HONORS: 1998, Second place, Fredericksburg Winery Intercollegiate Design Charrette, faculty member of team with five graduate students from Texas A&M University
1987, Dean's Award for Best Thesis, UCLA Graduate School of Architecture and Urban Planning
1983, Student Commend Award, Virginia Society of the AIA

Woo, J. H., M. J.Clayton, R. E.Johnson, B. E. Flores, and C. Ellis

PRESENTATIONS:

RESEARCH:
2005, Laepple, E. and M. J. Clayton, Content Analysis of Web-based Collaborative Design. Conducted through the CRS Center, Texas A&M University. Sponsor: AIA Board Knowledge Committee 2004 AIA Pilot Project on University Research. $4,000.

SERVICE:
2005, User representative for renovations to Building B, College of Architecture, Texas A&M University,
2005, User representative for renovations to Building A, College of Architecture, Texas A&M University (with Dr. Mardelle Shepley)
2005, Implementation of a teaching lab for computer controlled fabrication
2005, Negotiation of student licensing agreements with Autodesk

PROFESSIONAL EXPERIENCE:
NAME: Charles H. Culp  
TITLE: Associate Professor  
TEACHING AREA: Design Studio  
EDUCATION: Ph.D., Solid State Physics (EE minor), Iowa State University, 1975  
B.S., Physics, New Mexico Institute of Mining and Technology, 1970  
TEACHING AND ADMINISTRATIVE EXPERIENCE: 1999-present, Associate Professor, Department of Architecture, Texas A&M University, and Associate Director, Energy Systems Lab  
1999-2004, Associate Director, Energy Systems Lab, and Visiting Professor, Mechanical Engineering Department  
MEMBERSHIPS: 2006-present, Green Building Initiative, Member  
- Green Building ANSI Standard – Energy Committee, Member.  
2004-present, U.S. Green Building Council, Member & Texas A&M University’s primary contact  
2001-present, Southern Building Code Congress International, Professional Member  
1991-present, American Society of Distinguished Patent Holders, Member  
1974-present, Sigma Xi, Member  
ACADEMIC AND PROFESSIONAL HONORS: 2007, ASHRAE Certificate of Appreciation, Technical Committee Chair, TC-9.5, Residential and Small Commercial Applications  
2005, ASHRAE Fellow  
2005, Texas A&M College of Architecture Letter of Recognition  
2005, DOE Program Review Panel, Washington DC  
2005, ASHRAE Letter of Appreciation, Research Advisory Panel  


REPORTS:


RESEARCH:

1999-present, $925,088 as P.I.
1999-present, $8,877,224 as Co-P.I.

REGISTRATION:

Professional Engineer, State of Texas, License Number 87201

SERVICE:

2006-present, Emerging Green Builders Chapter Advisor
2006-present, ASHRAE Student Chapter Advisor
1999-present, Rotary, Member of the College Station Chapter
2000-present, Rotaract Advisor, Texas A&M Chapter

PROFESSIONAL EXPERIENCE:

1997-1999, Director of Research
1995-1997, Emerson HVAC/R Advanced Development Center, Sidney, OH, Director
1995-1997, Alco Controls, St. Louis, MO, Director of Engineering
1994-1995, Emerson Advanced Materials Center, Columbus, OH Deputy Director
1977-1994, Honeywell Inc., Arlington Heights, IL, Senior Engineer, Principal Engineer, Sr Principal Engineer, Honeywell Fellow
1975-1977, Interand Corporation, Chicago, IL, Project Director
NAME: Richard R. Davison Jr.  
TITLE: Professor  
TEACHING AREA: Drawing Studio  
EDUCATION:  
- Master of Fine Art, Washington University, 1979  
- Bachelor of Fine Arts, University of California, 1976  
- Bachelor of Environmental Design, Texas A&M University, 1975  
TEACHING AND ADMINISTRATIVE EXPERIENCE:  
- 1981-present, Professor, College of Architecture, Texas A&M University  
- 2008-present, First & Second Year Coordinator, Environmental Design  
- 2006-2007, Undergraduate Foundations Chair  
- 2003-2006, Undergraduate Coordinator  
- 2001-2003, Undergraduate Co-coordinator  
- 2001-present, Undergraduate advisor  
ACADEMIC HONORS:  
- 2001, Texas A&M association of Former Students Distinguished Achievement award in Teaching  
- 2001, Honorary induction into Tau Sigma Delta Honor Society, Alpha Alpha Chapter, Texas A&M University  
SELECTED SOLO EXHIBITIONS:  
- 2006, “Dick Davison: Drawings” (June 2-29) P. David Romei Arts Center, College Station, TX  
- 2000, Landscapes, Mindscapes: “Paintings and Drawings by Dick Davison” (January-February), Scanlin Gallery, Austin TX  
- 1998, “Dick Davison: Recent Drawings” (October 1 - October 28), Hooper-Schafer Fine Arts Center, Baylor University  
- 1995, “Dick Davison: New Drawings” (March 3 - April 8). Solo Exhibition at Sally Sprout Gallery, Houston  
- 1991, Solo Exhibition (July 2- Aug 4), Galveston Arts Center  
- Solo Exhibition (April 16 - May 6).  AIR Gallery, Austin  
SELECTED GROUP EXHIBITIONS:  
- 2005 & 2007, College of Architecture Faculty Biennial, J. Wayne Stark Gallery, March 8 – May 6, Texas A&M University  

1995, “Texas Art for Russia.” Invitational Group Exhibition. (Organized by Art League of Houston, curated by internationally known artist, Frank Williams) Work by 40 Texas artists toured to: Yekaterinburg, Tornsk, St. Petersburg Rostov-on-Don, Nizhny Novgorod, Moscow

1995, “Art Journey” (October 1- November 26). Invitational Group exhibition at the Art Museum of South Texas, Corpus Christi


1984, “Introductions ’84” (July 7 - July 28). Hooks-Epstein Galleries, Inc. Houston, TX

**COLLECTIONS:**

Art Museum of South Texas, Corpus Christi
Arkansas Arts Center. Little Rock, AR.
San Antonio Museum of Art. San Antonio, TX
Frito Lay Corporation. Dallas, TX
Double Tree Hotel. Atlanta, Ga
Class of ’85 Art Endowment Purchase. Texas A&M
Texas A&M College of Education 25th Anniversary Art Commission.
Office of the President, Baylor University. Waco, TX
Houston Industries, Inc

**GALLERY AFFILIATIONS:**

1993-1998, Salley Sprout, Houston, TX
1991-1992, W. A. Graham, Houston, TX
1985-1991, Air Gallery, Austin, TX
1985-1986, Mattingly Baker, Dallas, TX
1984-1985, Hooks Epstein, Houston, TX
NAME: Sarah Deyong  
TITLE: Assistant Professor  

TEACHING AREA: Undergraduate Studio  

EDUCATION:  
- Ph. D., Princeton University, School of Architecture, 2008  
- Master of Architecture, University of Toronto, Department of Art History, 1994  
- Bachelor of Architecture, University of Toronto, School of Architecture, 1989  

TEACHING EXPERIENCE:  
- 2007-present, Assistant Professor, Texas A&M, Department of Architecture  
- 2005-2007, Visiting Assistant Professor, Pratt Institute, Graduate and Undergraduate Programs in Architecture  
- 2002-2003, Visiting Assistant Professor, Pratt Institute, Graduate and Undergraduate Programs in Architecture  
- 2001-2002, Lecturer, Princeton University, Writing Program  

MEMBERSHIPS:  
- Society of Architectural Historians  
- Association of the Collegiate Schools of Architecture  

ACADEMIC HONORS:  
- 2009, Graham Foundation Grant  
- CRIC Grant. College of Architecture, Texas A&M (pending).  
- 2009 Program to Enhance Scholarly and Creative Activities. Texas A&M (pending).  
- 1997, Council on Regional Studies, Princeton University  
- 1997, Dean's Fund, Graduate School, Princeton University  
- 1997, Dean's Fund, School of Architecture, Princeton University  
- 1997, School of Architecture Summer Travel Fund, Princeton University  
- 1997, Margaret S. Goheen Travel Fund, Princeton University  
- 1994, Four-Year Princeton University Fellowship  
- 1988, William S. Goulding Memorial Award, University of Toronto  
- 1983, Dept. of Arch. Admissions Scholarship, University of Toronto  

PUBLICATIONS:  
- “Crossing the Vital Barrier: Christopher Alexander and Yona


PRESENTATIONS:

Hypotheses 4, School of Architecture, Princeton University, April 28, 2001

University of Michigan, A. Alfred Taubman College of Architecture + Urban Planning, 2001

Key-note speaker at the Henry Art Gallery in Seattle on the occasion of The Archigram Exhibition, 2000


SERVICE:

2007-present, M.Arch Committee (Reviewed M.Arch applications for 2007-09)

2008-2009, Lecture Series Committee (Chair Elect. Organizing a Texas Tour with other universities in Houston and Austin)

2008-2009, IT Committee (The committee has called only two meetings this semester, and so my involvement has been minimal)

2008-2009, Theory Group (Led the break-out session on Theory at Indaba III and submitted a report)

PROFESSIONAL EXPERIENCE:

1998, Researcher for the Canadian Center for Architecture in Montreal

1991-94, Partner in Babe Deyong Design. Houses and interiors

1989-92, Intern Architect, Boigon and Armstrong Architects, Toronto
NAME: Frances E. Downing
TITLE: Professor

TEACHING AREA: Design Studio

EDUCATION:
- Ph.D. University at Wisconsin at Milwaukee, 1989
- M.Arch. University of Oregon, 1978
- B.Arch, University of Oregon, 1976

TEACHING AND ADMINISTRATIVE EXPERIENCE:
- 2004-Present, Professor of Architecture
- 2001-2003, Professor and Associate Dean of Faculty – TAMU
- 1998-2001, M.S. Degree Coordinator—Architecture TAMU
- 1989-1992, Associate Dean of Academic Affairs TAMU
- 1989-2001, Associate Professor—Architecture TAMU
- 1987-1989, Associate Professor—Architecture UCD
- 1984-1986, Visiting Associate Professor—Architecture ASU
- 1982-1984, Lecturer & Ph.D. student—Architecture UWM
- 1978-1982, Assistant Professor—Architecture SUNY, Buffalo

MEMBERSHIPS:
- American Collegiate Schools of Architecture
- Association for Aesthetics, Criticism, and Theory of the Arts

ACADEMIC AND PROFESSIONAL HONORS:
- 2001, Rounce & Coffin Design Award for Remembrance and the Design of Place (Texas A&M University Press, 2000)

PUBLICATIONS:
- 1992, Downing, Frances. “The Role of Place and Event Imagery in
the Act of Design” in *The Journal of Architecture and Planning Research, 9, 61-80*

**RESEARCH:**

2003, Downing, F., Naderi, Jody R., Bortfeld, Heather
“Multi-Sensory Analysis of Movement” College Research and Interdisciplinary Council


1997-1998, Downing, Frances “Memorable Places as a Function of Design” Faculty Mini-Grant (Texas A&M University Grant) ($1,500)


1994-1995, Faculty Development Leave. The Office of the President, the Association of Former Students, the Development Foundation, and the Department of Architecture

1993, Downing, Frances “The Future Education for Professionals (College of Architecture Grant) ($10,000), 1993

1986-1987, Downing, Frances “Imagery and the Making of Places” Institutional Research Grant, National Endowment for the Arts ($30,000)

**SERVICE:**


Jury Member, *Progressive Architecture* Awards Program for Architectural Research, Washington, D.C. April, 1994


**PROFESSIONAL EXPERIENCE:**

1994 – Present, Residence Design and Remodeling, College Station/Bryan, TX


<table>
<thead>
<tr>
<th>NAME:</th>
<th>Marcel Erminy</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE:</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>TEACHING AREA:</td>
<td>Design Studio and Photography</td>
</tr>
</tbody>
</table>
| EDUCATION:        | Central University of Venezuela, 1981  
|                   | School of Architecture and Urbanism five-year professional degree (graduated with honors), 1987 |
| TEACHING AND     | 2002-present, Design professor (senior lecturer, 3+4 program coordinator) |
| ADMINISTRATIVE   | 2002-present, Architectural Design studio |
| EXPERIENCE:      | 2002-present, photography |
|                   | 1997-2002, Design professor |
|                   | 1997-2002, architectural design studio |
|                   | 2000, architectural photography |
| EXHIBITIONS:      | Department of Architecture Faculty Art Show, Stark Gallery,  
|                   | April 2003 & April 2007  
|                   | TVAA (Texas Visual Arts Association), Regional show, 2003  
|                   | Architectural Photography “A Closer Look,” Langford Gallery,  
|                   | September 2004  
|                   | Architectural Photography “Approach,” Langford Gallery,  
|                   | September 2006 |
| REGISTRATION:     | Venezuela Society of Architects: no. 3884  
|                   | Venezuela Society of Engineers: no. 58913 |
| PROFESSIONAL      | 2000, Kerese apartment, Caracas, Venezuela |
| EXPERIENCE:       | 1999, Residential houses (8 houses) “las quintas,” Project Manager and head of architecture team, Los Chorros, Caracas, Venezuela |
|                   | 1999, Preliminary Design, project and execution project |
|                   | 1997, Preliminary Design, project and execution project |
|                   | 1996, Urban Landscape Design for Macagua c.v.g. Electrificación Del Caroní, Edelca Puerto Ordaz, Venezuela |
|                   | 1996, Preliminary Design and project, exterior areas design for Muci’s apartment Los Chorros, Caracas, Venezuela |
|                   | 1995, Museography project and execution, “detrás de las cosas” diseño Industrial en Venezuela, Caracas, Venezuela |
|                   | 1995, Preliminary Design and project, Erminy Abouhamad house (“my own house”) Prados del Este, Caracas, Venezuela |
|                   | 1995, Preliminary Design, project and execution project, Traboulsi’s house Barquisimeto, Lara state, Venezuela |
|                   | 1994, Preliminary Design, project and execution project, “la Violeta del este” store, Las Trinitarias shopping mall, |
Barquisimeto, Lara state, Venezuela
1994, Preliminary Design, residential resort and housing “Las Casonas,” Arch. J.A. Pecchio and Arch. R. Erminy, Pampatar, Margarita Island, Venezuela
1994, Preliminary Design, project and execution project, Donna’s House Caicauana, Caracas, Venezuela
1992, Site Manager
1993, Penitentiary of Melilla, Cubiertas y Mzov., s.a. (building company), Melilla, Spain
1991, Site Director and Project Manager
1992, Venezuelan Pavilion, expo'92 Seville, Seville, Spain
Photography 1985-1990:
Photographer, Graphic Designer and multimedia programmer, Eventorama c.a. Caracas, Venezuela
Photographic Documentary of "the helicoide" building, Caracas, Venezuela
Photographic Reproduction of Arch. Gustavo Flores's Artistic Works, Caracas, Venezuela
Architectural Photography for: Arch. Celina Bentata, Joel Sanz, Caracas, Venezuela
Architecture Assistant:
1987, Bolivar City's Court of Justice, Hernandez & Erminy Architects, Corporacion Venezolana de Guayana
1987, Preliminary Design and project, Guerra House, Erminy & Riquezes Architects
1986, Design Competition, Recreational Development, "el Morro," Arch. Ralph Erminy
1985, Preliminary Design, Pradilla House, Arch. Ralph Erminy
1984, Scale Model, Coronel Santaella's House, Arch. Ralph Erminy
1984, Preliminary Design and project, School of Arts Building Central University of Venezuela, Arch. H. Hernandez & A. Galbe
1982, Preliminary Design, "Venezuela Heroica" Park, Arch. Ariadna Zoppi
1982, Project, "Ince la Fria" building, Arch. Moises Snitcowsky
NAME: Gabriel Esquivel
TITLE: Assistant Professor

TEACHING AREA: Undergraduate and Graduate Studio

EDUCATION: M. Arch, Ohio State University, Columbus, Ohio, 1988
B. Arch, Universidad Intercontinental, Mexico City

TEACHING AND ADMINISTRATIVE EXPERIENCE: 2002-present, Ohio State University, Assistant Professor
1989-2001, Ohio State University, Adjunct Professor
1983-1984, National University of Mexico, Research Assistant

COMPETITIONS: Mies Van Der Rohe Centennial, 1987, First Place
New York River Front, 1987, 30 Finalists
Architecture Glass Museum, Central Glass Co., Tokio, Japan, 1988, Second Place
City of Yokohama Planning Offices, Yokohama, Japan, 1989, 10th Place
Evanston, Ill, Public Library, 1991, With NBBJ
Border Lines U.S.A.- Canada, AIAS 1991
Nara Convention Hall, Japan, December 1991, With Ohio State University
Three Rivers Iconographic Monument, Culiacan, Sinaloa, Mexico 1992
Atlanta Olympics 1996, Site Gates 1994, With Picciotto Archs, Mexico
Visionary Landscapes, (6th Annual), ASLA 1994

FUNDING:
“The Space of Nothing,” Grant to fund the research, travel, and the production of a film on the artist Stefan Bruggemann, $1,500 Level 1 (grant)
“Space Music and Time,” Level 1 OSU grant to fund the research of electronic media to detected motion in specific space, included an installation at the “Buggy Works” February 2002
“Islamic Ornament and Parametrics,” Level 2 OSU Grant to for traveling to Southern Spain, document specific ornament and subsequently learn Rhino scripting to further develop the ornament into a digital surface, April 2006
“Creative Super Cells,” Innovation Grant with a co-investigator Jeff Haase.
“Dragonfly,” Received funding in kind to train himself in fabrication using CNC milling provided by Boss Display and Robert Strouse, Columbus, Ohio, March 2006
Tecnológico de Monterrey, grant for $10,000 to organize the Conference in Mexico City called “AZUL REY” “Color, Affect and Atmosphere”
Saint Gobain Glass- grant for $5,000 for the “Color, Affect and Atmosphere” in Mexico City

**ADMINISTRATIVE SERVICE:**

2005, Interior Faculty Search Committee, Member
2003-present, Interior Design Major Curriculum Committee, Committee Member, Responsible for the curriculum, academic advising and post graduation help
Interior Design Special Project Committee, Member, Looking for design collaborations with several in town offices like NBBJ etc.
2003-present, Undergraduate Enrollment Committee, Member, Committee members are in charge of reviewing undergraduate portfolios and entrance exams for the Department of Interior Design
2003-present, Computer Advisory Committee, Responsible for decisions regarding digital technology within the Interior Design Program
2004-2005, Annual Spring Show Committee, Responsible for Design and Production of the annual senior work Exhibit
Department of Space and Facilities Committee, Committee Member, Responsible for facilities and space development within the Design Department
2003-2004, Fergus Gilmore Memorial Scholarship Competition Selection Committee, College of the Arts, Committee Member, Responsible for reviewing student art work and distributing wards to distinguished students

**PROFESSIONAL EXPERIENCE:**

Esquivel + Sotamaa Architecture, Designer/Partner
Collaboration with Kivi Sotamaa, Columbus, Ohio, March 2006-present
Reven, Principal, Collaboration with Kivi Sotamma, September 2006-present
Esquivel – Picciotto Architctos, Design/Partner, Mexico City, Mexico-Columbus, Ohio, Architecture and Interior Design, June 2004-present
FMS Architects, Senior Designer, Columbus Ohio, 2001-2002
Karlsberger Companies, Senior Designer, Columbus Ohio, ‘ 2000-2001
NBBJ, Senior Designer, Columbus Ohio, 1990-2000
Stephen Schwartz Architect, Junior Designer, Columbus Ohio, 1987-1990
NAME: John G. Fairey
TITLE: Regents Professor

TEACHING AREA: Design Foundations

EDUCATION: Master of Fine Arts, Pennsylvania Academy of Fine Arts, University of Pennsylvania
Bachelor of Arts, Erskine College

TEACHING EXPERIENCE: 1964-present, Department of Architecture, Texas A&M University

ACADEMIC AND PROFESSIONAL HONORS: 2003, Regents Professor, Texas A&M University
2003, Certificate of Appreciation, College of Architecture, Texas A&M University
2002-2003, Recognition for Significant Accomplishments Advancing the Influence of Texas A&M University for the International Community, Texas A&M University
1996, American Horticulture Award, American Horticulture Society, Washington, DC
1990, American Native Landscape Award, Western Carolina University, Cullowhee, N.C.
1989, National Teaching Award, The American Institute of Architects Education Honors Program
1983, Alumni Distinguished Teaching Award, Texas A&M University

Fairey, John G., Photographs by others, “Mexican Magic,” American Nurseryman 178, no.12, 1993, pp. 55-79
Fairey, John G., Excerpts from “Mexican Magic’ [used by permission from American Nurseryman],” Journal of the International Oak Society, no.4, 1994
RESEARCH: October, 2007, John G. Fairey invited to accompany a research group sponsored by Rice University and National Geographic to Cuatro Cienegas, Coahuila, Mexico. Purpose: to develop ideas for preserving this unique environment.

SERVICE: Various committees in the College of Architecture, Texas A&M University
Founder and Chairman, Peckerwood Garden Conservation Foundation
1993-1994, Faculty Development Leave Committee, Texas A&M University
1991-1994, Tenure and Promotion Committee, Department of Architecture, Texas A&M University
1993-1994, Search Committee, Visualization and Visual Communication, Department of Architecture, Texas A&M University
1994, Graduate Admissions, Visualization Programs,
<table>
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<tr>
<th>NAME:</th>
<th>Pliny Fisk</th>
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<tbody>
<tr>
<td>TITLE:</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>TEACHING AREA:</td>
<td>Sustainable design and planning</td>
</tr>
<tr>
<td>TEACHING AND ADMINISTRATIVE EXPERIENCE:</td>
<td>2005-present, Associate Professor, College of Architecture, Texas A&amp;M University</td>
</tr>
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</table>
PUBLICATIONS:


Fisk, Pliny “The EcoBalance Approach To New Urbanism and the Smartcode: Efforts Taken at Verano, a New Community and University in San Antonio, TX,” Emergent Urbanism: Evolution in Urban Form, Texas – prepared for CNU XVI, Austin, TX. April 2008


RESEARCH GRANTS:

2008-present, City of Galveston ProtoOne Building Project: Kendeda Foundation; $120,000


2005-2006, CMPBS Improvements and 30th Year Preparation, Vervane Foundation: $60,000


PROFESSIONAL EXPERIENCE:

Graduate Student Chair: Masters of Architecture: 5; PhD of Architecture: 1; Undergraduate: 11 Seminar Fall 2008, 18 Studio Fall 2008, 14 Studio Spring 2009, 3 Independent Study
NAME: Anat Geva
TITLE: Associate Professor

TEACHING AREA: Graduate studios, seminars, committees; Undergraduate studios and large lecture classes

EDUCATION: Ph.D. in Architecture, Texas A&M University, 1995
Certificate in Historic Preservation, Texas A&M University, 1995
Certificate in Historic Preservation, Israel Association of Engineers and Architects, 1990
Master of Architecture, the Ohio State University, 1975
B.S. Architecture and City Planning, Technion: Israel Institute of Technology, 1973

TEACHING AND ADMINISTRATIVE EXPERIENCE: 2003-present, Associate Professor, Department of Architecture, Texas A&M University, College Station, Texas
2000-2002, Assistant Professor, Department of Architecture, Texas A&M University, College Station, Texas
1998-1999, Visiting Assistant Professor, Department of Architecture, Texas A&M University, College Station, Texas
1991-1996, Visiting Assistant Professor, Department of Architecture, Texas A&M University, College Station, Texas
1984-1985, Visiting Assistant Professor, Department of Architecture, Ohio State University, Columbus, Ohio.

MEMBERSHIPS: ACS: A new forum on Architecture, Culture, and Spirituality
CHS: Construction History Society of America
ACSA: Association of Collegiate Schools of Architecture
SAH: Society of Architectural Historians
National Trust for Historic Preservation, USA
AIA: American Institute of Architects

ACADEMIC AND PROFESSIONAL HONORS: 2007, AIA Dallas Design Awards (Geva-consulting architect). A 2007 design award citation from AIA Dallas under the unbuilt design category for an entry in the international competition of "The Bezalel Academy of Arts and Design, Jerusalem, Israel" with Corgan Associates from Dallas, Texas (Geva was the consulting architect to this project).
2005-2006, Religious Studies Faculty Fellow in the Glasscock Center for Humanities Research for my research on Frank Lloyd Wright Sacred Architecture: Faith, Form and Building Technology ($1,500).


RESEARCH: 2008, Clarence S. Stein Institute for Urban Landscape Studies (publication subdivision), Cornell University. “Publication of a new journal Preservation Education & Research” ($15,000)


REGISTRATION: Register Architect, Israel, Associate AIA, IAEA member

SERVICE: 2009, Session Chair of a session: “Current Work on Architecture, Culture and Spirituality in Research and Practice” at the Architecture, Culture and Spirituality Forum Inaugural Symposium to be held in St. Abbey Oregon (March)

2008, Organized and chaired a session in an inaugural conference of the Construction History Society of America, Georgia Tech University Atlanta, Georgia


NAME: Kevin T. Glowacki
TITLE: Assistant Professor

TEACHING AREA: Graduate and Undergraduate classes

EDUCATION:
Ph.D., Bryn Mawr College, 1991
M.A., Bryn Mawr College, Classical and Near Eastern Archaeology, 1987
M.A., Loyola University of Chicago, Greek, 1985
Loyola University Rome Center of Liberal Arts, 1981-1982
A.B. Classics Honors, Latin and Greek Loyola University of Chicago, 1983

TEACHING AND ADMINISTRATIVE EXPERIENCE:
2008-present, Assistant Professor, Department of Architecture Texas A&M University, College Station
2006-2008, Visiting Assistant Professor, Department of Architecture Texas A&M University, College Station
2002-2004, Visiting Assistant Professor, American School of Classical Studies, Athens, Greece
1996-2006, Assistant Professor, Department of Classical Studies, Indiana University, Bloomington, Indiana
1993-1996, Visiting Assistant Professor, Department of Classical Studies, Indiana University, Bloomington, Indiana

MEMBERSHIPS:
2007-present, Society of Architectural Historians (SAH)
2009-present, National Council for Preservation Education (NCPE)
2007-present, College Art Association (CAA)

ACADEMIC AND PROFESSIONAL HONORS:
2001, Award for Excellence in Undergraduate Teaching, Archaeological Institute of America
2001, Election to the Faculty Colloquium on Excellence in Teaching (FACET), Indiana University
2000, Teaching Excellence Recognition Award, Indiana University

National:
2000, Fulbright Senior Research Fellowship to Greece (ca. $9000).
1991-2008, Senior Associate Member, American School of Classical Studies at Athens
1988-1989, Fulbright Fellowship to Greece.

PUBLICATIONS:
K. Glowacki and N. Vogeikoff-Brogan, eds., STEGA: The


PRESENTATIONS:


K. Glowacki and S. Rotroff, “The ‘Skyphos Sanctuary’ from the North Slope of the Acropolis,” Annual Meeting of the Archaeological Institute of America, Boston, MA, January 8, 2005

“Rock-cut Niches and Votive Sculpture from the Sanctuary of Eros and Aphrodite on the North Slope of the Acropolis,” Annual Meeting of the Archaeological Institute of America, Philadelphia, PA, January 6, 2001

“House, Household, and Community at LM IIIC Vronda,” Building Communities: House, Settlement and Society in the Aegean and Beyond, Cardiff University, Wales, UK, April 17-21, 2001

SERVICE:


2003-2004, United States Embassy in Greece (Thomas J. Miller, Ambassador)

PROFESSIONAL EXPERIENCE:


1989, Corinth Excavations (Corinthia, Peloponnesos, Greece), Unit Supervisor for Training Session and Regular Season 1989; Charles K. Williams, II, Director.
<table>
<thead>
<tr>
<th>NAME:</th>
<th>John Only Greer, FAIA</th>
</tr>
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<tbody>
<tr>
<td>TITLE:</td>
<td>Wallie E Scott Endowed Professor of Architectural Practice and Management, and Architectural Archivist</td>
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<tr>
<td>TEACHING AREA:</td>
<td>Graduate Courses</td>
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<tr>
<td>EDUCATION:</td>
<td>Wallie E Scott Endowed Professor of Architectural Practice and Management, and Architectural Archivist</td>
</tr>
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</tr>
</tbody>
</table>
| TEACHING AND ADMINISTRATIVE EXPERIENCE: | Professor; Department of Architecture; 1994-Current  
|              | Professor; Department of Architecture; Director; CRSS Center for the Study of Innovation, Leadership, and Management in the Design and Construction Industry; College of Architecture; Texas A&M University; 1992-94  
|              | Professor; Department of Architecture; Executive Associate and Interim Dean; College of Architecture; Texas A&M University; 1991-92  
|              | Professor; Department of Architecture; Executive Associate Dean; College of Architecture; Texas A&M University; 1990-91  
|              | Professor; Department of Architecture; Associate Dean for Development; College of Architecture; Texas A&M University; 1989-90  
|              | Professor; Department of Architecture; 1985-89  
|              | Professor; Departments of Architecture and Environmental Design; Head; Department of Environmental Design; Texas A&M University; 1980-85  
|              | Associate Professor; Departments of Architecture and Environmental Design; Head; Department of Environmental Design; College of Architecture and Environmental Design; Texas A&M University; 1976-80  
|              | Associate Professor; Department of Architecture; Assistant Dean for Academic Affairs; College of Architecture and Environmental Design; Texas A&M University; 1975-76  
|              | Associate Professor; Departments of Architecture and Environmental Design; Interim Head; Department of Environmental Design; Assistant Dean for Academic Affairs; College of Architecture and Environmental Design; Texas A&M University; 1974-75 |
| PROFESSIONAL LICENSES: | Certified Construction Specifier; Construction Specifications Institute; 1985-Current  
|              | Registered Architect; Texas Board of Architectural Examiners; 1961-01; Emeritus  
|              | Fallout Shelter Analyst; US Department of Defense; 1966 |
| ACADEMIC AND | Named a Texas A&M University CRS Center Faculty Fellow; |
PROFESSIONAL HONORS: 2005-08, 2008-11
Nominated by the Texas A&M University Department of Architecture Professional Leadership Board for the Joint AIA/ACSA Topaz Medallion for Excellence in Architectural Education (the highest such award in the nation); 2003-05
Dean’s Award for Excellence in Teaching; College of Architecture, Texas A&M University; 2003
Recipient of the Faculty Commendation Award by the graduating professional class; Department of Architecture, Texas A&M University; 2002

REPORTS AND PUBLICATIONS: Author; “The ‘Only’ Perspective” (Ethics and Research); Archivoltum, AIA Brazos; September 2005
Author; “Learning to Learn; An Alternative to Case Studies: effective integration of contracts and storytelling in Professional Practice Classes, or An Old Guys Observations and Tips for Teaching (Particularly in Professional Practice)”, Chapter by invitation for use in a proposed Big 12 Pro-Practice Publication by Marjorie P Callahan, Assistant Professor, College of Architecture, University of Oklahoma; 2005
Interviewee and Citation; "Scholars of Twang Track All the 'Y' Alls in Texas", Ralph Blumenthal; The New York Times (Reprinted in Abilene American News and Austin American Statesman, to the best of certain knowledge) 28 November 2003
Author; “The ‘Only’ Perspective I (College of Architecture) Admissions” and “The ‘Only’ Perspective II: Political Responsibility and Action and Sales Tax on Professional Services”; Archivoltum, AIA Brazos; September 2003
Author; “The ‘Only’ Perspective” (Political Responsibility and Action Follow-up Special); Archivoltum, AIA Brazos; July/August 2003
Author, “The ‘Only’ Perspective” (Sequel to May 2003 Research in Architecture); Archivoltum, AIA Brazos; June 2003
Author, “The ‘Only’ Perspective” (The Profession of Architecture) AIA Brazos; May 2003
Author with Charles N Burris; “TAC Challenge: Political Responsibility and Action”; Checkset, Texas Society of Architects; Volume 31, Number 4

COMMUNITY SERVICE: Grand Jury Commissioner, 272 District Court; Brazos County, Texas; Spring 2006
Texas Forestry Association; 1990-Current
NAME: Jeff S. Haberl
TITLE: Professor, Department of Architecture, Associate Director, Energy Systems Laboratory

TEACHING AREA: Graduate Courses

EDUCATION:
Ph.D., 1986, Civil Engineering, University of Colorado at Boulder
M.S., 1981, Civil Engineering, University of Colorado at Boulder
B.S., 1978, Architectural Engineering, University of Colorado at Boulder

TEACHING AND ADMINISTRATIVE EXPERIENCE:
2003–present, Professor, Department of Architecture, Texas A&M University, College Station, Texas
1995–2003, Associate Professor, Department of Architecture, Texas A&M University, College Station, Texas
1990–1994, Assistant Professor, Mechanical Engineering Department, Texas A&M University, College Station, Texas
1989–1990, Research Engineer, Mechanical Engineering Department, Texas A&M University, College Station, Texas
1988–1989, Post-Doctorate Research, Center for Energy and Environmental Studies, Princeton University, Princeton, New Jersey
1984–1988, Graduate Research Assistant, Department of Civil, Environmental and Architectural Engineering, University of Colorado, Boulder, Colorado

ACADEMIC AND PROFESSIONAL HONORS:
2006, Fellow, American Society of Heating, Refrigerating and Air-Conditioning Engineers, Atlanta, Georgia.
2002, ASHRAE Appreciation Award, Guideline 14 Committee Participation.
Committee Chair, Shirlie Hansen, for serving on the International Performance Monitoring and Verifications Protocol’s Technical Committee (2001 IPMVP).

PENDING PUBLICATIONS:


REPORTS:


SERVICE:


American Solar Energy Society, Member, 1996 – present.

CONSULTING:


NAME: Kirk D. Hamilton  
TITLE: Associate Professor

TEACHING AREA: The study of the relationship between evidence-based design of healthcare facilities and measurable organizational performance.

EDUCATION: Master of Science in Organization Development, Pepperdine University, 2003  
Bachelor of Architecture, University of Texas, 1970,  
Diploma, Phillips Academy, Andover, Massachusetts, 1965

TEACHING AND ADMINISTRATIVE EXPERIENCE: 2004-present, Associate Professor of Architecture, Texas A&M University, Signature Faculty  
2004-present, Fellow, Center for Health Systems & Design  
2007-present, Associate Director, Center for Health Systems & Design  
2006-2007, Interim Director, Center for Health Systems & Design  
2008, Instructor, Master Class, Berlage Institute, Rotterdam, Netherlands

MEMBERSHIPS: 1976-present, American Institute of Architects  
1992-present, AIA College of Fellows  
1976-present, Texas Society of Architects  
1976-present, AIA Houston  
1999-present, American College of Healthcare Architects (ACHA)  
1999-present, ACHA Council of Fellows  
2001-2004, Houston Chapter, American College of Healthcare Executives (ACHE)

ACADEMIC AND PROFESSIONAL HONORS: 2007 ASHE Vista Award, Memorial Hermann Hospital Flood Mitigation, Houston, TX  
Memorial Hermann Children’s Hospital, Houston, TX:  
2000 ASID/Houston Chronicle Award; First Place  
1999 Association of General Contractors APEX Award  
St. Joseph Regional Rehabilitation Hospital, Bryan, TX:  
1999 Texas Architecture for Health Design Award  
1998 ASID/Houston Chronicle Award; Honorable Mention

Malone, EB, C Harmsen, K Reno, E Edelstein, DK Hamilton, A


Hamilton, DK. (1999) Innovations in Planning for Health Facilities, Houston, TX: Center for Innovation in Health Facilities

PRESENTATIONS:
Keynote, “Architecture as an Organization Development Intervention, Houston OD Network, August 2006
Plenary Speaker and Section Moderator, “Evidence-Based Design from a Practitioner’s Perspective,” International Conference on the Architecture of Hospitals, Groningen, Netherlands, April 2005
Plenary Speaker, “A Practitioner’s View of Evidence-Based Design,” National Health Service conference on the Environment of Care, Harrogate, Yorkshire, Great Britain, March 2005
Keynote, “A Practitioner’s Perspective on Evidence-Based Design,” AIA Columbus, OH, January 2005

REGISTRATION:
1975-present, Initial Architectural Registration, Texas, #5585
1999-present, Initial American College of Healthcare Architects Board Certification, (ACHA) #0001
1975-present, National Council of Architectural Registration Boards Certificate, (NCARB) #16385
1993-2004, Initial Interior Designer Registration, Texas #1233

SERVICE:
1999-2003, American College of Healthcare Architects
2002-present, Healing HealthCare System, Advisory Council
1998-2006, Coalition for Health Environments Research, Board Member President, 1998

PROFESSIONAL EXPERIENCE:
2002-2004, Q Group Advisors (consulting division of WHR), Houston, President
1976-1983, Falick/Klein Partnership (now FKP Architects), Houston, Senior Design Architect, Shareholder
NAME: Weiling He  
TITLE: Assistant Professor  

TEACHING AREA: Design Studio  

EDUCATION:  
PhD Program, Georgia Institute of Technology, Atlanta, Georgia, 2005  
M. Arch. Program, Southeast University, China, 1998  
B.Arch., Southeast University, China, 1995

TEACHING EXPERIENCE:  
2005-present, Assistant Professor, College of Architecture, Texas A&M University  
2005, 2006, Introduction to Chinese Architecture (Lecture)  
College of Architecture, Texas A&M University  
2003, 2004, Introduction to Chinese Architecture (Lecture), College of Architecture, Georgia Institute of Technology  
2003, Instructor, Watercolor and Ink Rendering, College of Architecture, Georgia Institute of Technology

ACADEMIC HONORS:  
2008, Visual and Performing Arts Faculty Enrichment Grant, Texas A&M University  
2008, Research and Development Grant, Graham Foundation for Advanced Studies in Fine Art  
2007, Faculty Stipendiary Fellowship, The Melbern G. Glasscock Center for Humanity Research, Texas A&M University  
2007, Grant from the Program to Enhance Scholarly and Creative Activities, Texas A&M University, Exhibition Project: The Cut: An Installation Piece in a Travel Exhibition  
2006, College Research Grant, Funded by the College Research and Interdisciplinary Council, College of Architecture, Texas A&M University  
2004, AIA Fellowship for Advanced Studies or Research  
2004, The John Templer Award, College of Architecture, Georgia Institute of Technology  
2003, Nominee, Cater Manny Award, Graham Foundation  
2002, Committee's Choice, The Capidoglio (Watercolor) Gratia Artis Exhibition at Georgia Tech  
2001, Finalist, The Neel Reid Prize, Georgia Trust

PUBLICATIONS:  
2009, Points of View, The 25th International Conference on Beginning Design Student But Also, We are a Discipline Louisiana State University, Baton Rouge, Louisiana  
2008, Phenomenology in Design Process, Time +
Architecture, Tongji University Press, Shanghai, China
*We Have Never Been Pre-disciplinary*, Georgia Institute of Technology, Atlanta, Georgia
2007, Digital Guise: The Misleading Ways of Drawing in AutoCAD that May Limit Design Creativity, Bi-annual Meeting of the Design Communication Association, Ball State University
2007, Interpreting Architectural Space through Camera Movement (Co-author with Dr. Wei Yan), CAAD Futures 07, Sydney, Australia
2006, A Passage: between visual communication skills and design Thinking, The 22nd National Conference on the Beginning Design Student, *Intersections: Design Education and Other Fields of Inquiry* Iowa State University, Iowa

**PROFESSIONAL EXPERIENCE:**

2007-present, Consultant, Greentown Oriental Architectural Design Co., LTD, Hangzhou, China
1999-2005, Intern Architect (Part-time), Lord Aeck Sargen, Atlanta, Georgia, USA
1999, Intern Architect (Full-time), John Portman and Associates Atlanta, Georgia, USA
NAME: Rodney Hill
TITLE: Professor

TEACHING AREA: Design Studio

EDUCATION: Master of Architecture, University of California, Berkeley, 1969
Bachelor of Architecture, Texas Tech University, 1962

TEACHING AND ADMINISTRATIVE EXPERIENCE:
2002-present, Institute for Applied Creativity, University Connection Director, TAMU
1991-2001, Associate Dean for Student Services, College of Architecture
1989-1991, Director of Undergraduate Programs, College of Architecture
1989-present, In charge of student exchange program with Universidad Francisco Marroquin, Guatemala, CA
1980-present, Professor, Department of Architecture, College of Architecture, Texas A&M University,
1974-1980, Associate Professor, Department of Environmental Design, College of Architecture and Environmental Design, Texas A&M University
1969-1974, Assistant Professor, Department of Environmental Design, College of Architecture and Environmental Design, Texas A&M University

MEMBERSHIPS: Texas Society of Architects
American Institute of Architects
Brazos Valley Society of Architects
American Creativity Association
World Future Society

ACADEMIC AND PROFESSIONAL HONORS:
2007, Awarded the Harold L. Adams Interdisciplinary Professorship in Architecture
2007, Received the Wells Fargo Honors faculty Mentor
2007, Received the TAMU Honors Teacher/Research Award
2006, Presented the Champion of Creativity Award at the American Creativity Association International Conference
2005, Awarded Outstanding Alumni for Texas Tech University School of Architecture
2005-2008, Awarded the Eppright University Professorship in Undergraduate Teaching Excellence, TAMU
2003-2004, Awarded the Excellence in Teaching Award for the College of Architecture


Featured article on Texas Magazine, Houston Chronicle, on art at TAMU, December 22, 1996

**PRESENTATIONS:**

“Creativity is the Transdisciplinary Connective Tissue that Generates Knowledge”, American Creativity Association International Conference, Singapore, Feb. 2008

“A Cross-disciplinary Course to Enhance Creativity, Invention and Entrepreneurship at the Tenth European Conference on Creativity and Innovation, Copenhagen, October, 2007

“Setting the Environment for Generating Ideas” at the Tenth European Conference on Creativity and Innovation, Copenhagen, October, 2007.

“A New Paradigm in Higher Education” at the World Future Conference in Minneapolis, Minn. July 2007

“Creativity is the Currency of the New Millennium” at the International Creativity or Conformity Conference in Cardiff, Wales UK, January 2007

“Flow and the Act of Creation as the Foundation of Design Education” at CSAAR conference in Morocco, Nov. 2006

**REGISTRATION:**

Registered Architect, State of Texas #3180

**PROFESSIONAL EXPERIENCE:**

1966-1969, Designer/Project Manager, Kenneth Bentsen Architects, Houston, Texas

1966-May 1966, Designer, Caudill Rowlett and Scott Architects, Houston, Texas

June 1964-June 1965, Designer, Harrell and Hamilton Architects, Dallas, Texas

1962-1964, Designer, Pratt, Box, and Henderson Architects, Dallas, Texas
NAME: Shelley D. Holliday
TITLE: Lecturer

TEACHING AREA: Structural Engineering

EDUCATION: Masters of Engineering in Civil Engineering, Texas A&M University, 2001
B.S.A.S. College of Architecture, University of Nebraska, 1989

TEACHING EXPERIENCE: 2001-present, Lecturer, Texas A&M University, College of Architecture
2001-present, Teaching ARCH 431: Architecture Structures II;
ARCH 231: Architecture Structures I; ARCH 612: Structure and Environmental Technology;
ARCH 631: Architecture Structures III
2000-2001, Graduate Assistant Lecturer, Texas A&M University, College of Architecture,
1996-1999, Research Lab Assistant, Texas A&M University, College of Engineering,
Division of Constructed Facilities
Structural Engineer
Chicago Symphony Orchestra, Chicago: Preliminary design through construction documents.
Technical Coordination.
Hong Kong Convention Center Expansion, Hong Kong: Organization of drawings and technical coordination
Riverport Center, St. Louis, Missouri: Design Development through construction documents.

MEMBERSHIPS: Member of American Society of Civil Engineering
Member of Structural Engineering Association of Texas

RESEARCH: The Dog-Bone research project with Texas A&M University and Texas University

PUBLICATIONS: The Dog-Bone research project published in Structural Engineering Journal

ACADEMIC AND PROFESSIONAL HONORS: Chi Epsilon – Civil Engineering Honor Society
President – Structural Engineers Association of Texas (SEAoT)
Dean’s List, Scholarships
NAME: Meg Jackson
TITLE: Lecturer

EDUCATION:
M. Arch., Columbia University Graduate School of Architecture, Planning + Preservation, New York, NY 2004
Bachelor of Arts, History of Art + Architecture, Middlebury College, Middlebury, VT 1999
Syracuse University, Pre-Architecture Program, Florence, Italy 1997

TEACHING EXPERIENCE:
2008, University of Houston, Lecturer, Gerald D. Hines College of Architecture
2006-2008, Texas A&M University, Lecturer, Department of Architecture
2005-2006, Maryland Institute College of Art, Faculty, Department of Environmental Design
2003-2004, Columbia University, Graduate Teaching Assistant, GSAPP

PROJECT AWARDS:
2006, Baltimore AIA Merit Award, American Can Pad Site, Project Team, Ziger Snead Architects, Baltimore, MD
2006, Educational Design Excellence Award - Nat’l AIA Committee on Architecture for Education
2006, Waterfront Center Historic Preservation and Adaptive Reuse Excellence on the Waterfront Award
2006, Maryland AIA Honor Award
2006, Baltimore AIA Honor Award
2006, Baltimore Heritage Preservation Award
2006, 2007, Brick Industry Association, Best in Class, Brick in Architecture
2005, Maryland AIA Citation Award for Design Excellence, Center for Aquatic Life + Conservation Competition Design, Design Team, Ziger/Snead Architects

PERSONAL AWARDS:
2004, American Institute of Architects Certificate, Columbia University GSAPP, New York, NY
1998, The Baldwin Prize, Middlebury College, Middlebury, VT
PRESENTATIONS:

2007, Meg Jackson: A Work in Process, Presentation at Texas A&M University
2000-2001, A Watson Fellow’s Journey; A Year out at Zoos Around the World,” Invited Travel Presentations
1999, “Middlebury College, Centralizing a De-centralized Campus” Lecture + Paper Presentation at Middlebury College
1998, “Sotto it cielo della cupola: Rethinking the space under the Dome of the Florence Cathedral,” Lecture + Paper Presentation, Middlebury College

PUBLICATIONS:


PROFESSIONAL EXPERIENCE:

2007-present, Context3 Architects Houston, TX, Design Director + Project Architect
2004-present, Megapixelstudios Houston, TX, Principal
2004-2006, Ziger/Snead Architects, Baltimore, MD, Designer
2004-2005, Atopia, New York, NY, Project Team
2001-2004, Avery Slide Library, GSAPP; New York, NY, Curator
1998-1999, Parker Croft Architects, Middlebury, VT, Intern Designer
NAME: Robert E. Johnson
TITLE: Professor

TEACHING AREA: Graduate Architecture Courses

EDUCATION: Arch. D., The University of Michigan, Ann Arbor, Michigan, 1977
M. Arch., Syracuse University, Syracuse, New York, 1974
B. Arch., Syracuse University, Syracuse, New York, 1973
A.B. (Economics), Colgate University, Hamilton, New York, 1968

TEACHING AND ADMINISTRATIVE EXPERIENCE: 1995-present, Professor of Architecture (with tenure), College of Architecture, Texas A&M University
1991-1995, Professor of Architecture (with tenure), College of Architecture and Urban Planning, University of Michigan
1985-1991, Associate Professor of Architecture (with tenure), College of Architecture and Urban Planning, University of Michigan
1979-1985, Assistant Professor of Architecture, College of Architecture and Urban Planning, University of Michigan.
1977-1979, Architectural/Data Processing

MEMBERSHIPS: Member, American Institute of Architects
Member, Texas Society of Architects
Member, International Facility Management Association

ACADEMIC AND PROFESSIONAL HONORS: 2003-2008, Thomas A. Bullock Endowed Chair in Leadership and Innovation
1994-1995, Fellow, Academic Leadership Program, Big 10 Committee on Institutional Cooperation
1983, Applied Research Citation, Progressive Architecture
1974-1977, Doctoral Dissertation Fellowships, Institute of Science and Technology, University of Michigan

Clayton, Mark J., Robert E. Johnson and Yunsik Song,
“Operational Documents.” CRS Center, Texas A&M University, 1999
Clayton, Mark J., Robert E. Johnson, Yunsik Song and Jamal Al-Qawasmi. “A Study of the Information Content of As-Built Drawings.” CRS Center, Texas A&M University, 1998


2005, Co-Principal Investigator (with Jeong-Han Woo, M. Clayton, B. Flores and C. Ellis). “Sharing Tacit Knowledge in a Distributed Design Environment.” AIA, $4,000
2005, Co-Principal Investigator (with Eberhard Laepple, M. Clayton, R. Johnson and S. Parshall), “Content Analysis of Web-Based Collaborative Design,” AIA, $4,000

SERVICE: 2002-2003 Member, Director of the Center for Continuing Education in Design, Planning and Construction Search Committee
2002-present Member, College Promotion and Tenure Committee (Chair 2003-2007)
2000-2001 Chair, Department Head Search Committee, Architecture
1999-2000 Member, Department Head Search Committee, Architecture

1990, Packard Properties, Detroit, Michigan: Review of reuse potential of underutilized industrial facilities
1990, City of Jackson, Michigan, Economic Development Department: Review of reuse potential of two vacant industrial facilities, City of Grand Rapids, Michigan
NAME: Nancy L. Klein
TITLE: Assistant Professor

TEACHING AREA: Architectural History

EDUCATION:
Ph.D. Bryn Mawr College, Department of Classical and Near Eastern Archaeology, 1991
American School of Classical Studies in Athens, 1988-1989
M.A. Bryn Mawr College, Department of Classical and Near Eastern Archaeology, 1986
B.A. University of Michigan, Classical Studies (Archaeology) and French, 1984

TEACHING EXPERIENCE:
2006-present, Assistant Professor, Texas A&M University, Department of Architecture
2002-2004, Visiting Assistant Professor and Research Associate, Indiana University
1995-2000, Bloomington, Department of Classical Studies
2001-2002, Visiting Assistant Professor, University of Missouri-Columbia, Department of Art History and Archaeology
1999, Visiting Assistant Professor, DePauw University, Department of Classical Studies
1994-2001, Adjunct Faculty, Indiana University-Purdue University-Indianapolis, Department of Classical Studies
1990, Lecturer, Elderhostel Program, Athens, Greece
1989-1990, Lecturer, College Semester Abroad Program, The Experiment in International Living, School for International Training, Athens, Greece.

ACADEMIC HONORS:
2007, Texas A&M University, Department of Architecture, Undergraduate Teaching Award
2006, NEH Grant to the American School of Classical Studies in Athens
2005, Fulbright Senior Research Fellowship to Greece
1990-1991, Mrs. Giles Whiting Foundation Dissertation Fellowship, Bryn Mawr College

PUBLICATIONS:
Monographs Series

**PRESENTATIONS:**

“Building an Architectural Identity on the Acropolis of Athens”
*Annual Meeting of the Society of Architectural Historians*
Cincinnati, OH, April 2008

“Ionic and Ionicizing Architecture on the Archaic Acropolis”
*Annual Meeting of the Archaeological Institute of America*,
Chicago, IL, January 2008


“The Reuse of Archaic Architecture on the Athenian Acropolis”
*Annual Meeting of the Archaeological Institute of America*,
San Diego, January 2007

**SERVICE:**

American School of Classical Studies in Athens
1988-1989, Regular Student Member
1989-1990, Associate Student member
1991-present, Senior Associate member
2008-present, Managing Committee member

Archaeological Institute of America (AIA)
1999-2006, Committee on Archaeology in Higher Education
2002-2005, President, Central Indiana Society
1994-2002, Secretary

**PROFESSIONAL EXPERIENCE:**


1993-1996, Lecturer, Program Experts. *Presented lectures on Classical and Near Eastern Archaeology for Cunard Lines cruises*

1991-1992, Archaeologist, Center for Cultural Resource Management, University of Cincinnati, OH. *Contract archaeologist*
NAME: Peter Lang  
TITLE: Associate Professor  
TEACHING AREA: Undergraduate Courses  
EDUCATION:  
Department of History Ph.D., New York University, Graduate School of Arts and Science, 2000  
Department of History Masters, New York University, Graduate School of Arts and Science, 1990  
Fulbright Research Fellowship, Italy, 1996-1997  
Bachelor of Architecture, Syracuse University, School of Architecture  
ACADEMIC EXPERIENCE:  
2009-present, Associate Professor, Department of Architecture, Texas A&M, Santa Chiara Center, Tuscany Italy.  
2002-2009, Assistant Professor, Department of Architecture, Texas A&M, Santa Chiara Center, Tuscany Italy.  
2001-2002, Visiting Assistant Professor, Department of Architecture, Texas A&M University, Santa Chiara Center, Tuscany Italy.  
1993-2001, Adjunct Professor, New Jersey School of Architecture at NJIT, Newark.  
2000-2001, Adjunct Professor, The Cooper Union, Faculty for Humanities and Social Sciences, Academic year.  
1999, Adjunct Professor, City University of New York, School of Architecture and Environmental Studies  
PROFESSIONAL POSITIONS:  
2001-present, Coordinator for Exhibitions and Publications, researcher and lecturer. Stalker/ON. Via Libeta15 Rome, 00154  
1983-1990, Architect, Jack Coble AIA, Address: 286 Fifth Avenue, New York, New York, 10001  
ACADEMIC AND PROFESSIONAL HONORS:  
VEMA, the New City, Italy Year 2026: City, X Exhibition of Architecture, Venice Biennial. September-November 2006.

PUBLICATIONS:


EXHIBITIONS

CURATOR:


REGISTRATION:

New York State, # 024121.
## NAME:
Gerald L. Maffei

## TITLE:
Visiting Professor, Professor Emeritus

## TEACHING AREA:
Undergraduate and Graduate Design Studios

## EDUCATION:
- Master of Architecture, University of California at Berkeley, 1969
- Master of Art, (Industrial Design), UCLA, 1962
- Bachelor of Arts, (Industrial Design), UCLA, 1960

## TEACHING AND ADMINISTRATIVE EXPERIENCE:
- 2006-present, Visiting Professor, Department of Architecture, Texas A&M University
- 1998, Study Abroad, Castiglion Fiorintino, Florence, Italy
- 1996, Study Abroad, Castiglion Fiorintino, Florence, Italy
- 1995, Full Professor, Department of Architecture, Texas A&M University

## MEMBERSHIPS:
- 1990-present, American Institute of Architects
- 1990-present, Texas Society of Architects
- 1990-present, Brazos Chapter, Texas Society of Architects

## ACADEMIC AND PROFESSIONAL HONORS:
- 2006, Deans Award for Exemplary Service
- 2006, Citation of Honor, Brazos Chapter of the American Institute of Architects, Excellence in Design for the John Fairey Residence and Folk Art Gallery in Hempstead Texas
- 2005, Nominated by the College of Architecture for the Edward Romieniec Texas Society of Architects Award for Outstanding Educational Contributions in Texas
- 1999, Most Influential Faculty – Departmental Level, Architecture Graduate Students
- 1996, Honor Award for Outstanding Design, El Paso Chapter of The Texas Society of Architects, Franklin High School, with Stanley + PSA, Joint Venture Architects

## PUBLICATIONS:
PRESENTATIONS:
2008, “Nine Considerations for a Responsible Designer”
Virginia Tech University, School of Architecture + Design,
Blacksburg Virginia
2008, “Nine Considerations for a Responsible Designer”
University of Houston, Hines College of Architecture,
Houston, Texas
2008, “Nine Considerations for a Responsible Designer”, Texas
A&M University, College of Architecture, College Station, Texas
1994, "Innovations in Material Use”, Texas Society of Architects
Annual Convention, Austin, Texas
1990, "Recent Architectural Work." Washington University,
School of Architecture, Saint Louis, Missouri.

Exhibits:
2008, “Faculty Artists”, Stark Center, Texas A&M University,
College Station, Texas
2007, “Faculty Artists”, Stark Center, Texas A&M University,
College Station, Texas
1994, FIVE ARCHITECTS - FIVE BUILDINGS IN TEXAS,
Mebane Gallery, School of Architecture, University of
Texas at Austin, Austin, Texas
1991, BEARINGS, A Competition and Exhibition of Architecture
Faculty in North America, Parsons School of Design, New
York, New York

RESEARCH:
1993, Texas A&M College of Architecture, "Residential
Home Energy Efficiency Study. “$15,000, Co-Principal
Investigator
1993, Texas A&M College of Architecture Organized Research,
Recording and Analysis of 15 Chairs.” $4,300, Principal
Investigator
1992, Texas A&M College of Architecture, Center for Housing
and Urban Development, "Participatory Alternative
Infrastructure," $101,362, Principal Investigator

PROFESSIONAL EXPERIENCE:
1996-present, Gerald L. Maffei AIA
1994-1996, Maffei/Stanley, Architects
1986-1987, Mashburn/Maffei, Architects
1976-1986, Gerald L. Maffei, Architect
**NAME:** George J. Mann  
**TITLE:** Professor  
**TEACHING AREA:** Undergraduate and Graduate courses  
**EDUCATION:**  
William Kinne Fellows Traveling Fellowship from Columbia University to study hospitals and health facilities in Europe and the Middle East, 1963  
Master of Science in Health Facilities Design, Columbia University, New York City, 1962  
Bachelor of Architecture, Columbia University, 1961  
**TEACHING AND ADMINISTRATIVE EXPERIENCE:**  
1966-present, Principal Investigator and Project Director of over 550 "Architecture for Health," research and design projects totaling over $3.5 million  
2006-present, the Skaggs-Sprague Endowed Chair of Health Facilities Design, Texas A&M University  
1991-2006, the Ronald L. Skaggs Endowed Professor of Health Facilities Design, Texas A&M University  
2000, the Lady Davis Visiting Professor, the Technion, (Israel Institute of Technology) Haifa, Israel  
1999, Visiting Professor, Nagoya City University, Nagoya, Japan  
1991, Faculty Development Leave to Study Design of Health and Hospital Facilities  
**MEMBERSHIPS:**  
1963-present, Corporate Member American Institute of Architects  
1968-present, TSA - Texas Society of Architects  
1999-present, President and Co-Founder GUPHA (Global University Programs in Healthcare Architecture)  
**ACADEMIC AND PROFESSIONAL HONORS:**  
2004, AIA Academy of Architecture for Health Award for “Inspiring Young Minds in Architecture”  
2003, Present George H.W. Bush Excellence in Service Award  
1989, University Lecturer, Texas A&M University “People, Resources, and Architecture; 21st Century Challenges”  
**PUBLICATIONS:**  
Mann, G.J.(2008). Toward an International for Health Practice, Healthcare Design, 10,12,14


Sprague, J. and Mann, G.J.(2007).Guidelines and Criteria for Selection of Architecture for Health Firms, Medical Construction and Design,26-29


REGISTRATION: Registered Architect, State of Texas Registration #3412 1967
N.C.A.R.B. Certificate 1966

SERVICE: 2007- present, Official US AIA Liaison and Representative to the UIA/PHG International Union of Architects / Public Health Group
2004- present, Member of the Executive Committee of the UIA/PNG
1974- present, Member of the UIA / PHG
1970- present, Member of the AIA / AAH Academy of Architecture for Health
1968-1971, Elected Treasurer, Secretary, Vice-President, President, Brazos Chapter, Texas Society of Architects

PROFESSIONAL EXPERIENCE: 1971-present, Principal and Founder, The RPD (Resource Planning and Development) Group
1966- present, Principal and Founder, George J. Mann & Associates, AIA Planners and Architects
1965-1966, Skidmore Owings and Merrill Architects, New York City
1964-1965, Isadore and Zachary Rosenfield Architects, New York City
1963, Floyd Wolfenbarger, Architect, Manhattan, Kansas
1963, Westermann and Miller, Architects, New York City
1962, Office of York and Sawyer, Architects, New York City
1961, I.M.Pei & Associates, Architects, New York City
1958, Harsen & Johns, Architects, Tenafly, New Jersey
<table>
<thead>
<tr>
<th>NAME:</th>
<th>Glen Mills</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE:</td>
<td>Professor, Department Head</td>
</tr>
<tr>
<td>TEACHING AREA:</td>
<td>Committee Chair for Graduate Committees</td>
</tr>
<tr>
<td>EDUCATION:</td>
<td>Doctor of Philosophy (Architecture), University of Cape Town, 1986 Master of Architecture, University of Cape Town, 1984 Bachelor of Architecture, University of Natal, 1978</td>
</tr>
<tr>
<td>TEACHING AND ADMINISTRATIVE EXPERIENCE:</td>
<td>2008-present, Full Professor of Architecture (with tenure), College of Architecture, Texas A&amp;M University 2008-present, Head of Department, Department of Architecture, College of Architecture, Texas A&amp;M University 2007-present, Principal and Sole Proprietor, Glen Mills Consultant Architect, Johannesburg, South Africa 2004-2006, Full Professor of Architecture, Faculty of the Arts, Tshwane University of Technology (TUT), Pretoria, South Africa 2004-2006, Executive Dean, Faculty of the Arts, Tshwane University of Technology (TUT), Pretoria, South Africa 2004-2006, Campus Manager, The Arts Campus, Tshwane University of Technology, Pretoria, South Africa 2001-2003, Full Professor of Architecture, Faculty of Design and Technology, Technikon North West (TNW), Pretoria, South Africa</td>
</tr>
<tr>
<td>AWARDS, GRANTS AND RESEARCH SUPPORT:</td>
<td>2009, Travel grant, Texas A&amp;M University 2008, Travel grant, Texas A&amp;M University 2005, Research grant, Tshwane University of Technology 2004, Travel grant, Tshwane University of Technology 2002, Travel grant, Technikon North West</td>
</tr>
<tr>
<td>SELECTED SPECIAL LECTURES:</td>
<td>2008, What I Would do as Head of the Department of Architecture, Short and Long Term, department head</td>
</tr>
</tbody>
</table>
candidature presentation 2, College of Architecture, Texas A&M University, College Station, Texas
2007, My Understanding of the Department of Architecture Now, and My Vision for its Future, department head candidature presentation 1, College of Architecture, Texas A&M University, College Station, Texas
2005, Design, Development and South Africa, invited lecture, Advanced Research Seminar, Faculty of the Arts, Tshwane University of Technology, South Africa

BOOK CHAPTERS:

REGISTRATION:
2006-present, Registered Member, Association of Collegiate Schools of Architecture, United States of America
1992-present, Registered Member, The Royal Society of South Africa (RSSAf), South Africa
1980-present, Registered Professional Architect (PrArchSA), South African Council for the Architectural Profession (SACAP), South Africa

SERVICE:
2008-present, Texas A&M University
University: Campus Design Review Board; Department Heads Forum
College: Academic Executive Committee; Department Heads Council; CRS Centre Board
Department: Executive Committee; Faculty Committee; Indaba Series; Study Abroad and Internship Committee; Design Committee; Technology Committee; History Committee; Theory Committee; Advisory Council

PROFESSIONAL EXPERIENCE:
1981-1984, Project architect: GR Klohn and Partners, Architects and Planners, Cape Town, South Africa
NAME: Valerian Miranda
TITLE: Associate Professor, Director CRS Center

TEACHING AREA: Architectural design, Architectural computing, Research methods, and special topics

EDUCATION: Doctor of Philosophy (Architecture), Texas A&M University, 1988
Master of Architecture, Texas A&M University, 1984
Bachelor of Architecture, University of Madras, India, 1977

TEACHING AND ADMINISTRATIVE EXPERIENCE: 1997-present, Associate Professor (with tenure), Department of Architecture, Texas A&M University (TAMU)
2003-2006, Associate Department Head, TAMU
2002-2004, Coordinator MS & Ph.D, TAMU
2002-present, Coordinator Internship program, TAMU
1991-1997, Assistant Professor, Department of Architecture, TAMU
1993-1998, Coordinator, Electronic Design Studio, TAMU
1989-1990, Visiting Faculty, School of Architecture and Planning, Anna University, Madras, India.

MEMBERSHIPS: US Green Building Council
Council of Architecture, New Delhi, India
Association for Computer-aided Design in Architecture (ACADIA). Member of Steering Committee, 1992-1996
Texas Society of Architects. Member of Student Liaison Committee, 1995-1998
European Computer Assisted Architectural Design in Education (ECAADE)

ACADEMIC AND PROFESSIONAL HONORS: 1994, Center for Teaching Excellence Scholar Award, Texas A&M University
1993, Progressive Architecture Research Awards. Citation for “Intelligent Energy Interface Software” Co-Principal Investigator with Larry O. Degelman

Miranda, V. & Punjabi, S., “Development of a Building Design Information Interface”, in Building Simulation 05,
International Building Performance Simulation Association, Montreal, Canada, 2005
Miranda, V. & Tabb, P., “Assessing Diversity in Design”, Global Research Symposium, CARC, College Station, 2004

PRESENTATIONS:
“CAAD Beyond CAD”, at 3D/International, Continuing Education Program, Houston, April 2000
“A Digital Approach to Design, Build and Manage”, at CSI, Houston Chapter, Houston, TX, April 2000
“Instructional Software”, at CARC Global Symposium, Texas A&M University, College Station, Nov 1999
“Designing within Computing”, at Design Computing Seminar: Education and Practice, sponsored by Corgen, Dallas, April 1999

RESEARCH:
1991-present, Principal Author/Supervisor for over 25 Software development projects
2003-present, Co-principal Investigator with Guillermo Vasquez, “Distance Education Design Studios”, supported by Texas A&M University Office of the Vice-Provost. $24,000
2003-present, Co-principal Investigator with Phillip Tabb, “Assessing Diversity through Curriculum”, supported by Texas A&M University Office of Institutional Assessment. $ 7,000 (annual)

REGISTRATION:
Professional Architectural Registration, India, Reg. No. CA/80/5465.

PROFESSIONAL PROJECTS:
2007, Visitor Center, College of Agriculture & Life Sciences, TAMU, College Station, Architectural Programming
2006, Museum of the American G.I., College Station, Museum buildings design and restoration of the USS Iwo Jima superstructure
2006, St. Joseph Elementary School, Bryan, 22,000 sq. ft., w/ ArchiTex Inc.,
2004-present, Indoor Arena, Vellore Institute of Technology, Vellore, India. 10,000 seats. Schematic Design, Design Development, Construction Documents
NAME: Jill Mulholland
TITLE: Lecturer

TEACHING AREA: Riverside Digital Fabrication Facility

EDUCATION: Ph.D. in Architecture, Texas A&M University, May 2007
M.A. in Interior Architecture, University of Oregon, 1993
B.A. in Archaeology, Rutgers College, 1980

TEACHING EXPERIENCE: Lecturer and Architecture Ranch Promotion, College of
Architecture, Texas A&M University, College Station, TX, 2007-Present. Research equipment and grants and coordinate
faculty and students in design build projects that increase
the use of the Architecture Ranch, a digital fabrication
facility and building laboratory.

Project Coordinator, International Association of Lighting
Designers (IALD) Education Trust, 2001-Present. Execute
all the projects of this non-profit, volunteer board that
furthers lighting education.

2007-2009, Lecturer, and Assistant Visiting Professor,
Architecture and Visualization Departments, Texas A&M
University, College Station, TX

2002-2006, Graduate Teaching Assignment, Architecture
Department, Texas A&M University, College Station, TX

1991-1993, Graduate Teaching Assistant, University of Oregon,
Eugene, OR, Department of Architecture

MEMBERSHIPS: International Association of Lighting Designers (IALD), Educator,
2001-Present.
United States Industry for Theatre Technology (USITT), Vice
Commissioner of Lighting for Alternative Applications,
2009-Present.
Lighting Certified (LC), 2000-2006.

Nuckolls Fund for Lighting Education Grant, Dissertation Award, 2005.
R&D Magazine, Lab of the Year, International Center for Public
New Jersey American Institute of Architects (AIA), Award of
International Association of Lighting Designers (IALD) Award of
Excellence, Author of Cleveland Bridges Lighting Master
Baker Graduate Research Award, “Architectural Illumination at

ART EXHIBITIONS: Gallery 979, Bryan, TX—Eclectic illuminated works during Art Walk, June 5, 2009.
Wayne Stark Gallery, Faculty Art Show, Texas A&M University, College Station, TX—Illuminated glass, March-May 2009.
Big Bend National Park, TX—Ph.D. Dissertation case study, temporary installation, October 2005.
Wayne Stark Gallery, Faculty Art Show, Texas A&M University, College Station, TX—End table, March-May 2003.
Arts Bridge, Stockton Mill, NJ—Table lamp, August 1999.


“Bringing the Studio to Campus: A Case Study in Successful Collaboration Between Academia and Industry,” presented at the Special Interest Groups on GRAPHICS and Interactive Techniques (SIGGRAPH) Annual Conference and Exhibition, August 2009, and at the Texas A&M University Architecture Symposium, College Station, TX, October 2009.

RESEARCH: Current research involves projecting moving color onto ceilings for future inclusion in hospitals’ healing environments.
09.htm (see “Researchers Creating Device to Project Healing Light Art into Hospital Rooms”)
NAME: Anne Nichols
TITLE: Assistant Professor

TEACHING AREA: Statics, Structural Design, Structural Planning

EDUCATION: Ph.D. Civil and Environmental Engineering, University of Illinois, Urbana-Champaign, (UIUC), 2000
Master of Science in Civil Engineering, Purdue University, 1986
 Bachelor of Science in Civil Engineering with Distinction, Purdue University, 1985

TEACHING EXPERIENCE: 2002- present, Assistant Professor Texas A&M University
1999- 2002, Assistant Professor University of Illinois, Urbana-Champaign
2001-2002, Research Associate University of Illinois, Urbana-Champaign
1993-1999, Graduate Research Assistant University of Illinois, Urbana-Champaign
1986, Visiting Instructor Purdue University
1986, Graduate Teaching Assistant Purdue University
1985, Graduate Research Assistant Purdue University

MEMBERSHIPS: 1993-1999, American Ceramic Society
1997-1999, Cements Division Web Page Editor
2001-present, American Concrete Institute
2002, American Institute of Architects, Associate Member
1985-present, American Society of Civil Engineers
1993, UIUC Concrete Canoe Design Committee
2007-present, American Society of Engineering Educators

ACADEMIC HONORS: 2004, Honorary member of Tau Sigma Delta, Texas A&M Alpha chapter
2001-2002, Honored member of Strathmore's Who's Who Registry
1984, Member of Mortar Board, Barbara Cook chapter
1983, Member of Tau Beta Pi, Indiana Alpha chapter
1983, Member of Chi Epsilon, Indiana Alpha chapter


**PRESENTATIONS:**
Lange, D., Nichols, A., Roesler, J., Nelson, H., "Image Acquisition and Analysis of Concrete Fracture Surfaces," American Concrete Institute Fall Convention, Charlotte, NC, March 22-30, 2006
Abell, A.B., Lange, D.A., “Image-Based Fracture Surface Characterization for Micromechanical Modeling of Cement-Based Materials,” American Concrete Institute Spring Convention, Detroit, MI, April 21-25, 2002
Abell, A.B., Lange, D.A., “Image-Based Microstructural Modeling of Mortar and Concrete Fracture,” American Ceramic Society Annual Meeting, Indianapolis, IN, April 22-25, 2001

**RESEARCH:**
2001-2002, “Insurance Research of Building Components” sponsored by a private client, $25,000. PI: Jim Beavers, Associate Researchers: Anne Abell and John Nichols, Mid America Earthquake Research Center at the University of Illinois, Urbana-Champaign
1996-1997, “Three-dimensional Characterization of Pore Structure in Concrete” sponsored the National Science Foundation Career Award and Center for Advanced Cement-Based Materials PI: David Lange of the University of Illinois, Urbana-Champaign.

**REGISTRATION:**
Engineer in Training (Indiana)
Eligible for Professional Registration (Illinois, April 1998)

**PROFESSIONAL EXPERIENCE:**
1986-1988, Civil Engineer Stevens Associates, Architects
NAME: Michael O’Brien
TITLE: Professor

TEACHING AREA: Design Studio

EDUCATION: Master of Architecture Virginia Polytechnic Institute and State
University, 1982
Bachelor of Architecture North Dakota State University, 1976
Bachelor of Arts North Dakota State University, 1975

TEACHING AND
ADMINISTRATIVE
EXPERIENCE:
2008-present, Professor & Associate Department Head, Texas
A&M University
2008, Adjunct Professor of Construction, Virginia Polytechnic
Institute and State University
2006-2008, Adjunct Faculty, Charles Edward Via Department
of Civil and Environmental Engineering

MEMBERSHIPS:
2000-2002, President Architecture Research Centers Consortium
1996-2000, Executive Board Member, Architecture Research
Centers Consortium
1993, Tau Sigma Delta, Architecture Honor Society
1976, Blue Key, National Honor Society

ACADEMIC AND
PROFESSIONAL
HONORS:
2003, NCARB Prize for Creative Integration of Practice in the
Academy. Award from the National Council of
Architecture Registration Boards for “The Art of
Integration/The Science of Building.” Project leaders,
Robert Schubert, Robert Dunay, Michael Ellis
2003, Honorable mention for "Raymond Unwin, John Nolen and
the Garden City Design Principles” awarded by the
Architectural Research Center Consortium in the
Conference Paper Competition at the ARCC Annual
Meeting in Phoenix, Arizona
2000, Nolen Scholarship award, Rare Book and Manuscript
Division, Kroch Memorial Library, Cornell University,
1997, National Notable Documents Award, American Library
Association: O’Brien, M., with Johnson, B., “Safer Places:
A Crime Prevention Through Environmental Design
Tutorial” Interactive CD ROM tutorial first printing
published by The Virginia Department of Criminal Justice
Services

PUBLICATIONS:
Mills, Thomas, Wakefield, R. O’Brien, M. “Industrializing
Residential Construction for Small to Medium Size
U.S. Homebuilders.” Building Our Future. Brown,


PRESENTATIONS:

“Weighting the Whole: Development of System Weighting Factors for the Whole House Calculator”, IAHS 35th World Congress on Housing held September 4-6 2007 at the Royal Melbourne Institute of Technology, Melbourne, Australia

Invited to present “What Lies Beneath: Form and Structure” to the students and faculty at the College of Architecture, Planning and Design, Kansas State University, February 2007

Invited to consult on constructability, production planning, design and safety issues for Extreme Makeover - Home Edition, Crawford House episode, broadcast 2.12.06

RESEARCH:

2007-2008, Co-Principal Investigator with Tom Martin, Electrical and Computer Engineering; Ed Dorsa, Industrial Design; Ron Kemnitzer, Industrial Design, Eloise Coupey, Marketing, “Interdisciplinary Research in Pervasive Computing” Awarded by The Institute for Critical Technology and Applied Science, Virginia Tech, $80,000.00

REGISTRATION:


1981, National Council of Architectural Registration Boards Certificate

PROFESSIONAL EXPERIENCE:

Fellowship Building & Grounds, Unitarian Universalist Fellowship of the New River Valley, Blacksburg, VA

1995-2001, As Independent Practitioner: Turtle Lake Cabin, Marcell, Minnesota; restoration, modernization and addition to 1907 log cabin.
NAME: Erica Quinones
TITLE: Visiting Lecturer

TEACHING AREA: Undergraduate courses

B. Arch., University of Houston, Gerald D. Hines College of Architecture, 2001

ACADEMIC EXPERIENCE:
2009, Instructor, UpLift Austin Garza High School Sustainable Design Pilot Program
2007, Guest Lecturer, Parsons The New School of Design Portfolio Design and Software
2006, Guest Studio Critic, Parsons The New School of Design Pre-Architecture Studies Summer Program
2006, Guest Juror, New York High School Charter School for Engineering and Architecture
2001, Guest Juror, University of Houston Gerald D. Hines School of Architecture, 1st Year Studio Review

HONORS:
2006, Eileen Gray Thesis Prize
2005-2006, University Scholars Scholarship
2001, Undergraduate Honors Award for Design
2001, Myron Anderson Service Award
1997-2001, Alumni Endowment, Lee Memorial Scholarship, Detering Scholarship

PUBLICATIONS:
2000, “Sainte Riverfront Development” Saintonge V the Third Millennium

PROFESSIONAL EXPERIENCE:
2008-2009, Specht Harpman, Project Manager, Austin, Texas
2006-2007, Leven Betts Studio, Head designer / Project Manager, New York, New York
2005, 1100 Architect, Designer / Project Leader, New York, New York
2004, Mithun, Assisted in the development of schematic designs, Seattle, Washington
2001-2004, Finne Architects, Designer / Project Manager, Assisted on Construction Drawings, Seattle, Washington
1998-2000, Kirksey and Partners Architects, Assisted in Marketing and Construction Drawings, Houston
NAME: J. Thomas Regan
TITLE: Professor of Architecture

TEACHING AREA: Design Methods and Design Studio

EDUCATION:
Graduate Diploma, the Architectural Association Graduate School of Architecture, London, UK 1973
Bachelor of Architecture, School of Architecture and the Arts, Auburn University, Auburn, Alabama, 1964

ADMINISTRATIVE EXPERIENCE:
2008-present, Head, Campus Planning, Design and Construction Research Laboratory, College of Architecture, Texas A&M
2008-2010, Executive Director, Architecture + Construction Alliance (A+CA) National Organization of Fourteen Universities with Programs in Architecture + Construction.
2005-2008, University Campus Planner, Texas A&M
1998-2008, Dean, College of Architecture, Texas A&M
1994-1998, Dean, College of Architecture, Design and Construction, Auburn University, Auburn, AL
1990-1994, Dean, School of Design, North Carolina State University, Raleigh, NC
1984-1990, Founding Dean, School of Architecture, University of Miami, Coral Gables, FL

ACADEMIC AND PROFESSIONAL HONORS:
2008, Commencement Address, Texas A&M University Summer Commencement, College Station, TX
2008, Nominee, Topaz Award, Presented Annually by the American Institute of Architects and the Association of Collegiate Schools of Architecture
2007, Selected “25 Most Admired Educators” National Survey of Practicing Architects, Design Intelligence Magazine
1987, National President, Association of Collegiate Schools of Architecture (ACSA)
1981, Vietnam Veterans' Memorial Design Competition Recognition: (with Linda K. Heinrich) Project selected among top 5% of entries for international traveling exhibit
1976, Wine Award for Teaching Excellence, Highest University Award for Teaching, Virginia Tech, Blacksburg, VA

PUBLICATIONS:
1989, Citation, "MIAMI, FLORIDA," ABITARI, Italian Journal of Architecture July-August, p 87
1987, Citation, "SCHOOL REFLECTS LOCAL CULTURE," ARCHITECTURE, August, pp. 52-59

PRESENTATIONS:
2007, “Current Trends In Architectural Education At The College Of Architecture, Texas A&M University,” Presented At Kogakuin University, Tokyo, Japan, 28 June 2007
2007, “Strategies For Change In The 21st Century Education Of Architects,” Presented At The College Of Architecture, Tongji University, Shanghai, China, 26 June 2007
2006, “Change/ Challenge/ Response: A CURRICULUM FOR ARCHITECTURE IN 2056,” Keynote Presentation to The First International Conference of The Center for the Study of Architecture in the Arab Region In Collaboration with National School of Architecture, Rabat, Morocco

SERVICE:
2007, Created the Department of Visualization, the fourth department in the College of Architecture at Texas A&M
2005-present, Organized Fourteen Colleges of Architecture with Degree Programs in Architecture and Construction into a National Alliance, With Auburn Dean Dan Bennett.
2002-present, Created the “Semester Away Program” Requiring All Texas A&M College of Architecture Undergraduates to Spend One Long Semester Off Campus
1999-2007, Created Faculty Research Symposium at Texas A&M, now a national model for schools of architecture
1987- 1998, Visiting Team Member on Twenty-One ASLA, NAAB, and SACS Accrediting Visits to colleges and universities in the U.S., Canada, and Puerto Rico.

PROFESSIONAL EXPERIENCE:
2006-2010, Member, Board of Directors, CIB, International Council for Research and Innovation in Building and Construction, Copenhagen, Denmark
1999-present, Advisory Board Member, International Design + Construction Online (e-IDC.com), Annapolis, Maryland.
NAME: Susan Rodiek
TITLE: Associate Professor

TEACHING AREA: Architectural Design Studio

EDUCATION:
Ph.D. in Architecture, Cardiff University, 2004
Master of Architecture, Texas A&M University, 1998
Bachelor of Academic Studies, Western New Mexico University, 1996

TEACHING AND ADMINISTRATIVE EXPERIENCE:
2006-present, Endowed Professorship, Ronald L. Skaggs Professorship in Health Facilities Design, College of Architecture, Texas A&M University
2005-present, Assistant Professor, 2005-present, Department of Architecture, Texas A&M University
2000-2005, Senior Lecturer, 2000-05, Department of Architecture, Texas A&M University
2000-present, Member of Graduate Faculty, Texas A&M University, 2000-present
1999-2000, Visiting Assistant Professor, 1999-2000, Department of Architecture, Texas A&M University

MEMBERSHIPS:
2008-present, University Continuing Education Association (UCEA)
2007-present, International Council on Active Aging (ICAA)
2007-present, Society for the Advancement of Gerontological Environments (SAGE)
2006-present, American Society for Healthcare Engineering (ASHE)

ACADEMIC AND PROFESSIONAL HONORS:
2006, Ronald L. Skaggs Endowed Professorship in Health Facilities Design, College of Architecture, Texas A&M University
2006, Award for Best Research Paper, in Seniors Housing and Care Journal, a refereed journal published by the Mather Lifeways Research Institute and National Investment Center for Seniors Housing and Care Industries
2005, First Place Product Design Award, Active Place Design Competition, April 29, 2005, held at the Environmental Design Research Association (EDRA) annual meeting, Vancouver, BC
2005, Viewers’ Choice, Product Design, Active Place Design Competition, exhibited May 16-20, 2005 at the FXB
Atrium, Harvard School of Public Health, Boston, MA

PUBLICATIONS:


JOURNAL ARTICLES:


PEER REVIEWED PRESENTATIONS:
2009, “*Environmental Influences On Outdoor Usage In Facilities For The Elderly.*” Paper session accepted for presentation at the 6th World Congress on Design and Health (WCDH), June 24-28, 2009, Singapore


REGISTRATION:
1999, Registered Architect, National Council of Architectural Registration Boards (NCARB), No. 51651

1998, Certificate in Health Systems and Design, College of Architecture, Texas A&M University

1997, Registered Architect, State of Arizona, No. 31209

SERVICE:
2007, Studio Instructor, *Jeremiah’s Hope Hospital*, Kampong Chhnang, Cambodia

2007, Studio Instructor, *Charles E. Schmidt Medical Center*, Boca Raton, FL

PROFESSIONAL EXPERIENCE:
2005-present, Research Director, The Arkitex Studio Inc, College Station, TX

1994-1997, Architecture Department Head, Engineers Inc., Silver City, NM

1993-1994, Designer/ Project Manager, Quality of Life Design, Fairfax, CA
NAME: Julie Rogers
TITLE: Senior Lecturer, Associate Director, Center for Heritage Conservation

TEACHING AREA: Design Studio

EDUCATION: Certificate in Historic Preservation – College of Architecture, Texas A&M University, 2001
Doctor of Philosophy - College of Architecture: Texas A&M University, 1996
Master of Architecture, Texas A&M University, 1991
Bachelor of Environmental Design, Texas A&M University, 1988

TEACHING AND ADMINISTRATIVE EXPERIENCE: 2009, Associate Director of the Center for Heritage Conservation
1992-2009, Senior Lecturer, Texas A&M University
2007-2008, Italart – Santa Chiara, Castiglione Fiorentino, Italy
2006-2007, Associate Department Head for Foundation Studies and the Visual Studies Option
2005-2006, Associate Department Head:
2005-2006, Department Executive Council
2005, College Executive Council
1999-2002, Bachelor of Environmental Design Degree Coordinator:
1999-2002, Academic Affairs Committee

MEMBERSHIPS: 2009, Faculty Fellow in the Center for Heritage Conservation
2009, Association of Preservation Technology (APT)
1998-2009, Member of the Graduate Faculty, Texas A&M
2003-2009, Cambodia Land Mine Museum Relief Fund (CLMMRF), Toronto, Canada
2008-2009, Project Enlighten
2003-2007, Architectural Incentives through Design (AID), College Station, Texas
2005-2006, Touch Tobago Medical Missions, College Station, Texas

ACADEMIC AND PROFESSIONAL HONORS: 2005, Distinguished Teaching Award, Association of Former Students, Texas A&M University
1999, Teacher/Scholar, University Honors Program Professional
1996, Delta Delta Delta Sorority Professor of the Year

PUBLICATIONS: 2004, Rogers, Julie. (February/March, 2004), The Cambodia Land Mine Museum. Archivoltum, the journal of the AIA Brazos Chapter
1999, Rogers, Julie. Negotiating Design: Communicated frame categories in the architectural design studio. Paper accepted at the 20\textsuperscript{th} Congress of the International Union of Architects (UIA) held in Beijing, China 1999

1995, Rogers, Julie. A taxonomy for architectural design studio communication centered around the construction of the design life space. \textit{Journal of Architectural Planning and Research}, 12(4) (Winter) p. 319-336


1980, Museum of the Southwest Regional Exhibition, Midland College - Midland, Texas. Juried (Elaine Horwitch)

SERVICE: 1997-2009, Scholarship Committee – (Chair 2003-present)
2006-2008, Visual Studies Caucus
2007, Department Academic Affairs Committee
2006, College Undergraduate Academic Affairs Committee
2006, Faculty search committee
2006, University Studies Degree Plan Task Force
2005-2006, Caudill Fellowship Selection Committee
2005, Department Head Search Committee
2005, Marshall Fellowship Selection Committee:
2002-2003, University Scholarship Committee
2002, Faculty Search Committee
2001, Department Head Search Committee

1974-1976, Assistant Manager and Designer, Carolina Landscaping, Chapel Hill, North Carolina
1972-1974, Jewelry Designer, Don Johnson Jewelry. Chapel Hill, North Carolina
NAME: Robert J. Schiffhauer
TITLE: Assistant Professor
TEACHING AREA: Undergraduate studio
EDUCATION: M.F.A., Painting, Yale University, 1965
B.F.A., Painting, Yale University, 1964
TEACHING AND ART ADVERTISING: 1970, (summer) Teaching at Glassel School of Art at the Museum of Fine Arts, Houston
1969-present, Began teaching at Texas A&M University, College of Architecture, College Station, TX
1967-1969, Teaching Fine Arts, University of Houston, TX
1966-1967, Advertising Art, New York City, NY
1962-1963, Worked advertising field, New York City, NY
PUBLICATIONS: 2009, A Place to be Someone by Shirley Gordon Jackson makes reference to several of my paintings of Charles Gordone
2009, Continuous kiosk presentations of exhibits
2009, Brazos Valley African American Museum Newsletter photo of me on cover giving a talk about Lincoln
2009, KAMU interview of Deborah Cowman, director of Brazos Valley Natural History Museum-several photos shown
2009, Sunday Eagle photographs of my work about Texas writers and J. Frank Dobie, a Texan legend at the Brazos Valley Natural History Museum
2009, Archone Update/Website re: exhibit at Brazos Valley African American Museum
2009, KBTX Interview TV re: “Abolitionists, Abraham Lincoln and the Reconstructors”; Shane McAuliffe, interviewer
2009, Sunday Bryan Eagle Page A9; Photo by Stuart Villanueva; “Speaking to History Through an Artistic Voice” by Vimal Patel; Continued page 13 Insite Magazine February issue
2008, “Just Call Me a North American Mestizo”
2008, “Exhibiting the Past” Martin Luther King, Jr. exhibition Battalion; photo by Tommy Tang
PERMANENT COLLECTIONS: Wesley Wyatt Financial Planning & Insurance Company, Stillwater, OK
Vance, Bruchez and Goss Law Office, Bryan, TX
Pleasant Grove Baptist Church, College Station, TX
Reynolds Aluminum Company
Medical Library Building Texas A&M University
Texas A&M University State Headquarters Building
College Hill Baptist Church, College Station, TX

SELECTED EXHIBITIONS:

SOLO:

1983, Texas A&M University, College Station, TX
1992, “The Blessed and the Damned,” Langford Gallery, College Station, TX

GROUP:

2002, Northern Iowa State University
2000, Open House Exhibition, Langford Architecture Center
1999, “Art Faculty Art,” J. Wayne Stark University Center Galleries, Texas A&M University, College Station, TX
1998, Open House Exhibition, Langford Architecture Center Gallery, College Station, TX
1997, Schiffhauer/Walker Exhibition, Local Color Gallery, College Station, TX
1997, Open House Exhibition, Langford Architecture Center Gallery, College Station, TX
1996, Open House Exhibition, Langford Architecture Center Gallery, College Station, TX
1995, Open House Exhibition, Langford Architecture Center Gallery, College Station, TX
1995, Friends Just Peace Institute, College Station, TX
1993, “Faculty Art 93,” J. Wayne Stark University Center Galleries, College Station, TX
1992, “The Wood Show,” Local Color Gallery, College Station
1992, Faculty Exhibit, Langford gallery, Texas A&M University, College Station, TX
1992, Fifth Annual Sedona Sculpture Walk, Sedona, AZ
1992, “Dimensions ’92,” 5th Annual Open competition, Sacramento Fine Arts Center, Sacramento, CA
1991, “Art Under a Foot,” Local Color Gallery, College Station
1991, “Kairos,” Gallery Genesis, Chicago, IL
1989, “32nd Annual Delta Exhibition,” Arkansas Art Center, Little Rock, AR
1988, “Art of the Madonna,” Old St. Patrick’s Church, Chicago, IL
1988, “Catholic Artists of the 80’s,” Paul VI Institute for the Arts, Washington, DC
NAME: Andrew D. Seidel
TITLE: Professor

TEACHING AREA: Graduate Courses

EDUCATION: Doctor of Philosophy, The University of Michigan, 1980
Master of City Planning, Harvard University, Graduate School of Design, 1974
Bachelor of Architecture, Pratt Institute, School of Architecture, 1972
Cert. Arch., Royal Danish Academy, School of Architecture and Planning

1994, Chair, 25th annual international conference of the Environmental Design Research Association (EDRA).
1990-1991, Director of Graduate Programs (Associate Dean), College of Architecture, Texas A&M University.
1990, Interim Associate Dean for International Programs, College of Architecture, Texas A&M University.
1989-1991, Member, Dean's Council, College of Architecture, Texas A&M University.
1989-1990, Director, Ph.D. Program in Urban and Regional Science, Department of Urban and Regional Planning, College of Architecture, Texas A&M University.

ACADEMIC POSITIONS: 2001-2002, Visiting Professor (September-May), Department of City and Regional Planning and Department of Architecture, Graduate School of Fine Arts, The University of Pennsylvania, Philadelphia, Pennsylvania.
1991, Organizer, Student Exchange Program, Queensland University of Technology, Brisbane, Queensland, Australia. Queensland University of Technology (QUT) and TAMU exchange program for architecture programs.
1999-2001, Visiting Professor (July and August), Department of Geography and Urban Planning, The University of Queensland, St. Lucia, Brisbane, Queensland, Australia.
1995-2001, Visiting Distinguished Professor (July and August), School of Architecture, Interior Design and Industrial Design, Queensland University of Technology, Gardens Point, Brisbane, Queensland, Australia.

PROFESSIONAL HONORS:


1994, Appointed as the first Faculty Fellow of the CRS Center, College of Architecture, Texas A&M University.


PUBLICATIONS:

--- Forthcoming, Seidel AD and R Oxman (Eds.), The architect's role in society: Report on a national (Israel) policy planning colloquium. Chicago: Locke.

PRESENTATIONS:

2004, Seidel AD, INVITED VISITING PROFESSOR and PUBLIC LECTURE. Arquitectura e conecemento: Analise social dunha profesion. Department of educational sciences (A social analysis of a profession: architecture in transition), University of La Coruna, La Coruna, Spain. October, 2004. (Dr. Seidel’s visit was covered in a local newspaper: Dos profesores Gallegos editan una revista internacional La Voz de Galicia, Nov 6, p.L8.)

2004, Seidel AD, INVITED PUBLIC LECTURE. Studying a Profession: architecture in transition. Department of Architecture, University of the Arts (UdK), Berlin,


RESEARCH:

2003, Korea Research Foundation. A study on the development of the programs to support multi-family housing remodeling in Korea — international cooperative research with examples and housing policies from the United States. Awarded to Yonsei University, Korea (total $57,234 awarded in Dec.; with Chung Sook Yoon, S –K Kim, R Abrams).
NAME: Mardelle Shepley
TITLE: Professor, Director of Center for Systems Health & Design

TEACHING AREA: Design Studio

EDUCATION: Doctor of Architecture, University of Michigan, 1981
Master of Arts in Psychology, University of Michigan, 1979
Master of Architecture, Columbia University, 1974
Bachelor of Arts, Columbia University, 1971

TEACHING AND ADMINISTRATIVE EXPERIENCE:
William M. Peña Endowed Professor, 2003–present
Director, Center for Health Systems & Design, 2005–present;
Interim Director, 2004–05; Associate Director, 1994–2004
Interim Head, Department of Architecture, 2005–06
Associate Dean of Student Services, College of Architecture,
Texas A&M University 2001–05
Program Coordinator, PhD in Architecture, 1999–2001
Program Coordinator, Third-year Design Studios, 1996-1998
Professor, 2003–present
Associate Professor, 1997–2003
Assistant Professor, 1993–1997

MEMBERSHIPS:
2000-present, American Institute of Architects
2000-present, American College of Healthcare Architects
2000-present, Texas Society of Architects
2000-present, Houston Chapter, American Institute of Architects
1993-present, Environmental Design Research Association,
Oklahoma City
1988-2000, Association for the Care of Children’s Health,
Washington, DC
1989-1991, National Association of Women’s Health Professionals

TEACHING AWARDS/GRANTS:
2008, Harmony Institute/Nemours Children’s Hospital,
programming course grant
1999, 2007, AIA/Steris, Academy of Architecture for Health,
Cancer Center Design Charrette, participation grant
2005, Academy for the Visual and Performing Arts Instructional
Enhancement Grant
2003, Arthur Temple Grant for Columbia Shuttle design studio
2003, Winner of Architecture for Social Justice Award, Boston
2001, Award from Texas A&M University Master of Architecture
Graduating Class for “Faculty Member Who Made the
Most Significant Contribution,”
2000, Fellow of the Graduate Teaching Academy, Texas A&M
University

RESEARCH AND SCHOLARSHIP AWARDS: 2008, Co-investigator, Boston Society of Architects, $10,000
2007, Co-investigator, Academy of Architecture for Health $5,000
2007, 2008, Co-investigator, AIA Research Grant $7,500
2005, Co-investigator, Academy for the Visual & Performing Arts, $4,000
2004, Co-investigator, Coalition on Health Environments Research, $30,000
2001-2006, Faculty Fellow, Texas A&M University, $100,000

REGISTRATION: 2009, Evidence-based Design & Construction (EDAC), certified
2008, Leadership in Energy & Environmental Design (LEED) accredited
2000, American College of Healthcare Architects (ACHA) certified
1985-present, Architectural Registration, California
1977, Architectural Registration, Republic of Panama

PROFESSIONAL EXPERIENCE: 2006-present, Art + Science
2006-present, Shepley Bulfinch Richardson Abbott, Boston (Director of Design Research)
1984-1993, The Design Partnership, San Francisco
1981-1984, Tai Associates, San Francisco
1975-1977, Ministry of Planning, Republic of Panama
1972-1974, Department of City Planning, New York
NAME: Phillip J. Tabb

TITLE: Professor

TEACHING AREA: Architectural Design Studio

Master of Architecture, University of Colorado, Boulder, Colorado, 1976
Bachelor of Science in Architecture, University of Cincinnati, Cincinnati, Ohio, 1969

TEACHING AND ADMINISTRATIVE EXPERIENCE: 2001-2005, Texas A&M University, Department Head of Architecture in College Station, Texas
1998-2001, Washington State University, Director of School of Architecture and Construction Management in Pullman Washington
1975-1996, University of Colorado, Boulder, Colorado, Lecturer, Assistant Professor
1981-1998, University of Colorado, Denver, Colorado, Lecturer

MEMBERSHIPS AND SERVICE: 2006-present, Member, Design Review Board, Serenbe Community
1977-present, Member, American Institute of Architects
2003-present, Mediator, Certified Conflict Mediator for Texas A&M University
2002-2005, Member, City of College Station Design Review Board
1998, Juror, Colorado Masonry Institute Awards
1996, Juror, AIA Arizona Design Awards
1994-1996, Member, Congress for the New Urbanism
1994-1995, Steering Committee Member, North Boulder Subcommunity
1984-1985, President, The Architects and Planners of Boulder

ACADEMIC AND PROFESSIONAL HONORS: 2008, ULI Atlanta gives Serenbe Community the Inaugural Sustainability Award
2007, College of Architecture Certificate of Recognition for Serenbe Community
2004, New road at Serenbe Community honored in my name: “Tabb Way"
2002, Tau Sigma Delta Honorary Society, Honorary Member
1976, '82, '96, Three Student Projects won national AIA awards
1985-1987, Architectural Association Teaching Fellowship

**PUBLICATIONS:**

**UNIVERSITY:**

Design Foundations Workbook, Prepared for first year undergraduates in design, 2006

Architecture Unplugged Workbooks, Prepared for university course for graduate architecture students, self-published 7 volumes (@ 50 pp. each workbook), 1996-2006

InFlux - Students Works 2000, Student work at Washington State University published by students and the Department of Architecture, (P. Tabb, faculty advisor), (110 pp), 2001

Program Proposal for a Master of Architecture Degree, Washington State University, Pullman, WA, P. Tabb with G. Kessler, June 2001


"Diversity in Design," QEP Research Summary, Prepared for the Fifth Annual Assessment Conference, Texas A&M, P. Tabb Principal Investigator (with Hilal Ozcan), College Station, TX, February 8, 2005

**RESEARCH:**

2006-present, SAAT Pilot Research Project – Matching SAC Assessment Objectives with NAAB Accreditation Requirements, (P. Tabb Principal Investigator)

2002-2004, QEP Research Grant – A Study of Diversity and Globalization Experiences in Study-Away Programs in the BED Program at TAMU, (P. Tabb Principal Investigator), Award amount - $7,000

**REGISTRATION:**

Colorado Architecture Registration No. B-1239
NCARB Certificate No. 24,483

**PROFESSIONAL EXPERIENCE:**

1988-present, Founding Principal, Dr. Phillip Tabb, Consultant/Architect, College Station, TX

1993-1997, Research Affiliate, Joint Center for Energy Management (JCEM), Boulder, Colorado


1979-1985, Founding Principal, Phillip Tabb Architects, Boulder, Colorado

1974-1979, Principal Architect & Planner, Joint Venture Incorporated Architects, Boulder, Colorado

NAME: Roger S. Ulrich  
TITLE: Professor  
TEACHING AREA: Environment Behavior Design Studio  
EDUCATION: Ph.D., University of Michigan, Ann Arbor, 1973  
MA, University of Michigan, Ann Arbor, 1972  
BA, University of Michigan, Ann Arbor, 1968  
TEACHING AND ADMINISTRATIVE EXPERIENCE:  
2006-present, Beale Endowed Professorship in Health Facilities Design, College of Architecture, Texas A&M University  
1988-present, Professor, Department of Architecture, College of Architecture, Texas A&M University  
2006, Visiting Professor of Architecture, Bartlett School of Architecture, University College London  
2005-2006, Senior Advisor on the Environment for Patient Care, British National Health Service  
1997-2004, Director, Center for Health Systems and Design, Texas A&M University  
SELECT RESEARCH PRESENTATIONS: Östmarka Lecture in Psychiatry and Behavioral Medicine, College of Medicine, Trondheim University and Östmarka Hospital, Trondheim, Norway, February 1985  
Plenary speaker for the Third Symposium on Health Care Interior Design, San Francisco, 1990  
Keynote speaker for the conference La Sierra de Guadarrama: Naturaleza, Paisaje y Aire de Madrid. Sponsored by the Universidad Complutense and the government of Spain. (Euroforum program.) El Escorial, Spain, 1991  
Plenary speaker for Conference on Healthy Effects of Plants on

Featured speaker for conference *A New Vision of Nursing Unit Design*. Sponsored by The European Center for Health Design, Paris, December 1995


Lecture, Italian Ministry of Health and University of Rome, Rome, 1997

Open research lecture on healthcare design, College of Architecture, University of Naples, Italy, 1997

### RESEARCH

1975-1976, Ulrich, R. S. (PI), “Cross-Cultural Comparisons of Visual Landscape Preferences.” Research project funded by National Science Foundation ($3,000)

1977-1978, Ulrich, R. S. (PI), “Anxiety Reducing Effects of Natural Scenery.” Research project funded by the National Swedish Council for Building Research, Stockholm ($38,000)

1979-1981, Ulrich, R. S. (PI), “Therapeutic Effects of Viewing Trees on Hospital Patients.” Research project funded by USDA Forest Service, Consortium for Environmental Forestry Studies ($12,000)

1982-1984, Mather, J. R. (PI), L. S. Kalkstein and R. S. Ulrich (co-PIs). “Socio-Economic Effects of Climate.” Research project funded by NOAA ($240,000)

1984-1987, Ulrich, R. S. (PI) and R. Simons (co-PI). “Psychophysiological Influences of Outdoor Environments.” Research project funded by National Science Foundation ($74,000)

### INTERNATIONAL SERVICE:

1998-1999, Member, Expert Committee on Large Airports and Public Health (appointed by Dutch Health Council, Netherlands Ministry of Health and EU) to evaluate environmental, social, and public health impacts of the proposed expansion of Schiphol Airport, Netherlands


2003-2007, Member, Committee on Neuroscience and Architecture, American Institute of Architects and National Institutes of Health

2004-2005, Chair of Scientific Program Committee, international conference- *The Architecture of the Hospital*, Netherlands
NAME: Dr. Jorge A. Vanegas
TITLE: Dean of the College of Architecture, Professor

TEACHING AREA: Undergraduate Courses

EDUCATION:
Ph. D., Construction Engineering and Management Program, Department of Civil Engineering, Stanford University, 1988
M. S., June 1985, Construction Engineering and Management Program, Department of Civil Engineering, Stanford University, 1985
B. S., Architecture, Universidad De Los Andes, Bogotá, Colombia, 1979

TEACHING AND ADMINISTRATIVE EXPERIENCE:
2009-present, Dean of the College of Architecture, Texas A&M University
2006, College of Architecture, Director of the Center for Housing and Urban Development (CHUD), Texas A&M University
2006, Professor, with tenure, Department of Architecture
2005, Consultant to the College of Architecture
1993-2006, Professor, School of Civil and Environmental Engineering, College of Engineering
1997-2001, Co–Director, Construction Resources Center, College of Architecture
1994-1997, Associate Director of Educational Programs, Center for Sustainable Technology- (currently the Institute for Sustainable Technology and Development – ISTD)

MEMBERSHIPS: American Institute of Architects (AIA)
American Society of Civil Engineers (ASCE)
American Society for Engineering Education (ASEE)

ACADEMIC AND PROFESSIONAL HONORS:
2005, Burdell’s Best Award for Outstanding Faculty Advisor, President’s Council of Student Organizations, Georgia Institute of Technology, April 2005.
2004, Georgia Tech Outstanding Faculty Service Award, Georgia Institute of Technology, April 2004.

REFERRED PUBLICATIONS:
2007, Vanegas, Jorge A., ¿Cómo incorporar los criterios y principios de la sostenibilidad en el diseño, construcción y gestión de las infraestructuras? (How to incorporate criteria and principles of sustainability in the design,


SERVICE: 2007, ASCE Representative to the joint National Society of Professional Engineers (NSPE), American Society of Mechanical Engineers (ASME), American Society of Civil Engineers (ASCE) Joint Taskforce on Unión Panamericana de Asociaciones de Ingeniería - UPADI (Pan American Union of Engineering Societies)
NAME: Logan Wagner Jr.
TITLE: Assistant Professor

TEACHING AREA: Graduate courses

EDUCATION: PhD., *University of Texas at Austin / Institute of Latin American Studies*, 1990-1995
Master in Arch., *University of Texas* at Austin, School of Architecture, 1977-1979
B.A. Architecture, *Instituto Tecnologico y de Estudios Superiores de Monterrey* (Monterrey Tech) Monterrey, Mexico, 1972-1977
University of the Americas, School of Anthropology – Cholula, Puebla Mexico, 1971-1972

GRANTS, AWARDS, AND EXHIBITS:

2009, Photographic Exhibit, Perceiving Space. The Hal Box
FAIA & Logan.

2009, Wagner Collection of Mexican Architecture and Urban Design- University of Texas at Austin, School of Architecture, Visual Resources Collection

2007, Brick Institute of America – Brick in Architecture Awards- Silver

1995, Team Captain/ Mexico – World Gliding Championships, Omarrama, New Zealand

1993, Team Captain/ Mexico – World Gliding Championships, Uvalde, Texas

1987-2000, Earthwatch: Field Research Grant - Awarded grants and volunteers for architectural documentation of archaic and historic architecture of Mexico

1978-1979, Department of Energy Fellow - Awarded a year long Grant to test, through computer simulation, the new federally mandated Energy Code for New Building Construction

PUBLICATIONS:


2002, With Villela, Kristaan and Bradbury, Ellen- Contemporary Mexican Design and Architecture
Gibbs Smith Publishers-Salt Lake City

2000, Open Space as a Tool of Conversion: the Syncretism of Sacred Courts and Plazas in Post Conquest Mexico-UMI Dissertation Services- Ann Arbor


1998, Contributed with architectural drawings- Schele, Linda and
Mathews, Peter- The Code of Kings- Scribner-New York
1990, Single author article –The Can ters of the Caballito- Artes de Mexico (#48): 52-59, Mexico City

CONFERENCE PRESENTATIONS: 2008, Mexic Arte Museum, Aztec & Maya Revival. The Continuity of Sacred Open Space in XVth Century Mexico

2002-present, THE SIBLEY POTTS FOUNDATION- Austin, Architectural Historian/Fundraiser
1998, National School of Restoration/National Institute of Anthropology and History- Committee chairman for Masters in Restoration thesis (14)
1986-2000, Earthwatch Institute/Principal Investigator, The Art of Building in Mexico
1989-1996, University of Texas, School of Architecture- Founder and co-instructor with Sinclair Black FAIA and Hal Box FAIA of STUDIO MEXICO
1987, National Geographic Magazine – Center for Maya Research - Photographer

REGISTRATION: Texas Architect # 12189
NCARB # 45007
AIA # 30108447
U.S. Private Pilot, Single Engine Land # 2267667
Mexico Architect # 21348
Mexico Private Glider # 31651
Mexico Private Pilot # 10735

PROFESSIONAL EXPERIENCE: 2006, Milam Group Austin, Texas
2005, Ballas Residence- 1214 Challenger, Lakeway, Texas, Architect / builder
2004, King Ranch- Hebbronville, Texas, Architect / builder
2004, Patience Residence-Tucson, Arizona, Architectural consultant / subcontractor
NAME: Robert B. Warden
TITLE: Associate Director, Center for Heritage Conservation

TEACHING AREA: Graduate courses

EDUCATION:
M.A. Philosophy, University of New Mexico, 1994
M.Arch, Texas A&M University, 1986
University of Houston, Texas Cert. Secondary Ed., 1979
B.S. Electrical Engineering, Purdue University, 1974

TEACHING AND ADMINISTRATIVE EXPERIENCE:
Texas A&M University, Dept. of Architecture
2006-present, Professor
2000-2006, Associate Professor
1994-2000, Assistant Professor
1982-1986, Lecturer
Drexel University, Dept. of Architectural Engineering
1989-1991, Lecturer
1987-1989, Adjunct Professor
2006-present, Director, Center for Heritage Conservation
2002-2004, Coordinator, M.S. Arch Program
2001-2002, Interim Associate Department Head, Architecture

ACADEMIC AND PROFESSIONAL HONORS:
2006, National AIAS Educator of the Year nomination.
2006, $2,000 Second Place Peterson Prize, The Peterson Prize is a National Competition for drawing sets for Historic Buildings.
2004, Graduate Faculty Award, Department of Architecture, This is a departmental award voted on by graduate students on most influential professor for that year.
2002, $1,500 Second Place “Living in Place“ Design Competition, This was a national design competition sponsored by the National Association for Home Builders.
2002, Association of Collegiate Schools of Architecture Service Award: Outstanding Service in the Southwest Region

JOURNAL PUBLICATIONS:
Warden, R., “Towards and New Era of Cultural Heritage Recording and Documentation”, APT Bulletin 40, No. 3-
4, October, 2009
Udphuay, S., Everett, M., Paul, V., Warden, R., “Ground-penetrating Radar Imaging of Romanesque Foundations beneath the Thirteenth Century Gothic Abbey Church of Valmagne, France”, (Pending)

PRESENTATIONS:
2009 “Heritage Documentation and Maya Architecture”, Maya Research Program, Blue Creek, Belize, July 2009
2006 “Pointe du Hoc”, Shriners Club Regional Meeting
“Cliff Stability Study at Pointe du Hoc”, Global Research Symposium, College of Architecture, TAMU

GRANTS:
Warden, R. (PI), St. Andrews Episcopal Church Documentation, St. Andrews Episcopal Church, $10,000, (2009)
Warden, R. (PI), Historic Kingsville High School, City of Kingsville, $2,000, ( 2009)
Warden, R. (PI), Bastrop Cabin Scan, TPWD, $1,500, ( 2009)
Warden, R. (PI), Mt. Zion, Charles Robinson, $2,000, (2009)

REGISTRATION: Pennsylvania No. RA-011884-X 1990
NAME: Ward V. Wells
TITLE: Professor


EDUCATION: Master of Architecture, University of Oklahoma, 1976
Bachelor of Architecture, Kansas State University, 1973

TEACHING AND ADMINISTRATIVE EXPERIENCE:
1998-present, Professor, Department of Architecture, Texas A&M University
2009-present, Associate Head for Professional Programs, Department of Architecture, Texas A&M University
2002-present, Director, the Academy for the Visual and Performing Arts, Texas A&M University
2008-2009, Coordinator, Master of Architecture Degree Program, Department of Architecture, Texas A&M University
1992-97, 1999-2001, Executive Associate Dean, College of Architecture, Texas A&M University
1997-1998, Interim Dean, College of Architecture, Texas A&M University
1995-1996, Interim Director, Visualization Laboratory, Texas A&M University
1991-1992, Assistant Dean for Planning and Administration, College of Architecture
1990-1991, Associate Head, Department of Architecture, Texas A&M University
1988-1990, Head, Department of Architecture, Texas A&M University
1985-1988, Graduate Advisor, Department of Architecture, Texas A&M University
1980-1998, Associate Professor, Department of Architecture, Texas A&M University
1978-1979, Staff, Energy Conservation in New Building Construction Workshops, Texas A&M University

ACADEMIC AND PROFESSIONAL HONORS:
2008, Graduate Faculty Award, Department of Architecture, Texas A&M University
2008, Silver Medal, Tau Sigma Delta, National Honor Society for Architecture
2004, Kansas State University Alumni Fellow of the College of Architecture, Planning and Design
2004, University of Oklahoma, College of Architecture, Alumni Hall of Fame
PUBLICATIONS:


PRESENTATIONS, PAPERS, WORKSHOPS, (SELECTED):


March 1997, “Making the Connection” Professional Organizations and their Relationships to Education. International Conference for Interior Design Educators Council, Cincinnati, Ohio

November 1996, Opening Remarks “Changing Workplace” Joint Meeting of American Institute of Architects Professional Interest Areas; Corporate; Public; Facility Management. Held in conjunction with Build Boston, Northeast Regional Meeting of the American Institute of Architects, 17-19 November 1996

RESEARCH:


1991-1992, Faculty Consultant to N.I.H. research grant, "Effects of Dialysis Unit Design on Compliance and Staffing," Asst. Prof. Sherry Bame, principal investigator - $151,000

1990-1991, ORBIS International, Program and conceptual design for DC-10 Flying educational and surgical unit

PROFESSIONAL EXPERIENCE:

Tau Sigma Delta, National Board, Vice President/President Elect.

American Institute of Architects, Facility Management, Interior Architecture

Current

Texas Society of Architects
Brazos Chapter, AIA
International Interior Design Association
NAME: David Woodcock
TITLE: Professor

TEACHING AREA: Graduate courses

EDUCATION:
- B.A., University of Manchester, 1960
- Certificate in Town and Country Planning, University of Manchester, 1960
- Diploma in Town and Country Planning, University of Manchester, 1966

TEACHING EXPERIENCE:
- 1976-present, Professor of Architecture, Texas A&M University
- 1980-1993, Director, Architecture Program
- 1994-1995, Co-Director, Portfolio Assessment and Architecture
- 1970-1976, Associate Professor, Texas A&M University
- 1970-1975, Developed and taught Urban Design graduate program
- 1966-1970, Senior Lecturer in Architecture, Canterbury College of Art
- 1964-1966, Assistant Professor, Texas A&M University
- 1962-1963, Instructor/Assistant Professor, Texas A&M University

ACADEMIC ADMINISTRATION:
- 1983-2010, Co-chair, University Design Review Board
- 2008-2009, Member, Search Committee Dean of Architecture
- 2005-present, Member, Texas A&M University Press Advisory Council
- 2006-2007, Director, Center for Heritage Conservation
- 2009, Director Emeritus
- 1991-2005, Director, Historic Resources Imaging Laboratory
- 1998-1999, University VISION 2020 Study/Graduate Programs Group

MEMBERSHIPS:
- 1988, Preservation Forum
- 1987, Association for Preservation Technology International (Fellow, 2004)
- 1981, National Council for Preservation Education
- 1979, National Trust for Historic Preservation
- 1975, American Institute of Architects (Fellow, 1992)
- 1975, Texas Society of Architects
- 1975, Brazos Chapter AIA
- 1962-2000, Royal Institute of British Architects
- 1962, Association of Collegiate Schools of Architecture

ACADEMIC AND PROFESSIONAL HONORS:
- 2004, Fellow of the Society of Antiquaries of London
- 2003, Fellow, Association for Preservation Technology, Harley McKee Award
- 1998, Preservation Texas, Inc., Truett Latimer Professional Award
1995, Texas Society of Architects, Edward J. Romieniec Award for Teaching
1992, American Institute of Architects, elected to College of Fellows
1991, Texas Historical Commission Research Award

PROFESSIONAL
SERVICE

Texas Parks and Wildlife Department
2006, 2009, Appointed Member, State Parks Advisory Committee
2002-2009, Chair, Historic Sites Advisory Committee
2001, National Center for Preservation Technology and Training,
Invited panelist for National Park Service review of futures
2002-2006, General Services Administration, U.S. Government,
1994-2008, American Institute of Architects, Coordinating
Committee, Historic American Buildings Survey, one year appointment 1994, elected Secretary 1994

REGISTRATION:
Chartered Architect, United Kingdom, 1962-1997
Registered Architect, State of Texas, 1982-2005

PRACTICE AND
CONSULTING:
2010, David G. Woodcock, FAIA, Preservation Consultant,
College Station, Facilitator and Member Strategic Planning Committee for the United States Committee of the International Council on Monuments and Sites
2009, Chair, Advisory Council for the Trustees of the Menokin Foundation, Virginia, dedicated to preserve and interpret the 1769 home of Francis Lightfoot Lee, signer of the Declaration of Independence
2008, Consultant to Quimby McCoy Preservation Architects,
Dallas, College Station Historical Survey
2008, Consultant to John G Waite and Associates, Albany, NY,
Master Plan for Saint Stephen’s Episcopal Church, Schenectady, NY
2005-present, Consultant to BRW Architects, College Station on preservation related to Carnegie Library, Franklin, TX for Friends of the Library
1970-2004, David G. Woodcock, FAIA, Architect, College Station
2004-2005, Design Consultant, Craig-Cumming House,
Louisville, TN
2001, Consultant to BRW Architects, College Station on design and preservation related to Visitor Center for City of Bryan, TX
NAME: Wei Yan
TITLE: Assistant Professor

TEACHING AREA: Undergraduate and Graduate courses

EDUCATION:
- Ph.D. in Architecture, University of California, Berkeley, 2005
- M.S. in Computer Science, University of California, Berkeley, 2004
- Nachdiplomstudium (Postgraduate Studies) in Architecture (Computer-Aided Architectural Design), Swiss Federal Institute of Technology, ETH Zurich, 1999
- M.E. in Architectural Science and Technology, Tianjin University, China, 1996
- B.E. in Architecture, Tianjin University, China, 1992

ACADEMIC AND PROFESSIONAL HONORS:
- Second Prize, Zhang, B., Yan, W., Meixin Architectural Design Co. Ltd., Design Competition for the Landmark of Tianjin Port Free Trade Zone, Tianjin, China, 1997.

EXTERNAL GRANTS:
- Co-PI, Development of a Reference Building Information Model (BIM) for Thermal Model Compliance Testing, with Clayton, M. (PI) and Haberl, J. (Co-PI). The American
Society Of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE), $175,311. Grant Period: 2010-2011.

DEPARTMENTAL SERVICE:
Member, Publication and Publicity Committee, Department of Architecture (Spring 2006 – Spring 2008); Developed new departmental web site.
Active participation in Department of Architecture Faculty Search (Spring 2008)
Member, Human Behavior Group for NAAB Review (Fall 2008)
Active participation in creating 120 Hour Curriculum through the discussion of digital technology/visual communication courses and the editing of the course descriptions of ENDS106 and ENDS207 (with Prof. Rodney Hill, Dr. Robin Abrams, and other colleagues). (Fall 2007).
Member, Visualization Sciences Program Admission Review (Spring 2006)
Chair, Information Technology Committee, Department of Architecture, Texas A&M University (2009 to present)

PROFESSIONAL EXPERIENCE:
Architect, Meixin Architectural Design Co. Ltd. (Sino-US Joint Venture), Tianjin, China, 1996 – 1997. Participated in architectural design (including schematic design, modeling, and/or construction document)
Designer/Programmer/CTO, (Curricular Practical Training) 3cim, Inc. Santa Clara, CA, 2000 - 2002. Performed tasks of project research and software design and implementation of web-based multimedia applications for real estate industry. Final position: CTO of the then Start-Up company.

EDUCATIONAL SOFTWARE DEVELOPMENT:
BIM-Game, Integrated Building Information Modeling and Games for architectural visualization. This software allows users to experience interaction with Building Information Models in a real-time, photorealistic, and game-like environment. The project details, demonstration videos, tutorial videos, and software download are available at http://selab.arch.tamu.edu/. Licenses for this software are free of charge to students and faculty. The project is led by Dr. Charles Culp, Dr. Wei Yan, and Robert G. Graf.
URL: http://selab.arch.tamu.edu/
NAME: Xuemei Zhu

TITLE: Assistant Professor

TEACHING AREA: Undergraduate and Graduate Courses

EDUCATION: Ph.D. in Architecture, Texas A&M University, 2008
Certificate in Health Systems and Design, Texas A&M University, 2008
Certificate in Sustainable Urbanism, Texas A&M University, 2008
B.Arch, Southeast University, Nanjing, China, 1999

TEACHING AND ADMINISTRATIVE EXPERIENCE: 2008-present, Assistant Professor, Department of Architecture, Texas A&M University
2008-2009, Conference Program Committee Member, Active Living Research 2009 Conference
2004-2005, Instructor, Department of Architecture, Texas A&M University

ACADEMIC AND PROFESSIONAL HONORS: 2009, Student-Led Award of Teaching Excellence (SLATE), Texas A&M University, Top 15% awarded

TEACHING-RELATED GRANT: Grant Title: College of Architecture Instructional Equipment and Enhancement Fee Fund
Role: Co-submitter
Total budget: $6,637.83
Date: 2009
Team Members: Roger Ulrich (Lead submitter); Chanam Lee (Co-submitter)


**PRESS:**
Children in Low-Income Communities Have Few Opportunities to be Physically Active. *Press release*. Washington, DC. March 25, 2008

**SERVICE:**

**Departmental**

2009-present, Member, Departmental Academic Affairs Committee
2009-present, Member, Design Committee
2009-present, Member, Departmental team for the self-study of B.E.D, M.S., and Ph.D. programs
2008-2009, Member, M.S. and Ph.D. Program Committee
2008-2009, Member, Human Behavior Workgroup for the NAAB accreditation

**College**

Faculty Fellow, Center of Health Systems and Design
Faculty Fellow, Certificate of Health Systems and Design Program
Faculty Fellow, Certificate of Sustainable Urbanism Program

**PROFESSIONAL EXPERIENCE:**

**ARCHITECT, GUANGSHA ASSOCIATES INC., ZHEJIANG, CHINA. 1999-2002**

Built Projects:
Hengtai residential community, Jiangshan, Zhejiang, China
Campus master plan, Wuning Foreign Language School, Dongyang, Zhejiang, China
Library and dining hall, Wuning Foreign Language School, Dongyang, Zhejiang, China (*Design Excellence Award of Jinhua Metropolitan Area, 2001*)
Dongyang Dermatosis Hospital, Zhejiang, China
Emergency department of People's Hospital, Dongyang, Zhejiang, China
Educational building of Wuning Middle School, Dongyang, Zhejiang, China
1.3 PROMOTION AND TENURE
These guidelines are intended to supplement those published annually by the Dean of Faculties. If there are any inconsistencies, the Dean of Faculties guidelines (see I.A.) shall take precedence.

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PROMOTION AND TENURE

I. Introduction

A. General Information

University rules and guidelines concerning tenure and promotion are available on the web for review:

University Guidelines for Tenure and Promotion: http://dof.tamu.edu/admin/tp/tenure_guide.doc
University Dossier Cover Sheet for Tenure and Promotion http://dof.tamu.edu/admin/tp/dossiercover.doc
University Guidelines for Annual & Midterm Review: http://dof.tamu.edu/admin/faculty/annual-midtermguidelines.pdf

Faculty who are candidates for tenure and/or promotion should read all relevant documents. Additionally, each tenure-track faculty member and candidate for promotion will be provided with the most current version of the University and College review process and with a current schedule of activities as part of their annual Department review or when they are being considered for promotion by their department's tenure and promotion committee.

A course for compiling a promotion and tenure document into one, single Adobe Acrobat Document (PDF) is available through CIS. For additional information visit: http://cis.tamu.edu/training/courseOutline.php?course=ACROTP

Members of the College of Architecture faculty under consideration for tenure and/or promotion undergo four steps in the College review process: 1) Department Promotion and Tenure Committee (Department P&T), 2) Department Head, 3) College Promotion and Tenure Committee (College P&T), and 4) Dean.

The faculty member will be notified of the results of consideration at each level in the process by his/her Department Head. "In the event of a negative tenure and/or promotion recommendation, the faculty member is entitled upon request a written statement of the reasons that contributed to the decision." This statement is normally provided by the Department Head.

Appointment to Endowed Professorships and Emeritus Status involve specific procedures and review processes as determined by University Rules.

B. Promotion and Tenure Categories of Performance

The criteria for determining quality in each performance category can be divided into Indicators of Excellence and Indicators of Effectiveness. Examples of these indicators are listed in Attachment A. They are included in this document as examples and suggestions, not as a comprehensive list. The accumulation of activities alone does not constitute effective performance. Rather, it is the quality of accomplishments that is crucial.

1 http://rules.tamu.edu/urules/100/120199m2.htm, section 4.7.1
1. Teaching/Instruction

A priority goal for the University and the College of Architecture is the provision of quality instruction/teaching (which includes student development). This performance category is fundamental to all faculty positions—from Lecturer through Professor. All faculty members are expected to contribute in the area of instruction/teaching. This includes being effective in the classroom, striving to improve instructional/teaching effectiveness, and contributing to the development of our students.

This category includes, among other things, classroom and laboratory instruction; development of new courses, laboratories, and teaching methods; publication of instructional materials, including textbooks; and supervision of graduate students.

Quality in instruction/teaching is an important and necessary component in annual review and merit compensation decisions. However, this component is not sufficient on its own to ensure a positive promotion and tenure decision.

2. Research (Creation and Dissemination of New Knowledge) or Other Creative Activities

For most disciplines, this category consists of research and publication. For some disciplines, however, it may include other forms of creative activity. Architectural design, engineering technology, veterinary or medical technology, fiction, poetry, painting, music, and sculpture are examples.

Faculty contributions to the body of knowledge and the creation of new ideas are critical to our academic reputation for excellence. The University and College view high quality research and creative activities and dissemination of the results as fundamental to attaining the goals of academic excellence and international prominence. Indices of quality include: publications in leading scholarly/professional journals in the relevant disciplines, inclusion in major exhibitions or solo exhibitions of creative work, successful participation in major design competitions, peer recognition via research or publication and design awards, citations or evidence of precedent-setting testimony, membership on prestigious scholarly or practitioner editorial boards or juries, and significant external funding for research or creative activities.

Collaboration in research and creative activities is desirable. However, a balanced record that includes clear evidence of individual contributions to the body of knowledge and expertise is encouraged, especially for Assistant and Associate Professors.

External funding of research or creative activities may be an indicator of excellence when such research seeks to contribute to the body of knowledge, the dissemination of creative ideas and/or to student development. External funding should serve as a means to quality dissemination of new ideas and/or student development.

Quality in research and creative activities is an important and necessary component in annual review and merit compensation decisions. However, this component is not sufficient on its own to ensure a positive promotion and tenure decision.
3. Service

This includes service to the institution-to students, colleagues, Department, College, and the University-as well as service beyond the campus. Examples of the latter include service to professional societies, research organizations, governmental agencies, the local community, and the public at large.

The College of Architecture serves a variety of constituencies including students, the academic profession, the design and construction industries, the public, and the University.

A variety of service roles contribute to the attainment of our goal of excellence and international prominence. There is no attempt to prescribe the specific service roles an individual faculty member should perform. However, all faculty members are expected to contribute, to the appropriate degree, in the service area. The amount and nature of the service contributions will differ as a function of both individual skills/interests and position expectations.

Quality in service is an important and necessary component in annual review and merit compensation decisions. However, this component is not sufficient on its own to ensure a positive promotion and tenure decision.

C. Position Descriptions and General Expectations

The nature of faculty contributions to the College of Architecture—including its Departments, Centers, and Laboratories—will vary as a function of individual skills and interests as well as the role expectations for the different types of faculty positions.

A faculty position will have one or more of three major performance dimensions:

1) instruction/teaching, which includes student development;
2) the generation and dissemination of new knowledge via research, creative activities and publication; and
3) service to the institution, the profession, and external constituencies.

Each of these dimensions is important to the attainment of our goals of excellence and international prominence.

Given individual skills and interest as well as differing faculty positions and expectations, individual faculty members may reflect somewhat unique patterns of contribution.
1. Non-tenured and Non-tenure Accruing Lecturer Positions

Appointments to the position of Assistant Lecturer, Lecturer, Senior Lecturer, or Distinguished Lecturer are non tenure-track appointments. Appointments to non tenure-track positions are on a semester or annual basis. In each offer and renewal letter, it will be clearly indicated that the appointment is: (1) specific as to the period covered; (2) specific as to percent time, e.g., 100 percent for full-time; (3) specific as to essential duties; and (4) specific as to compensation.

a). Assistant Lecturer

Assistant Lecturers are expected to have teaching duties that include primary responsibility for a course. An appointment as an Assistant Lecturer may be for any percentage of time up to 100%. If appointment is 100%, approval to enroll in more than 4 hours of classes must be sought in the appointment letter. For international students, any appointment over 50% will require INS work authorization in advance of being employed except for some cases during summer semesters or vacation periods. The Assistant Lecturer title is to be used primarily by Ph.D. candidates in the College of Architecture who are to be budgeted at no less than the 50% percent appointment permitted with graduate assistantships. Assistant Lecturers will normally be at the dissertation stage in their program, but may be someone who has either 18 graduate hours in the field or has significant experience to qualify. Appointment as an Assistant Lecturer requires the recommendation of the Department Head, approval by the Dean or designated representative, and confirmation by the Associate Provost and Dean of Faculties. The DOF paperwork includes a. non-tenure acquiring form, degree verification form to DOF, and personnel Action Request to Payroll Office. Unless notified to the contrary, the appointment as Assistant Lecturer is valid only for the period specified in the initial appointment documents.

b). Lecturer

Lecturers are expected to have specific teaching duties and may also be given specific service obligations. The title of Lecturer is intended for non-graduate students who may be budgeted up to 100% time. Lecturers will normally possess, at a minimum, the equivalent of a master's degree. Special consideration will be given to professional experience in evaluating the qualifications of a person recommended for this title. Appointment as a Lecturer requires the recommendation by the Department Head, approval by the Dean or designated representative, and confirmation by the Associate Provost and Dean of Faculties. Subject to approval of the University budget by the Board of Regents, Lecturers are normally notified if they are to be re-appointed for the coming academic year. Unless notified to the contrary, the appointment as Lecturer is for only the period specified in the appointment documents. The following paragraph provides an exception to this policy.

Per System Policy 12.01.99 M1 (adopted April 1, 1996), notice of non-re-appointment of a Lecturer shall be given in writing in accord with the following standard:

- A Lecturer who has held any faculty appointment other than Assistant Lecturer for the equivalent of 5 or more academic years of full-time service within a 7-year period shall be notified...
provided a one-year notice if it is the academic Department's intent not to renew the appointment.

• Any request for an exemption to this provision must be based on a major programmatic revision or budgetary cutback. Such a request, with appropriate documentation, must be submitted by the Dean through the Provost to the President for approval.

c). Senior Lecturer
Senior Lecturers are expected to have teaching and service duties. Performance evaluations for those considered for promotion to this rank will include teaching and service contributions. The title of Senior Lecturer is generally intended for a person who has rendered outstanding teaching and service, typically while holding the title of Lecturer. Prior to appointment as a Senior Lecturer, a faculty member will, normally, have held a non-tenured position (or positions) for a minimum of five years and will have earned promotion based on performance while holding such a position or positions. Promotion or appointment as a Senior Lecturer requires the recommendation by the Department Head, approval by the Dean, and confirmation by the Associate Provost and Dean of Faculties. The dossier that is sent by the Department Head to the College Promotion and Tenure Committee should use the table of contents and format shown in Appendix F.

Recommendations for promotion to Senior Lecturer are to be submitted to the Office of the Associate Provost and Dean of Faculties on the same schedule as other faculty promotions, with the effective date of approval for promotion to Senior Lecturer at the beginning of the following fiscal year (September 1).

Notice of non-re-appointment of a Senior Lecturer shall be given in writing in accord with the following standards (per System Policy 12.01.99 M1 [adopted April 1, 1996]):

• A faculty member promoted to or hired at the rank of Senior Lecturer shall be provided a one-year notice if it is the academic Department's intent not to renew the appointment.

• Any request for an exemption to this provision must be based on a major programmatic revision or budgetary cutback. Such a request with appropriate documentation must be submitted by the Dean through the Provost to the President for approval.

d). Distinguished Lecturer
The specific duties of Senior Lecturers may vary widely, but normally relate to the instructional/teaching missions. The title of Distinguished Lecturer, on the other hand, is intended for people with a primary career external to the University where the level of accomplishment during that career created their qualifications for this appointment. This title is not to be attained through promotion. Appointment to the position of Distinguished Lecturer requires recommendation by the Department Head, approval by the Dean, and confirmation by the Associate Provost and Dean of Faculties. Unless specifically notified to the contrary, the appointment as Distinguished Lecturer is for only the period specified in the appointment documents.
e). Adjunct Professor or Research Affiliate

Eligibility. Recognized scholars who do not hold a permanent appointment to the faculty (including visiting and adjunct academic appointments) of this University, but who otherwise meet the basic requirements for the status of Member of the Graduate Faculty, as described previously, may be eligible for appointment to Adjunct Member status. In addition, individuals not located in College Station and not employed by Texas A&M University may be considered for Adjunct Member status on the Graduate Faculty provided they are employed by another agency of the Texas A&M University System or are qualified staff of federal or state agencies. Such nominations should be made in those cases in which there is an apparent need, and justification can be presented by the head of an academic department in College Station.

Appointment of an Adjunct Member is accomplished by use of the Personal Record Form, initiated by the head of the academic department at College Station through the College Graduate Instruction Committee and the College Dean to the Dean of Graduate Studies. A non tenure-track individual is nominated by the head of the appropriate academic department in College Station who must present evidence that (a) the nominee (1) has taught a graduate class, or (2) has actively served on a graduate student's advisory committee, or (3) has held a definite administrative assignment in the graduate program of a university; and that (b) the nominee has published a scholarly work as primary author (or, in the case of a professional discipline, has exhibited appropriate evidence of professional accomplishment). Recognized scholars and authorities whose merits are clearly established need not be measured by standard criteria. Appointment of these individuals is accomplished by use of the Personal Record Form, initiated by the head of the academic department at College Station through the College Graduate Instruction Committee and the College Dean to the Dean of Graduate Studies.

Privileges. An Adjunct Member of the Graduate Faculty may teach graduate courses and serve as a member or co-chair (but not chair), with a Member as the other co-chair, of a graduate student's Advisory Committee.

f). Special Appointment

There may be times when the head of an academic department in College Station wishes to have qualified individuals teach a graduate course or serve on a student's Advisory Committee without being permanently on the Graduate Faculty as either a Member, Associate Member or Adjunct Member. In addition, qualified individuals from other universities, government or industry may be appointed in special cases to teach a graduate course or to serve on a student's Advisory Committee.

These appointments are accomplished by a letter of request from the head of an academic department in College Station to the Dean of Graduate Studies, with the individual's resume attached. In the letter of request, the department head should indicate if the Special Appointment status is to be limited to the one specified committee, to one specified teaching assignment, or to a fixed length of time (e.g., for one or two years).

A qualified individual from another university, government or industry who holds Special Appointment status to the graduate faculty and who serves on a Graduate Advisory Committee is not counted toward the minimum number of graduate faculty necessary to form the committee.
Procedural Guidelines

1. Research staff who are on the Graduate Faculty of Texas A&M University and who hold payroll titles equivalent to the "Scientist" titles will be assigned by the Dean of Graduate Studies, for the purpose of listing in the Graduate Catalog, the equivalent "Scientist" title. (Example: A person holding the payroll title of "Associate Research Engineer" will be assigned the title of "Associate Research Scientist.")

2. Extension Service personnel on the Graduate Faculty of Texas A&M University will be identified in the Graduate Catalog by the title "Extension Specialist."

3. USDA personnel on the Graduate Faculty of Texas A&M University will be identified in the Graduate Catalog by the title "USDA Scientist."

4. Individuals in the Member, Associate Member and Adjunct Member categories will be listed in the Graduate Faculty section of the Graduate Catalog.

5. Only names of individuals in the Member category of the Graduate Faculty will be listed under the respective departmental headings in the Graduate Catalog.

2. Tenured/Tenure Track Positions

Appointments to the positions of Instructor, Assistant Professor, Associate Professor, Professor and Distinguished Professor are on an annual basis. Appointment letters will be issued annually, subject to Board of Regents approval of the budget. Appointment letters will be specific as to the duration of the appointment, the salary and other expectations. Faculty will sign these letters, acknowledging receipt, and return them to the Department office.

a). Instructor

In some colleges an individual may be hired into a tenure-track position with the rank of Instructor. Generally, "Instructor" describes an individual who has not yet finished his or her terminal degree. University Guidelines state that Faculty members holding a tenure-accruing appointment with the rank of instructor will be promoted to the rank of Assistant Professor upon the receipt of the terminal degree. (Rules and Regs 4.4.3.1). The College of Architecture does not hire at the instructor rank.

b). Assistant Professor

Assistant Professors are expected, at a minimum, to be effective in instruction/teaching and to establish a productive pattern of research, creative activities and publication. Service contributions should generally be focused on Department and College academic needs. Further, it is expected that Assistant Professors will display evidence of progress toward meeting the established criteria for promotion to Associate Professor with tenure (see Attachment A on Evaluation Criteria). Promotion to Associate Professor and the awarding of tenure occur concurrently in the College of Architecture. Granting of promotion and tenure will be based on an assessment of all three performance dimensions.

c). Associate Professor

Associate Professors are expected, at a minimum, to demonstrate effectiveness in all three performance dimensions. In addition, excellence is expected in instruction/teaching or research, creative activities and publication. Associate Professors, are expected to exhibit greater
contributions in one or more of the areas of service effectiveness and excellence compared to Assistant Professors.

d). Professor
Promotion to Professor will be based on an assessment of all three performance dimensions. There may be significant diversity in the nature of the contributions by Professors. However, there is the continued expectation of examples of excellence in one or more performance areas. Merit compensation will be the primary extrinsic means of recognizing such excellence. Other potential means of recognition are through consideration for appointment to an endowed position or to a Distinguished Professorship.

e). Distinguished Professor
Distinguished Professor is a title reserved for the most accomplished, senior professors. Promotion from Full Professor to Distinguished Professor is not a typical promotion and tenure process and therefore will be made in accordance with University guidelines and College procedures separate from the guidelines in this document.

3. Endowed Positions

There are three categories of endowed positions at Texas A&M University: (1) endowed chairs, (2) endowed professorships and (3) endowed faculty fellowships.

State funds provide basic salaries for faculty, but only private support allows Texas A&M to recruit and recognize its most deserving faculty. Endowed chairs and professorships fund special classroom projects, equipment, professional development and research initiatives. Most donors designate their chairs and professorships to specific colleges or departments.

Current university rules regarding the Appointment, Evaluation, and Reappointment of Faculty to Endowed Positions (endowed chairs, endowed professorships, and endowed faculty fellowships) can be found at: [http://rules-saps.tamu.edu/PDFs/12.01.99.M2.01.pdf](http://rules-saps.tamu.edu/PDFs/12.01.99.M2.01.pdf)

University Professorships for Teaching Excellence (UPTE): This professorship recognizes our most dedicated undergraduate faculty, those individuals who excel in every area of the teaching endeavor. The UPTE is bestowed for a five-year, renewable term after a rigorous selection process.

4. Emeritus Status

Upon retiring, all eligible faculty will be considered for emeritus status. Current university rules and procedures regarding the appointment to emeritus status can be found at: [http://rules-saps.tamu.edu/PDFs/31.08.01.M1.pdf](http://rules-saps.tamu.edu/PDFs/31.08.01.M1.pdf). In the College of Architecture, a paper ballot will be used to obtain a faculty vote of yes, no or abstain.

The form for nominating a faculty member for emeritus status can be found at: [http://dof.tamu.edu/admin/emeritus/emeritus.pdf](http://dof.tamu.edu/admin/emeritus/emeritus.pdf)
II. Development, Promotion and Tenure Review Process and Procedures

A. Scheduling

1. Time Line/Schedule of Activities
Each April, the Associate Provost and Dean of Faculties will issue an updated set of Guidelines and a specific Timeline for the following year's tenure and/or promotion review process. These will be passed by the Dean to the Department Heads who in turn will distribute them to the Department Promotion and Tenure Committee along with notification of those faculty members who are required to undergo a mandated review for promotion and tenure and those who wish to be considered for promotion. Those in tenure track or those who are being considered for promotion should be given a copy of the current University Guidelines and Timeline. The Department P&T Committee will provide these individuals with the College Tenure and Promotion Calendar. This calendar will also be posted on the College web site.

2. Time Perspective
The maximum probationary period for tenure is seven years, with up to three years credit given for tenure-track experience at another university. In general, an Assistant Professor should expect to spend a minimum of five years in rank before being considered for promotion to Associate Professor with tenure. Consideration for promotion from Assistant to Associate Professor with tenure is mandatory in the College of Architecture at the beginning of a tenure-track faculty member's sixth year. Faculty members not granted tenure under mandatory consideration must be advised of that decision by a notice of non-reappointment (which must be given in writing) at least 12 months before the expiration of the probationary period (see Dean of Faculties Guidelines). In exceptional cases, an individual may elect to be considered for early promotion and tenure. Since Promotion and Tenure are linked for persons hired as Assistant Professors, a recommendation for early promotion must be coupled with a recommendation for early tenure and vice versa. In the case that an individual is not recommended for promotion from Associate Professor to Professor, the College suggests that he or she wait at least two years before reapplying.

B. Department Promotion and Tenure Committee
The University requires review of all faculty annually by the Department Head. In the case of tenure-track faculty and candidates for promotion, the University also requires that "Department Heads shall draw upon the advice and counsel of a (Departmental) tenure and promotion committee..." In the College of Architecture, this Committee assists in the mentoring and development of all faculty as well as annually reviewing all tenure-track faculty and advising the Department Head in matters of retention, promotion and/or tenure. All tenure-track faculty receive a more thorough review in their third year. Those who wish to be considered for

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3 http://rules.tamu.edu/urules/100/120199m2.htm, section 4.6.2
promotion from Associate to full Professor will begin the process with review by the Department P&T Committee.

The Department P&T Committee should consist of senior faculty in the Department. Members of the Committee may vote only for candidates in rank lower than their own. Committee deliberations must be conducted in confidence. The Committee must submit complete written reports with their recommendations at all levels of review. The Department P&T Committee is critical to the CARC promotion and tenure process.

1. Composition of Department Committees

The exact composition of the Department P&T Committees in the College of Architecture shall be determined by each individual Department, but the Committees must be structured in such a way that faculty input in the selection of membership is ensured and both continuity and rotation of membership over time are assured. Ideally, membership should include individuals elected by the faculty and individuals appointed by the Department Head in such a way that regular and overlapping rotation of Committee service is ensured. The Department Head appoints the chair of the Committee. (See Attachment B)

2. Role of the Department Committee

In the development, review, tenure and/or promotion process, the Department P&T Committee in the College of Architecture has three important functions: mentoring, review, and preparation of a candidate's dossier for tenure and/or promotion.

a). Mentoring

The Department P&T Committee is responsible for the mentoring of faculty, both those in tenure track and those who are seeking promotion from Associate Professor to the level of Professor. This includes mentorship with reference to progress and mentorship with reference to the preparation of a candidate's dossier.

Two mentors will be appointed for each tenure-track faculty member. One mentor will be primarily a "procedural" mentor and will be a member of the departmental promotion and tenure committee. The second mentor will be a faculty member in the department who is familiar with the content of the tenure-track faculty member's field. The mentors are expected to meet with the faculty member and assist him or her in the preparation of materials for his or her annual review and in laying out a plan for professional development. A development plan should be established early in an individual's tenure, preferably in the Fall or early Spring of the first year. This plan differs from the annual review prospectus in that it establishes a flexible guideline over a longer period of time. The mentors should also assist an individual in preparing a statement on teaching, research, creative activities, and service. This document is an important part of the tenure and promotion dossier and the earlier it is prepared, the greater the opportunity for refinement.

It must be stressed that the mentoring of Associate Professors seeking promotion to Professor is as important as mentoring of Assistant Professors in tenure track. An Associate Professor is encouraged to ask the Department P&T Committee for mentoring and advice at any point,
although consideration for promotion to Professor normally occurs a minimum of five years following the granting of tenure and promotion to Associate Professor. The decision to submit one's dossier for consideration for promotion from Associate Professor to Professor should be made by an individual in consultation with the Department Head during the annual review, at which time the Department Head notifies the Department P&T Committee of the individual's decision. The Department P&T Committee should meet with the individual desiring promotion during the Spring semester of the year in which he/she wishes to be considered in order to assist the individual in developing the documentation for the support package, the CV, and the individual statements concerning teaching, research, and service.

b). Annual Review
Each tenure-track faculty member will be reviewed annually by the Department P&T Committee between January and March. The Department P&T Committee will notify the individual in January of the appointed mentor(s) and review date (see Attachment C). Tenure-track faculty members should meet with their mentor(s) for advice and assistance in preparing their materials before their review with the full Department P&T Committee. At the review, a faculty member will present his or her materials to the Committee for discussion and evaluation. When reviewing a candidate, the Committee should refer to earlier annual review reports in order to evaluate performance fairly. A written report of the individual's progress will be prepared by the Committee and forwarded to the Department Head. The results of the Department P&T Committee review will be discussed with the faculty member during his or her annual meeting with the Department Head.

c). Mid-term (Third-year Review)
Tenure-track faculty will undergo a more comprehensive review in their third year (if their normal probationary period is seven years) and will receive notification to that effect from the Department P&T Committee during the month of January (see the Promotion and Tenure Calendar, which is published annually by the College Promotion and Tenure Committee and Appendix D for a sample of the letter to be sent to faculty). The formal mid-term review will begin not earlier than March and will be completed not later than December as required by university guidelines. It should mimic the tenure review process as closely as possible.

The contents of the mid-term dossier should be delivered to the College Promotion and Tenure Committee and should follow the format outlined in Attachment E. At each level of the review process, committee members should vote "YES, NO, ABSENT, or ABSTAIN/RECUSE" to the question: "Is the candidate making satisfactory progress towards tenure and promotion." Department heads will indicate "YES or NO" to that same question.

Candidates should anticipate the activities and approximate dates noted in the Mid-term Review for Tenure Track Faculty Calendar and published annually by the College Promotion and Tenure Committee. This calendar is also posted on the College intranet site.

The mid-term review will proceed to the College Dean, who will make the final decision. Upon review of the candidate's entire mid-term dossier, the Dean of the College will discuss his/her decision with the appropriate Department Head. The Dean will also provide a copy of the dossier, including reviews by the Department Head, the Department Promotion and Tenure
Committee, and the College Promotion and Tenure Committee, but excluding internal letters from departmental faculty, to the candidate's Department Head. This dossier will be attached to a letter of transmittal from the Dean.

All complete, official Mid-term Review dossiers, including reviews by the Department Head, the Department Promotion and Tenure Committee, and the College Promotion and Tenure Committee, and internal letters from departmental faculty will be filed in the Confidential Files in the Dean's Office.

d). Additional Roles and Responsibilities
Additionally, the Department P&T Committee is responsible for meeting with those faculty members desiring mentoring in the process of seeking promotion from Associate Professor to Professor. In the year that an Associate Professor is reviewed for promotion to Professor, the Department P&T Committee solicits evaluations from external reviewers, analyzes the material provided by those reviewers and the candidate, and writes statements concerning the teaching, research, and service of the candidate.

Each faculty member under consideration for review, tenure and/or promotion will be provided with a current description of the materials needed for tenure and/or promotion and a time-line for the preparation of those materials during the spring of the year in which they will be considered (see the College Promotion and Tenure Calendar, published annually, and section D concerning the dossier).

e). Dossier Preparation
It is the responsibility of the Department P&T Committee to solicit a statement and data from the candidate (see Attachment G), external reviewers, former students, College peers, etc., and then to structure the statements concerning the quality of the candidate's teaching, research, service and other activities that will be forwarded through subsequent levels of the review process. The type of information contained in the tenure and/or promotion package is mandated by the University, but must be supplied by the candidate and external reviewers. The responsibility for the objective analysis of the individual candidate is that of the Department P&T Committee. The Department P&T Committee is responsible for linking the candidate's data to the value system of the Department and University, for objectively analyzing and validating the data presented to it and then making the case for retention or denial. The Department P&T Committee must provide specific concrete statements based upon documented evidence and peer review to substantiate their recommendations. These recommendations must be consistent with the evidence of performance as documented in the dossier, and the evidence must be clear and convincing to subsequent reviewers. (NOTE: Refer to DOF Guidelines for dossier preparation and Item 8 of these guidelines for the format, guidelines and process regarding Outside Reviewer's Letters.)

C. Role and Responsibility of the Individual Faculty Member Seeking Promotion/Tenure
Interaction between the Department P&T Committee and the individual faculty member is vital to an informed review. The Department P&T Committee may be charged with preparing the dossiers, but ultimate responsibility for assuring that all pertinent materials are supplied to the Committee lies with the candidate (see Attachment H). The candidate must explain, and provide evidence of, the significance of his or her teaching, research and service contributions to the
committee. Candidates should keep relevant materials in anticipation of personnel considerations. Relevant materials might include, but are not limited to, such items as annual faculty reports, annual evaluation committee reports, syllabi, teaching portfolios, examinations, grant proposals and research projects (funded and unfunded), off prints of published work, citations in footnotes and citation lists, catalogs of exhibitions, awards, teaching evaluations or evaluation summaries, copies of reviews of creative and scholarly activities, patents, evidence of the impact of expert witness testimony, evidence of the importance of consultation and service activities, and similar items (see also Section V).

Individuals should at all times be aware of potential external reviewers, persons who are familiar with the field in which an individual is working and whose credentials qualify them to evaluate the candidate's work. Names of potential reviewers will be supplied by the candidate to the Department P&T Committee.

Three documents important to the faculty member for review and promotion are the prospectus from the annual review with the Department Head, the statement of teaching research, creative activities and service and the Curriculum Vitae. While the Department P&T mentors will assist in the preparation of the statement and CV, ultimately it is the individual faculty member who must take the responsibility for formulating and refining these documents. It is the faculty member's responsibility to keep his or her CV current and organized in a manner appropriate to his or her discipline or in that suggested by the College model. (See D-2b, Curriculum Vitae)

D. The Dossier

The procedures described here apply to all materials submitted for consideration in (a) the annual Department P&T Committee review of faculty on probationary status, (b) awarding of tenure, and/or (c) promotion to higher rank. The review and evaluation process is cumulative, and if procedures are consistent throughout an individual's academic career, materials will always be current, complete and ready for review at any point. The goal is that a candidate's annual Department P&T Committee review material be organized in the format prescribed by the College and University for the tenure and/or promotion dossier.

A candidate's package of review materials for tenure and/or promotion passes through several stages, and the physical appearance of the package and its contents may vary as a result of refinement of presentation and peer reviews. The first is the candidate support package, which is sent to the Department P&T Committee for review by an Assistant Professor wishing to be considered for tenure and promotion to Associate Professor or by an Associate Professor seeking promotion to Professor. From this material, the Department P&T Committee creates the external review package, which is sent by the Department P&T Committee to selected external reviewers. From the materials in the candidate support package and letters from the external reviewers, the Department P&T Committee fashions the dossier, which is circulated for review within the College (Department Head, College P&T, Dean). After College review, a final version of the dossier is submitted by the College to the Associate Provost and Dean of Faculties.

1. Format of the Dossier

The basic contents and format of the dossier are established by University guidelines (See Attachment G), but the College of Architecture has recommended a model for assembling a
candidate's dossier. Examples are available in the Department and Dean's Office for reference by the candidate, the Department P&T Committee and the person(s) responsible for the final appearance of the candidate's dossier. Final assembly of the dossier should be coordinated by a single individual, either a member of the Department P&T Committee or the Department's Staff or Administrative Assistant with oversight from the Department P&T Committee.

The candidate's support package may have significant appendix materials, full copies of articles, texts, photographs of creative work, etc., that need not appear in their entirety in the dossier, although at the discretion of the Department P&T Committee, some material may be appended. The Department P&T Committee reviews the curriculum vitae, the candidate's statement concerning teaching, research, and service, course listings, etc., and makes suggestions and corrections. Five copies of the external review package, along with selected work from the appendices, are spiral bound by the Department and mailed to the candidate's external reviewers.

The Department P&T Committee then assembles the dossier, with statements on the candidate's teaching, research and/or creative activities, and service, drawing from materials provided by the candidate and information extracted from reviewer's letters. The dossier may contain examples of the candidate's research or creative activities if they are essential to a proper understanding of the work of the faculty member. The Dean's Office should be provided with one copy of the dossier for each member of the College P&T Committee who is eligible to consider a candidate's case.

After the College P&T Committee has made its recommendations, forwarded them to the Dean, and the Dean has made his or her recommendation, six copies of the dossier must be made. Each copy should be in a separate folder clearly marked with the candidate's name and department. Folders are preferable to binders or other types of presentation. Redundant material should not be included. One of these copies remains in the Department office, one remains in the Dean's Office and the remaining four copies are submitted by the Dean's Office to the Associate Provost and Dean of Faculties. Please check with the Dean of Faculties Guidelines to verify this procedure.

2. Contents of the Dossier
While the contents of a faculty member's promotion and/or tenure dossier are determined by University promotion and tenure guidelines, the way in which the contents are presented and the emphasis given to specific points is determined by the faculty member working with the Department P&T Committee in accordance with Department and/or College guidelines.

a). Candidate's Statement on Teaching, Research and Service
The candidate's statement is a personal and individual discussion of his/her philosophical positions, goals, strategies and emphases in carrying out her/his professional responsibilities in the areas of teaching, research and service. The statement should be concise (three pages, single spaced, maximum), organized with these areas as subheadings. As this is an extremely important document, it is recommended that a first version be written early in the faculty member's career then re-evaluated and refined as part of the annual review process.
b). Curriculum Vitae

The Curriculum Vitae is critical as a record of a faculty member's performance over time. Given its importance in the tenure and/or promotion process, and the fact that it will be read by individuals having no knowledge of the candidate's discipline, it must be arranged in a format that can be easily understood. A Curriculum Vitae structured for presentation as part of an annual review or promotion and/or tenure package in the College of Architecture may thus differ from a Curriculum Vitae structured for presentation to a group of peers or for a job interview. The format for The Dossier Curriculum Vitae recommended by the College of Architecture should be organized according to the major areas in which a faculty member is evaluated—teaching, research, and service—and should contain at least the following information:

a) Degrees received, including dates and institutions;
b) History of prior academic and related employment, including dates and various ranks

c) Fields one is qualified to teach, including areas of special interest;
d) Course listing, including number, title and years (at least the last two years) each course was taught

e) Record of role as committee chair or member on graduate committees. Distinguish between Master's and Ph.D. committees.
f) Record of publications, scholarly and/or creative activities. Peer-reviewed publications (or other types of creative work) should be listed separately from non peer-reviewed work. It is suggested that the Chicago Manual of Style be followed if no established standard exists for a particular discipline. In all cases a recognized standard must be used consistently for all citations in the CV with complete citations. It is also helpful to indicate a comparative acceptance rate, if available and further subdivide this section into local, regional, national, or international subcategories.

- books and monographs
- articles (distinguish between invited and peer-reviewed)
- chapters in books
- papers presented at professional meetings (distinguish between invited and peer-reviewed)
- conference proceedings (indicate if peer-reviewed or non peer-reviewed)
- exhibitions (indicate whether individual or group, whether exhibition traveled, dates, stature of competition and awards, if any)
- design competitions (indicate whether individual or group endeavor, stature of competition, whether entries traveled, dates, and awards, if any)
- commissioned work
- expert witness testimony (this may be more appropriate under the Service or Professional Activities category)
- patents
- catalogs (prepared by or about the candidate)
- abstracts (indicate if peer-reviewed or non peer-reviewed)
- book reviews
- grant proposals (funded; do not include unfunded proposals) •
- research projects (funded; do not include unfunded projects)
Beginning and concluding page numbers should be included for each article or essay cited; co-authors should be acknowledged in the order in which they appear on the publication; and the date of publication, the press, and the total number of pages should be cited with each book or monograph.

If publications are not an appropriate indication of achievement, as in the fine arts or design, the record of other creative activity such as exhibitions, reviews of work, awards, etc., should be cited by type/category, indicating the degree to which all persons involved were responsible for the work, the degree to which work was reviewed, the stature of the exhibition or competition and its jurors, and whether or not final entries traveled. If so, the dates should be included.

The details of grants must include the title, funding source, dollar amount, PI's and Co-PI's, period of grant, and a statement on the candidate's contribution. Grants should also be evaluated in the context of prestige and the competitive nature of the grant as well as the dollar amount. Whether a grant is local, regional, national or international should be indicated. Only funded grant proposals should be listed.

g) Professional service activity, both intramural and extramural, such as academic committees or other assignments, membership or leadership in scholarly societies, editorial services to scholarly publications, honors and special recognitions received, and public service related to professional expertise. It would be helpful to the Committee if the impact of a particular service activity were indicated and whether it was local, state, national, or international in nature.

c). Summary Statements of Teaching, Research and/or Creative Activities and Service
The Department P&T Committee must prepare summary statements, limited to three pages for each category, indicating the quality of the candidate's teaching, research and or creative activities and service. In all instances, these summary statements should clearly indicate the sources of evidence on which the appraisal has been based and should be couched in the most specific terms. This is the place where the case for or against promotion and/or tenure is made. For more specific discussions of summary statements, see Section V: Guidelines for Members of Department P&T Committees.

3. Location of Official Dossier and Candidate Access to Dossier
Candidates may not view their Dossier while the review is in progress. Upon completion of the review process the entire, official Dossier is located in the office of the the Dean of Faculties and Associate Provost. Candidates who wish to review their entire dossier may contact the Dean of Faculties. The College of Architecture also maintains a complete dossier. However, candidates who wish to review this dossier should know that external letters will be removed before they may review their dossier. Departments may also maintain examples of dossiers to facilitate their construction of new faculty dossiers each year. Faculty may also review their dossier if it is maintained by the department, but these dossiers will also have external letters removed.

E. Evaluation Criteria (See also Attachment A)
The University guidelines also state:
Most faculty should be evaluated for tenure and promotion on accomplishments in each of the three major categories of performance, but with primary emphasis on teaching and the creation and dissemination of new knowledge or other creative activities. The College of Architecture subscribes to the position that "although some quantitative measures of evaluation may be employed, excellence in performance is of primary importance; that is, quality, significance, and impact of accomplishments are of much greater importance than numbers. For tenure and promotion, in addition to meritorious accomplishments, a high potential for continued excellence is required." For promotion, evidence of continued excellence over time is expected. Documentation of excellence is best provided by peer review.

1. Assistant Professor
Evidence indicating a commitment to maintaining the level of competence in teaching, research or creative activities and the dissemination of new ideas expected of a faculty member seeking tenure and promotion.

2. Associate Professor
The University specifies the minimum requirements to be met by individuals being considered for promotion or appointment to Associate Professor and/or tenure. The requirements for promotion to Associate Professor with Tenure in the College of Architecture recognize the University's minimum requirements:

- An exemplary level of accomplishment as measured against the contributions of others in his or her field.
- Professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests of Texas A&M University.
- An area of specialization germane to the programs of Texas A&M University; one not currently represented on the tenured faculty, or one that provides desired reinforcement in an area of priority.
- Pattern over time of effectiveness in service.
- Pattern over time of effectiveness in instruction/teaching.
- Pattern over time of excellence and effectiveness in research, creative activities and publication.
- High potential for continued excellence.

3. Professor
The requirements for promotion to Professor in the College of Architecture recognize the University's minimum requirements:

- An exemplary level of accomplishment as measured against the contributions of others in the field.
- Professional conduct conducive to a collegial work environment and standards of

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professional integrity that will advance the interests of Texas A&M University.

- Continuing accomplishment and some measure of national recognition in research, creative activities, and publication.
- Pattern over time of effectiveness and/or excellence in service.
- High potential for continued excellence.

Professors are also expected to demonstrate leadership in the pursuit of excellence and national prominence. This leadership may be demonstrated in a variety of ways, such as:

- Leadership in one or more of the areas of excellence in service.
- Leadership in one or more of the areas of excellence in instruction/teaching, which includes student development.
- Leadership in contributing to the body of knowledge.
- Leadership in the development of junior faculty.

F. Peer Review

Peer review may be defined as external validation of the value of a faculty member's work. That is, determination of the work's value should come from people who do not have a close personal connection to the candidate and who are qualified to judge the merits of the work according to the prevailing standards of the field. The selection of peers should reflect the faculty member's basic intellectual, artistic, or professional orientation. Peer review is critical to the CARC review process, and the level or extent of peer review of creative work and scholarly work should be clearly indicated in the Curriculum Vitae and in the dossier.

G. Selection of External Peer Reviewers

External reviewers will be selected from a mutually agreed upon list prepared by the candidate and the Department P&T Committee by the beginning of May that precedes the evaluation. The final list of reviewers will be selected by the Department P&T Committee and the Department Head. The candidate will not know the names of the peer reviewers on the final list. A preponderance of external letters should be from peer institutions. Departments will be responsible for determining their Departmental peers. Academic reviewers should hold a rank higher than that of the candidate unless justified. Reviewers should not be personal friends of the candidate, should not be faculty members who taught or advised the candidate during his or her graduate education, and should not be graduate colleagues of the candidate. The peer reviewers will be contacted by the Department Head to verify their willingness to provide an evaluation. The candidate's materials will be mailed to the peer reviewers by the end of August, requesting a four week turnaround.

H. Department Head's Review

The Department Head must meet with tenure-track faculty annually and provide them with written statements regarding their progress. In conducting tenure and/or promotion reviews, Department Heads shall draw upon the advice and counsel of the Department P&T Committee as well as other appropriate sources. Negative comments contained in external letters are to be addressed by the Department Head as well as by the Department P&T Committee. When the

http://rules.tamu.edu/urules/100/120199m2.htm, section 2.5.5.3
review has been completed, the Department Head will transmit the tenure and/or promotion recommendations of both the head and the Department P&T Committee to the College P&T Committee for review. It is the responsibility of the Department Head to advise the faculty member of the recommendation for or against tenure and/or promotion at each level of the review and to provide a written explanation at the request of the candidate in the event of a negative tenure and/or promotion decision.

I. College Review

In conducting tenure and/or promotion reviews the Dean shall draw upon the advice and counsel of a College Tenure and Promotion Committee (College P&T).6

The College of Architecture Tenure and Promotion Committee is composed of seven faculty members: one elected by each department, one appointed by the Dean from each department, and one elected from the College Research and Interdisciplinary Council. Each member serves two, two-year terms. The Committee Chair is appointed each year from these seven members by the Dean. Elected and appointed members must be tenured faculty members. No one can serve on a departmental committee and the college committee at the same time.

The College P&T submits a complete written report with their recommendation to the Dean. The College P&T should meet with all interested parties annually in the Spring, after the Dean of Faculties has distributed the latest version of the University Promotion and Tenure Guidelines and Schedule of Activities, to discuss any questions concerning schedule and procedures.

A written report from the College P&T Committee is required as part of each dossier leaving the College.7 The College P&T Committee's recommendations should be consistent with the evidence of performance as documented in the dossier, but should not be merely reiterations of earlier statements.

J. Dean's Review

The Dean's evaluations of candidates should be independent evaluations and not merely restatements of comments made by the Department Head. The Dean will submit recommendations to the Office of the Executive Vice President and Provost by sending complete files to the Associate Provost and Dean of Faculties. The Dean will notify the Department Head of recommendation for or against tenure and/or promotion at levels beyond the College.

If the Dean recommends against tenure and/or promotion and that recommendation is contrary to the Department Head's recommendation, the Dean shall inform the Department Head and faculty member of the reasons for the recommendation. The Department may then resubmit the case for further consideration. Any reconsideration, however, must be based upon either (a) new evidence that is not already contained within the dossier, or (b) substantial and entirely new arguments that were not made in the first presentation. If the case is resubmitted, it shall be reviewed by the Dean and the College Tenure and Promotion Committee before a final recommendation concerning tenure and/or promotion is forwarded to the Executive Vice President and Provost.
III. Beyond the College
At the University level, a candidate's dossier will be reviewed by the Executive Vice President and University Associate Provosts who have faculty status. This group is advisory to the Executive Vice President and Provost. The Executive Vice President and Provost confers with the College Dean before making recommendations in turn to the President of the University. In some cases it may be appropriate to include the candidate's Department Head in the conference with the Dean. The President of the University reviews and then forwards recommendations to the Board of Regents through the Chancellor of the Texas A&M University System. The Board of Regents has final approval on all tenure and promotion decisions.

With each positive recommendation sent to the Board of Regents, the university typically requires additional documents such as a short paragraph providing background information on the candidate, a photo of the candidate, and a separate CV for the Regents. Refer to university promotion and tenure guidelines for specific instructions such as content, format and dates required for these documents.

The faculty member will be notified of the results of consideration at each level of the process. (4.7.1) "In the event of a negative tenure and/or promotion decision, the faculty member is entitled upon request to a written statement of the reasons that contributed to the decision." This statement is normally provided by the Department Head.

IV. Appeal
Except for the appeal procedure described under II.J above (Dean's Review), official policy states that persons not recommended for tenure may appeal only if the following pertains:

Decisions to deny the granting of tenure to a non-tenured faculty member shall be based on the individual's professional performance and shall not be made in violation of academic freedom or as a form of illegal discrimination.

If the faculty member alleges such a violation, he/she should discuss the matter with the Department Head and if necessary, the Dean. If the matter cannot be resolved, the faculty member may seek a hearing by the Committee on Academic Freedom, Responsibility and Tenure (CAFRT: consisting of elected representatives from the University Community) by following the procedures outlined in Section 9 of the University's Statement on Academic Freedom, Responsibility, Tenure and Promotion. Note that a faculty member must inform the President of his or her decision to appeal within 30 days of receiving notification of non-renewal. Note too that the CAFRT Guidelines clearly list three possible bases for an appeal to CAFRT:

i. The University's decision shall be based on adequate consideration of the individual's professional performance.

8 http://www.tamu.edu/dof/pdfs/t_p/tenure_guide.pdf, Section VI.D.E Appeals.
See also, http://rules.tamu.edu/urules/100/120199m2.htm, Sections 4.5.3, 5.1 and 9.1.3.2-9.6.
ii. The University's decision must not be made in violation of academic Freedom.
iii. The University's decision must not be made as a form of illegal discrimination.

V. Guidelines for Department Development, Promotion and Tenure Committee Members

The Department P&T Committee shall have access to those documents deemed appropriate by the rules and regulations of Texas A&M and provided by the candidate. The Department P&T Committee must remember that individuals in subsequent levels of the review process will see ONLY the information in the dossier. They will not have access to the supporting data supplied by the candidate. It is the Department P&T Committee that must make the argument for or against recommendation to promote and/or tenure.

A. Peer Review Selection

Letters of evaluation from persons outside the University with recognized distinction in the candidate's field of specialization are required for tenure and promotion. Since external letters are critical, the following cautions should be observed: First, in determining who are selected as reviewers, the candidate should be asked to provide a slate of acceptable names. Second, the candidate may also submit a list of persons they do not wish to be contacted. Outside reviewer names may not be selected from this list. Third, the Department Head or Departmental P&T Committee should also provide names and from these two lists of acceptable names a group of at least three should be selected for contact in a fair and objective manner. In this connection, the candidate should be aware that letters from his or her dissertation advisor may not carry the same weight as a letter from a more disinterested evaluator. Similarly, letters from former students are irrelevant for this purpose although they may be useful as indicators of teaching quality. Finally, reviewers should be asked to provide specific examples demonstrating the significance of the candidate's research; general statements are inadequate.

A minimum of three letters must be included in the dossier. A preponderance of these external letters should be from peer institutions. Peer institutions would, for instance, be institutions and/or departments in which similar programs are offered, that operate under similar circumstances, and in which faculty and student bodies are similar. Departments will be responsible for determining their Departmental peers. Each reviewer's expertise and qualifications to evaluate the candidate's work should be noted. Academic reviewers must hold a rank higher than that of the candidate. If not, then the inclusion of a reviewer holding an equal or lower rank must be justified by the Department P&T Committee. Reviewers should not be personal friends of the candidate, should not be faculty members who taught or advised the candidate during his or her graduate education, should not be former students of the candidate, and should not be graduate colleagues of the candidate. Use of letters from any individuals in these categories must be well justified by the Department P&T Committee in their summary statements. Prior to selecting a slate of reviewers, the Departmental P&T Committee Mentor should contact the potential reviewer to determine their willingness to write an evaluation. From those persons willing to review, a Curriculum Vitae should be requested. Prior to sending out packets of the candidate's materials, each reviewer should be contacted again to verify their agreement to write an evaluation. All external reviews eventually obtained by the Department P&T Committee must be included with the Committee's report and recommendations regarding the candidate.
Materials sent to external reviewers should include in addition to a cover letter and the candidate's Curriculum Vitae and a copy of the candidate's Statement of Philosophy concerning Teaching, Research and Service, copies of publications and/or documentation relating to the candidate's research scholarship and/or creative activities. These materials should be consistent with the contents of the dossier provided to the Department P&T Committee. As an alternative to sending copies of all publications or documentation of creative activities, the candidate could select what he or she considers to be the five best examples of his or her work. It must be made clear to the reviewers that their letters are of exceptional importance in the tenure and/or promotion process at Texas A&M, that they must be as specific as possible by giving examples of the candidate's contributions, and that it is critical that their letters be received by the stated deadline. The cover letter and instructions to external reviewers should follow the format suggested in the attached example (Attachment H).

B. Supporting Statements in General
Department P&T Committees must provide written justifications for their recommendations. These justifications must explain the value, the impact, the unique character of a candidate's contribution, the level of expertise and recognition involved, the importance of what an individual does to the value system of the department, and provide evidence to support their statements. In all instances it is crucial to be as specific as possible in preparing these documents. It is not enough to state that someone was "effective in fighting brush fires," for instance, but rather it should be indicated that the individual was "especially effective in fighting brush fires through the development of new methods of anticipating and extinguishing spot fires." It is better still to not only state how the individual was effective but also indicate the impact his or her innovations have had on the field of fighting brush fires, and follow it up with quotations from a supporting external peer review letter-noting in the process that the external peer reviewer is the number one specialist in the country/world in brush fire fighting. The recommendations of the Department P&T Committee must be consistent with the evidence of performance as documented in the dossier, and the evidence must be clear and convincing to subsequent reviewers who must depend only upon the evidence presented in the dossier. Any negative comments contained in external letters must be addressed by the Department P&T in their supporting statements (as well as by the College P&T, the Department Head and the Dean). Members of the Department P&T Committee who are responsible for writing draft statements should provide the coordinator (staff or administrative assistant) with a draft of their statements. The draft statements should be transferred to the Department computer to facilitate assembly and changes and to ensure consistency in formatting and font. A disk containing the candidate's statement on teaching, research/creative activities, and service should also be given to the dossier coordinator and transferred to the Department computer.

Note that the statements on quality of teaching, research, and service must represent the professional evaluations of the Committees as a whole. Note, too, that in extracting documentation from the letters of external reviewers, the Department P&T Committee should take care to cite specific examples and to assure that documentation is properly cited.

C. Statement on Teaching
A summary statement should draw upon prepared materials provided by the candidate as well as the reaction of colleagues and students, and it should place that data in perspective. Did an
instructor's teaching load consist principally of generally unpopular required courses, for instance, or did some significant event influence attitudes? Course evaluation scores (i.e., surveys completed by students) must be shown in the context of Departmental averages and with assessment of these evaluations by (Departmental) peers. Summaries of the student evaluations must be included, longitudinal perspective should be given, and numerical data should be set in the context of Departmental standards and norms. This document must contain a listing by academic year of the courses taught. In all cases, evaluations of teaching based upon evidence in addition to student opinion should be included. This evidence should include information listed in the table at the end of this section.

Peer review of teaching quality must contain evaluation of course materials such as syllabi, assignments, examinations, and grading methods. Peer evaluation of a candidate's performance in the classroom is not required, but should certainly be included if other forms of evaluation are insufficient to render a definitive assessment of the candidate's teaching quality, or if the candidate has engaged in team-teaching or similar activities that have facilitated observation by colleagues. If applicable, the statement on quality of teaching should include documentation and evaluation of participation in honors programs and development of honors courses, awards or recognition for distinguished teaching (with explanation, if necessary), external invited presentations on teaching innovations, competitive, refereed, externally funded grants for projects with a strong teaching focus, or publication of instructional materials, including textbooks. Care should be taken to point out the critical factors that set a particular individual's performance apart from others, and should always be done with specificity. Peer evaluation is critical in all instances. Examples and quotations should be given.

TEACHING EVALUATION GUIDE

1. Evaluation of classroom course material.
   a. Syllabi
      i. Catalog listing
      ii. Weekly schedule
      iii. ADA statement
      iv. Aggie Honor Code
      v. Course objectives
      vi. Instructor name, office #, phone, etc.
      vii. Text, ISBN, etc.
      viii. Purpose (goals) of the course.
   b. Assignments c.
   Examinations
   d. Grading methods
   e. Course notes
   f. Meets catalog description

2. Evaluation of classroom performance
   a. Methods used
   b. Frequency of visits
   c. Criteria for assessment

3. Evaluation of new course or substantial revisions (same as #1 plus)
   a. Evaluation of why course is new
   b. Evaluation of how course meets Department's curriculum goals
   c. Evaluation of what's new in course vs what's previously been taught
   d. Development of Honors courses

4. Evaluation of non-classroom material
   a. Graduate research direction
b. Studio reviews  
c. Textbooks written  
d. Others  
   i. Minority Scholars program  
   ii. University Undergraduate Fellows  
   iii. TAMU Mentors iv.  
   v. Distinguished teaching  

5. Evaluation of student rating of classroom performance  
   a. Numerical score vs Department average  
   b. Student comments  
Other evaluations  
   i. Letters from former students  
   ii. Interviews with students  

6. Evaluation of student rating of non-classroom performance  
   a. Letters from former students  
   b. Interviews with students  

D. Statement on Research and/or Creative Activities  
The Department P&T should personally examine publications and other examples of creative work that are listed in the dossier. An analytical summary of the research record can be persuasive in making a case. Emphasis should be on the quality of the work, noting such things as: Is the work that of a single author? If not, what then is the contribution of each individual? Is the journal a major one? Is the article part of an ongoing research program? Does the work show promise of continued publication and/or impact? How is the work regarded by peers in the field?

In the case of creative work, the work should be evaluated by the testimony of persons eminent in their fields. Location, comprehensiveness, quality and reviews of exhibitions, design competitions, art and architectural commissions, and expert witness testimony should be taken into account as well as the number of examples and the stature of jurors. The innovative character of creative work should be indicated with reference to technique, approach or impact. Original work should normally be considered as evidence only after acceptance for publication, presentation, exhibition or construction. A given achievement should not be counted as an accomplishment more than once or, if it has been employed in earlier evaluations, it should be considered as part of a cumulative record. Grants and research projects (funded or unfunded) should be evaluated in the context of prestige and competitive nature of the grant as well as dollar amount.

The College and University believe that the best means of evaluating faculty research/creative work is by external validation. That is, determination of the work's value should come from people who do not have a close personal connection to the candidate and who are qualified to judge the merits of work according to the prevailing standards in the field. In a number of subject areas in the College of Architecture, this goal can be accomplished by existing scholarly institutions like peer reviewed journals, grant awarding bodies, scholarly presses, or exhibitions. Where these evaluative situations are available and appropriate, they should be used as the primary means of evaluating a faculty member's work.

Other types of work in the College, however, do not lend themselves as easily to traditional academic means of evaluation. Evaluating the merits of a faculty member's recently constructed
building design, expert witness testimony, or consulting work are cases in point. It is possible, too, that an activity that would normally be considered as part of a candidate's service record might be represented as a creative activity. In all these cases the importance/impact of the activity must be established by peer evaluation, citations or other documentation of the precedent-setting nature of the activity.

E. Statement on Service

Service is expected of all faculty as part of the normal performance of duties and should be taken into account in making an overall assessment of an individual's qualifications for advancement. In cases of tenure and promotion from Assistant Professor to Associate Professor, however, teaching and research or creative activities must be given greater emphasis. Service is of greater importance in consideration for promotion from Associate Professor to Professor.

Some examples of service to be considered are:

• Demonstrated leadership service on a major governmental commission task force, standing committee, council or board (international or national). Significant influence by holding office in a regional, national or international society or professional organization. Organizer of program for regional, national or international meetings.
• Outstanding administrative leadership role at Texas A&M as evaluated over time and including specific assessments as to the value and impact of a candidate's vision, new initiatives and/or program development.
• Outstanding external development support. Fund-raising that contributes to the University, College or Department goals. Such funds do not include research, contract, or grant money. Specificity as to the value of these efforts is critical.
• Outstanding service in University, College, Department committees or Faculty Senate. Specificity and documentation are critical.

It is possible that a faculty member contributes to the goals of the University, the College, the Department, the profession or the public at large in a way not readily categorized. In these cases, significant contributions should be listed and the importance of the activity or accomplishment stated. The way in which the effort has made a contribution to knowledge in the field must be clearly stated and peer evaluation of the importance of the activity included whenever possible. Such cases may include:

• major roles in academic advising,
• outstanding summer employment position/role outside of TAMU,
• special commission for design or architectural work,
• precedent-setting testimony or consulting.

F. Curriculum Vitae (see also section II.D.2.b)

The Department P&T Committees are also responsible for validating the format and accuracy of an individual's Curriculum Vitae.

In order to give special emphasis to an especially noteworthy project or activity (such as the development of a particularly innovative teaching methods, an important or unusual research project or creative effort, or an outstanding example of service), the Department P&T Committee may advise the candidate to isolate or give special attention to that project or activity within the
format of the Curriculum Vitae.

G. Other
A Department P&T Committee should pay particular attention to the section on additional materials. While all the data/material upon which the Committee has structured its arguments should not be included with the dossier, particularly noteworthy or exemplary material should be included here.

H. Voting Procedures
Exact voting procedures may be determined by each Departmental Committee, but the results must be recorded on the dossier cover sheet.

VI. Recruitment
On occasion, the Department P&T Committee has been or may be responsible for recruitment as well as promotion and tenure. Practices will vary in the different Departments, with some finding it convenient to use the Promotion and Tenure Committee as a way of coordinating searches, and others finding it more efficient to form a separate group as needed for individual faculty searches.

VII. Attachments:

ATTACHMENT A: Examples of Evaluation Criteria

A. Examples of Excellence and Effectiveness in Teaching, Research and Creative Activities and Service

The following examples of evaluation criteria were approved by the Faculty Senate. They are meant to serve as guidelines. Indicators added by and specific to the College of Architecture are indicated in italics and bold type, and are set off by brackets.

1. Teaching

a). Indicators of Excellence in Teaching

• Selection for a University, College, or professional society outstanding teacher award
• Evidence of courses taught at a rigorous and challenging level, with recognized excellence
• Publication of widely adopted or acclaimed instructional materials
• Outstanding teaching performance as evidenced by outstanding student ratings,
• Outstanding peer evaluations, or outstanding direction of graduate research
• Development of innovative pedagogical methods and materials
• Publications with teaching focus in refereed journals

Note: the evaluation criteria given here were approved by the Faculty Senate and are included as an appendix to the version of the University Statement on Academic Freedom, Responsibility, Tenure and Promotion that can be found at: www.tamu.edu/dean of faculty/policy/120199.2.html.
• Receipt of significant peer-reviewed external funding for teaching
• Invitation to teach at a domestic or international institution of recognized excellence
• Receipt of awards for research or academic performance by the faculty member's students
• Placement of graduate students or postdoctoral fellows into significant academic, scholarly, or professional positions

b). Indicators of Effectiveness in Teaching

• Development of new courses or major revision of existing courses
• Direction of graduate student thesis or dissertation research
• Member of graduate student advisory committees
• Evidence of high quality in class preparation and interaction
• Coordination of multi-section courses
• Service as departmental undergraduate or graduate advisor
• Significant self-development activities leading to enhanced teaching effectiveness
• Receiving on a competitive basis internal funding for teaching
• Participation in the University Honors Program and/or other programs for mentoring the professional development of students

2. Scholarly Activities

a). Indicators of Excellence in Scholarly Activities

• Publications in leading refereed journals
• [Expert witness testimony]
• Receiving major fellowship or research award [or art or architectural commission]
• Frequent citation of publications [art or architectural designs]
• Publication of scholarly book(s)
• Editor or member of editorial board of a major journal
• Publication of peer-reviewed fiction
• Juried works in plastic, performing, or diverse arts [or architecture]
• Member of review panel [or critic] for national or international research [or art and architectural] organization [exhibition or competition]
• Presentation of invited papers at international and national meetings
• Receiving significant external peer-reviewed funding for research [art or architectural project]
• Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research [or creative activity]
• Evidence of creative professional practice
b). Indicators of Effectiveness in Scholarly Activities

- Publications in refereed journals
- [Major exhibition or art or architectural commission]
- [Expert witness testimony]
- Service as a reviewer for major refereed journals or as an ad hoc reviewer for national or international research organizations
- Publication of a chapter in a scholarly book
- Editor of scholarly book
- Presentation of papers at national or international meetings of appropriate disciplines
- Publications in non-refereed but widely recognized journals
- Continued public activity in plastic, performing, or diverse arts [or architecture]
- Significant self-development activities, such as a Faculty Development Leave, that lead to increased [exhibitions, commissions or] research and publication effectiveness
- Publications in refereed journals [or exhibitions, commissions] resulting from collaborative efforts with researchers [artists, architects] in other fields

3. Service

a). Indicators of Excellence in Service

- Officer in a national or international professional organization
- Service on a major governmental commission, task force, or board
- Administrative leadership role at Texas A&M University
- Program chair or similar position at a national or international meeting
- Officer in Faculty Senate
- Chair of major standing or ad hoc Texas A&M University committee
- Evidence of excellence in professional service to the local community and public at large, including required clinical work

b). Indicators of Effectiveness in Service

- Committee chair of national or international professional organization
- Officer in regional or state professional organization
- Program chair or similar position for regional or state professional organization meeting
- Service as an active member of the Faculty Senate
- Service on University, College, and Department committees and task forces
- Service as consultant
- Advisor to student organizations
- Administrative roles within the department
- Evidence of professional service to the local community and public at large, including required clinical work
- Significant self-development activities that lead to enhanced service effectiveness
**ATTACHMENT B: Sample Guidelines for Composition of Department P&T Committee**

**Example one:**
Positions to be arranged in staggered three-year terms.
All members from department

<table>
<thead>
<tr>
<th>Position</th>
<th>Status</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
</table>

**Example two:**
Positions to be arranged in staggered three-year terms
One member from outside department; all others departmental

<table>
<thead>
<tr>
<th>Position</th>
<th>Status</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position 1 Professor (departmental)</td>
<td>Elected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position 2 Professor (departmental)</td>
<td>Appointed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position 3 Professor (outside)</td>
<td>Appointed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position 4 Assoc. Prof (departmental)</td>
<td>Elected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position 5 Assoc. Prof (departmental)</td>
<td>Elected</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ATTACHMENT C: Sample Letter from Department P&T Committee to Faculty Member Concerning Annual Review

SAMPLE LETTER A FROM DEPARTMENT P & T COMMITTEE TO TENURE TRACK FACULTY

Dear xxxxxxxxxxxxxxxx

The Promotion and Tenure Committee is charged with preparing a written review of all tenure-track faculty as a part of the annual review process. Since the annual review is important in determining renewal or non-renewal of probationary employment and indicating developmental progress, we feel that each tenure-track faculty member should be aware of the criteria against which they are and will be ultimately measured. Accordingly, we are including pertinent information from University policy concerning Promotion and Tenure, and the review guidelines that have been prepared by the College and Department of  

The Committee has established a mentorship program to assist you with the procedures and the development of your "package," which should be seen as a cumulative record rather than a final sprint! Your mentor is  . He/she will be arranging an informal meeting with you before  as a first step in the process of review. You are, of course, encouraged to seek other advice and counsel as you see fit.

The Annual Review document serves as the basis for the annual review for all faculty, and will be important for the committee. Use the document as an outline when preparing supporting material for your annual review, paying particular attention to your long-and short-term goals. Supporting material should be submitted to the Department P&T Committee with your Annual Review document. Your material will be reviewed by the Promotion and Tenure Committee, and, between  and  , you will be asked to meet informally with the Committee for about forty minutes. The Committee will then prepare a written report to be submitted to the Department Head by  . Finally, the Department Head will meet individually with you to discuss the results of your review.

Please understand this is a part of the mentoring role explicitly included in the charge to the Committee. If you have any questions, please do not hesitate to contact any member of the Promotion and Tenure Committee. It is our intention to be supportive and helpful in the development of your academic career.

Sincerely yours,

XXXXX X

Chair, Promotion and Tenure Committee

Copies: Department Head
Promotion and Tenure Committee Members
Personnel File
SAMPLE LETTER B FROM DEPARTMENT P&T COMMITTEE TO TENURE TRACK FACULTY

TO: XXXXXXXXXXXXX

FROM: XXXXXXXXXXXX, Chair, Department P&T Committee

DATE:

SUBJECT: Annual Reviews Based on Activity Through Fall

As you are aware, the Promotion and Tenure Committee is charged with providing an annual report to the Department Head on the progress achieved by faculty members in tenure-track.

In order to assist this process, we have identified mentors, as indicated above, and meetings have been held during the fall semester to ensure your understanding of the University, College and Departmental requirements and the steps in the procedure, and your progress to date. We hope these have been helpful, for that is our primary concern.

At this point in the semester, it is our assumption that you are clear on the criteria that will be operative for your Report and the need for the critical Immediate and Long-term Goal Statements that we and the Department Head will need for the early spring review. In case you did not receive it, I am attaching a copy of the Contents list for a promotion package. The format is fixed by the University, and the importance of a structured Curriculum Vitae cannot be over-emphasized. There are models in the Department and Dean's office that can be made available to you. I would reinforce the point that the only non-negotiable thing in evaluating faculty is peer review. Your work—whether it is teaching, research/creative activity, or service—MUST be evaluated by peers.

We have committed to meet with each tenure-track faculty member between [begin range] and [end range], so that the P&T Committee report can be submitted to the Department Head no later than [deadline date]. Our meetings are held on [date], starting at [time]. We will normally meet with you for about 45 minutes, though circumstances may require longer. In order to be effective, we MUST be able to review your Annual Report prior to the meeting. Our report to the Department Head remains confidential until his meeting with you, though we will try to make constructive commentary at your meeting with the committee.

Sincerely yours,

XXXX XXXXXXX
Chair, Promotion and Tenure Committee
ATTACHMENT D:
Sample Letter from Department P&T Committee to Faculty Member Concerning Third Year Review

The Department P&T Committee is charged with preparing a more comprehensive review of all tenure-track faculty in their third year. We have been asked by the Committee to assist you in preparing for your review. We will meet with you to discuss the procedure as a whole, your supporting material and the timetable for the process.

The three-year review is important in determining renewal or nonrenewal of probationary employment and as an indicator of progress and development. We feel, therefore, that each tenure-track faculty member should be aware of the criteria against which they are and will ultimately be measured.

Accordingly, we are including copies of pertinent information from the University Policy and Procedures Manual concerning Promotion and Tenure, and the review guidelines that have been prepared by the College of Architecture. Use these guidelines as an outline when preparing the supporting material for your review, paying particular attention to your long and short-term goals. Supporting material should be submitted to the Department P&T Committee in accordance with the date indicated in the College Calendar for Mid-term Reviews, which is posted on the college intranet.

Sincerely yours,
Name of Candidate:
Department:
Current Rank:

DOSSIER: If tab sections in dossier are numbered/labeled as listed below, check here:

<table>
<thead>
<tr>
<th>Dossier Item</th>
<th>Tab (if diff. from left)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidate's statement on teaching, research and service</td>
<td></td>
</tr>
<tr>
<td>2. Candidate's curriculum vitae (with acknowledgement of correct, up-to-date content)</td>
<td></td>
</tr>
<tr>
<td>3. Candidate's list and verification of what he/she has submitted to the departmental review committee</td>
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<td>4. Departmental evaluation of quality of teaching</td>
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<td>5. Departmental evaluation of quality of research</td>
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<td>6. Departmental evaluation of quality of service</td>
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<td>7. Departmental evaluation of quality of other relevant activities</td>
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<td>8. Statement on the qualification of INTERNAL reviewer's letters evaluating the faculty member's performance and all letters received</td>
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<td>9. Departmental committee summary report and recommendation</td>
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<td>10. Recommendation of Department Head</td>
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<tr>
<td>11. College Committee summary report and recommendation</td>
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VOTES AND RECOMMENDATIONS SUMMARY

"Is the candidate making satisfactory progress towards tenure and promotion?"

Recommended Action by: Department Committee

<table>
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<tr>
<th>Yes</th>
<th>No</th>
<th>Absent</th>
<th>Abstain/Recuse</th>
<th>Total</th>
<th>Eligible</th>
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Department Head (Yes or No) DATE:

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<th>Yes</th>
<th>No</th>
<th>Absent</th>
<th>Abstain/Recuse</th>
<th>Total</th>
<th>Eligible</th>
<th>Date</th>
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College Committee

Dean (will discuss his decision with appropriate department head)

- 200 -
**ATTACHMENT F:**
College of Architecture
Dossier Cover Sheet for Promotion to Senior Lecturer

Name of Candidate:

Department:

Current Rank:

DOSSIER: If tab sections in dossier are numbered/labeled as listed below, check here:

<table>
<thead>
<tr>
<th>Dossier Item</th>
<th>Tab (to left)</th>
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<tr>
<td>1. Candidate's statement on teaching, research and service</td>
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<tr>
<td>2. Candidate's curriculum vitae (with acknowledgement of correct, up-to-date content)</td>
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<td>3. Candidate's list and verification of what he/she has submitted to the departmental review committee</td>
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<td>4. Departmental evaluation of quality of teaching</td>
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<td>5. Departmental evaluation of quality of research (NOT APPLICABLE)</td>
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<td>6. Departmental evaluation of quality of service</td>
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<td>7. Departmental evaluation of quality of other relevant activities</td>
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<td>8. Statement on the qualification of INTERNAL reviewer's letters evaluating the faculty member's performance and all letters received (NOT APPLICABLE)</td>
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<td>11. College Committee summary report and recommendation</td>
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<td>12. Recommendation of Dean</td>
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<td>13. Other materials and documentation</td>
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**VOTES AND RECOMMENDATIONS SUMMARY**

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<th>Recommended Action by:</th>
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<td><strong>Dean</strong> (Yes or No)</td>
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ATTACHMENT G: Sample Letter from Department P&T Committee to Candidate Concerning Documents for External Reviewers and Dossier

TO: (Faculty Member Wishing to Be Considered for Tenure and/or Promotion)
FROM: (Name), Chair, Departmental Promotion and Tenure Committee
DATE:
SUBJECT: Documents for External Review Package

The Department P&T Committee has deliberated over the list of external reviewers for your review and has chosen (number). Attached is a copy of the cover letter that we plan to send to external reviewers with your external review package. The Committee is requesting that you prepare (number) spiral bound copies (plastic GBC bindings) of the external review package suitable for mailing to be sent to reviewers and one to be held by the Committee. The order of information should be as follows:

1. Candidate's Curriculum Vitae. You are encouraged to list all your works in this CV, though you should make a clear link to those exemplary works that are included in the packet. The Curriculum Vitae should be arranged according to the College model, examples of which can be found in the Department and Dean's Office.
2. A personal statement of your individual philosophy concerning teaching, creative activities, and service (not to exceed three single space typed pages), with these areas as subtitles.
3. Up to (number) examples of exemplary work (publications, peer recognition, etc.,) to be sent to external reviewers, with work ranked according to importance. You should indicate the relative importance of the publications, journal or competition in which your work appeared (juried, audience addressed, number of articles published year, acceptance rate, number of entries, jurors in the case of a competition, etc.), and in the case of an architectural project that has been built, you should include the cost of the project and explain your exact contribution.

Please do this as soon as possible so we can send out the information in a timely fashion. When you have these ready, please give them directly to the departmental secretary. You will notice from the cover letter that we are asking the reviewer to respond by (date). The committee will do a preliminary review of each package prior to mailing them to reviewers. On the chance that we might ask you to make any changes, be sure the external review package can be disassembled easily (the plastic GBC binding will permit this).

At your discretion, you may give the Committee other examples of your work (in excess of what we mail to reviewers), though we do not need to look at everything you have ever done. After we review your entire package of documentation, we will contact you to set up a personal interview. The meetings are scheduled at (time) on (day), so we will probably ask you to join us at (time).

Thank you for your cooperation and your efforts.

Copy: Department Head
Attachment(s): Sample solicitation letter to external reviewers
ATTACHMENT H: Selection Procedures, Instructions and Sample Letter to External Reviewers

Guidelines for Obtaining External Letters in Tenure and/or Promotion

Calendar for Obtaining Letters: See the College Promotion and Tenure Calendar.

Process for Identifying External Peer Reviewers
1. The candidate submits to the Department P&T Committee a slate of at least five or a maximum of ten names of potential external peer reviewers. The candidate should state in writing each reviewer's expertise and indicate the person's qualifications to evaluate the candidate's work. The candidate may also submit a list of persons they do not wish to be contacted. Outside reviewer names may not be selected from this list.

2. The Department P&T Committee and the Department Head will also assemble a list of at least five or a maximum of ten names of potential external peer reviewers.

3. The Department P&T Committee and candidate will meet and determine (from the list of those potential external peer reviewers who agreed to be considered) a mutually agreed upon pool of reviewers. This provides the candidate with the opportunity, for instance, to eliminate a name because of a perceived personal conflict with the potential reviewer.

4. The candidate then meets with the Department Head and signs off on the list of mutually agreed upon potential external peer reviewers. By signing, the candidate acknowledges that individuals on the list are qualified and suitable.

5. From the list of mutually agreed upon potential external peer reviewers the Department P&T Committee selects the final group of reviewers. It is strongly recommended that at least two reviewers over the minimum three required by the University be asked to evaluate the candidate's work. These names are not generally revealed to the candidate, although the candidate has the right to request their files, in writing, under the Texas Open Records Act.

6. The Committee should ensure that all reviewers in the final group are familiar with Tenure and Promotion evaluation criteria as applied in academic institutions, in contrast to industry or government. In the case of candidates whose research and/or creative activities are interdisciplinary, it may be appropriate and important to select reviewers who work in different fields or professions. The Committee should ensure that all reviewers are well qualified and appropriate.

7. Although the University requires a minimum of three recommendations be submitted with a candidate's dossier, all letters received from external reviewers must be included with the dossier. The Committee and the Department Head must address any negative statements in the letters.

Instructions to External Reviewers

Good instructions in the cover letter to external reviewers play a major role in fostering thoughtful evaluations that directly address criteria that are important in the evaluation of the candidate. Poor or incomplete instructions lead to external letters that focus on the wrong things, apply inappropriate criteria, or have other deficiencies. Among other content, the cover letter should contain the following instructions and information.

- The evaluation should concentrate on assessing the candidate's research or creative activities, not teaching. The external reviewer should not be asked to make a general recommendation regarding whether or not the candidate warrants promotion based on overall performance in teaching, research and service.
- The main concern should be to evaluate the quality of the candidate's research, scholarship, or creative endeavors. Other important valuation criteria include: originality, the importance of the work to the discipline or profession to which it is directed, and the candidate's potential for continued productivity and impact. Further, it is suggested that the reviewer be asked to comment on whether the research, scholarship, and/or creative activities provide evidence of intellectual evolution or growth.
- There should be a statement something like the following: "It is especially helpful to the Department committee, as well as to the Dean, that you provide reasons for your views. A cursory evaluation would not be given much weight by the various individuals and committees involved in the promotion process.
- The cover letter must contain the following statement from the University tenure and promotion guidelines: "Your letter will be kept confidential to the extent allowed by Texas law. However, under Texas law the person made the subject of your letter may obtain a copy of the document upon request."  
- (Optional) a brief description of the candidate's teaching workload can be helpful to the reviewer in evaluating research productivity. (For example: "For the last five years Professor Sharpperson has had a teaching load averaging about XX studio (or lecture, seminar, laboratory) contact hours a week.")

Materials to Be Sent to External Reviewers

The materials sent to the external reviewers must include:

1. Cover letter
2. Candidate's Curriculum Vitae
3. Candidate's statement of philosophy concerning teaching, research and/or creative activities, and service
4. Copies of publications and/or documentation relating to the candidate's research, scholarship, and/or creative activities. These materials should be consistent with the contents of the dossier provided to the Department P&T Committee. As an alternative to sending copies of all publications or documentation for all creative activities, the candidate could select what he/she considers to be the five best examples of her/his publications/documentation, and these would be sent to the reviewers.

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12 [http://www.tamu.edu/dof/pdfs/t_p/tenure_guide.pdf](http://www.tamu.edu/dof/pdfs/t_p/tenure_guide.pdf), section IV (Dossier Organization and Preparation),
Sample Letter to External Reviewers

6 September

Professor Wantsum Informaticus, Ph.D.
University of Infinitum
Axworth, Wonderland 00044-1234

Re: Promotion of Associate Professor Wiley Sharpperson
(or Tenure and Promotion of Assistant Professor Pat Sharpperson)

Dear Dr. Informaticus:

The Department of at Texas A&M University is considering Associate Professor Wiley Sharpperson for promotion to the rank of Professor (is considering Assistant Professor Sharpperson for tenure and promotion to Associate Professor). Letters of evaluation by external reviewers play a very important role in the deliberations concerning a candidate's research, scholarship, and/or creative activities at Texas A&M University.

We would like to thank you for agreeing to assist in assessing Professor Sharpperson's qualifications with respect to research, scholarship, and/or creative activities. In particular, it would be helpful if you would address the quality of the candidate's work with respect to:

1. originality of the work and its impact, both nationally and internationally,
2. whether the work indicates intellectual evolution or growth over time,
3. Professor Sharpperson's accomplishments relative to others in comparable positions in his/her discipline,
4. the candidate's potential for continued productivity and significant contributions, and
5. any additional insights that may be helpful in evaluating the candidate for promotion.

In formulating your response, please bear in mind that we are not seeking a letter of recommendation, but rather, an assessment of the candidate's qualifications and contributions in scholarship and/or creative activities. It would be helpful to our deliberation process if you could indicate for how long and in what capacity you have known the candidate, followed by detailed reasons for your views regarding Professor Sharpperson's contributions, as a cursory evaluation would not be given much weight by the various individuals and committees involved in the tenure and promotion process.

Your letter will be kept confidential to the extent allowed by Texas law. However, under Texas law, the person made the subject of your letter may obtain a copy of the document upon request.

For your information, I am enclosing a copy of Professor Sharpperson's curriculum vitae,
his/her statement of philosophy concerning teaching, research or creative activities and service, and selected examples (and/or documentation) of his/her works. If you would like to have any additional information or examples of work, please do not hesitate to ask. Since our deliberations must be concluded in/by MM/DD/YY, we must ask that you return your letter to us no later than MM/DD/YY. If you are unable to respond within this time period, please let me know as soon as possible.

Let me express in advance our deep appreciation for your assistance in this very important activity.

Sincerely,

Barbara Colleague, XXX, XXXX
Chairman of the Tenure and Promotion Committee
Department of ________________

Enclosures:  Curriculum vitae
            Philosophy statement
            Selected examples (and/or documentation) of Professor Sharpperson's work
UNIVERSITY RULE

University Statement on Academic Freedom, Responsibility, Tenure, and Promotion
Approved June 20, 1997
Revised July 27, 2001
Supplements System Policy 12.01

1. GENERAL

The policies for academic freedom, ethics, responsibility, tenure, and promotion at Texas A&M University apply equally to current faculty members and to subsequent appointees. These policies seek to establish a spirit of cooperation, good faith, and responsibility and to provide useful guidelines for situations not specifically described in this document.

2. FACULTY AND EMPLOYMENT

2.1 Definition of Faculty:

2.1.1 In general, a faculty member, to whom the academic freedoms and responsibilities described in this document pertain, is any full-time or part-time employee of Texas A&M University with an appointment as a Professor at any rank, an Instructor, a Lecturer at any rank, or a Librarian (I, II, III, or IV).

2.1.2 A faculty member is not automatically eligible for tenure. See Section 4.1.1.

2.2 Employment Contract:

2.2.1 All new faculty members shall be provided with an appointment letter stating the initial terms and conditions of employment. Any subsequent modifications or special understandings in regard to the appointment, which may be made on an annual basis, will be stated in writing and a copy will be given to the faculty member. All faculty members, unless the terms and conditions of their appointment letter state otherwise, are expected to engage in teaching, scholarship, and service. Essential job functions for a position may vary depending upon the nature of the department in which the faculty member is employed, the nature of the discipline in which the faculty member holds expertise, external funding requirements attached to the position, licensing or accreditation requirements, and other circumstances. It is therefore important that essential job functions for each faculty position be listed in the initial appointment letter. For example, all of the following that are applicable should be listed: teaching responsibilities, responsibilities for advising students, independent and/or collaborative research responsibilities, engaging in patient care, committee assignments, conditions imposed by external accrediting agencies, conditions for holding a named professorship.
or a position that combines academic and administrative duties and any other specific essential functions for the position in question. All appt. letters must indicate whether the appointment being offered is with tenure, tenure-accruing, or non-tenure-accruing.

2.2.2 If the appointment is tenure-accruing, the appointment letter will indicate the length of the period of probationary service at Texas A&M University and state the credit agreed upon for appropriate service at other institutions. The specific probationary period does not, however, constitute the term of the initial appointment. All appointments during the probationary period are for a fixed term of one year or less and are subject to renewal or non-renewal each year of the probationary period.

2.2.3 Unless otherwise specified in the appointment letter, or mutually agreed upon revision thereof, tenure-accruing appointments and appointments with tenure guarantee employment for nine months or the equivalent.

2.2.4 All faculty members will receive an annual notification of the terms and conditions of appointment for the next fiscal year within two weeks after the Texas A&M University budget has been approved by the Board of Regents. This notice shall contain the rank of appointment, tenure status, inclusive dates of employment, salary, and any special conditions. Any changes or additions to essential job functions noted in the original letter of appointment also should be included, after appropriate consultation with the faculty member. Any changes to the terms and conditions of appointment may be appealed through Rule 12.01.99.M4 (Faculty Grievance Procedures Not Concerning Questions of Tenure, Dismissal, or Constitutional Rights). Faculty members are obligated to fulfill the terms of employment for the following year, unless they resign prior to 30 days after receiving notification of these terms.

2.3 Termination of Employment: Notice of non-reappointment, or of intention not to reappoint a faculty member, shall be given in writing in accord with the following standards:

2.3.1 Tenure Track

2.3.1.1 Not later than March 1 of the first academic year of probationary service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least three months in advance of its termination;

2.3.1.2 Not later than December 15 of the second year of probationary service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least six months in advance of its termination; and

2.3.1.3 At least twelve months before the expiration of a probationary appointment after two or more years in the institution.
2.3.2.1 A Lecturer who has held any faculty appointment other than Assistant Lecturer for the equivalent of 5 or more academic years of full service within a 7 year period shall be provided a one-year notice if it is the University's intent not to renew the appointment.

2.3.2.2 A faculty member promoted to or hired at the rank of Senior Lecturer shall be provided a one year notice if it is the University's intent not to renew the appointment.

2.3.2.3 Any request for an exemption to either of these provisions must be based on a major programmatic revision or budgetary cutback. Such a request with appropriate documentation must be submitted by a college dean through the Provost to the President for approval.

24 All faculty members are entitled under Texas law to see their personnel files and to obtain, at their own expense, a copy of the information in these files.

25 Annual Review

2.5.1 An annual review will be conducted in a timely fashion for all faculty members at the rank of Lecturer, Senior Lecturer, Distinguished Lecturer, Instructor, Librarian (I, II, III, or IV), Assistant Professor, Associate Professor, Professor, and Distinguished Professor. The purpose of the annual review is to provide a mechanism to facilitate dialogue between the administration and faculty. Annual review provides valuable information to the department head about the faculty members' accomplishments and to the faculty members with regard to the department head's assessment of their progress in the discipline and in the context of department goals. Annual reviews are to be conducted in an environment of openness and collegiality, with an emphasis on constructive development of the individual faculty member and the institution.

2.5.2 The focus of the annual review process will vary from rank to rank. For lecturers and librarians of all ranks, the annual review process will serve primarily as an evaluation focusing on performance and potential for appointment. For tenured or tenure-track faculty, the annual review must take into account the fact that progress in a scholarly career is a long-term venture; therefore, a three to five year horizon may be necessary for the accurate evaluation of scholarly progress. Furthermore, an annual review process should be conducted differently depending upon the different stages of a faculty member's career. For non-tenured, tenure-track assistant professors and instructors, the annual review process must also provide indication as to progress toward tenure and promotion (see 4.3.5). For tenured associate professors, the process should be used to identify the faculty member's progress toward the requisite stature for promotion to professor. For professors, annual review should be part of the ongoing process of communication between the faculty member and the institution in which both institutional and individual goals and programmatic directions are
clarified, the contributions of the faculty member toward meeting those goals are evaluated and the development of the faculty member and the University is enhanced. In all cases, the annual review shall serve as the primary documentation for evaluation of job performance in the areas of assigned responsibility and for merit salary increases.

2.5.3 To ensure consistency over time, each department shall publish its annual review procedure on paper or by electronic means. Annual review procedures for the department shall be approved by the respective college dean before publication and shall be reviewed by the Dean of Faculties for consistency with this section. The creation and modification of this document should be a product of joint deliberation by faculty members and the department head. If there is no need for department specific guidelines, a college-wide document, developed jointly by faculty and administrators and reviewed by the Dean of Faculties, is sufficient. The annual review procedure document must include the following elements:

2.5.3.1 Purpose of annual review. These include the purposes set forth in (2.5.1) and (2.5.2) as well as any department specific purposes.

2.5.3.2 Period of evaluation (may be longer than one year; see 2.5.2) and aspects of performance to be evaluated, as appropriate for each job title.

2.5.3.3 Annual Activity Report format and content. Examples of possible content include (a) a statement of assigned duties, consistent with (or consisting of) the appointment letter or current position description (2.2.1); (b) a list of activities, accomplishments, and awards; (c) documentation, including such items as course syllabi, evidence of student learning, published papers or books, evidence of effectiveness in service, teaching portfolio, etc.; (d) self-evaluation in the context of the assigned duties of the faculty member and the missions of the department and University; and (e) a statement of goals (see 2.5.5.1).

2.5.3.4 Basis for evaluation. All sources of information to be used for the evaluation must be specified. The following are examples of possible sources of information: (a) Annual activity report (required as a source); (b) personal observation by evaluator; (c) discussions with colleagues, students, and/or others; (d) student evaluations of teaching; (e) peer evaluations of teaching. Note that the standard end-of-semester student evaluations of teaching must not be the only instrument used in determining teaching quality and effectiveness.

2.5.3.5 Timeline and procedures for evaluation. These must be consistent with sections 2.2.1, 2.5.5.2, 2.5.5.3, and 2.5.5.4.

2.5.3.6 Complaint procedure if annual review fails to follow published guidelines (generally, letter to dean with copy to Dean of Faculties).
2.5.4 Department heads with faculty who have budgeted joint appointments will collaborate with the heads of the appropriate units to develop accurate annual reports. In all cases there should be one department where more than 50% of the appointment is located; the head of that department is responsible for the final evaluation. Input will be sought from heads of departments in which a faculty member holds non-budgeted appointments.

2.5.5 The exact form of the annual review may differ from college to college, or even from department to department within a college, but must include the following components.

2.5.5.1 Faculty member's report of previous activities. The report should be focused on the immediately previous academic or calendar year, but should allow a faculty member to point out the status of long-term projects and set the context in which annual activities have occurred. The report must incorporate teaching, research, and service. Faculty members should state their short-term and long-term goals.

2.5.5.2 A written document stating the department head's evaluation and expectations. The department head will write an evaluation for the year in a memorandum or in the annual report document transmitted to the faculty member. The faculty member indicates receipt by signing a copy of the document. This memorandum, and/or the annual report and any related documents, will be entered into the faculty member's departmental personnel file. Moreover, this memorandum and/or annual report shall also include a statement on expectations for the next year in teaching, research and service.

2.5.5.3 Meeting between the department head and the faculty member. There will be an annual opportunity for a personal meeting to discuss the written review and expectations for the coming year if either party believes it is needed. In some cases, there may be the need for more frequent meetings at the request of the department head or faculty member.

2.5.5.4 Performance Assessment. In assessing performance and determining salary increases, the weights given to teaching, research, and service shall be consistent with the expectations as determined in 2.5.5.2 and 2.5.5.3 above and with the overall contributions of the faculty member to the multiple missions of the department and University. For example, persons with solely teaching responsibilities who attain excellence in all aspects of teaching should receive comparable merit to persons with multiple responsibilities who attain excellence.

3. ACADEMIC FREEDOM, ETHICS AND RESPONSIBILITY

3.1 Academic Freedom: Institutions of higher education exist for the common good. The common good depends upon an uninhibited search for truth and its open expression. Hence, it is essential that faculty members be free to pursue scholarly inquiry without
undue restriction, and to voice and publish individual conclusions concerning the 
significance of evidence that they consider relevant. Each faculty member must be 
free from the corrosive fear that others inside or outside the University community, 
because their views may differ, may threaten his or her professional career or the 
material benefits accruing from it.

Each faculty member is entitled to full freedom in the classroom in discussing the 
subject being taught. Within the bounds of professional behavior, faculty members 
also have full freedom to express disagreement with other members of the university 
community. Although a faculty member observes the regulations of the institution, 
he or she maintains the right to criticize and seek revision. Faculty members also are 
citizens of the nation, state, and community; therefore, when speaking, writing, or 
acting outside the classroom, they must be free from institutional censorship or 
discipline. On such occasions faculty members should make it clear that they are not 
speaking for the institution.

3.2 Academic Ethics and Responsibility: For faculty members the notion of academic 
freedom is linked to the equally demanding concept of academic ethics and 
responsibility. As a faculty member, a person assumes certain ethical obligations 
and responsibilities to students, to fellow faculty members, to the institution, to the 
profession, and to society at large. Some of these are listed below:

3.2.1 Faculty members have ethical obligations and responsibilities to the students 
of Texas A&M University.

3.2.1.1 Faculty members should foster scholarly values in students, including 
academic honesty, the free pursuit of learning, and the exercise of 
academic freedom.

3.2.1.2 Faculty members should act professionally in the classroom and in 
other academic relationships with students. Faculty members should 
exercise critical self-discipline and judgment in using, extending, and 
transmitting knowledge. Faculty members are entitled to freedom in 
the classroom in discussing their subject, but they should be careful 
not to introduce into their teaching controversial matter that has no 
relation to their subject.

3.2.1.3 Faculty members should maintain respect for the student and for the 
student's role as a learner. Faculty members should evaluate students 
on the true merit of their academic performance. Faculty members 
should be available at reasonable intervals to students for 
consultation on course work.

3.2.1.4 Faculty members shall not engage in any exploitation, harassment, or 
illegal discriminatory treatment of students.

3.2.2 Faculty members have ethical obligations and responsibilities to other 
members of the university community.
3.2.2.1 Faculty members shall neither harass nor exploit any member of the university community.

3.2.2.2 Faculty members shall respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others.

3.2.2.3 Faculty members shall acknowledge the academic contributions of others, strive to be objective in their professional judgment of colleagues, and accept their share of faculty responsibilities for contributing to the governance of the institution.

3.2.3 Faculty members have ethical obligations and responsibilities to Texas A&M University as an institution.

3.2.3.1 A faculty member's comments regarding matters of public concern are protected even though they may be highly critical in tone or content, or even erroneous. The constitutionally protected rights of faculty members, as citizens, to freedom of expression on matters of public concern cannot be abridged. Faculty members, like all citizens, are liable for all actions that are not constitutionally protected.

3.2.3.2 Faculty members should recognize that their primary responsibilities are to the institution as they determine the amount (if any) and character of work done outside of the institution. Such outside work shall be consistent with University regulations. Although faculty members may follow subsidiary interests, these must never compromise their freedom and willingness to draw intellectually honest conclusions.

3.2.3.3 When considering the interruption or termination of their service, faculty members should take into account the effect of their decision upon the institution and give due notice of their intentions.

3.2.4 Faculty members have ethical obligations and responsibilities to their profession and deriving from their membership in the professorate. The fundamental responsibilities of a faculty member as a teacher and scholar include maintenance of competence in his or her field of specialization and exhibition of such professional competence in the classroom, studio, library, or laboratory and in the public arena by such activities as discussions, lectures, consulting, publications, or participation in professional organizations and meetings.

3.2.5 Faculty members have ethical obligations and responsibilities to the public. The demonstration of professional integrity by a faculty member includes recognition that the society at large will judge the profession as well as the institution by his or her statements and behavior. Therefore, the faculty member should strive to be accurate, to exercise appropriate restraint, to be
willing to listen to and show respect to members of the society at large expressing different opinions, and to avoid creating the impression that the faculty member speaks or acts for the college or the University when speaking or acting as a private person.

4. TENURE AND PROMOTION

4.1 Eligibility for Tenure:

4.1.1 To be eligible to receive tenure, a faculty member generally should be an employee of Texas A&M University who holds academic rank as instructor, assistant professor, associate professor, professor or distinguished professor. Members of the faculty whose appointments are ordinarily temporary, part-time, or otherwise clearly short-term, e.g., lecturers, visiting professors of any rank, graduate students serving as teaching assistants, and post-doctoral fellows are generally not entitled to tenure and consequently will ordinarily not be subject to the provisions of this document regarding the probationary period for tenure. Full-time research associates also are normally considered to have term appointments and are considered to hold positions that are without tenure and not tenure-accruing.

4.1.2 Faculty members who hold joint appointments with other state, federal, or private agencies or with two or more parts of The Texas A&M University System may or may not be entitled to tenure, depending upon the nature of their duties and the terms of the written agreement of their appointments. Normally, all individuals whose service accrues credit toward tenure and those who are already tenured receive on the average at least one-third of their salary from Texas A&M University teaching funds.

4.1.3 Administrative personnel, such as department heads and deans, who hold academic rank in addition to their administrative titles retain their tenured status as faculty members, but administrative positions per se are not subject to tenure. Those members of a library staff who hold the rank of Instructor, Assistant Professor, Associate Professor, Professor or Distinguished Professor are eligible for tenure.

4.2 Tenure Policy:

4.2.1 Tenure means the entitlement of a faculty member to continue in the academic position held unless dismissed for good cause. Tenure is based on the need to protect academic freedom and is irrevocable except as specified in Section 5.

4.2.2 De jure tenure is obtained only by the affirmative action of the Board of Regents.

4.2.3 Faculty members awarded tenure at other institutions in The Texas A&M University System or any other institution have no claim to tenure at Texas A&M University.
4.2.4 Except when otherwise specified in the initial appointment letter, or a mutually agreed upon revision thereof, a tenured faculty member is guaranteed nine months of full-time employment or the equivalent. (See Section 2.2.1 and 2.2.3).

4.3 Tenure System Components:

4.3.1 The probationary period for a faculty member shall not exceed seven years of full-time service, beginning with appointment to the rank of instructor or a higher tenure-eligible rank. Under extenuating circumstances, the probationary period at Texas A&M University may be extended with the written concurrence of the faculty member involved, the department head, dean, and the Dean of Faculties. The probationary period may include appropriate full-time service at other institutions of higher education. If a faculty member has served a term of probationary service at one or more institutions, the probationary period at Texas A&M University may be for fewer than seven years. In such cases, however, the person's total probationary period in the academic profession may be extended beyond seven years.

4.3.2 Faculty members holding tenure-accruing appointments in a library will be evaluated for tenure based on the policies of the library as approved by the Dean of Faculties.

4.3.3 Assistant professors at Texas A&M University will be evaluated for promotion to associate professor and for tenure concurrently and will not be awarded one without the other.

4.3.4 Persons whose initial appointment to the Texas A&M University faculty is at the rank of associate professor or professor are eligible for tenure upon appointment.

4.3.5 Periodic Review:

4.3.5.1 Each department shall review the performance of all faculty members who are accruing credit toward tenure on an annual basis. Each faculty member shall be advised in writing of the results of this review. The purpose of regular reviews is to provide a candid evaluation of the individual's achievements so that both the individual and Texas A&M University may benefit by improved performance or by the encouragement to continue exemplary performance.

4.3.5.2 For faculty subject to a probationary period of seven-years or more at Texas A&M University, a third-year review is mandatory. This evaluation will familiarize the faculty member with the tenure process and ensure that the faculty member understands the expectations of those entities that will ultimately be responsible for the tenure decision. This review should mimic the tenure review
process as closely as possible; a minimal third-year review would include dossier items contributed by the candidate and internal letters of recommendation, and would be reviewed at the department and college levels by appropriate faculty committees as well as the department head and dean.

4.3.5.3 A thorough review in the penultimate year of probationary service is mandatory. Such reviews may be made earlier and are, in fact, encouraged whenever it appears appropriate. If an early review does not result in a favorable decision for promotion and tenure, a review will be conducted again at the mandatory time. If the department head has not already initiated the review process, each faculty member serving in the next-to-last year of probationary service should notify the department head that the year for a tenure judgment has been reached. This communication should be made in writing in order to avoid any misunderstanding of the matter by any party.

4.4 Tenure and Promotion Criteria:

4.4.1 Categories of Performance:

4.4.1.1 Teaching: This category includes, among other things, classroom and laboratory instruction; development of new courses, laboratories, and teaching methods; publication of instructional materials, including textbooks; and supervision of graduate students.

4.4.1.2 Creation and dissemination of new knowledge or other creative activities: For most disciplines, this category consists of research and publication. For some disciplines, however, it may include other forms of creative activity. Architectural design, engineering technology, veterinary or medical technology, fiction, poetry, painting, music, and sculpture are examples.

4.4.1.3 Service: This includes service to the institution, to students, colleagues, department, college, and the University--as well as service beyond the campus. Examples of the latter include service to professional societies, research organizations, governmental agencies, the local community, and the public at large.

4.4.2 College and Library Criteria:

4.4.2.1 The faculty and administrators of each college and of a library shall jointly develop written guidelines describing the evaluation criteria employed in the unit.

4.4.2.2 Both the guidelines and the evaluation process itself shall pay due regard to the difficulties inherent in quantifying academic performance. See Section 4.3. The guidelines shall be periodically reviewed and approved by the Provost and Executive Vice President
for Academics. In those units in which the goals and objectives of departments differ significantly, departments should also have written evaluation guidelines. Continuity in performance criteria and in the application thereof is essential. Therefore, criteria should be changed only after careful and thorough joint deliberation by faculty members and administrators in the unit.

The guidelines shall include:

1. Criteria that are employed to judge the level of performance of faculty in each category of performance. (Examples of possible indicators of performance are given in Appendix I.)

2. The normal level of performance required in each category of performance in order to be awarded tenure. Achieving the normal level does not ensure tenure.

3. The normal level of performance required in each category of performance for appointment or promotion to each rank. Achieving the normal level does not ensure appointment or promotion.

4. A description of the procedures employed in evaluation of faculty for tenure and promotion.

University, college or library, and department guidelines shall be given to all faculty as appropriate. New faculty members shall receive the guidelines along with a statement of any special conditions or expectations related to their employment when they join the Texas A&M University faculty. Such guidelines shall support the adequate evaluation and reward of a faculty member’s interdisciplinary responsibilities.

4.4.3 University Criteria: In addition to the criteria developed in the college or a library, the minimum requirements to be met by individuals being considered for tenure or promotion are:

4.4.3.1 Assistant Professor: Faculty members holding a tenure-accruing appointment with the rank of instructor will be promoted to the rank of assistant professor upon the receipt of the terminal degree.

4.4.3.2 Associate Professor:

1. an exemplary level of accomplishment as measured against the contributions of others in the field;

2. professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests of Texas A&M University;
(3) an area of specialization germane to the programs of Texas A&M University, one not currently represented on the tenured faculty, or one that provides desired reinforcement in an area of priority; and

(4) evidence indicating a commitment to maintaining the level of competence in teaching and research expected of a tenured faculty member.

4.4.3.3 Professor:

(1) continuing accomplishment in teaching;

(2) continuing accomplishment and some measure of national recognition in research or another form of creative activity; and

(3) evidence of valuable professional service.

4.5 Tenure and Promotion Evaluation:

4.5.1 Categories of Performance (should be made consistent with Appendix I).

4.5.1.2 Scholarship and creative activity. This category covers all forms of intellectual work which are based on a high level of professional expertise, are original, are documented and validated as through peer review or critique, and are communicated in appropriate ways so as to have significance beyond Texas A&M University. Examples may include architectural design, engineering or veterinary technology, artistic works, and research articles.

4.5.2 In most cases, the judgments of professionals in the faculty member's field provide the best and most reliable basis for making sound decisions about tenure and promotion. Consequently, the level of accomplishment and potential relative to disciplinary norms and standards as judged by peer review should be the heart of the tenure and promotion process. Accomplishments that are not subject to peer review generally should not be a major consideration in tenure and promotion evaluations.

4.5.2.1 The faculty and administrators of each college and of a library shall jointly develop written guidelines describing the evaluation criteria and procedures employed in the unit, consistent with University criteria and procedures.

The guidelines shall include:

(1) The relative importance and normal level of performance required in each category of performance in order to be awarded tenure. Achieving the normal level does not ensure
tenure.

(2) The relative importance and normal level of performance required in each category of performance for appointment or promotion to each rank. Achieving the normal level does not ensure appointment or promotion.

(3) A description of the procedures employed in evaluation of faculty for tenure and promotion, including: (a) responsibilities of the faculty member and others in preparing the tenure or promotion dossier; (b) procedures for departmental and college-level review committees: selection of committee members and chair, responsibilities of the committee, procedures for making a recommendation, etc.; (c) procedures for promotion of non-tenure-track faculty members and research scientists, if different; (d) a timeline.

University, college or library, and department guidelines shall be given to all faculty as appropriate. Guidelines should be redistributed to all faculty at least every three years. If guidelines are made available by electronic means, a reminder of that availability and a summary of relevant information should be distributed periodically on paper. New faculty members shall receive the guidelines along with a statement of any special conditions or expectations related to their employment when they join the Texas A&M University faculty. Such guidelines shall support the adequate evaluation and reward of a faculty member's interdisciplinary responsibilities.

4.5.3 In evaluating a faculty member being considered for tenure, the appropriate faculty committees and academic administrators shall give adequate consideration to the faculty member's professional performance. Adequate consideration of a tenure case consists of a conscientious review, which seeks out and considers all available evidence bearing on the relevant performance of the faculty member, and assumes that the various academic units follow their approved procedural guidelines during the tenure and promotion review process (see 4.4.2 and 4.4.3). Such consideration should be based upon adequate deliberation over the evidence in light of relevant standards and exclusive of improper standards. An improper standard is any criterion not related to the professional performance of the faculty member. The evaluation of a tenure case should constitute a bona fide exercise of professional academic judgment.

4.5.4 Exceptions to the normal requirements for tenure and promotion may sometimes be warranted. Examples would include (a) gifted and productive master teachers who are abreast of their field but who have not contributed extensively to the development of new knowledge, (b) exceptionally outstanding researchers whose teaching is merely acceptable, and (c) tenured faculty whose sustained service to the University is unselfish, distinctive and outstanding, but whose teaching and research are only acceptable. Few faculty will possess qualities such as these, but those who do deserve
recognition and advancement.

4.6 Review Process for Tenure and Promotion to the Rank of Associate Professor or Professor:

4.6.1 The faculty member being considered for tenure and/or promotion will work with the department head or designated committee to develop a complete file.

4.6.2 In conducting tenure and/or promotion reviews, department heads shall draw upon the advice and counsel of a tenure and promotion committee as well as other appropriate sources. When the review has been completed, the department head will transmit the tenure and/or promotion recommendations of both the head and the faculty committee to the dean of the college for review.

4.6.2.1 If the faculty member being considered has a joint appointment funded in two or more departments, the department in which the faculty member is administratively located (ad loc) has the responsibility to ensure that the review process is conducted in accordance with the regular Promotion and Tenure procedures of the relevant departments. If the departments are in the same college, the ad loc department is responsible for forwarding the appropriate documents to the dean's office. If different colleges are involved, then each department is responsible for forwarding the appropriate documents to its dean's office.

4.6.2.2 If the faculty member being considered has an appointment with an intercollegiate faculty in addition to a departmental appointment, then the ad loc department must request a review and evaluation from the intercollegiate faculty. The evaluation should be conducted by a faculty group such as the membership committee or executive committee of the intercollegiate faculty and is forwarded to the ad loc department's promotion and tenure committee. The evaluation should include comments on teaching, research, service, and intercollegiate cooperation, and the evaluation must be included in the package of material that is forwarded to the dean's office.

4.6.3 In conducting tenure and/or promotion reviews, the dean shall draw upon the advice and counsel of a college-wide tenure and promotion committee. If the dean recommends against tenure and/or promotion and that recommendation is contrary to the department head's recommendation, the dean shall inform the department head and faculty member of the reasons for the recommendation. The department may then resubmit the case for further consideration. Any reconsideration, however, must be based upon either (a) new evidence that is not already contained within the dossier, or (b) substantial and entirely new arguments that were not made in the first presentation. If the case is resubmitted, it shall be reviewed by the dean and the college-wide tenure and promotion committee before a final recommendation concerning tenure and/or promotion is forwarded to the
4.6.4 The dean will present the college’s recommendations through the Dean of Faculties to the Provost and Executive Vice President for Academics for review. This review and recommendation process will continue through the President of the University and the Chancellor of the System to the Board of Regents, which holds sole authority to confer tenure.

4.7 Notification Process for Tenure and Promotion to the Rank of Associate Professor and Professor

4.7.1 A faculty member shall be advised of the recommendation for or against tenure and/or promotion at each level of review. In the event of a negative tenure and/or promotion decision, the faculty member is entitled upon request to a written statement of the reasons that contributed to the decision.

4.7.2 The official decision by the Board of Regents regarding the granting of tenure to and/or the promotion of a faculty member will be conveyed in writing to the faculty member as soon as possible after the Board of Regents has officially acted on the University's tenure and/or promotion recommendation.

5. RIGHTS OF NON-TENURED FACULTY MEMBERS

5.1 A decision to dismiss a non-tenured faculty member prior to the expiration of an appointment, a decision not to reappoint a non-tenured faculty member and a decision not to grant tenure to a non-tenured faculty member shall be based upon adequate consideration (see 4.5.3) of the individual’s professional performance and shall not be made in violation of academic freedom or as a form of illegal discrimination.

5.2 The appeal procedures to be followed are outlined in Section 9.

6. POLICIES GOVERNING THE LOSS OF TENURE

6.1 Tenure is given up when a faculty member:

(1) retires (excluding partial retirement);

(2) resigns; or

(3) is off the Texas A&M University payroll for more than one calendar year unless on approved leave of absence. (Note: Individuals who accept full-time employment in another part of the System, provided that such persons
formally notify their department heads annually by March 1 of their desire to retain their tenured positions and their requests are approved by the appropriate administrators, may retain their tenured positions. If a request is denied, the individual will return to the tenured position formerly held or give up tenure.)

6.2 Dismissal of tenured faculty members: A faculty member with tenure shall not be dismissed until he or she has received reasonable notice of the cause for dismissal. Dismissal shall occur only after an opportunity for a hearing, which shall comply with the established procedures in Section 9.

6.3 Good cause for dismissal of a faculty member with tenure shall be limited to the following:

6.3.1 Moral turpitude or unprofessional conduct adversely affecting to a material and substantial degree the performance of duties or the meeting of responsibilities to the institution, students, or associates.

6.3.2 Professional incompetence:

(1) continuing or repeated substantial failure to perform essential job functions; or
(2) continuing or repeated substantial neglect of other professional responsibilities that are related to the expectations of the person's position.

6.3.3 Failure to complete a post-tenure review professional development plan as described in Texas A&M University's post-tenure review policy in that:

(1) the professional development plan's goals were not met by the faculty member, and
(2) the deficiencies in the completion of this plan are of sufficient magnitude to separately constitute good cause for dismissal under section 6.3.2.

6.3.4 Financial and educational:

(1) a bona fide financial exigency; or
(2) the reduction or discontinuance of institutional programs based on educational considerations.

7. REDUCTION OR DISCONTINUANCE OF INSTITUTIONAL PROGRAMS

7.1 Financial Exigency:

7.1.1 Definition of bona fide Financial Exigency: Bona fide financial exigency means a pressing need to reorder the nature and magnitude of financial obligations in such a way as to restore or preserve the financial stability of Texas A&M University. A bona fide financial exigency may exist without
all parts of the University being affected. Financial stability means the ability of the University to provide from current income the funds necessary to meet current expenses, including current debt payments and sound reserves, without invading or depleting capital. Evidence of financial exigency may include but is not limited to declining enrollments, revenue cutbacks, and ongoing operating budget deficits.

7.1.2 Declaring Financial Exigency: When the President of Texas A&M University believes that a state of bona fide financial exigency may exist in part or all of the University, the President shall consult with a representative group of faculty members chosen by the Faculty Senate, other appropriate faculty members, and administrators. The President has the responsibility to demonstrate bona fide financial exigency. Following these consultations, if the President believes that a state of financial exigency exists, the President shall inform the Chancellor of the Texas A&M University System. If the Chancellor concurs in this assessment, he or she shall inform the Board of Regents. If the Board of Regents finds that the conditions stated in Section 7.1.1 exist, a state of bona fide financial exigency shall be deemed to exist at Texas A&M University.

7.1.3 When faculty dismissals are contemplated on grounds of financial exigency, there shall be early, careful, and meaningful sharing of information and views with appropriate faculty representatives, including the Faculty Senate, on the emergency indicating the need to terminate or reduce programs. Recommendations from faculty representatives, including a group chosen by the Faculty Senate, shall be sought on alternatives available to Texas A&M University to ensure continuation of a strong academic program and to minimize the losses sustained by affected students and faculty members.

Judgments determining where within the overall academic program termination of appointments may occur involve considerations of educational policy, including affirmative action, as well as of faculty status, and should therefore be the primary responsibility of the Faculty Senate or an appropriate faculty body designated by the Senate. The Faculty Senate or its designated representatives should also exercise a primary responsibility in the collective recommendation to the President of relevant criteria when appointments are to be terminated.

7.1.4 Cases involving bona fide financial exigency may permit exceptions to tenure regulations as well as the suspension of the normal notification provisions outlined in Section 2.3.

7.2 The Reduction or Discontinuance of Institutional Programs not Mandated by Financial Exigency:

7.2.1 Programs may be reduced or discontinued without a declaration of financial exigency.

7.2.2 Such decisions shall reflect educational considerations based on long range
judgments. Those judgments shall be made in consultation with appropriate faculty representatives, including the Faculty Senate or its designated representatives, and reflect the view that the educational mission of the department or college affected or that of Texas A&M University will be enhanced by the reduction or discontinuance.

7.2.3 The decision to formally reduce or discontinue a program or department of instruction will be based essentially upon educational considerations, as recommended to the President primarily by the Faculty Senate or its designated representatives.

8. GUIDELINES GOVERNING DISMISSALS RELATED TO THE REDUCTION OR DISCONTINUANCE OF INSTITUTIONAL PROGRAMS

8.1 All faculty who, on the basis of a bona fide financial exigency or the reduction or discontinuance of an institutional program, are selected for termination in breach of their contract right shall be entitled to a hearing before the Committee on Academic Freedom, Responsibility, and Tenure (CAFRT - see 9.5, 9.6, and 9.7). The faculty member must request of the President within 30 days of the receipt of the letter of dismissal a CAFRT hearing. The University shall adhere to the following procedures:

8.1.1 Hearings, if requested by the faculty member, must take place before a faculty member is dismissed.

8.1.2 A faculty member being dismissed shall be furnished with a written statement that:

(1) indicates the basis for the initial decision to terminate;
(2) describes how the initial decision was made; and
(3) discloses the information and data upon which the decision makers relied.

8.1.3 The faculty member shall have the opportunity to respond to the statement provided by Texas A&M University.

8.1.4 Burden of Proof:

8.1.4.1 In Case of a Bona Fide Financial Exigency:

8.1.4.1.1 The burden of proof rests with the faculty member to establish that the termination was based on an illegal reason, was arbitrary, or was capricious. If two or more faculty members are equally qualified and equally capable of performing their academic role, the faculty member or members having tenure shall be given preference over non-tenured faculty. If two or more tenured faculty members are equally qualified and capable, preference for retention shall be given to those with greater length of service at Texas
A&M University.

8.1.4.1.2 The University's decision will be overturned only if a preponderance of the evidence indicates that the decision was based on an illegal reason or was arbitrary or capricious.

8.1.4.2 In cases of Reduction or Discontinuance of Institutional Programs not Mandated by Financial Exigency:

8.1.4.2.1 The administration has the responsibility to demonstrate that educational considerations led to the decision to reduce or discontinue a program, except that an agreement by the Faculty Senate or its designated representatives, as cited in 7.2.2, that a program is to be discontinued will be considered a presumptively valid demonstration.

8.1.4.2.2 Once there has been such demonstration, the burden of proof rests with the faculty member to establish that the termination was based on an illegal reason or was arbitrary or capricious.

8.1.4.2.3 The University's decision will be overturned only if:

(1) the University fails to demonstrate that the decision was based on educational considerations; or
(2) a preponderance of the evidence indicates that the decision was based on an illegal reason or was arbitrary or capricious.

8.2 Faculty members involved in adjustments in such emergency situations shall be given opportunities for appointment in related areas, but only if

(1) they are well qualified professionally to fill the appointment and can perform the essential functions of the appointment;
(2) such positions are available; and
(3) the dean and department head for the new appointment concur.

Financial and other support to the extent possible will be offered to faculty dismissed due to a program discontinuation based on educational considerations if this would facilitate placement in an available position.

8.3 Notice of termination of the appointment of a tenured faculty member under this provision shall be given in writing at least twelve months before the effective date of the termination.

8.3.1 Exceptions to this provision may occur in cases of financial exigency.
8.3.2 Any faculty member whose appointment is terminated because of financial exigency or educational considerations has the right to be reappointed to his or her previous position if it is reestablished within two calendar years.

9. PROCEDURAL GUIDELINES FOR HEARINGS

9.1 Application of Procedures: These procedures shall apply to (1) Tenured Faculty Dismissed for Cause; (2) Non-tenured Faculty Dismissed for Cause Prior to Expiration of Appointments; and (3) Non-tenured Faculty Whose Appointments Are Not Renewed.

9.1.1 Tenured Faculty Members Dismissed for Cause:

9.1.1.1 Before any formal notice of the intended dismissal of a tenured faculty member is issued, the department head must advise that faculty member in a personal conference that dismissal is being considered and the faculty member may request a hearing with the dean. Unless the stated cause for dismissal is sexual harassment (University Rule 34.01.99.M1) or scientific misconduct (University Rule 15.99.03.M1), any of these three parties may request mediation by the University Tenure Mediation Committee (UTMC).

9.1.1.2 A decision to dismiss a tenured faculty member must be based on good cause (as defined in Section 6.3) and formal notice of the decision to dismiss shall be given in writing at least twelve (12) months before the effective date of the intended termination. This provision for advance notice need not apply if the conduct that justified dismissal involved moral turpitude.

9.1.1.3 Faculty members who receive written notice of dismissal and who allege that the dismissal is not for good cause shall inform the President of Texas A&M University of such allegations in writing within thirty (30) calendar days of receiving the notice of dismissal. The faculty member may request from the appropriate administrators a statement of the reasons for dismissal and a copy of all documents relevant to that decision, such as the dismissal file. Such materials shall be given to the faculty member within seven (7) working days of the initial request.

9.1.1.4 If the faculty member contests the stated reasons for dismissal and requests a hearing by the Committee on Academic Freedom, Responsibility, Tenure and Promotion (CAFRT), the faculty member shall so inform the President in writing within thirty (30) calendar days after receiving the statement of the reasons for dismissal and a copy of all documents relevant to that decision, if requested. A copy of the stated reasons for dismissal and the faculty member's request for a hearing shall be forwarded by the President to the CAFRT.

9.1.1.5 In the ensuing hearing, the burden of proving that the proposed
dismissal is for good cause shall rest with the institution. Findings of the CAFRT shall be limited to determining whether or not the decision to dismiss was for good cause. In addition, the CAFRT may make recommendations to the President regarding possible resolutions.

9.1.2 Non-tenured Faculty Members Dismissed for Cause Prior to Expiration of Appointments:

9.1.2.1 A decision to dismiss a non-tenured faculty member for cause prior to the expiration of an appointment shall be made consistent with 5.1 above, Rights of Non-Tenured Faculty Members. If non-tenured faculty members allege that they were dismissed prior to expiration of appointments in violation of such rights, such faculty members shall inform the President of such allegations in writing within thirty (30) calendar days of receiving the notice of dismissal and may request from an appropriate administrator a statement of the reasons for dismissal and a copy of all documents relevant to that decision, such as the dismissal file. Such materials shall be given to the faculty member within seven (7) working days of the initial request.

9.1.2.2 A faculty member, if not satisfied by the stated reasons for dismissal, may request that the decision be reviewed by the CAFRT. Such a request must be made in writing to the President within thirty (30) calendar days after the faculty member receives documentation of the reasons for dismissal and receives a copy of the dismissal file, if requested.

9.1.2.3 In the ensuing hearing, the burden of proving that the proposed dismissal is for good cause shall rest with the institution. The findings of the CAFRT shall be limited to determining whether or not the decision to dismiss was for good cause. In addition, the CAFRT may make recommendations to the President regarding possible resolutions.

9.1.3 Non-tenured Faculty Members Whose Appointments Are Not Renewed Whether or Not the Non Renewal is a Result of a Decision to not Grant Tenure:

9.1.3.1 None of the procedures described in 9.1.3.2, 9.1.3.3, 9.1.3.4, and 9.1.3.5 below shall apply to faculty members who were appointed to non-tenure track contracts only and were not reappointed.

9.1.3.2 A decision not to renew the tenure-track appointment of a non-tenured faculty member shall be made consistent with 5.1 above. If non-tenured faculty members allege that their tenure-track appointment was not renewed in violation of 5.1, such faculty members shall inform the President of such allegations in writing within (thirty) 30 calendar days of receiving the notice of non-renewal. The faculty members may request from an appropriate administrator a statement of the reasons for non-renewal of the tenure-track appointment and a copy of all documents relevant to that decision, such as the tenure/promotion file or the reappointment file. Such materials shall be given to the faculty member within seven (7) working days of the initial
9.1.3.3 The faculty member, if not satisfied by the stated reasons for the non-renewal of the tenure-track appointment, may request that the matter be reviewed by the CAFRT. Such a request must be made in writing to the President within thirty (30) calendar days after the faculty member receives the documented reasons for non-renewal of the tenure-track appointment and receives a copy of the tenure/promotion file or the reappointment file, if requested.

9.1.3.4 Upon receiving a request from the faculty member for a review by the CAFRT, the President will notify the Preliminary Screening Committee (see 9.3) of the request. The Committee chair shall schedule a meeting with the faculty member and shall notify the faculty member of the time and place. The Committee shall review the faculty member's allegations and hear any supporting statement that the faculty member wishes to make. The Committee shall then decide whether that information, standing alone and un-rebutted, would establish that a violation as described above in Section 5 may have occurred. If a majority of the Committee members reviewing the case finds that such a violation may have occurred, the Committee shall refer the matter to the CAFRT for a full hearing as provided in 9.4; otherwise, the matter shall not be given further consideration and the decision not to reappoint shall stand.

9.1.3.5 In the CAFRT hearing, the burden of proving a violation of the rights of non-tenured faculty members shall rest with the faculty member. The findings of the CAFRT shall be limited to determining whether the decision not to renew the appointment was in violation of such rights. In addition, the CAFRT may make recommendations to the President regarding possible resolutions.

9.2 University Tenure Mediation Committee:

9.2.1 The University Tenure Mediation Committee (UTMC) is a standing committee elected by the faculty. It consists of one faculty member elected from each of the Faculty Senate electoral units. These individuals are selected during the spring semester by a vote of the faculty in each of the Faculty Senate electoral units. They serve three-year terms that are arranged on a rotating basis so that one-third of the membership is replaced each year. Terms of new UTMC members begin September 1 each year.

9.2.2 The UTMC shall operate in an informal and flexible manner and attempt to resolve cases in which the dismissal of a tenured faculty member is being considered. The UTMC may offer confidential advice to involved faculty members and promote modes of settlement which avoid formal hearings and litigation.

9.2.3 The negotiating efforts of the UTMC shall be completed within forty (40) working days from the time its assistance is requested. However, at the request of the chair of the UTMC, if the faculty member and president agree, an extension will be granted. If the UTMC is not able to negotiate a
resolution, it shall report its recommendations and findings within twenty (20) working days after the completion of its negotiating efforts to the President and the faculty member. The parties involved may proceed then as indicated in 9.1.1 above.

9.3 The Preliminary Screening Committee:

9.3.1 The Preliminary Screening Committee shall be comprised of those members of the CAFRT who have completed their term of service to the CAFRT during the previous academic year. The term of appointment to the Committee will be for one year. Thus, the members of the CAFRT who complete their service to the CAFRT on August 31 will be members of the Committee until August 31 of the following year. If there are fewer than four outgoing CAFRT members able to serve on the Committee, the President will appoint additional members to the Committee so that there are at least four, but no more than six, members. The members appointed by the President must be tenured teaching faculty members who have served on previous CAFRTs.

9.3.2 Each Committee member is subject to challenge for cause. The Committee chair will rule on the validity of any challenge. (Note: Such challenges relate to the ability of a member to render an unbiased decision. The mere existence of friendships or other contacts between a Committee member and other individuals does not necessarily constitute bias.)

9.3.3 The Preliminary Screening Committee will elect its own chair and vice chair, both of whom are voting members of the Committee.

9.3.4 At least three members are needed for a decision. Only those members who have participated in the entire meeting may vote.

9.3.5 The Committee shall establish a time limit for the meeting on a particular case (e.g., two hours) and may extend the time limit by majority vote of the committee during the meeting. During the meeting, the faculty member will present his/her allegations and supporting statements that a violation as described above in IV occurred. The faculty member may have legal counsel and/or other advisors present. Representatives of Texas A&M University (including an attorney from the Office of General Counsel) may attend the meeting as observers. At least two days before the scheduled meeting, the chair must be notified if anybody other than the affected faculty member will be attending the meeting.

9.3.6 The meeting shall be closed unless the affected faculty member requests that it be open.

9.3.7 The findings of the Committee shall be forwarded to the chair of the CAFRT, the President, and the affected faculty member within five working days of the meeting.
9.3.8 The Committee shall be self-governing and, within the provisions of this University statement, shall adopt such rules and procedures as it deems appropriate.

9.4 The Committee on Academic Freedom, Responsibility, and Tenure:

9.4.1 The Committee on Academic Freedom, Responsibility, and Tenure shall be comprised of eighteen tenured faculty members. Members shall serve three-year terms arranged on a rotating basis so that one-third of the members are replaced each year. The committee shall be elected during the spring semester by the faculty at-large from a slate of nominees comprised of three tenured teaching faculty members selected by the Faculty Senate caucus in each Faculty Senate electoral unit. Each member of the faculty may vote for no more than the number of seats to be filled. Individuals receiving the most votes will normally become members of the committee; however, to avoid having more than four members of the committee from the same Faculty Senate electoral unit, those receiving fewer votes shall be selected. Terms of new CAFRT members begin September 1 each year.

9.4.2 Each committee member is subject to challenge for cause. The committee chair will rule on the validity of any challenge. (Note: Such challenges relate to the ability of a member to render an unbiased decision. The mere existence of friendships or other contacts between a Committee member and other individuals does not necessarily constitute bias.)

9.4.3 The chair and vice chair of the CAFRT will be appointed from the faculty at-large by the Faculty Senate Executive Committee. The chair and vice chair will be non-voting and each shall be appointed for a term of five (5) years. Their terms will be staggered whenever possible.

9.4.4 A Hearing Committee will consist of no less than seven voting CAFRT members who are assigned by the chair or the vice chair of the CAFRT. It is preferable to start with nine voting members. An effort will be made to distribute participation on Hearing Committees when multiple cases are heard during an academic year. Only members of the panel who are present for the entire hearing may vote.

9.4.5 When circumstances warrant, the chair and vice-chair of the CAFRT, with approval of the Hearing Committee, may appoint a student member (non-voting), to the committee.

9.4.6 The CAFRT shall be self-governing and within the provisions of this University statement, shall adopt such rules and procedures as it deems appropriate, including rules regarding admissibility of evidence.

9.5 Hearing Procedures:

9.5.1 When a faculty member requests a hearing (in accord with 8.1, 9.1.1.4, or 9.1.2.2 above), or when the Preliminary Screening Committee recommends a
hearing for a non-tenured faculty member in accord with 9.1.3.4 above), the CAFRT Hearing Committee shall then set a time for the hearing that will allow the faculty member a reasonable time in which to prepare for the hearing and shall notify the faculty member of the time and place. The faculty member and the University administration shall exchange witness lists indicating the general nature of the testimony of each witness prior to the hearing at a time specified by the CAFRT Hearing Committee. Witnesses should be present at the hearing so that the faculty member, the university, and the panel may question them. In the event that the presence of a witness is not possible, a conference call may be established by prearrangement with and approval of the chair. The committee may accept written documentation, including statements and depositions, at its discretion. Witnesses may be added at a later date for good cause.

9.5.2 The President will designate the person who will serve as Texas A&M University's representative at the hearing. Both the faculty member and the University administration shall have the right to be represented by legal counsel. Outside the hearing, either party may use legal counsel to assist in preparation of the record and to interview witnesses. Both the University administration and the faculty member shall have the right to call witnesses, to question all witnesses who testify orally, and to have a full stenographic record or an electronic recording of the proceedings, as determined by the CAFRT. Individual witnesses may be represented by legal counsel. Unless special circumstances warrant, it should not be necessary to follow the formal rules of court procedure.

9.5.3 Suspension of the faculty member during these proceedings is justified only if the welfare of the faculty member or that of students, colleagues, or other institutional employees is threatened by his or her continuance or if the continued presence of the faculty member would materially and substantially disrupt the regular operations of the institution. Any such suspension shall be with pay and with appropriate provisions for useful duties whenever possible.

9.5.4 The CAFRT shall allow oral arguments and written briefs on behalf of the President or his or her representative and by the faculty member or designated representative.

9.5.5 The hearing shall be closed unless the affected faculty member requests that it be open.

9.5.6 Due process is understood as following a course of professional proceedings consistent with the rules and principles generally recognized in the academic community. In general, the procedures in this document shall guide the CAFRT in its considerations of due process.

9.6 Findings and Recommendations:

9.6.1 The CAFRT Hearing Committee's findings and recommendations shall be conveyed in writing to the President and the faculty member.
9.6.2 If the CAFRT Hearing Committee recommends against dismissal or non-reappointment and the President accepts that recommendation, the faculty member shall be reinstated and the hearing terminated.

9.6.3 If the faculty member's appointment is proposed to be terminated by the President, the President shall transmit the full report of the Hearing Committee and his or her recommendation to the Chancellor of the System for his or her recommendation and transmittal to the Board Regents. If the recommendation of the President for termination conflicts with that of the committee, both recommendations shall be transmitted to the Chancellor of the System for recommendation and transmittal to the Board of Regents.

9.7 Governing Board: The Board of Regents shall review all recommendations concerning tenured faculty members dismissed for cause and non-tenured faculty members dismissed prior to the expiration of appointments. If the recommendations of the President and the CAFRT Hearing Committee are in accord, the Board may choose to limit its review to the record of the hearing. Where conflict exists between the CAFRT Hearing Committee and the President, the Board should extend its review to include an opportunity for arguments by the principals or their representatives. The Board shall either sustain the decision of the hearing committee or return the matter to the hearing committee for consideration with appropriate instructions. In such case, the committee should promptly reconsider the case, taking into account the instructions of the Board and receiving new evidence if directed to do so by the Board. Upon reconsideration the hearing committee shall forward its reconsidered recommendation to the President and the Board. After review of the hearing committee's reconsideration, the Board shall render its own final written decision with a copy provided to each of the principals.
TENURE AND PROMOTION PACKAGES

Submission Guidelines
2009-2010

Office of the Dean of Faculties and Associate Provost
**SCHEDULE & TIMELINES (I)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March/April 2009</td>
<td>Through the Dean of Faculties, the Provost requests Deans to initiate tenure and promotion proceedings.</td>
</tr>
<tr>
<td>December 4, 2009</td>
<td>Deans submit recommendations to the Provost by sending complete files to the Dean of Faculties and Associate Provost Office. Files must be received by this date. *</td>
</tr>
<tr>
<td>January 2010</td>
<td>Deans meet and review recommendations with the Provost and Dean of Faculties. The Provost forwards recommendations to the President. Photos of candidates due by <strong>January 29. (See Sec. VI.)</strong></td>
</tr>
<tr>
<td>February 2010</td>
<td>The President forwards recommendations to the Board of Regents through the Chancellor of the Texas A&amp;M University System.</td>
</tr>
<tr>
<td>March 2010</td>
<td>Board of Regents reviews recommendations and makes final decisions. Tenure and Promotion Recognition Book goes to the printer.</td>
</tr>
<tr>
<td>May 2010</td>
<td>Reception for those Tenured and/or Promoted</td>
</tr>
<tr>
<td>September 1, 2010</td>
<td>Tenure and Promotion decisions become effective.</td>
</tr>
</tbody>
</table>

*! All T&P candidate dossier materials are expected to arrive in the Dean of Faculties and Associate Provost Office before or on the due date. If unusual circumstances necessitate submission of any materials after the due date, the Dean of the College must first obtain approval to submit late materials from the Dean of Faculties, at 845-4274.
DEFINITIONS (II)

*College chart* - a form listing candidates’ names, departments, ranks, and other information. There are three college charts: one is for listing *tenure-only candidates*, one is for listing *promotion-only candidates*, and one is for listing candidates being considered for a combination of *promotion* and *tenure*. Samples of completed forms can be found in Sec. III: College Chart Preparation.

*Dossier* - A file for a single candidate that includes documents submitted by the candidate, outside peer-review letters, reports prepared by the various voting bodies (departmental T&P committee, Department Head, college T&P committee, Dean) and other supporting materials. Departments initiate the preparation of the dossiers and send them to their colleges for further processing and completion.

*Eligibility to Vote* – There are two criteria for voting eligibility:

1) Only tenured TAMU faculty are eligible to vote in cases where tenure is being considered for the candidate, or when the candidate already holds tenure and is seeking promotion.

2) To be eligible to vote on tenure or promotion, the voting TAMU faculty member must also hold a rank equal to or above that of the rank being sought by the candidate.

Example: For Assistant Professors seeking tenure and promotion to Associate Professor, only tenured faculty holding the rank of Associate Professor with tenure or above are eligible to vote. For Associate Professors seeking promotion to Full Professor, only Full (and Distinguished) Professors are eligible to vote.

*File set* - A complete set of materials on all candidates from a college. A file set consists of the *College Charts* (lists of candidates in specified promotion categories), and the *Dossiers* for each of the candidates listed on the charts. Departments will be responsible for compiling and organizing the candidates’ dossiers and then sending the dossiers to the college. Colleges will complete the dossiers by including the reports and votes of the College T&P Committee and the Dean. Any documents produced by or generated after a dossier leaves its department should be sent to the college through the department head. Colleges will send the completed file sets to the Dean of Faculties.

*Tenure and Promotion (T&P) Committee* – A single faculty committee which is charged with reviewing candidates who are eligible for tenure and/or promotion, and whose members are voting on those candidates.

- The department head cannot be a member of the T&P committee and cannot participate during T&P committee evaluations of the candidates.
- The “T&P committee” is defined as “the group whose vote is forwarded as the faculty vote on the candidate.”
- There cannot be different T&P committees for different candidates within the same department.
  - Different members or subsets of members of the T&P Committee can be assigned with the task of leading the evaluation and discussion of different candidates and/or evaluation areas (teaching, research, service). However, the organization and

- 235 -
assignment of evaluation responsibilities, and the actual process of evaluating and discussing candidates, must be systematic and uniform across candidates. All members of the T&P Committee who are eligible to evaluate and vote on any given candidate should be active participants of the evaluation process of that candidate. Members of the T&P Committee who do not read a candidate’s dossier should abstain from voting. Some members of the T&P committee might be ineligible to evaluate and vote on some candidates (e.g., an associate professor cannot evaluate a promotion to full; see “Eligibility to Vote,” above.)

COLLEGE CHART PREPARATION (III)

1. Using the supplied form (Excel doc), prepare up to THREE distinctive College Charts:

   a) One chart is for information on candidates being considered for tenure only (no promotion candidates). These are candidates who hold the rank of Associate or Full Professor without tenure. Most colleges will not use this chart.

   b) Candidates being considered for promotion only, such as those going from Associate Professor to Full Professor, and non-tenure track promotions (such as to Sr. Lecturer), constitute the second chart.

   c) The third chart is for candidates being considered for both tenure and promotion; these are almost always faculty going from Assistant Professor to Associate Professor with Tenure.

2. Place these charts as the first item in each hardcopy set. (Please do not put a copy in every candidate’s folder.)

3. Because of the use of UINs, please use a password protected file of the chart (Excel format) to Erin Schneider at erinschneider@tamu.edu or put a copy of the chart (not password protected) on the CD.
Examples of College Charts
Note: Candidate names & information are fictitious. Blank forms can be found on the Dean of Faculties and Associate Provost’s website.

**Tenure-Only Chart**

<table>
<thead>
<tr>
<th>Present Rank (no change being sought)</th>
<th>Department</th>
<th>Candidates’ Names (alpha within dept.)</th>
<th>Candidate’s UIN</th>
<th>Years Teaching*</th>
<th>New Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Prof</td>
<td>Management</td>
<td>Black, Jane</td>
<td>0000000000</td>
<td>3</td>
<td>Professor</td>
</tr>
<tr>
<td>Professor</td>
<td>Marketing</td>
<td>Mason, Gregory</td>
<td>0000000000</td>
<td>3</td>
<td>Professor</td>
</tr>
</tbody>
</table>

*Include all years teaching, except as a graduate TA or in other than an institution of higher education

! Count service up through March 2010 (ex. Hired 9/04 = 5.5 years)

**Promotion-Only Chart**

<table>
<thead>
<tr>
<th>Present Rank</th>
<th>Department</th>
<th>Candidates’ Names (alpha within dept.)</th>
<th>Candidate’s UIN</th>
<th>Years Teaching TAMU</th>
<th>New Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Prof</td>
<td>Accounting</td>
<td>Barron, Camilla</td>
<td>0000000000</td>
<td>12</td>
<td>Professor</td>
</tr>
<tr>
<td>Assoc. Prof</td>
<td>Accounting</td>
<td>Huang, Zhisheng</td>
<td>0000000000</td>
<td>8</td>
<td>Professor</td>
</tr>
<tr>
<td>Assoc. Prof</td>
<td>Finance</td>
<td>Hill, James</td>
<td>0000000000</td>
<td>10</td>
<td>Professor</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Marketing</td>
<td>Dixon, Derrick</td>
<td>0000000000</td>
<td>10</td>
<td>Sr. Lecturer</td>
</tr>
</tbody>
</table>

**Tenure + Promotion Chart**

<table>
<thead>
<tr>
<th>Present Rank</th>
<th>Department</th>
<th>Candidates’ Names (alpha within dept.)</th>
<th>Candidate’s UIN</th>
<th>Years Teaching*</th>
<th>New Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc Prof</td>
<td>Management</td>
<td>Olson, Famke</td>
<td>0000000000</td>
<td>4</td>
<td>Professor</td>
</tr>
<tr>
<td>Asst. Prof</td>
<td>Accounting</td>
<td>Alonzo, Selina</td>
<td>0000000000</td>
<td>5</td>
<td>Assoc. Prof</td>
</tr>
<tr>
<td>Asst. Prof</td>
<td>Accounting</td>
<td>Roget, Peter</td>
<td>0000000000</td>
<td>5</td>
<td>Assoc. Prof</td>
</tr>
<tr>
<td>Asst. Prof</td>
<td>Finance</td>
<td>Munsun, Lyra</td>
<td>0000000000</td>
<td>4</td>
<td>Assoc. Prof</td>
</tr>
<tr>
<td>Asst. Prof</td>
<td>Management</td>
<td>Zemick, Rita</td>
<td>0000000000</td>
<td>5</td>
<td>Assoc. Prof</td>
</tr>
</tbody>
</table>

*Include all years teaching, except as a graduate TA or in other than an institution of higher education
Count service up through March 2010 (ex. Hired 9/04 = 5.5 years)

FILE SETS—ORGANIZATION & SUBMISSION (IV)
(Note: Colleges may have additional requirements for their departments.)

Please submit four complete sets (hardcopy, organized as shown below) plus an electronic copy (PDF format) for archival purposes to the Office of the Dean of Faculties and Associate Provost, by the deadline.

Organizing the Candidates’ Dossiers for Hardcopy Submission

In each set, please group the dossiers into three major categories (omit those that do not apply to your college):

1. Tenure-only candidates
2. Tenure and Promotion candidates
3. Promotion-only candidates

Organize materials as shown below:

1. a) Tenure-only College Chart
   b) Tenure Candidate Dossiers in individual manila folders.* Order the files just as they have been listed on the college chart (first by rank, then by alphabetical dept., then alphabetically by name within each department).

2. a) Tenure and Promotion College Chart
   b) Tenure and Promotion Candidate Dossiers in individual manila folders.* Order the files just as they have been listed on the college chart.

3. a) Promotion-only College Chart
   b) Promotion Candidate Dossiers in individual manila folders.* Order the files just as they have been listed on the college chart.

This above grouping constitutes one complete file set.

*Manila folders should have tabs labeled with the following information:
-Candidate’s Last Name, First Name
-Department/College
-Rank sought (e.g. Tenure w/Promotion)
-Academic year (e.g., 2009-2010)
**Electronic Submission (CD-ROM)**

An electronic copy of the file sets and the college charts must be submitted at the same time as the four hard copies, along with CVs and biographical paragraphs for all candidates.

As with hardcopies, supporting materials (such as copies of articles) should not be included in the electronic submission.

The CD-ROM should contain five electronic folders labeled:

- Tenure-only candidates
- Tenure and Promotion candidates
- Promotion-only candidates
- Tenure CVs
- Bios (please submit these with the dossiers)

The first three folders should contain:

- **An Excel-format copy of the college chart for the category.** (No .pdf charts please—we must cut/paste info from them)

- **A .pdf format file of each candidate’s dossier** (in the appropriate folder). These should be labeled only with the individual’s name [Last Name, First Name] so that they will sort alphabetically.

The Tenure CVs folder should contain:

- **Separate .pdf format copies of each candidate’s CV** for those seeking Tenure with Promotion and Tenure-only (required by the Regents).
  - Name individual CV files with just the name & first initial, like this: **Smith, J.** [Last Name, First Initial] in mixed upper/lower case letters (not all caps, please).
  - CVs may not contain personal contact information such as home address, home phone number, social security number, or personal email address. (Please remove before sending.)
  - The System requests that the candidate’s name on the CV appear **exactly** as it appears on the college chart & in the bio for the regents. In other words, if the CV says “Sam Smith,” the college chart and biography must also say “Sam Smith,” not “Samuel Smith.” If a middle initial appears on the CV (e.g., Samuel H. Smith), it must appear that way on the other two documents, and so on.

The Bios folder should contain a paragraph-long biography of candidate. See below for instructions:
Submission of Biographies

Submit on CD-ROM along with the electronic dossiers.

Biographies will be forwarded to the Chancellor and Board of Regents, and published in the spring recognition booklet featuring newly tenured and promoted faculty. Bios must be limited to 125 words (except in the case of Distinguished Professors, whose bio can be up to approximately 350 words).

By the date noted on the Schedule in Section I, Departments or Colleges must submit to the Office of the Dean of Faculties and Associate Provost a short paragraph (no more than 125 words) on each of the candidates being considered for recommendation for tenure and/or promotion.

The paragraph to be forwarded to the Chancellor and Regents (in Microsoft Word format) should include the following six pieces of information (in this order):

1) Candidate’s name
2) Terminal degree, institution where earned, year earned
3) Year they joined the Texas A&M faculty
4) Area(s) of Specialty
5) A brief outline of his/her contribution to the department in the areas of teaching, research and service (“bragging points” that exemplify to the public the quality of our faculty and contributions they are making).
6) Any notable awards or honors

Know that we will do our best to include in the booklet all of the information about the candidate that is contained in the submitted paragraph, but paragraphs are subject to editorial changes at the discretion of this office. Remaining within the guidelines for subject matter and length will minimize the need for editing after submission.

Here is a sample paragraph from the 2006 Tenure/Promotion Booklet (it is 113 words). You do not have to follow the template exactly, as long as you are including all of the pertinent information:

Andreas Klappenecker
Computer Science
Associate Professor with Tenure

Andreas Klappenecker received his Ph.D. in 1998 from the University of Karlsruhe, Germany. He joined Texas A&M University in 1999 as a Visiting Assistant Professor of Mathematics, worked shortly as a Research Associate at the University of Karlsruhe, and then joined the Department of Computer Science as an Assistant Professor. His research interests include quantum algorithms, quantum error-correcting codes, and more broadly the design and analysis of algorithms. Dr. Klappenecker received an Undergraduate Teaching Award in 2005, a National Science Foundation CAREER award and a TEES Select Young Faculty award in 2004, was named Fellow-at Large of the Santa Fe Institute in 2000, and received highest distinction for his Ph.D. thesis in 1998.

Photographs may be submitted later in the cycle (see Chart on p. 3 for due date).
DOSSIER ITEMS - ORGANIZATION AND PREPARATION (V)

General Instructions for Colleges
For each candidate’s dossier please do the following:

1. ! **Download the New, Revised Dossier Cover Sheet Form Available Online** – **Word format, quick-fill.** Fill out a Dossier Cover Sheet for Promotion and Tenure, to be included at the front of each candidate dossier.  
   [http://dof.tamu.edu/admin/tp/](http://dof.tamu.edu/admin/tp/)

2. Use tabbed divider sheets to separate the sections (Items) of the candidate’s dossier. (When creating the .pdf version of the dossier, you will also have to set it up as a multi- document file with “bookmarks.”)

Dossier Items

**Item 1: Candidate’s Statement(s) on Teaching, Research, and Service**

Description:
Written by the candidate, this is a concise statement of the candidate’s goals, philosophies, strategies and emphases in carrying out his or her professional responsibilities in teaching, in research, in service, and in any other activities. Each of the three areas should be individually addressed. Rather than using this statement as a forum to say why the candidate’s teaching, research, and service have been significant (or to make an argument for promotion or tenure), this statement should say how they candidate approaches these things.

Item 1 is an important document both for the candidate’s reflections and for contextualizing the other materials in the dossier. The personal statement should aid reviewers in understanding the candidate’s current philosophies in all three areas of teaching, research/scholarship, and service. It should also provide evidence (by referencing other dossier materials) of how the candidate’s philosophies in each of the three areas have been demonstrated and how they illustrate the candidate’s professional growth. (Alternatively, the statement might show how the candidate’s experiences with teaching, research and service have helped them develop their philosophies.) For example, a statement on teaching might explain the candidate’s philosophy of teaching (which should be more in-depth than a simple statement such as, “I believe in good teaching”) and explain how they came to hold that philosophy, as well as providing specific illustrations of how that philosophy is applied in the classroom. The statements on teaching, research and service should provide a context for review of the entire case.

Format & Guidelines:

- Three typed pages (max), single-spaced; 10 or 12-pt font; 1-inch margins
- May be formatted as a single document, OR as three individual documents (addressing Teaching, Research, and Service) that total the maximum of 3 single-spaced pages.
- Regardless of whether a combined document or single-documents format is chosen, these statements should be placed after the section divider tab for Item One (see Dossier Cover Sheet).
**Item 2: The Candidate’s CV**

Description:
The curriculum vitae will reflect experiences and development in the candidate’s career as a teacher and scholar. It provides an overview of the candidate’s academic accomplishments.

Format & Guidelines:
- The curriculum vitae should be concise, and padding should be avoided.
- List refereed publications (or other types of creative works) separately from those that were not refereed, and caption the lists accordingly. Provide complete documentation for each citation, including the date of publication and inclusive page numbers.
- Items that have been accepted but not yet published should be so labeled. (Most departments ask to see an acceptance letter.) Items that have been submitted but not yet accepted should not be shown unless they appear in a separately captioned list.
- It is strongly encouraged that if any coauthors are the candidate’s graduate students (past or present) they are delineated in a manner so that this relationship is discernable.

Signed Statement: The candidate must include a signed statement with the CV acknowledging that the CV being submitted is the most current and is correct as of the date of the signature. This statement and signature may be appended onto the end of the CV document. *(Note: This is different from the Verification of Contents statement—Item 3, below—requested on the Dossier Cover Sheet.)*

**Item 3: Verification of Contents Letter**

Description:
This is a statement by the candidate verifying what materials he/she has submitted for departmental review for the purpose of tenure and/or promotion consideration. The list of materials might include such things as: Philosophy Statement(s), Curriculum Vitae, Articles, Books, Portfolios, Student Evaluations, and other materials submitted by the candidate.

Format & Guidelines:
- A dated statement, signed by the candidate
- In the statement, the candidate should list *all materials* he or she is submitting to the departmental review committee

This list should not include departmental reports, outside letters, or other materials not submitted by the candidate.
Items 4-7: Department Evaluations of Teaching, Research, Service, and Other Activities

Description:
These are summary reports on the candidate’s teaching, research, service, and other activities. They should reflect the views of the voting committee’s members.

Note: The drafting of the summary reports may be assigned to an individual faculty member or subset of faculty members of the department’s T&P Committee, but the summary reports must be reviewed and edited until they can be accepted as accurate by the entire voting committee. A typed statement at the end of each report such as, “The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the T&P committee” will suffice. The purpose of this is to avoid situations in which a report indicates one conclusion about the candidate, but the vote does not support the evaluation.

These reports should allow subsequent reviewers to find documented evidence for statements made in the reports. However, they should not repeat information that can be found elsewhere in the dossier. They may refer to the outside letters and other materials without directly quoting them.

Format & Guidelines:
- Three or four separate reports that are indexed under separate section divider tabs in the electronic and hardcopy dossier files.
- Written by faculty T&P committee(s), not by the Department Head or the candidate. (Authorship of each report should be made clear—see sample statement in “Description,” above.)
- A statement at the end of each report reading: “The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the T&P committee.”
- Thorough analysis should be given to all three areas (Teaching, Research, and Service).

Additional information and guidelines specific to each report can be found below:

Teaching Report
The category of “teaching” includes, among other things:
- classroom and laboratory instruction
- development of new courses, laboratories and teaching methods
- publication of instructional materials including textbooks
- supervision of graduate students

In the report on evaluation of teaching, the following must be included for each candidate:

a) Peer Evaluation of course syllabi, assignments, examinations, and grading methods, as part of the determination of the scope, rigor, and quality of the candidate’s course offerings.
Note: Peer reports of structured classroom observations are helpful, but are not required. If such a report is provided, it should indicate the frequency of observations, as well as criteria for assessment of performance. If a department has engaged in periodic classroom visitation from the beginning of a candidate’s service for the purpose of developing teaching ability, these evaluations would be a natural addition to this section of the dossier.

b) Student Ratings of Teaching, with comments on these evaluations by peers: Complete longitudinal summaries (chronological, and in tabular form) of the student ratings must be presented, with numerical data set in the context of departmental standards and norms. (A department that does not utilize numerical ratings should provide a careful summary and analysis of the verbal responses over a multi-year period.)

c) Peer Evaluation of Other Teaching Contributions of value to the department, such as the direction of graduate students and undergraduate researchers, participation in student development programs, curriculum development, development of new courses or substantial revision of existing courses, pedagogical publications, textbook and other instructional materials, participation in honors programs, awards or recognition for distinguished teaching, and other teaching-related activities.

Do not include letters of testimonial from colleagues or students (these may be placed with Dossier Item 13: “Other Materials”).

Research and Creative Activities Report
For most disciplines, this category consists of research and publications. For some disciplines, however, it may include other forms of creative activity, such as architectural design, engineering technology, veterinary or medical technology, fiction, poetry, painting, music, and sculpture.

Within the report, describe authorship protocols within your discipline, especially relating to ordering of authors and how team members must contribute in order to be listed as a coauthor.

Service Report
This report might include service to the institution, to students, colleagues, the department, college, and the University. It may also include service beyond the campus, such as service to professional societies, research organizations, governmental agencies, the local community, and the public at large.

Other Activities Report
This report is for any activities that do not obviously fit into any of the other three. It may be omitted if it is not relevant to the candidate.
Item 8: Outside Reviewers’ Letters

Description:
Outside reviewers’ letters allow an opportunity for authorities in the candidate’s field to evaluate the candidate’s accomplishments and potential. External letters may reflect more than just scholarship. Reviewers may be asked to judge an individual’s teaching or other activities, as well as reviewing books or articles. (If a reviewer is asked to judge an individual’s teaching ability, it is recommended that they be sent a teaching portfolio or equivalent materials to review.) Be aware that letters from dissertation advisors may not carry the same weight as those from unbiased evaluators, and letters from former students are irrelevant except as supportive documents for the teaching evaluation.

Format & Guidelines:

◊ Letters may be received on official letterhead, or email letters are also acceptable if that is the preference of the reviewer.
◊ Most outside reviewers should be from peer institutions or better, but letters from clear leaders in the field are also acceptable.
◊ At least three outside reviewer letters must be included with the dossier.
◊ Include a page in this section of the dossier listing the names and contact information for the reviewers, and providing a “biography” showing the qualifications and credentials of the reviewers you solicited. When listing them, please distinguish them under separate headings based upon which reviewers were suggested by the candidate and which by the department.
◊ Include a copy of the letters requesting outside reviews, as well as all letters received in response. (If a form letter is used for all reviewers, a single copy may be included, with a notation added to this effect.) Letters should be essentially uniform.
◊ It is recommended that an equal number of letters be solicited for each candidate.
◊ It should be understood that a lack of response from a reviewer who has been asked to send a letter should not be interpreted as a negative statement against the candidate.

Procedures for Requesting Outside Letters:
1. The candidate provides a list of names of possible reviewers. The candidate may also provide a list of those who should not be consulted.
2. The Department Head or T&P Committee provides a list of possible reviewers.
3. From the two lists, a group of at least three are selected and contacted by the Department Head or Committee Chair.
4. Take care to select outside referees…

* In some cases, preeminence of institutions is obvious. Where the stature of an institution, program, or individual is not obvious, include an explanation of why the program and/or reviewer is appropriate. For example, an institution of lower reputation than Texas A&M may have one of the strongest programs in the field of the candidate. Although letters may be requested from outstanding individuals outside the academy, the file should still include three additional letters from individuals in peer programs/universities. Please realize that letters are much more persuasive when the reviewers are chosen from peer institutions.
a. ..whose objectivity is not open to challenge (i.e. avoid co-authors, longtime personal friends, former students or former mentors unless more than the minimum of three letters are presented).

b. ..whose rank at their institution is equivalent to or better than the one for which the candidate is being considered.

c. ..who do not appear on the candidate’s “do not contact” list.

5. Ensure that a mix of letters is solicited- some suggested by the candidate, some by the department. Clearly indicate who suggested which reviewers whose letters are included in the dossier.

6. The solicitation letter should request specific examples of the candidate’s current and potential scholarship and/or impact of teaching and service.

7. The solicitation letter must contain the following statement:

Your letter will be kept confidential to the extent allowed by Texas law. However, under Texas law, your letter could be relinquished through an open records request.

8. If a solicitation letter containing the elements of (6) and (7) is sent, and the referee declines to write a letter for the candidate, you must still list this referee’s name among those solicited (and indicate that they declined).

Item 9: Departmental (T&P) Committee Report and Recommendation†

Description:
The T&P report is advisory in nature. The main purpose of this report is to convey the meaning of the departmental committee’s recommendation. In part, this report is an explanation of the departmental committee’s vote, centered on the candidate’s performance as it relates to his or her suitability for eventual promotion or tenure. If the vote was unanimous, an explanation will simply state that the committee overwhelmingly believed that the candidate’s teaching, research and service showed that the scholar has evidenced appropriate performance for promotion or tenure. The report should make it clear that adequate consideration was given to teaching, research and service (or relevant categories for the particular faculty member appointment), and that the recommendation was based on a set of written and widely circulated tenure and promotion guidelines promulgated by the college and/or department (which are reviewed and updated regularly). A mixed vote would require further explanation of both the candidate’s demonstrated abilities, and the committee’s concerns.

† Only one report should be submitted, and submitting minority reports is discouraged. However, if this is impossible and a committee must submit minority reports, they will only be accepted if the reports indicate the name(s) of those submitting the minority report(s). Unattributed minority reports will not be accepted.
The report should reflect the essence of the evaluative concerns and support regarding the candidate’s case, and the committee’s recommended action. For example, “the majority thought the quantity of publications was good, but questioned the quality,” or “a minority was concerned about the rate of productivity,” or “the research and scholarly publications were excellent but a few committee members expressed concerns about the quality of the teaching.” Do not include direct quotes of committee members, or minutes of the meeting. Do make sure that the summary correlates with the vote.


◊ Summarize the most relevant issues explaining the outcome of the vote. A record of votes alone does not document the important issues in the deliberations.
◊ Avoid direct quotes, minutes, or transcripts of the proceedings.
◊ Avoid summarizing information that can be found in other documents (although other documents, such as the teaching, research and service reports, may be referred to).
◊ Make sure that the committee’s recommendations are consistent with evidence of performance as documented in the rest of the dossier.
◊ While the T&P departmental recommendation should emphasize a case based on the evidence that supports the recommendation, an explanation of contrary statements in the departmental reports, external letters, or members’ votes should be explained and given a sense of the weighting on the overall decision.
◊ The committee’s report should reflect the committee’s acceptance of the conclusions in the analyses filed under Teaching, Research and Service. If those analyses do not reflect the deliberations of the committee and the committee’s recommendation, then the committee report must explain this.

All committee members are to know the contents of the committee report. Members should indicate their agreement with what is stated in the report, and that the document reflects their discussion and voting outcome. This could be done by having voting committee members sign the report.

A. DEPARTMENT HEAD’S PRESENCE AT COMMITTEE MEETINGS

Committee discussions and recommendations regarding candidates should be independent of any administrator’s recommendation, opinion, or influence. For this reason, it is recommended that the Department Head not attend the meetings during which the committee is processing a case. However, if the committee wishes to have the Department Head present, and if the department’s bylaws make it clear that this may occur, the committee may elect to ask the Department Head to attend. (In this case, the Department Head should be present for meetings on all candidates, not selective ones.)
Item 10: Department Head’s Recommendation

Description:
This report gives the Department Head an opportunity, after reviewing reports and recommendations generated by the T&P committee, to convey the rationale that ultimately leads to his or her recommendations for/against tenure and/or promotion. This should include a discussion of the T&P committee’s evaluations/recommendations, as well as the outside letters and any further evaluation the Department Head wishes to make.

Format & Guidelines:

◊ Provide a general basis for strength and weakness of the case.
◊ Provide the context of this particular case within the department.
◊ Explain special consideration cases (i.e., early promotion/tenure, delays in promotion/tenure, special hiring circumstances).
◊ Explain any mixed or negative votes, if not explained in the committee report.
◊ Explain the Department Head’s vote—especially if it is contrary to the departmental recommendation.

Item 11: College Committee’s Report and Recommendation

Description:
Similar to the Departmental Committee Report (See Item 9), this document should reflect the ultimate vote of the committee and the primary issues that convinced members to vote one way or the other.

Item 12: Dean’s Recommendation and Summary

Description:
Similar to the Department Head’s Report (see Item 10). As with that report, the Dean’s report is an analysis of the case which should provide a general basis for strength or weakness, explain any mixed or negative votes (if not explained in the College Committee Report), and explain the Dean’s vote—especially if it is contrary to any departmental or college recommendations.

! The Dean’s report makes an independent determination. The Dean’s report should be helpful in laying out the case without merely summarizing/quoting other materials in the package. This is especially important for cases that have generated strong differences in recommendation during the evaluation process

In accordance with University Rule 12.01.99.M2, Section 4.6.3, “If the dean recommends against tenure and/or promotion and that recommendation is contrary to the department head’s recommendation, the dean shall inform the department head and faculty member of the reason for the recommendation.”
Reconsideration of a Case

If the Dean recommends against tenure and/or promotion and that recommendation is contrary to the Department Head's recommendation, the Dean shall inform the department head and faculty member of the reasons for the recommendation. The Department Head may then resubmit the case for further consideration to the Dean. If a case is resubmitted, it shall be re-reviewed by the dean and the college-wide tenure and promotion committee before a final recommendation concerning tenure and/or promotion is forwarded to the Provost and Executive Vice President for Academics.

Any petition for reconsideration must be based upon either (a) new evidence that is not already contained within the dossier, or (b) substantial and entirely new arguments that were not made in the first presentation.

Item 13: Other Materials and Documentation (optional)

Description:
This section is for any materials deemed pertinent to the case, but not appropriate for placement elsewhere. This might include letters from students or peers that were not part of a structured evaluation process, or letters from TAMU faculty members.

Supportive materials such as the teaching portfolio (if utilized) and copies of books or articles should be retained in the college, and not sent to the Office of the Dean of Faculties and Associate Provost with the T&P package.

Additions or Changes to the Dossier (if needed)

Additions or changes to the dossier after initial submission may occur at any level of the review and evaluation process. In general, it is advisable to use caution and limit changes to the dossier to additions, updates, or corrections that are substantive in nature. For example, candidates may request to update their CV after learning that a pending grant has been funded, a paper submitted for publication has been accepted, a new contract for a book has been signed, an important recognition has been awarded, etc. In the case of reconsideration requests by the department to the dean (see heading, "Reconsideration of a Case", under "Item 12" above), the basis for seeking the reconsideration of the case and any supporting materials are considered additions to the dossier.

Modifications to the dossier must be clearly marked and documented. For example, a sheet may be inserted into the CV section stating exactly what has changed (such as, “Grant proposal X to NSF, listed as pending, has now been awarded”). The insert should contain a statement that the candidate deems the changes to be accurate as of this date, and should be signed and dated by the candidate.
Changes or additions to the dossier do not trigger nor prohibit re-reviews by evaluation bodies that have already produced a vote based on the older version of the dossier. Therefore, the department or the college (depending where the dossier is at the time the change is introduced) should indicate whether previous evaluation levels re-reviewed the material (e.g., “The department T&P committee reviewed update material on 9/27/09”), along with the results of the re-review (e.g., “The new information did not change the recommendation of the T&P Committee). Re-reviews by previous evaluation levels are rare occurrences, except in cases where the dean is asked to reconsider his/her vote. It is advisable to consult with the Office of the Dean of Faculties and Associate Provost before requesting or conducting any re-review.

Note: If the report of the previous level is specific in naming a change or addition that would alter their vote from negative to positive, and that change or addition happens, it may not be necessary for that level to re-review. For example, if a Departmental T&P Committee indicated (in the report) that those who voted negatively would--if the candidate had a signed book contract, for example--be persuaded to change to a positive vote, and if that contract came through while the file was at the Dean’s level, the Dean could simply include that in his or her report.

PHOTO SUBMISSION (January) (VI)

Every year, the Office of the Provost and the Office of the Dean of Faculties and Associate Provost cooperate to create a booklet honoring those who receive tenure and/or promotion, including those who have earned the distinction of Distinguished Professor during the current year of consideration.

Photographs of successful candidates must be received by the due date (see chart in Section I) to be included in the booklet.

Colleges may direct their departments to send the booklet bios and photos directly to our office, OR they may request that their departments send all submissions to the college for forwarding as a group. Please make sure that the guidelines below are followed:

Photographs
For best results, the photograph should be a head or upper-body shot in which the head is 1” high. Electronic (digital) photos are preferred, but should be a minimum of 300 dpi.

!*Please do not copy and send website photographs (their quality in the printed booklet will be poor).*

Email photographs as separate .jpg files. You are encouraged to refer to the previous year’s booklet for examples of biographies and photographs. Contact the Office of the Dean of Faculties and Associate Provost (see Section VIII: Resources) if you would like for us to send you a copy.

Send electronic photographs and biographies for the booklet to Erin Schneider, Program Coordinator, erinschneider@tamu.edu

*Photos sent for the recognition booklet are not part of the dossier and will not be included with any materials forwarded for tenure or promotion consideration.*
A. Committee Proceedings (Department and College)

- Committee deliberations must be conducted in the strictest confidence.

- In presenting cases for tenure and/or promotion, departments should make clear any distinctive expectations that have existed with respect to particular candidates, which therefore should be brought to bear in the review. If a case is to be reviewed according to atypical criteria, that fact must be made clear in the presentation of the file. (See paragraph 4.5.4 of University Rule 12.01.99.M2—Statement on Academic Freedom, Responsibility, Tenure and Promotion.) In cases for promotion to full professor, please make the basis for the argument for excellence clear.

- Promotion and tenure are matters of central concern to many faculty members and to the university. Failure to provide and adhere to criteria for the granting of tenure and promotion can do long-term damage to a department and college, and certainly a negative decision can do long-term damage to an individual’s career. The process must uphold high standards and at the same time observe scrupulous standards of fairness.

- Department Heads, Deans and committees should take care to consult the University’s Statement on Academic Freedom, Responsibility, Tenure and Promotion to be thoroughly familiar with criteria for tenure and/or promotion by rank, and with procedures.
B. Notifying Candidates of Tenure/Promotion Recommendations

Candidates should be advised of the recommendation for or against tenure and/or promotion at each level of review. In the event of a negative tenure and/or promotion decision, the faculty member is entitled to a written statement of the reasons that contributed to that decision. If it is requested by the faculty member, the statement of reasons will be provided (usually by the Department Head) after the Board of Regents has ruled on the University’s tenure and/or promotion recommendations.

The following chart outlines the notification process. Notification should be made as soon as possible after a recommendation is made at a given level.

<table>
<thead>
<tr>
<th>Level of Review</th>
<th>Notification Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Committee</td>
<td>Department Head notifies candidate upon receipt of committee recommendation</td>
</tr>
<tr>
<td>Department Head</td>
<td>Department Head notifies candidate upon submission of recommendation to the Dean</td>
</tr>
<tr>
<td>College Committee</td>
<td>Dean notifies Department Head upon receipt of the committee’s recommendation; Department Head notifies candidate.</td>
</tr>
<tr>
<td>Dean</td>
<td>Dean notifies Department Head upon submission of recommendation to the Provost, by way of the Dean of Faculties. Department Head notifies Candidate.</td>
</tr>
<tr>
<td>Provost</td>
<td>Dean of Faculties notifies Dean, who notifies Department Head, who notifies candidate.</td>
</tr>
<tr>
<td>President</td>
<td>President notifies Provost. Dean of Faculties notifies Dean, who notifies Department Head, who notifies candidate.</td>
</tr>
<tr>
<td>Board of Regents</td>
<td>Dean of Faculties notifies Dean, who notifies Department Head, who notifies candidate.</td>
</tr>
</tbody>
</table>

The official decision by the Board of Regents regarding the granting of tenure and/or promotion of a faculty member will be conveyed in writing to the faculty member as soon as possible after the Board of Regents has officially acted on the President’s recommendations.
C. Candidate’s Right to Withdraw

At any point in the process, a candidate may elect to withdraw his or her name from further consideration. This must be a written request. In the case of mandatory tenure considerations, this will mean submitting a written resignation.

D. Mandatory (Penultimate Year) Review and the Probationary Period

Note: Guidelines on annual and mid-term (3-year) reviews have been relegated to a separate set of guidelines that is available from the Office of the Dean of Faculties and Associate Provost.

Mandatory Review (Penultimate Year)
These Tenure and Promotion Guidelines focus primarily on procedures for the Mandatory (penultimate year) review. This thorough review in the penultimate year of probationary service is required; however, conducting the review earlier is often appropriate, and encouraged. (If an early review does not result in a favorable decision for promotion and tenure, a review is conducted again at the mandatory time.)

Although the Department Head should initiate the mandatory review process, if they do not, any faculty member who is in their next-to-last year of probationary service should notify the Department Head that the year for a tenure judgment has been reached. This communication should be made in writing in order to avoid any misunderstanding of the matter by any party.

The timing of penultimate year reviews is illustrated in the table in the next section.

Non Reappointment
Since the probationary period consists of a series of one-year contracts, a decision not to reappoint an individual who is on probation can be made any time up to the year of the mandatory review. Non-reappointment should be considered if performance is unsatisfactory to the point that it is clearly unlikely the person will qualify for tenure, as neither party benefits from prolonging an unsatisfactory situation. Such a decision is made, of course, with great care and only in compelling circumstances. Please note that notification of non-renewal may be made in spite of a prior decision to extend the probationary period. However, once notification of non-renewal is made, no probationary period extension may be requested.

Please see University Rule 12.01.99.M2 or the Guidelines for Annual and Mid-Term Review (published by the Office of the Dean of Faculties and Associate Provost) for details regarding required notification procedures for non reappointment.
The “Tenure Clock” (Timing of Reviews)
The start of a tenure-track faculty member’s mandatory consideration year (academic year) can be calculated as follows:

Calendar year hired + Probationary period – 2 years = Fall semester of Tenure Consideration Year (e.g., regardless of month, contracted start date is in 2004 + 7 years of probation – 2 years = 2009. The mandatory review will start in Fall 08; if successful, the regents will grant tenure in Spring 2010, and the promotion and tenure will become effective in September, 2009).

Any individual hired for a tenure-track position will be required to submit materials for review during the academic year prior to the end of their probationary period. The timing of this depends upon the length of the probationary period (see chart below).

For example—For a faculty member hired in calendar year 2006:

<table>
<thead>
<tr>
<th>If probationary period is:</th>
<th>Mid-Term Review will occur between:</th>
<th>Mandatory Tenure Review (at all levels) will occur:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 years</td>
<td>Mar – Dec 2009 (due 09/10)</td>
<td>2011/12</td>
</tr>
<tr>
<td>6 years</td>
<td>Mar – Dec 2009 (due 09/10)</td>
<td>2010/11</td>
</tr>
<tr>
<td>5 years</td>
<td>Mar – Dec 2008 (due 08/09)</td>
<td>2009/10</td>
</tr>
<tr>
<td>4 years</td>
<td>Mar – Dec 2007 (but usually not done)</td>
<td>2008/09</td>
</tr>
<tr>
<td>3 years</td>
<td>N/A</td>
<td>2007/08</td>
</tr>
</tbody>
</table>

NOTES:
(1) The semester of hire does not determine the start of the “Tenure Clock.”
(2) The length of the probationary period will be found in the faculty member’s original letter of hire.
(3) The Board of Regents will review recommendations in the spring semester of the tenure review (academic) year.
(4) See the separate Guidelines for Annual and Midterm Reviews for more information about midterm review timing.

Extensions to the Probationary Period

Extensions to the probationary period may be granted upon petition by the faculty member, recommendation by the Department Head and Dean, and approval by the Dean of Faculties.

Extensions are usually for one year, but a longer period may be requested in compelling circumstances. Any extension greater than one year must be approved by the Provost. A faculty member may petition for an extension in the following cases:

- The faculty member is taking leave without pay, or a reduction in service to 50% time for a semester or academic year, provided the leave is not taken solely for the purpose of
pursuing activities that will enhance the faculty member’s qualifications for tenure and promotion.

- The faculty member has encountered circumstances that may seriously impede progress toward demonstrating qualification for the award of tenure and promotion. Such circumstances might include (but are not limited to):
  
  - serious illness or injury
  - having responsibility for the primary care of an infant or small child
  - having responsibility for the primary care of a close relative who is disabled, elderly or seriously ill
  - any serious disruption of the probationary period for unexpected reasons beyond the faculty member’s control

The above guidelines for extension were developed by the Faculty Senate and approved by the President of the University.

Reconsideration in the Terminal Year

In exceptional circumstances, a person considered for tenure in the mandatory year who is not successful may be reconsidered in the terminal year, at the discretion of the department and with the agreement of the Dean and the Provost that reconsideration seems appropriate. The sole ground on which a department may propose making such an exception to general practice is that the case has substantially changed since the mandatory consideration. The Dean of Faculties will discuss procedures should such a case arise. Reconsideration does not entail an additional terminal year.

E. Departments’ and Colleges’ Written Guidelines for Tenure & Promotion

University Rule 12.01.99.M2—Statement on Academic Freedom, Responsibility, Tenure and Promotion (SAFRT) requires that each college and the Libraries develop written guidelines describing their own evaluation criteria in accordance with those specified for the University. Departments should also have written guidelines. The rule states that guidelines should be redistributed to faculty at least every three years, and steps should be taken to ensure that faculty are thoroughly familiar with these guidelines. For the sake of openness of process and the maintenance of an atmosphere of trust, it is also advisable to announce the names of members of college and departmental evaluation committees on an annual basis.

A copy of each department’s and college’s guidelines for tenure and promotion should be forwarded electronically to Erin Schneider, Program Coordinator, on an annual basis. They may be sent to erinschneider@tamu.edu.

Each department must publish its annual review procedure on paper or electronically, and the annual review procedures for the department must be approved by the respective college dean and the Dean of Faculties, for the sake of consistency. The creation and modification of the annual review document should be a product of joint deliberation by faculty members and the Department Head. If there is no need for department specific guidelines, a college-wide document, developed jointly by faculty and administrators, and reviewed by the Dean of
Faculties, is sufficient. The annual review procedure document must include the following information:

- The Period of Evaluation (may be longer than one year—see SAFRT sec. 2.5.2.)
- Aspects of Performance to be evaluated, as appropriate for each job title
- Annual Activity Report Format and Content Expectations. Examples of possible content of the report include:
  - a statement of assigned duties, consistent with the appointment letter or position description
  - a list of activities, accomplishments and awards
  - documentation, including such items as course syllabi, evidence of student learning, published papers or books, evidence of effectiveness in service, teaching portfolio, etc.
  - self-evaluation in the context of the assigned duties of the faculty member and the missions of the department and University
  - a statement of goals
- The Basis for Evaluation. All sources of information to be used for the evaluation must be specified (e.g. annual activity report, personal observation by evaluator, discussions with colleagues, students or others, student evaluations of teaching, peer evaluations of teaching, etc.)
- Timeline and Procedures for Evaluation
- Complaint Procedures

F. Early Promotion and Tenure

Since tenure and promotion are linked for individuals hired as Assistant Professors (or instructors), a recommendation for early promotion must be coupled with a recommendation for early tenure, and vice-versa.

G. Reviewing Faculty with Joint Appointments

University Rule 12.01.99.M2—Statement on Academic Freedom, Responsibility, Tenure and Promotion (SAFRT), sections 4.6.2.1. and 4.6.2.2., indicate that faculty members having joint appointments (if funded) or having appointments with interdisciplinary (intercollegiate) faculties are to be reviewed and evaluated for promotion and/or tenure by the secondary unit as well as the ADLOC department. This should be done in accordance with the guidelines from both departments/units. Each unit must have guidelines governing faculty review, promotion and tenure (and these guidelines must be approved by the Office of the Dean of Faculties and Associate Provost, and reviewed by that office whenever significant changes are made to them).

In the case of joint appointments involving more than one college, both Deans (and both college level promotion and tenure committees) provide recommendations to the Provost. In the case of interdisciplinary faculty, the additional review and evaluation must be sought early enough to allow it to become part of the dossier reviewed by the departmental T&P committee. The report by the committee of an interdisciplinary faculty may consist simply of a letter including comments on teaching, research, service, and intercollegiate cooperation.
H. Non-Tenure Track Faculty Promotions

The review process for non-tenure track faculty (such as Lecturer to Senior Lecturer, or Clinical Assistant Professor to Clinical Associate Professor) is very similar to that of tenured and tenure-track faculty, and is on the same timetable (e.g. follow the schedule and timelines in Section I). Non-tenure track promotion packages should not be forwarded outside of the regular tenure and promotion timetable.

The process is unique, however, in the following ways:

◊ Outside letters are not required (although they may be included if desired). It is recognized that some of those in non-tenure track appointments do not have external visibility.
◊ The weighting of teaching, research and promotion may differ significantly from what is expected of tenured and tenure-track faculty. The categories of Teaching, Research and Service may in fact be changed to more appropriately reflect the individual’s responsibilities and to reflect the evaluation guidelines developed by the college and/or department (regarding those positions).
◊ Non-tenure track packages do not require Board of Regents approval.

Non-tenure track faculty seeking promotion will submit a dossier for review, organized in the way described in Section V of this document (with outside letters being optional). Committee reports and Department Head and/or Dean’s reports should make clear the criteria and weighting used for the consideration. Each college may have its own (approved & published) criteria for reviewing non-tenure track packages. In most cases, after being forwarded from the department, non-tenure track promotion packages will be submitted for review and a decision from the College Dean. Non-tenure track packages will then go forward to the Associate Provost, Provost, President, and Chancellor.

I. Faculty Members Hired Before Terminal Degree Has Been Issued

New faculty members hired as instructors because they have not yet received a terminal degree may be promoted to Assistant Professor upon receipt of that degree without a tenure decision being made. Instructor titles are tenure accruing. If the unit wishes the tenure clock not to start until the person obtains the terminal degree, the faculty member needs must be given a non-tenure track title.

If hiring paperwork was previously sent to the Dean of Faculties and Associate Provost Office that indicated the hire would be at the level of Assistant Professor conditional upon receipt of the degree, the Dean of Faculties will only require a memo indicating that this has occurred. If the individual was officially hired at the level of instructor, then all appropriate paperwork for a hire at the level of Assistant Professor must be filled out and submitted to the Dean of Faculties before the promotion may occur.
RESOURCES (VIII)

Questions about the organization, processing, and submission of the dossiers, file sets and T&P Recognition Booklet materials should be directed to:

Erin Schneider  
Program Coordinator  
Office of the Dean of Faculties and Associate Provost  
Henderson Hall 114  
1126 TAMU  
(979) 845-4274  
erinschneider@tamu.edu

Questions about the tenure and promotion evaluation process may be directed to:

Dean of Faculties and Associate Provost  
or Associate Dean of Faculties  
Henderson Hall 114  
1126 TAMU  
(979) 845-4274

Note: Colleges may have submission requirements and guidelines that do not contradict but complement these printed guidelines. Please, refer also to your college guidelines and college’s T&P coordinator for direction.
GUIDELINES FOR ANNUAL & MIDTERM REVIEW
Office of the Dean of Faculties and Associate Provost

These guidelines on annual and mid-term performance reviews for faculty are based upon requirements and guidelines found in University Rule 12.01.99.M2: Statement on Academic Freedom, Responsibility, Tenure and Promotion. They should be used in conjunction with college and department guidelines related to annual and mid-term reviews.

Note: For guidelines related to mandatory review in the penultimate year of service for the purpose of considering the candidate's performance toward attaining tenure and promotion, please refer to the Tenure and Promotion Package Submission Guidelines for the current academic year.

College and Department Guidelines - Approval, Publication, and Distribution
As stated in UR 12.01.99.M2, section 2.5.3, each department must have its own set of published guidelines describing their procedures for annual review, that have been reviewed and approved by the Dean of Faculties for consistency with University Rules and System Policies. Guidelines should be sent to the Dean of Faculties for subsequent review whenever there is a change to the procedures. The Office of the Dean of Faculties will maintain a file with copies of current guidelines (for annual & mid-term review, and for tenure and promotion) for each department.

Colleges and departments are also responsible for ensuring that the guidelines for annual and mid-term review are distributed to faculty on a regular basis (every 2-3 years at minimum, or more frequently when there are changes to the guidelines).

The following guidelines are to be used in conjunction with college and departmental guidelines & processes.

Annual Review (for tenured and non-tenured faculty)
All faculty members, whether tenured or not, must have an annual written review, for which the Department Head is responsible. This written report should contain specific feedback on the faculty member's prospects for promotion or reappointment if performance continues at the current level. Faculty members in probationary periods should know as accurately as possible how well they are progressing toward tenure or promotion.

Reviews will vary somewhat depending upon the rank of the individual and the stage of their career at the time of review.

Reviews for lecturers will focus on performance and potential for reappointment.

Reviews for other non tenure-track faculty (such as research or clinical faculty) will focus on performance in areas aligned with what is stated in the faculty member's appointment or reappointment letter.
(Annual Review, continued)

Reviews for tenure-track faculty who have not yet achieved tenure will focus on performance relative to departmental norms and progress toward tenure and promotion.

Reviews for tenured associate professors will focus on performance relative to departmental norms and identifying the faculty member's progress toward promotion to professor.

Reviews for tenured professors should focus on the goal of development, by clarifying institutional goals, individual goals and programmatic directions, and by evaluating the contributions of the faculty member toward meeting those goals.

Reviews for all tenured faculty, irrespective of rank, should align with the department's Post Tenure Review criteria which specifies that categories ranging from "most meritorious" to unsatisfactory must be assigned to each faculty member's annual review. Whatever processes exist for annual reviews, the requirement for Post Tenure Review requires that no less than once every six years peers (internal or external is not specified) must be involved in the review.

(Note that reviews for tenured or tenure-track faculty will consider progress in a scholarly career as long-term venture; therefore, a 3-5 year horizon may be necessary for accurate evaluation.)

Other Information:

These reviews must be completed before merit raises may be recommended, and never later than June 15 of each year.
The focus of the annual review will vary, depending upon the rank of the individual. Reviews should be conducted with reference to the criteria and expectations stated in department and college guidelines, as well as any other written expectations for the faculty member, such as those in the faculty member's appointment letter and/or annual notification of the terms and conditions of appointment.
Salary recommendations should be consistent with the performance evaluation.
The Department Head must provide the faculty member with a written statement regarding progress and performance. The faculty member should acknowledge receipt of the written statement and be allowed to provide written comments for the file if they choose to do so.
The Department Head will provide the opportunity for a meeting with the faculty member to discuss his/her accomplishments, deficiencies, and goals for the next year. When there is a change of Department Head, care should be taken not to disrupt continuity. It is expected, however, that performance criteria and college and department priorities may change over time. Faculty members must be kept informed of current expectations.

You may refer to University Rule 12.01.99.M2: Statement on Academic Freedom, Responsibility, Tenure and Promotion, Section 2.5, for more information on annual review.
Mid-Term Review

These are often referred to as "3rd year reviews" because many tenure-track faculty are hired with a 7 year probationary period (see chart in the "Probationary Period" section), therefore the mid-term review occurs in the third year. Tenure track faculty hired with a probationary period of 7 years are required (by University Rule 12.01.99.M2) to have a mid-term review. Tenure track faculty with a probationary period of between 4 and 6 years are encouraged to have a mid-term review.

The mid-term review should be similar to the tenure/promotion review process, including the submission of dossier materials. However, no outside letters are sought. Items reviewed should include those contributed by the candidate as well as internal letters of recommendation. Departmental and College-level committees should review the materials.

Note: It is not necessary to conduct an independent annual review for a faculty member in the year that their mid-term review is taking place. (The mid-term review can count as the annual review for that year.) However, each department has the option of conducting its annual review as a separate process from the mid-term review. The college and department guidelines should be clear about the manner in which annual review is handled during the mid-term review year.

The mid-term review package goes only to the Dean's level (it is not forwarded to the Provost, President, Chancellor or Board of Regents).

Timing of Mid-Term reviews is shown in the table in the next section (entitled, "The Tenure Clock").

The review should not begin before March of the academic year prior to the target academic year, and should be completed before December of the target year. Example: If the mid-term review is due during the 2008-09 academic year, it may occur anytime between March 2008 and December 2008.

Non Reappointment
Since the probationary period consists of a series of one-year contracts, a decision not to reappoint an individual who is on probation can be made any time up to the year of the mandatory review. Non-reappointment should be considered if performance is unsatisfactory to the point that it is clearly unlikely the person will qualify for tenure, as neither party benefits from prolonging an unsatisfactory situation. Such a decision is made, of course, with great care and only in compelling circumstances. Please note that notification of non-renewal may be made in spite of a prior decision to extend the probationary period. However, once notification of non-renewal is made, no probationary period extension may be requested.
(Non-Reappointment, continued)

University Rule 12.01.99.M2 explains the following notification requirements:

<table>
<thead>
<tr>
<th>Rank of Faculty Member</th>
<th>Status of Faculty Member</th>
<th>Notification of non-reappointment must occur:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track Faculty</td>
<td>In the First year of Tenure Track service</td>
<td>No later than March 1 of the first year of academic service, if the appointment expires at the end of that year</td>
</tr>
<tr>
<td>Tenure-Track Faculty</td>
<td>Second year of TT service</td>
<td>No later than December 15 of the second year, if the appointment expires at the end of that year</td>
</tr>
<tr>
<td>Tenure Track Faculty</td>
<td>Two or more years of service &amp; beyond</td>
<td>12 months prior to the expiration of a probationary appointment</td>
</tr>
<tr>
<td>Distinguished Professor or Senior Lecturer Lecturer</td>
<td>Has 5 years of accumulated full-time service (at a non-research faculty rank other than Assistant Lecturer) within the past seven years, excluding summers</td>
<td>12 months in advance of termination</td>
</tr>
<tr>
<td>Assistant Lecturers, Lecturers with fewer than 5 years accumulated full-time service, and other non tenured / non tenure-track faculty</td>
<td>n/a</td>
<td>12 months in advance of termination</td>
</tr>
</tbody>
</table>

The "Tenure Clock" (Timing of Mid-Term & Tenure Reviews)

Any individual hired for a tenure-track position will be required to submit materials for review during the academic year prior to the end of their probationary period, the mandatory review year. The exact timing of this depends upon the length of the probationary period (see chart below). The start of a tenure-track faculty member's mandatory consideration year (academic year) can be calculated as follows:

Calendar year hired + Probationary period - 2 years = First year of Tenure Consideration Period

**EX:** For a faculty member hired any time in calendar year 2003 on seven year probation:

'03 + 7 - 2 = 2008/09 is the mandatory year

* Note that these do not include issues of termination prior to the end of an appointment or the revoking of tenure.
Example 2--For a faculty member **hired in 2006:**

<table>
<thead>
<tr>
<th>If probationary period is:</th>
<th>Mid-Term Review will occur between:</th>
<th>Mandatory Tenure Review † (at all levels) will occur:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 years</td>
<td>March - Dec 2009 (due 09/10)</td>
<td>2011/12</td>
</tr>
<tr>
<td>6 years</td>
<td>March - Dec 2009 (due 09/10)</td>
<td>2010/11</td>
</tr>
<tr>
<td>5 years</td>
<td>March - Dec 2008 (due 08/09)</td>
<td>2009/10</td>
</tr>
<tr>
<td>4 years</td>
<td>March - Dec 2007 (but usually not done)</td>
<td>2008/09</td>
</tr>
</tbody>
</table>

**Extensions to the Probationary Period**

Extensions to the probationary period may be granted upon petition by the faculty member, recommendation by the Department Head and Dean, and approval by the Dean of Faculties. Extensions are usually for one year, but a longer period may be requested in compelling circumstances. Any extension greater than one year must be approved by the Provost.

A faculty member may petition for an extension in the following cases:

The faculty member is taking leave without pay, or a reduction in service to 50% time for a semester or academic year, provided the leave is not taken solely for the purpose of pursuing activities that will enhance the faculty member's qualifications for tenure and promotion.

The faculty member has encountered circumstances that may seriously impede progress toward demonstration qualification for the award of tenure and promotion. Such circumstances might include (but are not limited to):

- serious illness or injury
- having responsibility for the primary care of an infant or small child
- having responsibility for the primary care of a close relative who is disabled, elderly or seriously ill
- any serious disruption of the probationary period for unexpected reasons beyond the faculty member's control.

The above guidelines for extension were developed by the Faculty Senate and approved by the President of the University.

† The *Tenure and Promotion Package Submission Guidelines* (a separate document) will provide detailed procedures for the Mandatory (penultimate year) review, which is a required, thorough review in the penultimate year of probationary service. Conducting the review earlier is often appropriate, and encouraged. (If an early review does not result in a favorable decision for promotion and tenure, a review is conducted again at the mandatory time.) Although the Department Head should initiate the mandatory review process, if they do not, any faculty member who is in their next-to-last year of probationary service should notify the Department Head that the year for a tenure judgment has been reached. This communication should be made in writing in order to avoid any misunderstanding of the matter by any party.
Reconsideration in the Terminal Year
In exceptional circumstances, a person considered for tenure in the mandatory year who is not successful may be reconsidered in the terminal year, at the discretion of the department and with the agreement of the Dean and the Provost that reconsideration seems appropriate. The sole ground on which a department may propose making such an exception to general practice is that the case has substantially changed since the mandatory consideration. The Dean of Faculties will discuss procedures should such a case arise. Reconsideration does not entail an additional terminal year.

Questions?
Contact: Dr. Cynthia Anderson
Director of Faculty Administration
Office of the Dean of Faculties & Associate Provost
(979) 458-3412
Cy-anderson@tamu.edu
1.4  HIRING PROCESS

Following should be specified in the advertisement, very articulate on what is expected, always equal opportunity employer.

Portfolio, resume, previous classes taught, (syllabi), sample writing, student’s work, cover letter (letter of application), CV, form- self id employment opportunity, list of references

Send information straight to Dean of Faculty
Faculty Application Forms

To compete the application process, please print and fill out the forms below.

Once completed, please send the following three forms to the Dean of Faculties office. We will accept a signed, scanned copy via email sent to dof@tamu.edu or you may fax them to 979-845-1822.

I certify by signing each form that statements made by me on the following forms are true, complete, and correct to the best of my knowledge and belief and are made in good faith. I understand that any false statement made herein will void this application and any actions based on it.

1. Self Identification Form

The completion of this form is completely voluntary and will not impact the hiring process.

It is recommended that all applicants for tenured and tenure-track positions fill out this form to assist our office in gathering the university's EEOC reporting requirements. Please send this form directly to the Dean of Faculties office.

2. Verification of Degree Request

This form is used by our office to verify a faculty member's degree. According to the Southern Association of Colleges and Schools, we must have in our files every faculty members' credentials. Even if the faculty member is only teaching one course, we still need to verify their degree. This form must be signed for us to be able to verify a degree. We can accept fax signatures or an individual can scan the document and send it by email. Please send this form directly to the Dean of Faculties office.

3. Felony Conviction Notification

This form is used by our office as a notification of felony convictions only. This form must be signed before we process your hiring paperwork. We can accept fax signatures or an individual can scan the document and send it by email. Please send this form directly to the Dean of Faculties office.
**Forms**

- **Faculty Resources**
  - Application
    - Self Identification Form
      - It is recommended that all applications of tenured and tenure-track positions fill out this form to assist our office in gathering the university's EEOC reporting requirements. Please send this form directly to the Dean of faculties office.
    - Transcript Authorization/Degree Verification Form
      - This form is used by our office to verify a faculty member's degree. According to the Southern Association of Colleges and Schools, we must have in our files every faculty members' credentials. Even if the faculty member is only teaching one course, we still need to verify their degree. This form must be signed for us to be able to verify a degree. We can accept fax signatures or an individual can scan the document and send it by email. Please send this form directly to the Dean of Faculties office.
    - Background Check Request Form
      - This form is used by our office as authorization to obtain criminal history information on the applicant. It should be completed along with the DPS Computerized Criminal History (CCH) Verification Form.
    - Visa Information
      - For information about immigration status and Visa application concerns for employment, please contact the International Faculty and Scholars Service office of Texas A&M University.

  International Faculty and Scholars Services
  354 Bizzell Hall West
  Texas A&M University
  College Station, Texas 77843-1158
  http://ifss.tamu.edu
  (979) 862-1719

  - Exit Form
    - Faculty leaving Texas A&M University who want to comment on their employment here can use this form if they wish not to have a private meeting with Dr. Cepeda-Benito, the Dean of Faculties.

- **Faculty Development**
  - Professional Development Registration
    - Faculty Professional Development Registration
- Administrative Resources
  - **Hiring**
    - Approval to Hire a Faculty Member Form
      - This form is used as the main source of information when hiring a faculty member. It gives our office the information we need for our reporting requirements. This form should be filled out on any new faculty hires and on any reappointments of non-tenure-track hires such as Assistant Lecturers, Lecturers, Visiting Faculty, etc.
    - New Faculty Start-Up Request
      - This form is used when the department is offering a new faculty member a start-up package. There is a place on the Approval to Hire form to check if a start-up package is offered. Please note that if university funding is being used, this form MUST be signed by the Vice President for Research before coming to our office.
    - Agreement Concerning Tenure Status
      - This form is filled out when a person is coming in with tenure on arrival.
    - Agreement Concerning Probationary Service for New Faculty
      - This form is filled out when a faculty member is coming in with a probationary period. The maximum probationary period is seven years. A faculty member can get credit toward tenure from another university if they were in a tenured or tenure-track position. To figure the date for mandatory consideration you take the calendar year plus the probationary service and subtract two. For example: a person is being hired in 2004 with 7 years probation. You take 2004, add seven years, which equals 2011, and then subtract two years, which equals 2009. The individual will need to go up for tenure in the academic year 2009-2010. (See tenure and promotion guidelines for additional information on tenure.)
    - Appointments That Do Not Accrue Credit Toward Tenure
      - This form is filled out when the position is a non-tenure-accruing position such as Assistant Lecturers, Lecturers, Visiting Positions, Clinical Positions, etc.
    - Flexible Work Schedule Request
      - This form is filled out when a staff member, already working 100% time elsewhere, is asked to teach a class outside of normal work hours. Please enter your proposed work schedule and class time. It is not necessary for faculty members to fill out this form.
    - Applicant Tracking Log
      - This form is used to keep track of all applicants that have applied for a tenured/tenure-track position. The log should be turned in with the Approval to Hire package and submitted electronically to dof@tamu.edu. The information that is on this form is required for the university EEOC reporting requirements.
    - Partner Placement/Dual Career Funding Request Form
- This form is to be used to help a faculty member’s partner locate a position.
- **Recommendation for Joint Faculty Appointment Form**
  - This form is filled out when a department would like to use a current faculty member’s service where the faculty member is employed in another department. This could include teaching a class, consulting on research, or other services that may be needed.
- **Extension of Probationary Service and Waiver**
  - This form is used when a department wishes to extend the probationary service of a faculty member. This is usually accompanied with a memo as to why the probationary service needs to be extended.
- **Retirement from a Tenured Faculty Appointment**
  - This form is filled out when a faculty member that has retired is coming back to work. It is usually sent in with the Approval to Hire package along with an Appointments That Do not Accrue Credit Toward Tenure form. Please note that the faculty member should contact Human Resources to make sure that working after retirement does not conflict with retirement rules.
  - **Tenure & Promotion**
    - Tenure & Promotion forms
  - **Emeritus**
    - Recommendation for Emeritus Status Form
    - Form to recommend emeritus status
  - **Faculty Development Leave**
    - Faculty development leave forms
Offer Letter Guidelines

Effective November 1, 2009

When producing the offer-to-hire letter, the paragraph describing the need for final administrative approval and the contingencies for the approval to become effective must be included for all positions, tenure-track and non-tenure-track. Approval-to-hire packets sent to the Office of Dean of Faculties and Associate Provost that contain offer letters that do not include the text below will not be signed until the degrees are verified and the backgrounds are checked.

“Employment is contingent on your ability to provide employment eligibility documentation required by federal employment and/or immigration laws. In addition, to help expedite the administrative approval, we request that you visit the following website (http://dof.tamu.edu/forms) and submit the Official Transcript Authorization/Degree Verification For New Faculty, Self Identification, Felony Conviction and DPS Computerized Criminal History (CCH) Verification forms to the Dean of Faculties Office as soon as possible (fax: 979-845-1822). This offer will not be approved until the degree verification and criminal background forms are signed and received by the Dean of Faculties, and the approval is contingent upon the successful completion of the degree-verification and background-check processes.”

Offer letters that include the granting of tenure “on arrival” should have the following additional proviso:

“Offer of tenure on arrival is pending per approval by the University and System Administration and the Board of Regents.”
TEXAS A&M UNIVERSITY EQUAL EMPLOYMENT OPPORTUNITY
APPLICANT SELF-IDENTIFICATION INFORMATION
FACULTY POSITIONS

THIS BOX SHOULD BE COMPLETED BY THE DEPARTMENT BEFORE MAILING TO APPLICANTS.

Department with vacancy: ____________________________________________________________________________
SEARCH NO.: ________________________________________________________________________________________
Title of Position Applied for: ☐ Assistant Professor ☐ Professor ☐ Associate Professor ☐ Other Title: __________________________

TO THE APPLICANT Texas A&M University (TAMU) is required by Federal law to request and maintain data on aggregate
statistics regarding racial/ethnic and sex identity and handicap and veteran status of applicants for employment. These data provide
TAMU and the Federal Government with information necessary to monitor the University’s compliance with Equal Opportunity
requirements. This information will not be considered as part of the application for employment and will be separated from
applications materials. Your response is voluntary.

Last Name __________ First Name __________ Middle __________ Address __________________________ City __________________________
State __________ Zip __________ Phone No. __________ ☐ MALE ☐ FEMALE

Select one of the following categories with which you identify:

☒ 1. Are you Hispanic/Latino? ☐ YES ☐ NO
☒ 2. What is your race(s)? (Please check all that apply.)
☐ AMERICAN INDIAN or ALASKAN NATIVE.
☐ ASIAN
☐ BLACK or AFRICAN AMERICAN
☐ NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER
☐ WHITE
☐ DECLINE TO PROVIDE

☒ INDIVIDUAL WITH A DISABILITY. The individual chooses to be identified as an individual with a disability,
because he/she has a record of or is regarded as having a physical or mental impairment which substantially limits one or more of
his/her major life activities.

☐ VETERAN I served in the United States Army, Navy, Marine Corps, Air Force, or Coast Guard, in a reserve unit of one
of these military components or in the National or Air National Guard of the United States and was discharged or released under
conditions other than dishonorable.

☐ SPECIAL DESIGNATIONS:
☐ VETERAN OF THE VIETNAM ERA. The individual served more than 180 days on active duty with one of
the United States Armed Forces (1) in the Republic of Vietnam between February 28, 1961, and May 7, 1975;
(2) in all other cases, between August 5, 1964, and May 7, 1975; or he/she met either of the preceding criteria
and was discharged or released from active duty for a service-connected disability.

☐ DISABLED VETERAN I have a disability that entitles me to Veteran’s Administration disability compensation rated at percent or more, or was discharged or released from active military duty because of a disability incurred or aggravated in the line of duty.

☐ OTHER I served in the military for 90 or more consecutive days during a national emergency declared in accordance with federal law and was discharged with other than a dishonorable discharge or was discharged for an established service-connected disability and I am competent.

☐ SURVIVING SPOUSE OF A VETERAN. I am a surviving spouse, who has not remarried, of a veteran killed while on
active duty who served in the military for 90 or more consecutive days during a national emergency declared in accordance with federal law and I am competent.

☐ ORPHAN OF A VETERAN. I am a child of a veteran killed while on active duty who served in the military for 90 or more
consecutive days during a national emergency declared in accordance with federal law and I am competent.

☐ NONE OF THE ABOVE. I have read the above definitions and none of them apply to me.

SIGNATURE __________ Date __________

Please send the completed signed form to the Office of the Dean of Faculties and Associate Provost
by email to dof@tamu.edu or by fax to 979-845-1822.

S/10. Website: dof.tamu.edu/admin/_URI/14101.doc
TEXAS A&M UNIVERSITY
Office of the Dean of Faculties and Associate Provost

Verification of Degree Release Form

To comply with Southern Association of Colleges and Schools accreditation criteria, we must keep on file information on academic preparation of faculty members. Therefore, we must verify each faculty member's degree. To do this, we need certain information and a signed release form from the faculty member. This is kept as strictly confidential information.

(Please print legibly or type)

Name: 

Name while at institution (if different): 

Social Security Number: 

Birth date*: 

Highest Degree Completed: 

Field in which Degree Awarded: 

Date Degree Conferred: 

University: 

Address of University: 

I give my consent to allow Texas A&M University to verify my degree.

Signature __________________________ Date ______________

*Some international universities require the birth date in order to verify information. If you do not wish to volunteer this information, we will try to verify without it. If we can not verify the degree, we will contact you.

104 Academic TAMU 1126 College Station, Texas 77843-1126
(979) 845-4274; FAX (979) 845-1822

March 28, 2005
Office of the Dean of Faculties & Associate Provost  
Texas A&M University

Criminal Background Check Request Form

Privacy Notice: State law requires that you be informed that you are entitled to: (1) request to be informed about the information collected about yourself on this form (with a few exceptions as provided by law), (2) receive and review that information; and (3) have the information corrected at no charge. To request this information, contact dof@tamu.edu or (979) 845-4274.

**INSTRUCTIONS TO THE HIRING DEPARTMENT:** This form is used by Employee Services as authorization to obtain criminal history information on the applicant, as specified below.

1. Complete the hiring department/college information.
2. Have the applicant complete the applicant section (including the signature).
3. Fax to Dean of Faculties (979) 845-1822, or scan and e-mail to dof@tamu.edu.
4. Shred this form after receiving the hiring certificate or confirmation of receipt from the Recruitment Center.

---

### TO BE COMPLETED BY THE HIRING DEPARTMENT:

<table>
<thead>
<tr>
<th>Hiring Department/College</th>
<th>Department Contact Person</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Hiring Manager</th>
<th>Phone and Email</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Position Title and NOV#</th>
<th>PIN/PAN/HR Approval #</th>
</tr>
</thead>
</table>

### TO BE COMPLETED BY THE APPLICANT:

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

<table>
<thead>
<tr>
<th>Number and Street</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Date of Birth (Month/Day/Year)</th>
</tr>
</thead>
</table>

- [ ] Male  - [ ] Female  - Race: ______________________

<table>
<thead>
<tr>
<th>Other Names You Have Used Including Maiden Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact Phone (including Area Code)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>List All States/Counties In Which You Have lived in the Past Seven (7) Years</th>
</tr>
</thead>
</table>

---

Applicant Signature: ____________________________  Date: ____________

The information contained in this facsimile message is confidential and is intended for the use of the individual or entity named above. If the reader of this message is not the intended recipient or is the employee’s agent responsible for delivering it to the intended recipient, then you are hereby notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you have received this fax in error, please immediately notify us by telephone at (979) 845-4274 or return the original message to the address below.

---

**SUBMIT FORM TO:**  
Office of the Dean of Faculties  
MS 1126  
dof@tamu.edu  
Fax (979) 845-1822

**NEED HELP?**  
Office of the Dean of Faculties  
Phone (979) 845-4274  
dof@tamu.edu

---

Criminal Background Check Request  
revised 10/30/07  
Page 1 of 1
2. Appendix B-Undergraduate Students

2.1 Core Course Syllabi

2.2 Enrollment Profile
2.1 CORE COURSE SYLLABUS
ARCH 206-502 ARCHITECTURAL DESIGN II (4 Credit hours)

MW  8:00 am – 10:50 am – ARCA 120
F   9:10 am – 10:50 am – ARCA 120

Instructor:  Susan Rodiek, Ph.D., NCARB - rodiek@tamu.edu; (979) 862-2234
Visiting: Joseph McGraw, Ph.D. - jmcmgraw5@verizon.net; (979) 696-3085, (979) 218-6350
Office:  Jack K. Williams Building (ground floor, W014), Center for Health Systems & Design Research Annex
Hours: Thursday 1:30-2:30, or by appointment

In the end, the lasting product of architecture is the shape and reality of the finished building. Everything in architecture comes from layout, organization, form, shape. And how elusive this is!

1. COURSE DESCRIPTION

Fundamental issues of innovative design processes and creation explored through the creative use of past, present and future materials, tools, and technologies; with an emphasis upon the research of materials, methods, scale, craft and technique as instruments of design, fabrication, and production.

(from catalogue) Prerequisites: ENDS 105, 106, 115, 116.

2. INTRODUCTION

This course provides a diversity of project types and educational goals, to enable students to focus on their own development in different aspects of the creative process. Following a brief design charrette at the beginning of the semester, Project 1 will give students a chance to work on a small project at a larger level of scale, to facilitate incorporating the surrounding context into the design solution. Project 2 will focus on a team-based comprehensive solution to a larger project, with multiple preliminary and finished products. Project 3 will allow students to work more independently on an open-ended project, linked to specific readings. Small projects throughout the semester will involve research, writing, sketching, photography, and graphic design. Listed projects may be modified or substituted during the semester to respond to new opportunities that arise. An on-going design journal will be kept throughout the semester, in the form of a sketchbook to record ideas and process drawings, design development, theoretical exploration, lecture series notes etc.

3. COURSE OBJECTIVES

Primary objectives in this course are that students will: a) develop their awareness of how the built environment influences the behavior and experience of the human user; b) improve teamwork and time-management skills; c) gain experience and facility with diverse methods for design and visual communication, both traditional and innovative, and to improve skills in verbal expression, both written and spoken.

4. METHODS

This studio will explore a wide range of approaches to design and communication, ranging from hand sketching and model-building, to 3-D rendering and free-form exploration of materials. Students will work in teams and individually, and may also collaborate with students from other courses on portions of the projects. Brief projects will give students the opportunity to conduct and present research in oral and written format.

5. COURSE SCHEDULE – Spring 2010  (will be adjusted to meet project requirements.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20</td>
<td>Set up studio, prepare for design charrette</td>
</tr>
<tr>
<td>Jan 22</td>
<td>DESIGN CHARRETTE -- all Architecture studios</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Begin Project 1 (Sailboat)</td>
</tr>
<tr>
<td>Jan 27</td>
<td>Studio work session</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Studio session w/ crits</td>
</tr>
<tr>
<td>Feb  1</td>
<td>Pinup Review</td>
</tr>
<tr>
<td>Feb  3</td>
<td>Studio work session</td>
</tr>
<tr>
<td>Feb  5</td>
<td>Studio session</td>
</tr>
<tr>
<td>Feb  8</td>
<td>Pinup review</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Studio work session</td>
</tr>
</tbody>
</table>
Feb 12  

Feb 13-14  **PROJECT 1 - FINAL PRESENTATION** (off-site if feasible)

Feb 15  Begin Project 2  *(Haiti Research)*
Feb 17  Studio work session
Feb 19  Studio desk crits/ work session

Feb 22  Pinup review
Feb 24  Studio work session
Feb 26  Studio desk crits/ work session

Mar 1  **PROJECT 2 - PRESENTATION**
Mar 3  Begin Project 3  *(Portfolio design)*
Mar 5  Studio desk crits/ work session

Mar 8  Pinup review
Mar 10  Studio work session
Mar 12  **PROJECT 3 DUE**

**Mar 15-19  SPRING BREAK**

Mar 22  Begin Project 4  *(Haiti Clinic/ School Design)*
Mar 24  Studio work session
Mar 26  Studio desk crits/ work session

Mar 29  Pinup review
Mar 31  Finalize presentations
Apr 2  Finalize presentations

Apr 5  **PROJECT 4 – MID-POINT REVIEW**
Apr 7  Studio work session
Apr 9  Studio desk crits/ work session

Apr 12  Pinup review
Apr 14  Studio work session
Apr 16  Studio desk crits/ work session

Apr 19  **PROJECT 4 – FINAL PRESENTATION**
Apr 21  Begin Project 5  *(Lightness project)*
Apr 23  Rowlett Lecture 1:00-4:00 PM

Apr 26  Pinup review
Apr 28  Studio work session
Apr 30  **FINAL PRESENTATION – PROJECT 5**
May 3  Turn in design journal

6. PERFORMANCE EVALUATION AND CRITERIA

Students are expected to be self-motivated and strive constantly to improve their own skills and knowledge base while contributing to the learning environment shared with other students. Evaluation involves examination and review of
products by the instructor, external reviewers, client representatives, and other students. The primary areas of
evaluation are: KNOWLEDGE/ SKILL DEVELOPMENT, PRODUCTS, and PARTICIPATION.

A  \hspace{1cm} \textbf{Exemplary work habits and contributions to the class}
\hspace{1cm} \textit{Exceptional evidence of learning and growth}
\hspace{1cm} \textit{Highly successful products for assigned work objectives}

B  \hspace{1cm} \textbf{Good and consistent work habits and contributions to class}
\hspace{1cm} \textit{Clear evidence of learning and growth}
\hspace{1cm} \textit{Satisfactory products that meet assigned objectives}

C  \hspace{1cm} \textbf{Inconsistent attention to work and class participation}
\hspace{1cm} \textit{Moderate development of skills and knowledge base}
\hspace{1cm} \textit{Work products do not fully meet assigned objectives}

D  \hspace{1cm} \textbf{Poor attention to work and class activities}
\hspace{1cm} \textit{Limited understanding of concepts and weak skill development}
\hspace{1cm} \textit{Work products do not meet assigned objectives}

F  \hspace{1cm} \textbf{Little indication of interest in the class or architectural education}
\hspace{1cm} \textit{Failure to demonstrate understanding of basic concepts and skills}
\hspace{1cm} \textit{Inadequate work products}

Students will be evaluated on individual merit, and members of a team may receive different grades. Projects will be
evaluated based on design concept, development, and presentation. Design concept refers to the clarity and inventiveness
of your design, development refers to making the concept feasible and realistic, and presentation refers to the
craftsmanship and execution of your solution. Grade distribution may be adjusted to reflect changes in project length
and/or emphasis.

\textbf{GRADE DISTRIBUTION:}
\begin{itemize}
  \item Project 1: Sailboat design/ construction \hspace{1cm} 20% \\
  \item Project 2: Haiti Relief project – Research phase \hspace{1cm} 10% \\
  \item Project 3: Portfolio design \hspace{1cm} 10% \\
  \item Project 4: Haiti Clinic and School -- Design phase \hspace{1cm} 40% \\
  \item Project 5: Creating Lightness project \hspace{1cm} 10% \\
  \item Mini-projects/ attendance/ team coordination, design journals \hspace{1cm} 10% \\
\end{itemize}
\hspace{1cm} 100%

\textbf{7. ATTENDANCE AND TIMELINESS}
You are expected to be present during scheduled meeting times, ready to work, and with appropriate materials on
hand. You are expected to work primarily in studio, both during and aside from scheduled class hours. Most
sessions will begin with a critique of previous work, and a discussion of new information and assignments, so students
should plan to arrive early or on time. Lateness or unexcused absence will result in substantially lowered grades
(excused absence requires written verification for medical or University-mandated reasons).
When you know you will be late or absent, it is your responsibility to notify the instructor IN ADVANCE of the class session, by PHONE, EMAIL, or preferably both. This will not excuse the absence, but allows the rest of the group to begin on time. Individuals who are late or absent are responsible for finding out about any missed information and assignments, and completing all work on the assigned schedule. Students are expected to coordinate closely with their partners on team projects.

Assignments must be turned in on time, even if incomplete – late submittals will automatically lose 30% or more of the credit possible for that project. Students will lose grade points for unexcused late or missed classes.

8. MATERIALS AND FIELD TRIPS

This studio requires typical digital and manual media for sketching, drafting, and rendering, as well as model making tools and materials, photographs and prints (see attached list for suggested materials). Additional materials may be required for specific projects. Field trips are expected to be in the local and regional areas, including visits to project sites and other example sites. Students should inform their other instructors as early in advance as possible of scheduled activities that will require them to be absent from other classes.

9. REQUIRED AND RECOMMENDED TEXTS

Students are expected to have access to basic reference texts and resources on architectural design, including structures, building systems, and design detailing. The main text for this course is A Pattern Language, a fairly comprehensive resource that addresses basic design issues in relation to human usage and appreciation. This text will be a useful reference in future studios. A second required text is Lightness: The Inevitable Renaissance of Minimum-Energy Structures, which will serve as inspiration for design projects.

REQUIRED TEXTS:

REQUIRED READINGS:
Will be assigned as related to projects, in the form of handouts, online sources, and text-based resources.

RECOMMENDED READINGS:

Additional text-based readings and online research materials will be referenced as work progresses.

10. DOCUMENTATION OF STUDENT WORK

Reviews and critiques – students are expected to make tangible progress between each studio session, unless otherwise noted. Most sessions will begin with group or individual review of the most recent progress made. Students without documentation of substantial progress may not receive reviews, and will receive lower evaluations as a result.
For each day’s desk crits, students should have their current work available for review in printed format in advance each studio session, even if small-scale and black & white. Students should also have tracing paper available before desk crits begin.

*Digital information* -- students should frequently backup their all work on external media such as CDs, external hard drives, flash drives, etc. to safeguard against the possibility of laptop crashes and other losses. As network folders and temp drives are erased by IT staff on a frequent basis, any work produced on university equipment must be saved on the student’s own external media. Students may develop a common folder for sharing images, maps, and research information, but all material should be backed up in a second location.

*Optimal file size* should be used for images – adequate to provide good resolution for the medium to be used, but not large enough to slow down operating systems.

*Printing and Laser-cutter use*, especially for reviews and presentations, should be done EARLY, due to unexpected delays and obstacles – you should assume that anything that can go wrong, will, and have an alternate plan for finishing work in time.

*Studio products* such as models and drawings may be retained by the instructor for accreditation or other purposes. Students should plan to document and/ or make copies of their work for their own use in the form of copies, photographs, slides, or digital images.

*Multiple copies* are typically required of all papers, reports, etc., to share with other students, and so the instructor can mark up one copy to return to the student, and retain the other copy.

11. **STUDIO CULTURE AT TEXAS A&M UNIVERSITY: A POLICY STATEMENT**

*Studio Culture Statement*

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

12. **AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

13. **ACADEMIC INTEGRITY STATEMENT**
AGGIE HONOR CODE
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor.

14. SUGGESTED EQUIPMENT AND MATERIALS  (as needed)  Spring 2010  ARCH 206

MODELMAKING/ CONSTRUCTING OBJECTS

- Desktop cutting surface
- Mat knife / X-acto knife
- Foam-core board for models and for mounting drawings
- Non-hardening modeling clay: 1 or 2 pkgs (off-white or ivory)
- Brown cardboard, chipboard, foamcore board
- White glue ("tacky" type preferred)
- Rubber cement, straight pins, ordinary masking tape
- Glue gun and glue sticks
- Various materials as required for object construction
  (also: museum/ mat board, bass/ balsa wood, flexible foam sheets, materials for specific projects)

SKETCHING / DRAWING/ / PRESENTATION

- Design journal – for sketching and making notes
- Cover to protect desk surface and facilitate sketching (must be taped down)
- Laptop with graphics software (CAD, Photoshop, Powerpoint, etc.)
- Storage media (CDs, external hard drives, flash drives)
- Tracing paper (rolls, NOT pads) in different-width rolls - 12", 18", 24" (white is most versatile)
- Drafting tape or dots (not ordinary masking tape – it leaves a sticky residue)
- Black ink pens in different line widths: thin, medium, and thick
- Soft “fat” sketch pencils (‘Ebony’ or ‘Berol Drafting Pencils’)
- Sketchbook
- Architects scale (pref. triangular)
- Engineers scale (should be in feet, not metric or proportional scale)
- Gray markers in different values (try 20%, 40%, 60%, 80% - pref. WARM gray)
- Colored markers and pencils (for sketching and rendering)
- Parallel drafting bar or T-square
- Drafting triangles, a few in 45 and 30/60; also an Adjustable triangle
- Very small triangle to use for lettering (either 45 or 30/60)
- Pencils and/or leads with holder - from 4H to 4B (not mechanical pencils)
- Pencil sharpener or lead pointer, and Sandpaper pad for beveling pencil
- Compass and/or circle templates
- Erasers: white, and kneaded
- Black metal binder clips (small-size) for mounting drawings
MISCELLANEOUS

- Drafting lamp, adjustable
- Small pocket-size measuring tape, 8’ or 10’ (from hardware store)
- Scissors, bond paper, white-out, scotch tape (pref. tape that can be repositioned)
- Photographic equipment and supplies
1] COURSE CATALOGUE DESCRIPTION: PER CATALOGUE
Fundamental issues of innovative design processes and creation explored through the creative use of past, present and future materials, tools, and technologies; with an emphasis upon the research of materials, methods, scale, craft and technique as instruments of design, fabrication, and production.


3] COURSE INTRODUCTION
Architecture is a negotiation between one’s fantasy world and one’s reality; to find the balanced connection between the two leads us to an in depth study of methodology. The solution to the process begins with the inevitable multiplicities of forces which--when merged appropriately--will produce architecture. The negotiation between systems however can only be resolved through design process, hence the creation of one’s own methodology. How does one negotiate? Understanding one’s own process or methodology for solving design problems is just as important as the final design. This studio will attempt to direct the student to better understand the idea of design process, methodology, and begin researching, adopting and finally identifying with a methodology of his/her own. Focus will be on finding one’s own design process or methodology through analysis, discussion, and exploration with studio projects.

Studio Program will consist of four projects:
   1) Analysis of Architect & Methodology
   2) Urban Infill; insertion of live-work structure under a bridge overpass
   3) Cliff House; single family residence on cliff’s edge
   4) Urban Studio with an exploration of product design

4] COURSE EXPECTATIONS:
By the end of the semester each student should have a broader knowledge of his or her own design process and or methodology. Each student shall have a better understanding of how to verbalize, write, and graphically present the streamline of ideas that identifies process.

5] GENERAL REQUIREMENTS
Sketchbook: Maintain a sketchbook with design development sketches and notes. At various times during the semester they will be checked to verify their content. Sketchbook will be graded on the basis of amount of sketches and information contained therein. Sketchbooks will be checked and graded under the discretion of the professor, so student should maintain a constant streamline of sketches, notes, and ideas to discuss.
Presentation  Presentations will be required to tell a story of process by using the following; physical modeling, computer modeling, hand / computer drawings, and verbal presentation. Each student will be critiqued and graded on articulation of thought and craft of presentation.

Design Tools  How one presents the ideas of his/her design solution will be a critical point of discussion between peers and professor. Every student will be required to have the necessary “design tools” in class with every session. Design tools such as pens, trace, tools for physical modeling, computer with appropriate software, or printouts of latest solution(s) for problem.

6] SCHEDULE
A separate schedule is attached to each design exercise. These dates are tentative and subject to change.

Week One  (Week of January 20th)
- Wednesday, January 20th: Introduction, Studio Syllabus, Project One Intro
- Friday, January 22nd: College Design Charrette

Week Two  (Week of January 25th)
- Monday, January 25th: Architecture Lecture Series, Beatriz Colomina
- Wednesday, January 27th: Work in Studio
- Friday, January 29th: Work in Studio, Desk Crits

Week Three  (Week of February 1st)
- Monday, February 1st: Project One DUE
- Wednesday, February 3rd: Project Two Intro
- Friday, February 5th: Work in Studio

Week Four  (Week of February 8th)
- Monday, February 8th: Architecture Lecture Series, Andreas Pedersen
- Wednesday, February 10th: Work in Studio
- Friday, February 12th: Work in Studio

Week Five  (Week of February 15th)
- Monday, February 15th: Work in Studio
- Wednesday, February 17th: Work in Studio
- Thursday, February 18th Architecture Lecture Series, Sarah Whiting and Ron Witte
- Friday, February 19th: Project Two Due

SCHEDULE CONT...

Week Six  (Week of February 22nd)
- Monday, February 22nd: Project Three Intro
- Wednesday, February 24th: Work in Studio
- Friday, February 26th: Work in Studio

Week Seven  (Week of March 1st)
- Monday, March 1st: Architecture Lecture Series, Ted Flato
- Wednesday, March 3rd: Work in Studio
- Friday, March 5th: Work in Studio

Week Eight  (Week of March 8th)
- Monday, March 8th: Architecture Lecture Series, Nicholas Boyarsky
- Wednesday, March 10th: Work in Studio
- Friday, March 12th: Project Three Due

Week Nine  (Week of March 15th)  SPRING BREAK

Week Ten  (Week of March 22nd)
- Monday, March 22nd: Project Four Intro
- Wednesday, March 24th: Work in Studio
- Friday, March 26th: Work in Studio

Week Eleven  (Week of March 29th)
- Monday, March 29th: Work in Studio
- Wednesday, March 31st: Work in Studio
- Friday, May 2nd: Work in Studio

**Week Twelve  (Week of May 5th)**
- Monday, May 5th: Architecture Lecture Series, Francois De Menil
- Wednesday, May 7th: Work in Studio
- Friday, May 9th: Work in Studio

**Week Thirteen  (Week of May 12th)  FINAL CRITIQUE WEEK**
- Monday, May 12th:
- Wednesday, May 14th:
- Friday, May 16th:

7] REQUIRED READINGS:
*Deconstructing the Kimbell by Michael Benedikt*

8] SUGGESTED READINGS:
*White Walls, Designer Dresses: The Fashioning of Modern Architecture; Mark Wigley*
*Architecture and Disjunction, Tschumi, Bernard*
*Theories and Manifestoes of Contemporary Architecture, Charles Jenks and Karl Kropf*
*Complexity and Contradiction in Architecture, by Venturi, Robert*
*Modern Architecture, a critical history by Frampton, Kenneth*
*Programs and Manifestoes on 20th-Century Architecture by Ulrich Conrads*
*The Architecture of the City by Aldo Rossi*
*Gehry Talks: Architecture and Process Mildred Friedman, Frank Gehry, and Michael Sorkin*
*Wolf D. Prix & Coop Himmelb(l)au: Get Off of My Cloud by Martina Kandeler-Fritsch, Thomas Kramer, Wolf Prix, and Helmut Swiczinky*

9] IN-STUDIO WORK HABITS:
Interaction between students in a design studio course is beneficial for increasing the level of quality and learning process that takes place by having classmates critiquing or offering their view on an approach to a design problem at hand. The level of positive synergy is often times evident in the overall design quality and production of the entire class to an instructor from year to year. In small groups of students the synergy developed is often times clearly evident, whether it is a group of friends or an overall class size. The great majority of time in class should be for the student to work on development of the design problem at hand working by yourself, concentrated and focused on your work. I encourage students to interact and share with each other on matters related to the design problem at hand in class. Music without headphones during class hours is not allowed during studio. Students who engage in excessive socializing and talking during studio class will be subject to being asked to leave the class. Missed information and/or critiques will not be repeated. Students are required to work in the studio for the entire length of the class.

10] GRADING AND EVALUATION PROCESS:
Grades will be determined at the end of the major assignment. Determination of the student’s final grade in the course will be based on the average of the major assignment grades, adjusted (up or down) by the student’s daily progress, initiative, attitude, improvement, and potential. Each grade will be evaluated on a 4-point scale.

[1] Design:
Development of an architectural idea / Comprehension of the abstract composition and the strategy of organization / Formal and spatial interpretation of the concept of the program / Comprehension and use of the structural system / Appropriateness of sizes and locations of program elements / Formal and conceptual resolution of plans, sections, and vertical surfaces / Analysis of the site (context), precedent, and program / Overall level of development (finess) / Issues of sustainability
[2] Representation:
Clarity, completeness, correctness, and accuracy in all drawings and models/
Hierarchy of line weight in plans, sections, elevations: Composition of drawings

[3] Presentation:
Ability to clearly articulate conceptual, thematic, and architectural ideas about the project

[4] Faculty discretion:
Evidence of progress, concentration, inquisitiveness, receptiveness, enthusiasm, motivation,
commitment, independent resourcefulness, and adaptation

10.1] Grades
Grade A - Superior (4 +/- points): Exceptional performance strongly exceeding requirements of
assignments; initiative proving independent resourcefulness; strong positive attitude toward the work;
growing level of improvement.
Grade B - Good, Above Average (3 +/- points): Adequate performance above the norm, accurate and
complete, beyond requirements of assignments; good initiative when stimulated by some desirable
achievement; positive improvement showing marks of progress.
Grade C - Average (2 +/- points): Mediocre or conservative performance, satisfying all requirements of the
assignment with an indifferent and unnoticeable level of initiative, attitude, and improvement.
Grade D - Below Average (1 +/- points): Inadequate performance not satisfying the requirements of the
assignment with an indifferent and unnoticeable level of initiative, attitude, and improvement.
Grade F - Failing (0 +/- points): Ineffective performance not satisfying the requirements of assignments to
an extreme degree. Level of initiative, attitude, and improvement non-existent.

10.2] Project Percentage Breakdown
Project One 15% ; Project Two 20% ; Project Three 20% ; Project Four 30% ;
Sketchbooks 10% ; Department Lecture Series 5% ; Unexcused Absence -5% ;
Late Attendance will be recorded as will be accumulated into an unexcused absence

11] Attendance:
Class attendance will be taken at the beginning of every class. Students enrolled in the course are expected
to attend every scheduled class lecture, and to complete all assignments for the course. Students who are
requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code.
The list of official excused absences can be found at: http://student-rules.tamu.edu/rule7.htm

12] Academic Dishonesty:
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to
uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the
Honor System. Students will be required to state their commitment on examinations, research papers, and
other academic work. Ignorance of the rules does not exclude any member of the TAMU community from
the requirements or the processes of the Honor System. For additional information please visit:
http://www.tamu.edu/aggiehonor/

13] Note for Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this legislation
requires that all students with disabilities be guaranteed a learning environment that provides for reasonable
accommodations of their disabilities. If you believe you have a disability requiring accommodation, please
contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services
Building. The phone number is 845-1637.

14] Spray Painting:
Spray painting in Studio is not allowed. Spray Painting is only allowed in designated spray paint booth; Fines will be issued if student is caught.

15] STUDIO CULTURE at Texas A&M University; A Policy Statement
All Students, Faculty, and Staff at the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture.

They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that the design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

16] STUDIO GOOGLE GROUP:
Students and Professor will make use of the following Google Group to post files and send messages to the entire group: http://groups.google.com/group/designprocess206

Invitations will be sent out the first day of class...
ARCH 207 Architectural Design I

Instructor
Mark J. Clayton, PhD
Office: Pavilion 110
Phone: 979 845-2300
Email: mark-clayton@tamu.edu
http://people.tamu.edu/~mark-clayton/
Office hours: MWF 10:30 am to 11:30 am; T 9:30 am to 10:30 am; Th 1:30 pm to 3:00 pm; or by appointment.

Time and location
Spring 2010
MW 3:00 pm to 3:50 pm in ARCA 323 or ARCC105
MW 4:10 pm to 5:50 pm in ARCC 304CA
F 3:00 pm to 4:40 pm ARCC 304CA

Catalog Description
Technology as medium for design planning and communication; impact and influence of technology on architectural design process; investigation of computing theories, systems, methods and current and future trends through creative thinking and innovation design, problem solving and creation with the use of digital media. Prerequisites: ENDS 105, 106, 115, 116.*

Learning Objectives
ARCH 207 is the last studio that you will take before applying to upper division. It is a new course that has never before been taught, and as such is experimental. It is based on the conviction that the problems facing us as architects and inhabitants of architecture in the 21st century demand new methods, techniques, tools and attitudes. It is also based on the conviction that 20th century methods are inadequate and in fact proven to be flawed, and that computer technology is one of the few “game changers” that could enable us to meet the challenges that face us. This course will give you tools and skills that you will use for the rest of your academic and professional career to leverage your ability as a designer, manager, and human being.

The format of the course is unusual. Parts of it will be like studios that are characteristic of design education; you are given design challenges to solve and you work on them through drawing, modeling, and writing. Other parts of the class are like a lecture: you sit in a group, largely listening and taking notes so that you can prepare for exams. The class will also have parts that are like a seminar: you will participate in a general discussion in which you listen to insights and opinions, share yours, and justify your position. The course will be intense. I expect you to work on the activities of this course between 12 and 20 hours per week.

Five broad subjects are addressed in this course:

1. Architectural design quality.
2. Information technology applications in architecture.
3. Construction materials and methods.
5. Design methods.
The learning objectives for the course are connected to particular projects and activities:

Charrette
1. Demonstrate ability to think and act like a designer to produce a clever and appropriate solution to a challenging architectural problem in a short period of time.
2. Demonstrate skill in conceiving and presenting ideas.

Project 1: Passenger Depot
Learn about the following topics and demonstrate an ability to apply them in generating a solution to a design problem.
1. Concepts and application of BIM and Revit.
2. Principles of search-based design.
5. Principles of collaborative design.
7. Time constraints and activity scheduling.
8. Cost issues in design.
10. Examples of guidelines and building codes.
13. Lighting and rendering.
15. Construction materials.
17. Behavior, activities and practices of creative design.
18. Techniques of documentation of a building for construction.

Project 2: House in College Station
In the second project, additional topics are added:
1. Principles of modern design in contrast to classical design.
2. Expressive potential of architectural design.
3. Climate responsive design principles as they apply to houses.
4. Principles of excellence in home architecture.
5. Innovations in home architecture.
6. Expressive qualities of architecture

Books
Learn about the following topics and demonstrate an ability to apply them in generating a solution to a design problem.
1. Basic skills in graphic design and graphic communication.
2. Collaborative skills that enable you to work together to produce something better than an individual can do.

Timesheets and blogs
1. Cultivate discipline in design work processes.
2. Cultivate a reflective attitude and approach to design.
Textbooks and Materials

There will be readings provided occasionally. Suggested textbooks include:

*Form, Space and Order*, by Francis Ching

*Building Construction Illustrated*, by Francis Ching

*The Modern Language of Architecture*, by Bruno Zevi

You need tools to help you design. First, you need a drawing kit:

- Drawing board, 30” x 40” (more or less). This should be covered with a good drawing surface. You should have a portable board that you can keep for the rest of your studies and move wherever you work. I suggest getting a parallel rule mounted on the board, although a T-square is adequate.
- Pencils. I prefer mechanical pencils of various thicknesses, such as .05, .07, and .09. I prefer an average to soft lead, such as H, HB, or B.
- Erasers. Well, duh.
- Tracing paper. One 12” roll of yellow trace should be adequate. Or buy a 24” roll and cut it into two.
- Drafting tape or drafting dots. These are used to tape your paper to your drawing surface.
- Triangles. 30-60-90 10” fixed triangle, 10” adjustable triangle. Small triangles, such as 3’ are also frequently convenient.
- Architect’s scale. 12” triangular cross section for 1/16”, 1/8”, ¼”, 3/16”, ½” … 3” scales. A 6” flat scale is nice too.
- Pens. I suggest a good, black ink roller gel, or a good fountain pen. Shaeffer makes a good cheap fountain pen with disposable cartridges.
- Colored drawing media of your choice. Colored pencils, pens, watercolors, whatever. My favorite simple kit is to buy a very good quality Prismacolor pencils in red, blue, yellow, white and black.
- Sketchbook. They have very nice leather sketchbooks and sketchbook covers at Barnes and Noble. Buy one as a lifetime investment. THIS IS A REQUIREMENT OF ALL ARCHITECTURE STUDENTS.
- Miscellaneous papers and drawing tools, such as heavyweight Strathmore paper, watercolor paper, and compass.

You will also need a modeling kit:

- Modeling knife. Xacto is traditional favorite, but I like the break-off blades such as Olfa.
- Metal straight edge. 12” or 24”.
- Cutting surface. I like glass, but self-healing pads are good too. You can buy a piece of glass and tape the edges so that you don’t cut yourself.
- Modeling glue. Elmer’s is pretty good and the special ones such as Tacky glue are even better.
- Pins, rubber bands, binder clips, paper clips, tape, Super Glue (don’t glue your fingers together!).
- Cardboard, Strathmore board, basswood, plywood as needed.

You also need computer stuff:

- Hardware
  - Notebook computer capable of running Windows XT or Vista, with wireless LAN connectivity.
  - Digital camera, at least a camera phone
- Software
  - TAMU Link wireless network connectivity
  - Virtual Private Network
  - Autodesk AutoCAD 2010
  - Autodesk Revit Architecture 2010
o Autodesk Green Building Studio
o Autodesk Ecotect
o Microsoft Office (Word, Excel, PowerPoint, Project)
o Microsoft toys of various sorts, such as MovieMaker, Windows Live.
o Adobe Photoshop
o Adobe InDesign
o Google Picasa
o An account on gmail, a blog on blogspot, a Picasa site, and membership on the class Google group.

Finally, you need stuff that architects have to do their job:

- Hard hat
- Tape measure
- Steel toe shoes (20 bucks at Academy)
- Jeans for wearing on construction sites and in the shop
- Business attire for wearing to formal meetings, design reviews and other times when you need to impress people who care about such things. (You need to dress up when you are accepting awards for your stellar design work and contributions to humanity.)

Demonstration that you have these materials and an appropriately equipped studio desk will constitute the "Desk check" in the grading.

Grading

<table>
<thead>
<tr>
<th>Maximum score</th>
<th>Subject and activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>Desk check</td>
</tr>
<tr>
<td>5%</td>
<td>Departmental charrette</td>
</tr>
<tr>
<td>10%</td>
<td>Timesheets and blog. Each student is expected to keep weekly timesheets and a blog. The timesheets will be completed on an online survey at <a href="http://www.surveymonkey.com/s/ARCH207Timesheets">http://www.surveymonkey.com/s/ARCH207Timesheets</a> The blog is a digital copy of your sketchbook and should include doodles, design ideas, observations, insights, computer-generated imagery, photos, and text. Photos and images should be stored into Picasa albums for each week of the semester.</td>
</tr>
<tr>
<td>15%</td>
<td>Computing knowledge. 2 quizzes and a final examination will test your knowledge of computing.</td>
</tr>
<tr>
<td>10%</td>
<td>Design knowledge. A final examination will test your knowledge of architecture and design.</td>
</tr>
<tr>
<td>20%</td>
<td>Project 1: College Station Passenger Depot. Each of three presentations is worth 4%, while the quality of design will be worth 8% and will be based on a rank ordering of projects by a review panel.</td>
</tr>
<tr>
<td>25%</td>
<td>Project 2: House. Each of three presentations is worth 4%, while the quality of design will be worth 13% and will be based on a rank ordering of projects by a review panel.</td>
</tr>
<tr>
<td>5%</td>
<td>Book 1: College Station Passenger Depot</td>
</tr>
<tr>
<td>5%</td>
<td>Book 2: House</td>
</tr>
</tbody>
</table>

Contribution to Book 3: Studio 21, can earn up to 10 points of extra credit.

Grades will be distributed as percentage points at half point increments.

You are also expected to attend the department lecture series. It usually meets during class time on most Monday afternoons at 5:00.
Schedule

1/22/2010  Department charrette
1/25/2010  Department lecture series: Beatriz Colomina, Princeton University
2/8/2010    Department lecture series: Andreas Pedersen, Bjarke Ingels Group
2/12/2010  Computing Quiz 1
2/18/2010  Department lecture series: Sarah Whiting and Ron Witte, Rice University
2/19/2010  Project 1: Schematic review
3/1/2010   Department lecture series: Ted Flato, Lake/Flato Architects
3/3/2010   Preliminary review
3/8/2010   Department lecture series: Nicholas Boyarsky, Boyarsky Murphy Architects
3/31/2010  Computing Quiz 2, House innovations
4/5/2010   Project 2: Schematic review
4/5/2010   Department lecture series: Francois de Menil, FdM, Arch
4/16/2010  Project 2: Preliminary review
4/19/2010  Computing Final
4/26/2010  Project 2: Final review
4/28/2010  Architecture final exam
4/30/2010  Book 2 Exhibit

Philosophy

We work together to learn more. You will learn more from your classmates than you learn from your instructors. Individual initiative is critical; you need to figure out what you need to learn and then take the responsibility to see that you learn it. The design studio in Building C is our place to meet and learn together. We should keep it clean and make it beautiful as an expression of our ability as designers and commitment to design quality. You should be comfortable working there and may personalize your space to achieve that level of comfort.

You must give credit to whoever has taught you. You must properly cite references and credit ideas to the author of the idea. In some cases, I need to know exactly what you know and then you must not consult a classmate in answering the questions. Most of our assignments however will be completed more effectively if you discuss solutions with other classmates.

Stewardship

All members of our community are expected to contribute to a clean, orderly, respectful environment. I request your help in setting an example of such courtesies by disposing of trash, recycling materials when possible, assisting in security by closing doors and turning off lights, and avoiding actions that damage our facilities.

Particular problem areas have been spray painting that defaces our buildings and access to the roof that damages the roofing material.

A spray paint booth has been installed just outside the south side of Building A on the lowest level. If you need to paint, apply adhesive or use volatile chemicals, please use the spray booth.

Please do not go on the roof unless authorized by a member of the faculty, the staff or the administration. If you go on the roof, stay in the designated areas. Please help us keep the doors locked so that other people may not go on the roof without authorization.
Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement and Policy

“No Aggie does not lie, cheat or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor
a **folly** is a building constructed primarily for decoration. In the original use of the word, these buildings had no other use, but from the 19-20th centuries the term was also applied to highly decorative buildings which
had secondary practical functions such as housing, sheltering or business use. In the 18th century English gardens and French landscape gardening often featured Roman temples, which symbolized classical virtues or ideals. Other 18th century garden follies represented Chinese temples, Egyptian pyramids, ruined abbeys, or Tatar tents, to represent different continents or historical eras. Sometimes they represented rustic villages, mills and cottages, to symbolize rural virtues. "Folly" is used in the sense of fun or light-heartedness, not in the sense of something ill-advised.

Premise:

The idea behind this project is to develop a series of interesting and diverse objects that address the newest concepts in design and technology. They will redefine what the concept of garden is today with our different needs and our desire for seduction and spectacle. The garden will be a garden on sensations. They follies will have intricate relationships with the ground and will use different kinds of natural and artificial elements to produce affects and sensations. The interior of the pavilion is as important as its form and skin. It should discuss the idea of the way sensation should engage architecture in our current discourses. The uses of new materials, the implementation of pattern, ornament and structure should be part of the argument not in terms of technology but in the production of cultural atmospheres.

The pavilion should not be bigger than 150 sq.ft.

Bibliography:

http://www.heritage.co.uk/follies/ffbooks.html
Pierre Cardin is an Italian born French fashion designer, who was born on July 7, 1922, a San Biagio di Callalta near Treviso.

Cardin was known for his avant-garde style and his space age designs. He prefers geometric shapes and motifs, often ignoring the female form. He advanced into unisex fashions, sometimes experimental, and not always practical. He introduced the "bubble dress" in 1954.
Pierre Cardin was also designated UNESCO Goodwill Ambassador in 1991. On 16 October 2009, Pierre Cardin was nominated Goodwill Ambassador of the Food and Agriculture Organization of the United Nations (FAO).

Cardin moved to Paris in 1945. There, he studied architecture and worked with Jeanne Paquin after the war. He worked with Elsa Schiaparelli until he became head of Christian Dior’s ‘tailleur atelier in 1947, but was denied work at Balenciaga. He founded his own house in 1950. His career was launched when he designed about 30 of the costumes for "the party of the century", a masquerade ball at Palazzo Labia in Venice on 3 September 1951, hosted by the palazzo's owner, Carlos Beistegui. He began with haute couture in 1953.

Cardin was the first couturier to turn to Japan as a high fashion market when he travelled there in 1959. In 1959, he was expelled from the Chambre Syndicale for launching a ready-to-wear collection for the Printemps department store as the first couturier in Paris, but was soon reinstated. However, he resigned from the Chambre Syndicale in 1966 and now shows his collections in his own venue, the “Espace Cardin” (opened 1971) in Paris, formerly the "Théâtre des Ambassadeurs", near the Embassy of the United States in Paris. The Espace Cardin is also used to promote new artistic talents, like theater ensembles, musicians and others. He was also contacted by Pakistan International Airlines to design uniforms for the flag carrier. The uniforms were introduced in 1966 to 1971 and became an instant hit. Cardin expanded into other markets that included a contract with American Motors (AMC) following the success of the Aldo Gucci designed Homet Sportabout station wagon interiors. The automaker incorporated Cardin's daring and outlandish design "with some of the wildest fabrics and patterns ever seen in any American car" on the 1972 and 1973 AMC Javelins. The original sales estimate was for 2,500 haute couture muscle cars. A total of 4,152 AMC Javelins received a bold mirrored multi-colored pleated stripe pattern in tones of Chinese red, plum, white, and silver set against a black background. This was one of the first few American cars to offer a special trim package created by a famous fashion designer. The Cardin Javelins also came with the designer's emblems on the front fenders and had a limited selection of exterior colors (Trans Am Red, Snow White, Stardust Silver, Diamond Blue, and Wild Plum) to coordinate with the special interiors. His fellow designer, André Oliver, who joined him in 1971 and assumed responsibility for the haute couture collections in 1987, died in 1993.

Cardin was a member of the Chambre Syndicale de la Haute Couture et du Prêt-a-Porter and of the Maison du Haute Couture from 1953 to 1993. Like many other designers today, Cardin decided in 1994 to show his collection only to a small circle of selected clients and journalists. After a break of 15 years, he showed a new collection to a group of 150 journalists at his bubble home in Cannes.
Premise

Given the importance of the brand in the past and due to the fact that the current state of the brand is relegated to accessories and colognes. The Gucci group decided to purchase the brand with plans of reviving its importance. Mr. Cardin will oversee certain image facts, however the new development will be in charge of a new young designer to be announced. There have bee similar cases in fashion like when Tom Ford took Gucci in the mid 90’s and relaunched the brand to superstardom, few years later he did the same thing with YSL. In the same case is Marc Jacobs that redefined Louis Vuitton.

The current plan is to open a flagship in Paris and another one in NYC. This new store will be called Maison Cardin and will operate as a free standing object within the urban context. The program will include the store proper, different showrooms, an exhibition and small performance space that will recall the aura of Space Cardin. The building will reflect the projection of Cardin to a new future.

The ideas for the design of the building are the following:
The **radical surface of affect** deals with its technological components but is not simply performative, it operates at different levels, offers the same emphasis on plasticity, continuity and dramatic effects evident in the work of the Baroque, these surfaces suffused with theatricality, producing a radical aesthetic environment where the dramatic use of light, opulent ornamentation inspired by floral iconography, and the application of frescos produced an undeniable affect. The comparison between the baroque surface and its affects and the Wagnerian opera relies on the fact that both included the
idea ornamentation, exoticism and opulence but through the notion of theatricailty of the affect has to have more violent implications.

The employment of pattern and ornament is crucial to produce new architectural affects. This surface is an architectural device whose architectural affects come from its microsection and the fact that it erases a tectonic history of the discrete elements of the wall, network or landscape. It has complex geometric qualities. These adaptable surfaces resulted in part from the creation of an experimentation with the behaviors of heterogeneity and diversity. The objective is to produce an emerging, situationally adaptive architectural surfaces derived from qualitative attitudinal shifts/transformations produced by systemic hybrids.

The form exploration will be concerned with yielding systemic hybridity in architecture by exploring two approaches that were previously thought to be both philosophically and methodological at odds with one another and experimenting with a suspicious “new way,” performance and sensation. The thesis of how you can develop new tectonic and material systems using analog experimentation first and combining them later in the process with digital interpretations.

The projects should address the way materials are not just about construction choices but also a means of creating diverse sensations in a space, focusing on the effects produced by the materials’ textures and surfaces. Through playful manipulation of such elements, beauty, ornament, and pattern have thus found their way back into contemporary design.

**Schedule**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Week</th>
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<tbody>
<tr>
<td><strong>January</strong></td>
<td></td>
<td>20 First class</td>
<td>22 Research Presentation</td>
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<tr>
<td>25 Maya</td>
<td>27 Maya/Research</td>
<td>29 Maya/Research</td>
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<tr>
<td>Navigation Tutorial</td>
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<tr>
<td><strong>February</strong></td>
<td>3 Maya/Analog Model</td>
<td>4 Maya Tutorial 5-8 pm.</td>
<td>5 Analog Model Maya Tutorial 5-7pm</td>
<td>3 6 Maya Tutorial 10-3</td>
<td>3</td>
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<tr>
<td>1 Maya/ Analog Model</td>
<td>8 Analog Model</td>
<td>10 Digital Model</td>
<td>12 Digital Model</td>
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<tr>
<td>3 Digital Model</td>
<td>17 Digital Model</td>
<td>19 Digital Model</td>
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<tr>
<td>22 Interior Model</td>
<td>24 Interior Model</td>
<td>26 Interior Model</td>
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<td>6</td>
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<tr>
<td><strong>March</strong></td>
<td>3 Rapid Prototyping</td>
<td>5 Final Review</td>
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<td>7</td>
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<tr>
<td>1 Rapid Prototyping</td>
<td>8</td>
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<td>New project Pin Up</td>
<td>Research Presentation</td>
<td>Research Presentation</td>
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<td>15 Spring Break</td>
<td>17 Spring Break</td>
<td>19 Spring Break</td>
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<tr>
<td>22 No Class</td>
<td>24 Site Analysis</td>
<td>25 Analog Model</td>
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<td></td>
<td>Analog Model</td>
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<tr>
<td>29 Mechanical Systems Lecture</td>
<td>31 Digital Model</td>
<td>April 2</td>
<td>2 Digital Model</td>
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<tr>
<td>5 Digital Model Ground Condition</td>
<td>7 Digital Model</td>
<td>9 Digital Model Interior</td>
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<tr>
<td>12 Digital model interior</td>
<td>14 Digital model interior</td>
<td>16 Digital model interior</td>
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<tr>
<td>19 Drawings</td>
<td>21 Drawings</td>
<td>23 Drawings</td>
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<tr>
<td>26 Graphic Design and Oral Presentation</td>
<td>27 Graphic Design and Oral Presentation</td>
<td>29 Graphic Design and Oral Presentation</td>
<td>May 1</td>
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<tr>
<td>3 Final Review</td>
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</table>

**Evaluation**

Projects will receive marks based on the level of understanding of concepts and processes presented in class lecture. The most important evaluation will be the final product itself. Grades by the very nature of our profession will be both objective and subjective. Numeric-to-letter grade system will be used for grading purposes in this course. Grade A= 90-100, B= 80-89, C=70-79, D=60-69. With the above in mind, please note the following considerations:

**Instructor Information**

Email: gabe@theoremas.com
Office Hours: Williams Building Room 14-A Tuesday and Thursdays from 1:30 to 3:00

**Websites**

www.arch.columbia.edu
www.diangewandte.at/architecture
www.biething.org
www.kokkugia.com
Bibliography

- The Fold. Gilles Deleuze
- Form. Greg Lynn.
- A thousand Plateaus. Deleuze and Guattari.
- Difference and Repetition. Gilles Deleuze.
- Critical Architecture. Edited by Jane Rendell.
- Form Follows Libido. Sylvia Lavin.
- Elegance. Edited by Ali Rahim.
- NOX. Lars Spuybroek.

Format
The criticism format will be discussions and pin ups in front of the entire group.
Reviews are very important and I take them very seriously, presentation is very important. Student's attire is dress up.

Attendance is incredibly important after 3 unauthorized absences you will receive a letter of warning requesting a meeting with your corresponding program coordinator to discussed the reason of the absences and to determine future commitment to the studio. If the absences continue you will be dismissed from class.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

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“An Aggie does not lie, cheat, or steal, or tolerate those who do”
ARCH 212: Social and Behavioral Factors in Design (Spring 2010)
(Tuesday & Thursday, 2:20–3:35PM, ADMN 009)

INSTRUCTOR:
Xuemei Zhu, Ph.D., Assistant Professor
Office: 002B Williams Administration Building
Email: xuemeizhu@tamu.edu; Phone: 845-3780
Office Hours: Tuesday 3:45–4:45PM, Wednesday 4:00-5:00PM

TEACHING ASSISTANT:
Vahid Vahdat Zad, Ph.D. Student
Office: 008 (Ph.D. Student Office) Williams Administration Building
Email: vahid@tamu.edu, Office Hours: Thursday 12:30-2:00PM

“We shape our buildings, and afterwards our buildings shape us.”
– Winston Churchill (1943)

1. COURSE DESCRIPTION

   TOPIC: This course will explore the social and behavioral factors in environmental design through critical thinking, discussions, and case studies around two questions: (1) how the built or natural environment influences people’s behaviors, (2) how people perceive, use, and adapt to their environment.

   STRUCTURE: The lectures will be organized into three sections, including (1) why we need to consider social and behavioral factors in design, (2) what social and behavioral factors we should consider, and (3) how to address these factors in the design process. Various types of environments will be discussed, ranging from residential and institutional settings, work, learning and leisure environments, to communities and cities.

   OBJECTIVES: In this class, you are expected to (1) become fascinated about social and behavioral factors in environmental design, and (2) learn to examine and address these factors in the design process.

2. PREREQUISITES: None.

3. REQUIRED READING
   Please see the course schedule for required readings, which will be made available through eLearning.

4. SUGGESTED READING
   (To be selected by yourself according to your interest and the topic of your class projects.)

BOOKS:


5. COURSE SCHEDULE

Symbols: ☑ Readings to be finished before the day of the class.
         ☑ Assignment of design journals or projects
         ☑ Assignment due by 12pm on the day of the class.

*******************

SECTION 1: WHY DO WE CONSIDER SOCIAL AND BEHAVIORAL FACTORS IN DESIGN?

WEEK 1: INTRODUCTION TO THE COURSE
Jan. 19 Introduction: What/Whom do We Design For?
         ☑ Design Journal #1: Treasure hunt on TAMU campus
Jan. 21 ☑ Design Journal #1 Due
         Warm-up: Presentation of Design journal #1 and Case Studies

*******************
SECTION 2: WHAT SOCIAL AND BEHAVIORAL FACTORS SHALL WE CONSIDER?

WEEK 2: HUMAN AND NATURE
Why do we Like Nature?
Chapter Journal #2: Nature and environmental design – Behavioral observations and design implications
Jan. 28  Architecture and Nature

WEEK 3: ENVIRONMENTAL PERCEPTION, COGNITION AND WAYFINDING
How do We Perceive and Recognize the Environment?
Feb. 4  Design Journal #2 Due
Presentation of Design Journal #2
Wayfinding: What Went Wrong?
Design Journal #3: Design, Wayfinding and Cognitive Mapping

WEEK 4: OBSERVING AND STUDYING ENVIRONMENT-BEHAVIOR RELATIONSHIPS
Feb. 9  The location of behavioral incidents in a children’s psychiatric facility.
Post-Occupancy Evaluation and Architectural Design (Guest Lecture by Dr. Mardelle Shepley)
Feb. 11  Video: The Social Life of Small Urban Spaces

WEEK 5: PERSONAL SPACE AND TERRITORIALITY
Feb. 16  Chapter X: Distances in Man, in Hidden dimension, pp. 113-130.
Personal Space, Territoriality, and Environmental Design
Feb. 18  Design Journal #3 Due
Presentation of Design Journal #3
Design Journal #4: Evaluation and Renovation of Personal Space in Public Settings

WEEK 6: EXTENDED DESIGN PROCESS
Addressing Social and Behavioral Factors In the Design Process through Design Programming
Feb. 25  Observing Personal Space in Public Settings (Field exercise)

WEEK 7: CROWDING, NOISE, AND PRIVACY
Mar. 2  Mid-Term Exam
To be provided later.
Crowding, noise and privacy and their Implications for Design
Mar. 4

- Design Journal #4 Due
- Presentation of Design Journal #4
- Housing Project: Social and Behavioral Factors of Housing

WEEK 8:

PROS AND CONS OF URBAN LIVES
Mar. 9

- Towns. In A Pattern Language, pp. 3-90.
- Cities, Towns, and Architecture

Mar. 11

- Architectural Solutions for Urban Problems?

WEEK 9:

SPRING BREAK

***

SECTION 3: HOW TO STUDY AND ADDRESS SOCIAL AND BEHAVIORAL FACTORS IN DESIGN?

WEEK 10:

DESIGN FOR HEALING
Mar. 23

- View through a window may influence recovery from Surgery
- Architecture and Health

Mar. 25

- Design Based on Evidence. In The Architecture Student’s Handbook on Professional Practice
- Evidence-Based Design (Guest Lecture by Professor Kirk Hamilton)

WEEK 11:

HOUSING DESIGN
Mar. 30

- Part 1 of Housing Project (Research Report) Due
- Presentation of Research Report for Housing Project

Apr. 1

- Chapter 3 – Basic Considerations of the Design Program. In Housing as if People Mattered: Site Design Guidelines for Medium-Density Family Housing, PP. 33-44.
- Design for Families with Children

WEEK 12:

DESIGN FOR SPATIAL EXPERIENCES
Apr. 6

- Design for Spatial Experiences

Apr. 8

- Spatial Experiences in Different Cultures

WEEK 13:

DESIGN FOR THE ELDERLY – WHAT IS DIFFERENT?
Apr. 13

- General Issues in Design for the Elderly

Apr. 15

- Draft for Part 2 of Housing Project (Design Proposal) Due
- Review for Part 2 of the Housing Project – Design Proposal

WEEK 14:

DESIGN FOR HEALTHY LIFESTYLES
Apr. 20

- Environment and Health

Apr. 22

- Promoting Healthy Lifestyles through Environmental Design
WEEK 15: DESIGN AND CREATE
Apr. 27 Innovative Design with People in Mind
Apr. 29 ⚫ Final Review of Housing Project

E. ASSIGNMENTS

Assignments for this class include four individual design journals and one team project, which involve reading, observation, analyses, and design exercises related to social and behavioral factors in design.

When working on class assignments, you are encouraged to choose a specific problem/setting that is related to your studio project(s). However, there should not be any overlap between these ARCH 212 projects and the tasks that you are assigned in your studio.

F. PERFORMANCE EVALUATION

Your performance will be evaluated based on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Four Design Journals</td>
<td>40%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Housing Project:</td>
<td></td>
</tr>
<tr>
<td>Part 1 – Research Report</td>
<td>20%</td>
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<tr>
<td>Part 2 – Design Proposal</td>
<td>20%</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100 points</td>
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</table>

The final semester grade will reflect all of your work through the course of the semester and will use the following standards.

A: 90-100 points; B: 80-89 points; C: 70-79 points; D: 60-69 points; F: 0-59 points

Late work with a delay of 1-5 days will receive a 20% deduction in the grade; late work with a delay of 6-10 days will receive a 50% deduction in the grade; late work with more than 10 days of delay will not be accepted. No makeup exams are allowed unless you qualify for an excused absence and provide an official note for the absence before the exam.

Earning an “A” is not automatic, nor is it based upon turning in required work on time or working hard. These are expected of every student. To earn an “A”, you must show an extraordinary devotion to your work and a willingness to push yourself to a new level of comprehension.
You are expected to be present each class day and to fully participate in all discussions and class activities. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. The list of official excused absences can be found at: http://student-rules.tamu.edu/rule7.htm. To qualify for an excused absence, you must present an official note explaining the absence, either from a doctor, university official, or other appropriate authority. More than three unexcused absences will lead to a failure in this class.

G. STUDENTS WITH SPECIAL NEEDS

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H. ACADEMIC INTEGRITY STATEMENT

An Aggie does not lie, cheat, or steal or tolerate those who do. For further information on the Aggie Honor Code, please refer to the Honor Council rules and procedures on the following website: http://www.tamu.edu/aggiehonor.
Course description. This interdisciplinary course focuses on the interrelationships between physical environments and human behavior. Behavior will be examined in a wide variety of built and natural environments ranging from small-scale settings such as room interiors and homes, to mid-scale environments (for example, academic buildings, parks, and neighborhoods), to large-scale spaces such as cities and natural areas. These and other settings will be studied from the standpoint of how their design or environmental characteristics influence human perception, use or behavior, and the ability of persons to function effectively. Human behavior will be interpreted broadly to include environmental influences on emotional well-being, stress, and health. Practical design applications of social and behavioral factors knowledge will be illustrated and discussed.

Objectives: 1) survey theory and research knowledge from the social sciences and design fields relevant to understanding the interactions between people and their physical settings, and 2) foster critical and integrative thinking skills with respect to using knowledge about social and behavioral factors to develop design solutions that enhance human well-being, effective functioning, and health.

Prerequisites: None.

Instructor:
Roger Ulrich, Ph.D., Professor
Office: Williams Administration Building (office can be found in the Center for Health Systems + Design, located on ground floor of Williams Building)
Email: roger.s.ulrich@gmail.com
Phone: 845-7009
Office hours: Tuesday: 4:00 – 5:00 pm, Wednesday: 9:30 – 10:30 am

Teaching Assistant:
Stephanie Schwindel, M.Arch student
Office: Langford Building A, 4th floor “fish bowl”
Email: schwins@neo.tamu.edu
Office hours: Tuesday: 12:30 – 2:00 pm

Required Readings
See pages below for required readings. Readings can be downloaded from the TAMU Library Electronic Course Reserves (ARCH 212 Readings). Complete all reading assignments by the class date for which they are assigned.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic and Reading</th>
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| Jan 19     | **Introduction to Course -- Overview of Topics and Requirements**  
Reading: “Easy Research Methods for Designers.” |
| Jan 21, 26, 28 | **Environmental Cognition and Wayfinding**  
| Feb 2      | **Privacy**  
Reading: Altman and Chemers (1980). “Privacy.” Chapter 4 (pp. 75-100) in *Culture and Environment*. Brooks/Cole. |
| Feb 4      | **Personal Space**  
| Feb 9      | **Territorial Behavior and Crowding**  
| Feb 11     | *In-class presentations of team projects on wayfinding* |
| Feb 16     | **Territorial Behavior and Crowding -- continued** |
| Feb 18     | **Evidence-Based Design for Multiple Building Types (guest lecture by Prof. Kirk Hamilton)**  
<p>| Feb 23     | <strong>First Test</strong> (covers readings, lectures, and class discussions) |</p>
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<th>Class Date</th>
<th>Topic and Reading</th>
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| Feb 25     | **Role of the Architect and Knowledge (guest lecture by Prof. Andrew Seidel)**  
| Mar 2, 4   | **Environmental Stress**  
| Mar 9      | **Stress-Reducing Effects of Nature**  
| Mar 11     | **Knowledge for Design Practice (guest lecture by Prof. Andrew Seidel)**  
No Reading. Use time to work on team project #2, Stressful and Restorative Environments |
| Mar 16, 18 | **Spring Break – No Classes** |
| Mar 23, 25 | **Biophilic Design for Improving Health**  
| Mar 30     | **In-class presentations of team projects on stressful and restorative environments** |
| April 1, 6 | **Design for Reducing Fear and Deterring Crime**  
### Class Date | Topic and Reading
---|---
April 8 | **Second Test** *(covers readings, lectures, and class discussions)*

April 13, 15 | **Visual Qualities of Pleasurable Buildings**

April 20, 22 | **Environment-Behavior Perspectives on Cities** *(guest lectures by Prof. Andrew Seidel)*
Alexander, C. “A City is Not a Tree,” *Architectural Forum*.

April 27 | **Neuroscience and Architecture** *(guest lecture by Prof. Lou Tassinary)*
Reading: TBD

April 29 | **Community Design to Promote Physical Activity and Public Health**

Finals Week | **Third Test** *(covers readings, lectures, and class discussions)*

### Assignments
Assignments for this class include:
- 3 tests
- 2 team projects, each of which involves observing and analyzing local environments, and giving a short team PowerPoint presentation (5 minutes) in class describing your insights and conclusions

**Late work** for team projects with a delay of 1-3 days will receive a 20% deduction in the grade; late work with a delay of 4-7 days will receive a 50% deduction; work more than one week late will not be accepted.

**No makeup tests** are allowed unless you qualify for an excused absence and provide an official note before the test justifying the absence.

### Methods for Evaluating Performance in the Course
• First Test . . . . . . . . . . . . . . . 20% of course grade
• Second Test . . . . . . . . . . . . . . . 20% of course grade
• Third Test (during Final Exams week) . . . 20% of course grade
• 1st Team Project . . . . . . . . . . . . . . . 10% of course grade
• 2nd Team Project . . . . . . . . . . . . . . . 10% of course grade
• Individual performance on team projects* . . . 10% of course grade
• Class attendance** . . . . . . . . . . . . 10% of course grade

100%

* Effective individual performance on team projects includes timely and appropriate application of communication and conflict resolution skills. Evaluation will be by self-assessment and assessments of your performance made by your team members.

** Class attendance evaluated as follows: 0-1 absences = A; 2-3 = B; 4-5 = C; 6-7 = D; >7 = F. Absences for documented medical reasons do not count as absences.

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Americans with Disability Act (ADA) Policy

The Americans with Disabilities Act (ACT) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building, or call 845-1637.

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Scholastic Dishonesty

Written assignments are an important requirement of this class. Your access to information today is unprecedented and this access may require restraint and judgment on your part. As commonly defined, plagiarism consists of passing off as one’s own ideas words, writings, etc. which belong to another. In accordance with this definition you are committing plagiarism if you copy the work of another person or source and turn it in as your own, even if you should have permission of that person. Please note that plagiarism in this class will not be tolerated. If you have questions regarding plagiarism and academic consequences, please consult the most recent issue of the Texas A&M University Student Rules, under “Scholastic Dishonesty.”

Academic Integrity Statement and Honor Code

“The Aggie does not lie, cheat or steal or tolerate those who do.” For further information about the Honor Council Rules and Procedures see http://www.tamu.edu/aggiehonor
ARCH 250 Survey of World Architectural History II

Texas A&M University Spring 2010
Professor Nancy Klein
Department of Architecture, Langford A 405
Telephone: (979) 845-1015 (department); 458-1328 (office)
Email: nklein@tamu.edu
Office Hours: T/TR 2-4

Graduate Assistant: Josh Mauldin
Email: joshmauldin@hotmail.com

ARCH 250 is an introduction to the history of world architecture from the twelfth to the 19th century CE. It is a lecture course and will include PowerPoint presentations, discussions and in-class activities. Class will meet TR 12:45-2:00 pm in Architecture B102. All lectures and exams will take place in this room. There are no prerequisites for this course.

Course Objectives
Every student will have the opportunity to develop an understanding of architecture through analysis of form, function, and context. By exploring the built environment from prehistory to the early 12th century, students will develop a critical approach to understanding elements of design, construction, and theory. Students who successfully complete this course will be able to:

- Visually recognize and identify architectural illustrations (plans, elevations, sections) [Knowledge].
- Describe, using formal and technical vocabulary, the defining characteristics of buildings [Knowledge].
- Distinguish significant developments in construction and design [Comprehension].
- Interpret evidence for the transmission of styles and design across time and cultures [Application].
- Build a chronological framework for understanding the development of construction/engineering techniques [Application].
- Apply critical thinking to theories in the history of architecture [Evaluation].

Requirements
Prerequisites: There are no prerequisites for this course.


Attendance: Texas A&M views class attendance as an individual student responsibility. Students are expected to attend all classes and to complete all assignments. Material presented in lecture and class discussion may expand upon points only briefly considered in the required text.

Excused absences: Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule7.htm. Except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day.
after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

**Excused Absences for Religious Holy Days:** Texas House Bill 256 (effective 9/1/03) states “An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time after the absence.”

**Makeup Policy:** Makeup exams will be given without question for excused absences as defined by University regulations. If you miss an exam for any other reason you may request a makeup, but the makeup exam may have a different format from that given in class and there will be a 5% penalty.

**Exams:** There will be four exams during the semester. The questions on each exam will be objective (multiple-choice, true/false, fill in the blank). Each exam will cover approximately three to four weeks of material presented in class. You must bring a full-page (8.5" x 11") scantron sheet and two #2 pencils to each exam.

**Extra Credit:** There may be opportunities to earn extra credit during the semester. These activities will be announced in class and not required for the successful completion of the course. There are no make-ups or substitutions for extra credit opportunities.

**Grading Policy:**
Your grade will be calculated on the basis of the exams (4 x 25% = 100%). Grades will be posted on WebCT after each exam. Letter grades will be assigned according to the following guideline: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below. Your grade in this class is earned, not awarded. I will consider rounding up percentages of 9.5 and higher ONLY if there is a consistent trend of improvement and class participation throughout the course.

**WebCT**
Additional course resources will be made available through WebCT, including:
- Syllabus
- Additional Reading
- Lecture Handouts (with lecture outline and images)
- Study Guides
- Grades

Please log in at http://elearning.tamu.edu. If you have technical difficulties accessing WebCT, please contact the Help Desk directly at 845-8300.

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**Student Conduct**
**Academic Integrity** “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for
learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Classroom Behavior Texas A&M University supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the instructor’s ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action. For additional information please visit: http://student-rules.tamu.edu/rule21.htm

Schedule of Lectures, Reading Assignments, and Exams

PART ONE: MEDIEVAL EUROPE (12th-16th centuries)

WEEK ONE
Tuesday, January 19: Course Introduction

Thursday, January 21: High Gothic Architecture (France) – part one

WEEK TWO
Tuesday, January 26: High Gothic Architecture (France) – part two

Thursday, January 28: Medieval Construction Techniques

WEEK THREE
Tuesday, February 2: English Gothic (Early and Decorated styles)

Thursday, February 4: English (Perpendicular) and Italian Gothic

WEEK FOUR
Tuesday, February 9: Medieval Houses, Castles, and Cities

Thursday, February 11 *** EXAM ONE ***

PART TWO: THE ARCHITECTURE OF BYZANTIUM, ISLAM, CHINA AND JAPAN
WEEK FIVE
Tuesday, February 16: Middle and Late Byzantine Architecture

Thursday, February 18: Introduction to Islamic Architecture

WEEK SIX
Tuesday, February 23: Islamic Architecture - continued

Thursday, February 25: Islamic Architecture of South Asia: The Mughal Period

WEEK SEVEN
Tuesday, March 2: Introduction to East Asia: Chinese Cities and Houses

Thursday, March 4: Japanese Houses and Gardens

WEEK EIGHT
Tuesday, March 9 *** TEST TWO ***

PART THREE: RENAISSANCE EUROPE

Thursday, March 11: Early Renaissance in Italy (Brunelleschi, Michelozzo, and Alberti)

**** SPRING BREAK Saturday, March 13 – Sunday March 21 *****

WEEK NINE
Tuesday, March 23: High Renaissance in Italy (Bramante, Mannerism)

Thursday, March 25: Late Renaissance in Italy (Michelangelo)

WEEK TEN
Tuesday, March 30: Late Renaissance in Italy (Palladio)

Thursday, April 1: The Renaissance in France

WEEK ELEVEN
Tuesday, April 6: The Renaissance in Spain and England

Thursday, April 8: *** TEST THREE ***

PART FOUR: BAROQUE TO THE 19TH CENTURY

WEEK TWELVE
Tuesday, April 13: Baroque Architecture of Rome

Thursday, April 15: Baroque Architecture of Italy and Northern Europe

WEEK THIRTEEN:
Tuesday, April 20: Baroque Architecture in England

Thursday, April 22: Neo-Classical Architecture in England and France

WEEK FOURTEEN
Tuesday, April 27: Neo-Classical Architecture - continued

Thursday, April 29: Neo-Classical Architecture in the United States

***FINAL EXAM***
Wednesday May 12, 8:00-10:00 am
In order to promote the development of real state in this area, the city of Houston decided to replace the vehicular and pedestrian bridges for something that speaks about the future of Houston in the 21st century. There is an enormous tradition in terms of these kinds of structures; therefore these projects should engage continuity in the tradition of bridges.

This new bridge should discuss new aesthetic, structural and material possibilities. These bridges should become landmarks for the city.
This project will include lectures and reviews with Professor Shelley Holliday. This project has a technical study component focusing on structures.

Bibliography:

1. Bridges: Three Thousand Years of Defying Nature by David J. Brown
2. Bridges of the World: Their Design and Construction by Charles S. Whitney
3. Bridges That Changed the World by Bernhard Graf
5. Elementary structural analysis in bridge design by James J Perz
6. Seismic Performance of Cable-Stayed Bridge Towers: Nonlinear Dynamic Analysis, Structural Control and Seismic Design by Shehata E. Abdel Raheem, Toshiro HAYASHIKAWA, and Uwe DORKA
7. Bridge Deck Analysis by Damien L.Keogh
8. The Space Between. Short Story Fiction about Bridges. John Law
In the closing decades of the 20th century Vitra became widely known as a fashionable manufacturer of furniture, commissioning experimental designs from a range of designers including Ron Arad, Frank Gehry, Shiro Kuramata, Alessandro Mendini, Ettore Sottsass, Borek Sípek, and Philippe Starck, in addition to its own exciting Design Museum building by Frank Gehry. The company's origins lay in Willi Fehlbaum's shop-fitting business, established in Switzerland in 1934. The Vitra furniture manufacturing company in Weil am Rhein in Germany was established for the production of office furniture by Willi's son Rolf in 1950. Made under licence from the Herman Miller Company early products that set out Vitra's corporate design ambitions encompassed furniture designed by Charles and Ray Eames (including the Lounge Chair, 1956), George Nelson (including the Marshmallow Sofa, 1957), and, a little later, Verner Panton (the Panton Chair, 1967). In the 1970s Vitra's growing reputation for high-quality design and a visually dynamic corporate identity was further enhanced by Rolf Fehlbaum, who had been made chief executive in 1977. He commissioned company buildings by highly innovative designers, including factory buildings by British architect Nicholas Grimshaw (1981) and Italian Antonio Citterio (1992), a conference building by Japanese architect Tadao Ando (1992), and the world-famous Vitra Design Museum by Frank Gehry, completed in 1989. Amongst the best-known chairs commissioned by the company under its experimental Vitra Editions initiative, launched in the 1980s, have been Kuramata's How High the Moon armchair in nickel-plated steel mesh (1986), Sípek's Ota Otanek chair (1988), Philippe Starck's Louix XX stacking chair (1992), and Frank Gehry's Grandpa Chair (reissued in 1993). Amongst the many prizes awarded to Vitra was the Lucky Strike.

The premise of the project is that Vitra wants to open a series of stores in the United States, New York, Los Angeles, Chicago, Miami and Dallas. The store will be a free standing object similar to the idea behind the Vitra Museum that Frank Gehry designed within their campus. These new stores will be emblematic of what Vitra will become in the 21st Century.

The project will incorporate not only the latest ideas in design but in technology, sustainability and materials. Similar to how furniture have a skins, This building will have the type of skin that is not only performative in a sense that it will be integral part of the mechanical systems of the project, it will run inside our outside where it is necessary. This skin should also be
beautiful and should produce some time of sensation. Think of it as sometimes a light skin and sometimes it should become like a sweater to the building. The project is instead focused on generating technological ambience. The divisions between technology and culture -- and building technology and architecture -- begin to dissolve into a hybrid spatial sensibility. Fluid flows, structural patterning, ornament, and lighting all combine into a coherent whole, generating an unexpectedly vivid and lively atmosphere.

The mechanical systems and structural processes will be legible, but in an ambient, atmospheric way. The aim is not the display of Structural Expressionism, but rather the creation of public space defined by crossovers of technology, culture, and sensation.

The employment of pattern and ornament is crucial to produce new architectural affects. This surface is an architectural device whose architectural affects come from its microsection and the fact that it erases a tectonic history of the discrete elements of the wall, network or landscape. It has complex geometric qualities. These adaptable surfaces resulted in part from the creation of an experimentation with the behaviors of heterogeneity and diversity. The objective is to produce an emerging, situationally adaptive emotive architectural surfaces derived from qualitative attitudinal shifts/transformations produced by systemic hybrids.

The form exploration will be concerned with yielding systemic hybridity in architecture by exploring two approaches that were previously thought to be both philosophically and methodological at odds with one another and experimenting with a suspicious "new way," performance and sensation. The thesis of how you can develop new tectonic and material systems using analog experimentation first and combining them later in the process with digital interpretations.

The projects should address the way materials are not just about performance choices but also a means of creating diverse sensations in a space, focusing on the effects produced by the materials' textures and surfaces. Through playful manipulation of such elements, beauty, ornament, and pattern have thus found their way back into contemporary design.

### Site

You have two choices:

1. You can't put the showroom in Uptown. There's a design within reach there - people will only buy imitations. Therefore, we need to go to the real wealth. The showroom will go in the Park Cities area, anywhere on Preston between Mockingbird and Northwest highway. The best place is Highland Park Village - the first boutique shopping center in the US. You can put it there with Harry Winston and Jimmy Choo. [http://www.hpvillage.com/](http://www.hpvillage.com/)

2. The second, if you want an urban condition, is downtown near Neiman's. It has good proximity to transit and the park by Johnson while having the right demographic.

### Schedule

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Final Review

Evaluation

Projects will receive marks based on the level of understanding of concepts and processes presented in class lecture. The most important evaluation will be the final product itself. Grades by the very nature of our profession will be both objective and subjective. Numeric-to-letter grade system will be used for grading purposes in this course. Grade A= 90-100, B= 80-89, C=70-79, D=60-69. With the above in mind, please note the following considerations:

Instructor Information
Email: gabe@theoremas.com
Office Hours: Williams Building Room 14-A Tuesday and Thursdays from 1:30 to 3:00

Websites

www.arch.columbia.edu
www.diangewandt.de/architecture
www.biothing.org
www.kokkugia.com
www.nmda-inc.com
www.sotamaa.net
www.xefiroarch.com
www.c-a-p.net
www.kolatanmacdonaldstudio.com
www.noxarch.com
www.emergentarchitectures.com
www.ball-nogues.com
www.gageclemenceau.com
www.glform.com
www.pinc.us
www.theoremas-gabe00fab.blogspot.com/
www.theverymany.net
www.materialsystems.org
www.sjet.us
http://suckerpunchdaily.com/info.html
http://www.dezeen.com/2008/12/10/seed-archive-by-brittany-bell/
http://www.paulpreissner.com/

Bibliography

- The Fold. Gilles Deleuze
- Form. Greg Lynn.
- A thousand Plateaus. Deleuze and Guattari.
- Difference and Repetition. Gilles Deleuze.
Critical Architecture. Edited by Jane Rendell.
The Architecture of Time. Sanford Kwinter.
Earth Moves. Bernard Cache.
Form Follows Libido. Sylvia Lavin.
Elegance. Edited by Ali Rahim.
NOX. Lars Spuybroek.

Format
The criticism format will be discussions and pin ups in front of the entire group.
Reviews are very important and I take them very seriously, presentation is very important. Student’s attire is dress up.

Attendance is incredibly important after 3 unauthorized absences you will receive a letter of warning requesting a meeting with your corresponding program coordinator to discussed the reason of the absences and to determine future commitment to the studio. If the absences continue you will be dismissed from class.

Americans with Disabilities Act (ADA)

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Academic Integrity

For additional information please visit: http://www.tamu.edu/aggiehonor

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ARCH 312 DESIGN JOURNAL

Instructor: Professor Frances Downing

Prerequisites: Upper division classification in the BED Architectural Studies Option and concurrent enrollment in CARC 301 or ENDS 494, or other off-campus program. This section is for students completing internships as a requirement for study away.

ARCH 312 Design Journal. (02). Credit 1. Production of a journal, in any combination of physical artifacts or electronic blog, as specified by the instructor, that documents the student’s experience on a study abroad program, a professional internship, or other off-campus activity; a journal reflects discipline-specific communication methods for the profession of architecture.

Introduction:
I went to Turkey many years ago and the best thing that happened to me was that my camera broke a few days into the trip. I had a fantastic time, not only because it was fun but because I could visit all the sites and places with all my senses rather than see it through the lens of a camera.

*In keeping a notebook we use combinations of representational, abstract, and symbolic messages. This requires our understanding of the basic approach to creating each type of drawing and the ways in which they can be combined. When children draw a person, they draw symbols for all the parts they know must be there to make a human figure. The head is a circle and the body a larger circle below the head. Eyes are represented by two dots; nose, mouth, and hair by appropriately placed lines; arms and legs by single lines emanating from the body circle. Likewise, a house is depicted as a rectangle with a triangle on top of it and a symbolic window with a single crossed division on it resides on the façade. Our training in school in mathematics and written language reinforces our tendency toward symbolic drawings. In her book, Drawing on the Right Side of the Brain, Dr. Edwards describes the transition from symbolic drawings as a process of limiting the involvement of the portion of our brain which deals primarily with verbal information. Then that portion of our brain which processes visual information can take over. Rather than the drawing comprised of symbolic elements it becomes a composition of shapes which represent the visual likeness of that which we are recording. Crow & Laseau*

A design journal is ordinarily a very personal thing, it could include notes in a diary form, sketches of places you have been, design sketches of projects you are working on, sketch notes on materials, raling against the world, making a logical argument for your project, or a marriage proposal. For this class I and others must evaluate how well you communicate in written form, however drawings and diagrams are often as important.

Objectives:
The learning objectives for the course are as follows:
• To be able to select the appropriate forms and voice to written communications during each phase of a project.
• To research and apply appropriate precedents in the context of a design project.
• To effectively communicate the characteristics and ideas behind a design at early, middle, and late stages of a design project.
• To be able to evaluate and improve written communications authored by yourself and others.

The W Course Advisory Committee has approved this course as a Writing Intensive (“W”) course. Please visit the OWL the University Writing Center online, use its “how to” information at http://writingcenter.tamu.edu/how-to/academic/ to assist you.

Instructor Information:
Professor Frances Downing, Ph.D. University of Wisconsin, M.S. & B.Arch University of Oregon
Office Hours:  TTH 2-4 or 979-845-7852
Office: 008B Williams
fdowning@archmail.tamu.edu or fdowning@neo.tamu.edu

Course topics and Calendar:
Week 2: Read “A Guide to Note-Taking” and “A Journal” from Visual Notes and Chapter 3 in Remembrance. Explore a small place near your work and use the chapters to explore, order, and detail this place. Use OWL online, there is a section http://writingcenter.tamu.edu/how-to/academic/ on reviews and critiques to help you analyze the place; also, use their service to critique your paper before you send it to me. Please have your paper reviewed by someone in your firm, or instructor if you are abroad, to check your paper and its structure. Due at the end of the 3rd week, February 5.
Week 3: Read “A Collection of Visual Notes” from Visual Notes and Chapter 4 in Remembrance. Begin to formulate an argument about a design you want to promote; it can be simple, a bathroom...nothing is too small to design. Use the OWL online to find how you produce a logical, deductive argument and develop a compelling design. Use a “style” of drawing presented in Visual Notes if you do not already have a distinctive style.
Week 4: Read Chapter 5 in Remembrance. Continue to work on your argument and drawings. Exchange the structured argument with someone else in this class or someone in the firm or instructor. Read “Peer Response on the OWL online site and critique the argument of a classmates, et cetera. Revise your argument.
Week 5: Due Argument and sketches for a design project by February 19. Continue to develop the journal adding to the argument about the design project. Use the examples in Visual Notes to adopt a “style” of drawing and notetaking. I learned from Leonardo and Rembrandt one summer.
Week 6: Think about the two books you have read and think about why I might have put them together...it is rather obvious that your memory becomes an important part of your design reservoir. So, recording the experiences that may prove to be important to your future should be worth learning. Read on OWL the section on Compare and Contrast and following that form critique the books.
Week 7: Due March 5. Send your notes and structure of the essay to someone else in the class. It is their job to critique what you have put together so far, you may also use someone from your own environment to critique your work again.
Week 8: I have sent a first chapter of a book I am writing; in this book I am trying to convey that all senses are involved with our experience of place. Pick a place from your experience and write an essay from this viewpoint. You can be the “character” or you might use a fictional person. Please read “Creative Writing and Thinking” on OWL; think of this assignment as a short story.

Week 9: Spring Break

Week 10: Continue to work on short story, please make drawings sketches and plan for the “place” of your story...enjoy.

Week 11: Continue to work on sketches and story.

Week 12: Complete and forward sketches and story; due by 8 April.

Required Reading:
Some material will be emailed.

Student Responsibilities and Grading
- Grades will be assigned to each written assignment.
- Maintain a journal during the semester.
- Participate in the class.

Important: Final papers that are handed in late without a valid excuse will be marked down by one full grade each week they are late. Any papers that are not turned in at all will receive 0 credits. Each assignment will receive a numerical grade that will then be weighted using the points to arrive at a final score. This final score will be converted into a letter grade as follows: A(<100 and >90), B (<90 and >80), C (<80 and >70, D (<70 and >60), F (<60).

Class participation: Class preparation, contact, and participation are particularly important in this class; we will stay in touch with each other through a google group and by way of email. Students may stay in touch with each other as well as interact with me. Please ask questions if you do not understand what is required of you.

Assignments:
1. Explore a small place near your work and use the chapters to explore, order, and detail this place. Use OWL online, there is a section http://writingcenter.tamu.edu/how-to/academic/ on reviews and critiques to help you analyze the place; also, use their service to critique your paper before you send it to me.
2. Begin to formulate an argument about a design you want to promote; it can be simple, a bathroom...nothing is too small to design. Use the OWL online to find how you produce a logical, deductive argument and develop a compelling design.
3. Think about the two books you have read and think about why I might have put them together...it is rather obvious that your memory becomes an important part of your design reservoir. So, recording the experiences that may prove to be important to your future should be worth learning. Read on OWL the section on Compare and Contrast and following that form critique the books.
4. I have sent a first chapter of a book I am writing; in this book I am trying to convey that all senses are involved with our experience of place. Pick a place from your experience and write
an essay from this viewpoint. You can be the “character” or you might use a fictional person.

Please read “Creative Writing and Thinking” on OWL; think of this assignment as a short story.

As you read your assignments please consider these three positions:

**Interpretation:**
Construction, Signification, Meaning
To interpret a text one must construct it in terms that are understandable to the self. The significance and meaning of the text evolves as each person reads and rereads the material. Interpretation is like making a diagnosis: you read; read “into”; read “between the lines”; “see” in a “special light”; read “in view of”; and “take” an “approach to” (notice that these embodied metaphors are a way of understanding the act of interpretation).

**Question:**
Inquiry, Investigation, Controversy, Interrogate
To question a text is the simple matter of finding an uncertainty, a point of doubt either about meaning or logic. One can question what is unclear: “pose” or “set” or “propose” or “propound” a question; “bring into” question, interpolate; demand or want to know.

**Critique:**
Judgment, Merit, Logic
To critique is to give a commentary—an editorial analysis of meaning, significance, or logic. To review and discern perceptively, the quality of the text and the information and “insight” it provides.

On each assignment you will print the following on assignments:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.” [Signature of Student).

You must learn to cite ideas and quotes (use OWL) to choose a method, however I think footnotes work quite well in short papers. Also include, when useful, citations from other work you find kindred to the ideas you are developing, simply cite book, article, press release, conversation, interview…et cetera. You are not limited to what is assigned.

**Excused Absences:** (this may not seem apropos, however it means you have not been in touch).
Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule 7.htm if needed.

In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the (date of) absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

**Americans with Disabilities Act (ADA)**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 979-845-1637.
**Academic Integrity Statement and Plagiarism:**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Much of the grade for this course is determined by writing assignments. Plagiarism has occasionally been a problem in some of these assignments. Plagiarism is defined by Texas A&M University as: “failing to credit sources used in a work product in an attempt to pass off the work as one’s own; attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” Plagiarism is a serious offense, and students who plagiarize will be dealt with according to university rules. For more information on the Aggie Honor Code please see the Honor Council Rules and procedures on the web http://www.tamu.edu/aggiehonor.
ARCH312: Design Journal

Thinking through Text and Image

1. Course Description

ARCH 312 Design Journal. (0-2). Credit 1. Production of a journal, in any combination of physical artifacts or electronic blog, as specified by the instructor, that documents the student’s experience on a study abroad program, a professional internship, or other off-campus activity; journal reflects discipline-specific communication methods for the profession of architecture.

Prerequisite: Upper division classification in the BED Architectural Studies Option and concurrent enrollment in CARC 301 or ENDS 494, or other off-campus program. This section is for students completing internships as a requirement for study away.

2. Introduction

Composing a design journal is a self-reflective process. It relies on two basic kinds of communication media: text and image, both of which are ways of thinking rather than merely ways of representation. Text is associated with writing. In architecture, writing can be a variety of forms: conceptual, technical, analytical, descriptive and expressive, etc. Both text and image are associated with visualization which deals with composition, juxtaposition, association, and relation, etc.

A design journal is an exploration process. Ideas may not be clear at the beginning. They emerge and are sharpened through writing and visualization. Meanwhile, one should embrace ambiguity and uncertainty and let them enrich the possibilities of exploration.

This course will take the form of developing a design journal. It will address various ways of thinking through the media of text and image. Please remember that working within the world of architecture needs passion and hard work. You have to love and enjoy what you do!

3. Objectives

The learning objectives for the course are as follows:

- To be able to use metaphor in both text and image;
- To develop ideas through writing and visualization;
- To select the appropriate forms and voice to written and visual communications during the each phase of a project;
- To develop consciousness of the media of text and image;
- To be able to evaluate and improve ways of design journaling authored by yourself and others.
The W Course Advisory Committee has approved this course as a Writing Intensive ("W") course.

4. Schedule

Office Hours (By appointment):  Tue 11:30 am - 2:00 pm

Jan 20  Introduction

Part 1: Text
Jan 27  Metaphor
Feb 3  Project 1 review
Feb 10  Structure
Feb 17  Project 2 review
Feb 24  Visual
Mar 3  Project 3 review

Part 2: Image
Mar 10  Camera
Mar 17  Spring break
Mar 24  Project 4 review
Mar 31  Drawing
Apr 7  Project 5 review
Apr 14  Journal Editing: the page space
Apr 21  Journal Editing Crits
Apr 28  Journal Editing Crits
May 5  Final Review

5. Requirements

You are expected to:
1) devote creative efforts to your design projects;
2) employ your skills diligently in promoting the course objectives;
3) actively participate in class discussions and pinups, as well as to engage your fellow students in constructive exchange;
4) fully communicate your work with jury at presentation.

6. Grading System

In fulfilling the above requirements:
A  90-100  Exceptional
B  80-89  Satisfactory
C  70-79  Fair
D  60-69  Unsatisfactory
F  < 60  Failure
The relative value of each phase of the project to the final grade is:

10% For each project (10% x 5)
20% Up-keeping of journal
30% Edited journal book

7. Class Rules

1) Class updates are sent out through email. Readings and project assignments are distributed in class.
2) Assignments and electronic submissions are due before project presentations start. There is a letter grade drop for each late project submission or late presentation.
3) Attendance at all classes is required.

8. Studio Culture Policy (See attachment)

9. Students with Special Needs

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring such accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

10. Aggie Honor Code

"An Aggie does not lie, cheat, steal or tolerate those that do."
Upon accepting admission to Texas A&M University, a student automatically assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/
Texas A&M University

College of Architecture
Spring 2010
ARCH 327
Conceptual Structural Analysis

Instructor: Shelley Holliday
Office: Williams Building 008 E
Office Hours: Tuesday-Thursday 2:00-3:00 pm
   Monday – Wednesday 10:00-11:00 am
   Open Door Policy, also by Appointment
Telephone: Office: 845-7885   Home: 696-6220
E-mail: sholliday@tamu.edu

Course Description
A non-mathematical investigation of structural systems and components with respect to behavior; selection of the most appropriate structural system for various building typologies.

Course Prerequisite
Junior or Senior classification.

Course Goal
To investigate and gain an understanding of the behavior of structures through a non-mathematical investigation. The goal is to excite students about structures and to enhance their design. Therefore, it will be taught at the appropriate level to accomplish this task.

Learning Objectives
* To be aware of appropriate structural elements and their relation to architectural form.
* To develop a non-mathematical understanding of fundamental structural theory and behavior.

References
Understanding Structures by Fuller Moore
Form and Forces by Edward Allen and Waclaw Zalewski
Building Structures Illustrated Ching, Onouye, and Zuberbuhler
Structure in Architecture by Mario Salvadori with Robert Heller
Why Buildings Stand Up by Mario Salvadori
Why Buildings Fall Down by Mario Salvadori
The Architect’s Studio Companion by Edward Allen and Joseph Iano

Grading
Throughout this course you will be required to solve problems and answer questions that are based on the material presented in the lectures and text or notes in order to achieve our goal of being able to integrate structural systems into a building through good design. Specifically, your letter grade for the course will be determined based on homework assignments, exams, special project(s), attendance and participation.

Projects 50%
Homework (in class experiments) 20%  
Final Project 20%  
Attendance, Participation (must be in attendance to participate) 10%  
and professional evaluation  

**Grades:**  
A \( \geq 90\%\)  
90\% > B \( \geq 80\%\)  
80\% > C \( \geq 70\%\)  
70\% > D \( \geq 60\%\)  
F < 60\%  

**A (Excellent)** Deliverables complete and submitted on time clearly identified, student’s name, course number, and semester. The students work is of exceptional quality and the solutions to the problems show a depth of understanding of the program requirements. The project is fully developed and presented well—both orally and graphically. The student has developed a strong and appropriate concept which clearly enhances the overall solution. Project demonstrates the result of insights learned from program, precedents, and context. Demonstrates a range of scales of inquiry from detail to component to an overall whole. Relevant to historical precedent play a meaningful part of your study. Alternatives demonstrate the development of a single train of thought across program, core, structure, and envelope. The work An “A” indicates that work is exceptional, beyond what was required. Perfect attendance, several “all nighters” and/or hard work do not however always constitutes an “A”.

**B (Good)** Deliverables complete and submitted on time clearly identified, student’s name, course number, and semester. The student’s work shows above average understanding and clear potential. All program requirements are fulfilled and are clearly and concisely presented, both orally and graphically. Project demonstrates the result of insights learned from program, precedents, and context. Demonstrates a range of scales of inquiry from detail to component to an overall whole. Relevant to historical precedent play a meaningful part of your study. A “B” indicates the work is good and above average. It is more than what is required to satisfactorily complete the problem. Perfect attendance, several “all nighters” and/or hard work do not however always constitutes a “B”.

**C (Fair)** Deliverables complete and submitted on time clearly identified, student’s name, course number, and semester. The student’s work meets minimum objectives of the course and solves major problem requirements. Project demonstrates the result of insights learned from program, precedents, and context. The work shows normal understanding and effort. The quality of the project as well as the development of knowledge and skill is average.

**D (Poor)** Deliverables complete and submitted on time clearly identified, student’s name, course number, and semester. The student’s work shows limited understanding and/or effort. Minimum problem requirements have not been met. The quality of the project or the performance, as well as development and skills is below average. It is possible to have perfect attendance, do several “all nighters” and work hard and still earn a “D” for the project or course.
**F (Failure)** The student’s work is unresolved, incomplete and/or unclear. Minimum course objectives or project requirements are not met, and the student’s work shows a lack of understanding and/or effort. The quality of project or performance is not acceptable or solving the problem.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>18 January</td>
<td>Nature</td>
</tr>
<tr>
<td>2</td>
<td>25 January</td>
<td>Concepts</td>
</tr>
<tr>
<td>3</td>
<td>1 February</td>
<td>Concepts</td>
</tr>
<tr>
<td>4</td>
<td>8 February</td>
<td>Bridges</td>
</tr>
<tr>
<td>5</td>
<td>15 February</td>
<td>Successes/Failures</td>
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<tr>
<td>6</td>
<td>22 February</td>
<td>Beams/Bending</td>
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<tr>
<td>7</td>
<td>1 March</td>
<td>Columns/Compression</td>
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<tr>
<td>8</td>
<td>8 March</td>
<td>Cantilevers</td>
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<tr>
<td>9</td>
<td>15 March</td>
<td>Spring Break</td>
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<tr>
<td>10</td>
<td>22 March</td>
<td>Tensile</td>
</tr>
<tr>
<td>11</td>
<td>29 March</td>
<td>Tensile</td>
</tr>
<tr>
<td>12</td>
<td>5 April</td>
<td>Connections</td>
</tr>
<tr>
<td>13</td>
<td>12 April</td>
<td>Connections</td>
</tr>
<tr>
<td>14</td>
<td>19 April</td>
<td>Project</td>
</tr>
<tr>
<td>15</td>
<td>26 April</td>
<td>Review</td>
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</tbody>
</table>

**This schedule is subject to change at anytime throughout the semester.**

Although this class is not listed as a design studio, it is being taught in a design studio environment, therefore all advantages of a studio are available.

**DEPARTMENT OF ARCHITECTURE / TEXAS A&M UNIVERSITY**

The **Studio Culture Statement** is the official policy of the Department of Architecture at Texas A&M University and will be published widely and used to guide design studio pedagogy.

**STUDIO CULTURE AT TEXAS A&M UNIVERSITY: A POLICY STATEMENT**

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture.

They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

The **Operational Procedures** are intended to provide a framework for the successful development of an effective Studio Culture, both as a part of the academic program and as a model for future professional practice.
OPERATIONAL PROCEDURES
Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation.
Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.
Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life.
Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience.
The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

The Dissemination and Oversight Procedures are intended to ensure that all students, and all faculty members, whether assigned to design studios or not, are aware of the Studio Culture Policy and work together productively to maximize the value of this component of the departmental pedagogy.
Oversight suggests peer-review and mentoring at all levels, and presumes a positive role for those charged with administration, including the exploration of innovative teaching approaches, and opportunities to demonstrate collaboration both within the academy, with the design professions, and with the society we serve.

DISSEMINATION AND OVERSIGHT PROCEDURES
The statement will also be posted on the department and AIAS websites.
The Department Design Caucus will initiate a formal discussion on the statement at the start of each academic year, with express purpose of ensuring that all new and returning faculty members understand and embrace its philosophies, and understand its opportunities.
The AIAS and the administration of the Department will ensure regular and open communication on all aspect of the academic program, including Studio Culture.
The Head of Department will include consideration of Studio Culture as part of the Annual Review of faculty members. This may suggest the use of peer review, encouragement of visiting critics, and recognition that productive review of the process and outcomes of design is not the exclusive domain of those assigned to teach design studios.

Academic Dishonesty
Academic Integrity will follow the Aggie Honor Code.
"An Aggie does not lie, cheat or steal, or tolerate those who do."
Refer to the Honor Council Rules and Procedures
http://www.tamu.edu/aggiehonor
Each student will be asked to sign this statement for exams in this course:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
It is the mission of the Aggie Honor System Office to serve as a centralized system established to respond fairly to academic violation of the honor code at Texas A&M University. The Texas A&M University Student Rules provide the official definition of scholastic dishonesty and acts that are characterized as scholastically dishonest at: http://student-rules.tamu.edu/rule20.htm.

**Attendance:**
It is expected that the student will attend all classes. Attendance will be taken periodically. No **phantom** assignments will be accepted from those not in attendance. Excessive absence will result in a lowering of the final grade. See University Rules and Regulations.
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Students are advised to consult the University regulations for a list of authorized absences.

**Special Considerations:**
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Student with Disabilities (SSD) in Room B118 in Cain Hall or call 845-1637. http://studentlife.tamu.edu/ssd/

**A Teacher’s Creed**
“In the classroom on the first day of a new school year, I am eager to meet my students. I have rehearsed my greeting and first day’s remarks, but no matter how many years I’ve prepared for this procedure, it’s always new. My heart pumps a bit harder, faster; I feel adrenaline like an athlete, or like an actor, or maybe like a novice public speaker. It’s a marvelous feeling, this first day, because I know that something special is going to happen, and I know it because I’ve experienced it before and I know that I will experience it every time I meet a new class throughout my venerable career. And then they’re seated before me and I smile at this special feeling. This is an assembly of students, yes. But there’s so much more, because each of these young persons is more than just a student entrusted to me. Each of these students has a story to tell, a lifetime; however brief, of experiences, a history of in volumes whose richness and depth I can barely begin to fathom. And so as I absorb the first glimpse of these young charges, I must appreciate the extent of my responsibility, of the privilege I’ve accepted in presenting these young souls my special knowledge. In offering them my talent and passion, I am adding an enormous array of new bright stars to the vast firmament of their minds, stars that will never have time to fade in their lifetimes. I will be part of their story. And I know that each of them will always be part of mine. And that’s a good feeling, a feeling that is perpetually renewed, revisited, and rewritten in A Teacher’s Creed.”
ARCH 331. Foundations Structures

**Instructor:** Prof. Anne B. Nichols
**Office Hours:** 12:30-2 pm MW, 1-2 pm TR
A413 Langford
(979) 845-6540 anichols@tamu.edu (and by appointment M-R)

**Catalogue Description:** Introduction to the physical principles that govern statics and strength of materials through the design of architectural structures from a holistic view in the context of architectural ideas and examples. Introduction to construction, behavior, and design considerations for simple and complex structural assemblies; computer applications. Concurrent enrollment in ARCH 305. Prerequisites: MATH 142 or equivalent, PHYS 201.

**Goals:** ARCH 331 is the study of structural design concepts that influence the development of architectural space and form. In all construction, the component parts of a structure must be assigned definite physical sizes, constructed of specific materials and designed to resist various load combinations. The course is divided into three parts: Statics, Strength of Materials, and Design. **Statics** involves the study of external forces and the effects of these forces on bodies or structural systems in equilibrium (at rest or moving with a constant velocity). **Strength of Materials** involves analytical methods for determining the strength, stiffness (deformation characteristics), and stability of the various load-carrying members. **Design** involves planning, assessing, and meeting structural requirements of parts or the whole which are prescribed by building codes and material structural design specifications.

**Objective:** To understand the significance, assumptions, applications, and limitations of the basic principles of Statics and Strength of Materials as they apply to the design and analysis of structural members and systems within the context of architectural planning and design.


**Recommended Texts:**

**Reference:**
- ACI 318-02 Code and Commentary
- AISC 3rd ed. Load and Resistance Factor Design
- AISC 9th ed. Allowable Stress Design
- National Design Specifications for Wood

**Timetable:** CREDIT 3.0 (2:2) 11:10 am - 12:25 pm Lecture T,R (section 500) 12:45 - 2:00 pm Lab T,R (1:40 total)

**Grading:** The levels listed for graded work (projects, quizzes, exams) and pass-fail work (assignments) **must both be met** to earn the course letter grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Graded work</th>
<th>Pass-fail work</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A average (90-100%)</td>
<td>Pass for 90 to 100% of assignments</td>
</tr>
<tr>
<td>B</td>
<td>B average (80-89%)</td>
<td>Pass for 83 to 100% of assignments</td>
</tr>
<tr>
<td>C</td>
<td>C average (70-79%)</td>
<td>Pass for 75 to 100% of</td>
</tr>
</tbody>
</table>
Graded work: This typically constitutes 6 quizzes, a learning portfolio (worth 1.5 quizzes) and a final exam (worth 4 quizzes). This equates to proportions of approximately 52% to quizzes, 13% to the learning portfolio, and 35% to the final exam.

Pass/fail work: This constitutes all practice assignments and projects, each with a value of 1 unit. Criteria for passing is at least 75% completeness and correctness along with every problem attempted. Percent effort expected for a problem in a practice assignment is provided on the assignment statement. This is considered a lab course and the assignments are required work with credit given for competency. The work is necessary to apply the material and prepare for the quizzes and exam. It is expected that this work will be completed with assistance or group participation, but all graded work is only by the individual.

Policy: 1) Attendance: Necessary. Required.* And subject to University Policy. See Part I Section 7 in Texas A&M University Student Rules: http://student-rules.tamu.edu/ Absences related to illness or injury must be documented according to http://shs.tamu.edu/attendance.htm including the Explanatory Statement for Absence from class for 3 days or less. Doctors visits not related to immediate illness or injury are not excused absences.
2) **Lecture, Lab and Textbook:** The lecture slide shows that correspond to the Notes (see #3) are to be viewed prior to lecture which will be reserved for review of the full lecture and text reading. Lab will consist of problem solving requiring the textbook. The lecture shows are available on the class web page and Vista (see #8). Attendance is required for both lecture and lab.

3) **Notes:** The notes and related handouts are available on the class web page at http://archone.tamu.edu/faculty/anichols/index_files/courses/arch331/index.html, or on Vista (see #8). A full set can be purchased from the TEES copy center located on the second floor of Wisenbaker Engineering Research Lab. They are listed under Anne Nichols, ARCH 331.

4) **Assignments:** Due as stated on the assignment statements. Only one assignment without University excuse may be turned in for credit no later than one week after the due date. All other assignments and projects will receive no credit if late without a recognized excuse or after final exams have begun. Assignments with incorrect formatting will be penalized.

5) **Quizzes:** Quizzes will be given at any time during the period. Make-up quizzes without an excuse will not be given. Practice quizzes will be posted electronically. No quiz scores will be “dropped”.

6) **Teaching Assistant:** Caleb Spangenburger .......(calebspang@neo.tamu.edu)

7) **Structures Help Desk:** Mark Navarro .................(markinarch@neo.tamu.edu)

8) **Vista:** Vista is a web course tool for posting, reading messages and replying as well as recording scores and is accessed with your neo account. This will be used to post questions and responses by class members and the instructor, for posting scores and for e-mail. It can be accessed at http://elearning.tamu.edu/

9) **Final Exam:** The final exam will be comprehensive, and is officially scheduled for: 3:00-5:00 PM, Friday, May 7  (by lecture time)

10) **Other Resources:** The Student Learning Center provides tutoring in math and physics. See their schedule at http://slc.tamu.edu/tutoring.shtml

11) **Aggie Honor Code:** “An Aggie does not lie, cheat, or steal or tolerate those who do.” The University policy will be strictly enforced. See Part I Section 20 in Texas A&M University Student Rules: http://student-rules.tamu.edu/ Plagiarism (deliberate misrepresentation of someone else’s work as your own) will be treated strictly according to University policy as outlined by the Office of the Aggie Honor System: http://www.tamu.edu/aggiehonor/

12) **The American with Disabilities Act** (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department for Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. Also contact Prof. Nichols at the beginning of the semester.
13) **Grievances:** For grievances other than those listed in Part III in Texas A&M University Student Rules: http://student-rules.tamu.edu/ the *instructor* must be the first point of contact.

**Learning Objectives:**

1) The student will be able to read a text or article about structural technology, identify the key concepts and related equations, and properly apply the concepts and equations to appropriate structural problems (**relevance**). The student will also be able to define the answers to key questions in the reading material. The student will be able to evaluate their own skills, or lack thereof, with respect to reading and comprehension of structural concepts, **clarity** of written communication, reasonable determination of **precision** in numerical data, and **accuracy** of computations.

2) The student will be able to read a problem statement, interpret the structural wording in order to identify the concepts and select equations necessary to solve the problem presented (**significance**). The student will be able to identify common steps in solving structural problems regardless of the differences in the structural configuration and loads, and apply these steps in a clear and structured fashion (**logic**). The student will draw upon existing mathematical and geometrical knowledge to gather information, typically related to locations and dimensions, provided by representational drawings or models of structural configurations, and to present information, typically in the form of plots that graph variable values. The student will be able to draw representational structural models and diagrams, and express information provided by the figures in equation form. The student will compare the computational results in a design problem to the requirements and properly decide if the requirements have been met. The student will take the corrective action to meet the requirements.

3) The student will create a structural model with a computer application based on the concepts of the behavior and loading of the structural member or assemblage. The student will be able to interpret the modeling results and relate the results to the solution obtained by manual calculations.

4) The student will be able to articulate the physical phenomena, behavior and design criteria which influence structural space and form. (**depth**) The student will be able to identify the structural purpose, label, behavior, advantages and disadvantages, and interaction of various types of structural members and assemblies. (**breadth**) The student will create a physical structure or structures using non-traditional building materials, considering material and structural behavior, in order to demonstrate the behavior and limitations of a variety of structural arrangements. The student will produce proper documentation and drawings of the size, spacing, location and connection of parts for the construction of the structure.

5) The student will interact and participate in group settings to facilitate peer-learning and teaching. In addition, the student will be able to evaluate the comprehension of concepts, clarity of communication of these concepts or calculations, and the precision and accuracy of the data used in the computations in the work of their peers.
# Tentative Schedule (subject to change at any time throughout the semester)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Text Topic</th>
<th>Articles/ Problems</th>
</tr>
</thead>
</table>
| 1.      | Design Loads and Structural Performance Requirements | **Read**: Ch. 1, § 5.1  
**Solve**: Assignment 1 (start) |
| 2.      | Structural Systems, Planning and Design | **Read**: Appendix B; note sets 2.1, 2.2, 2.3 & 2.4  
**Reference**: note set 2.5 |
| 3.      | Forces and Moments | **Read**: Ch. 2; note sets 3.1 & 3.2  
**Due**: Assignment 1 |
| 4.      | Equilibrium of a Point & Analysis of Planar Trusses | **Read**: § 3.1, pg. 89-95; note set 4.1  
**Reference**: note set 4.2 |
| 5.      | Rigid Body Equilibrium & Analysis of Planar Trusses | **Read**: § 3.2, 3.3, pg. 98-110; note sets 5.1 & 5.2  
**Due**: Project |
| 6.      | Mechanics of Materials | **Read**: Ch. 6; note sets 6.1, 6.2 & 6.3  
**Due**: Assignment 2 |
| 7.      | Beam Shear and Bending | **Read**: § 8.1-8.2, note set 7  
**Quiz 1** |
| 8.      | Semi-graphical Method: Shear and Bending Moment Diagrams | **Read**: § 8.3-8.4; (note set 7)  
**Reference**: note sets 8.1 & 8.2  
**Due**: Assignment 3 |
| 9.      | Beam Section Properties | **Read**: § 7.1-7.4; note sets 9.1 & 9.2 |
| 10.     | Beam Stresses | **Read**: § 9.1-9.4; note set 10  
**Due**: Assignment 4 |
| 11.     | Other Beams and Pinned Frames | **Read**: § 4.2, pg 73; note set 11  
**Quiz 2** |
| 12.     | Rigid Frames - Compression & Buckling | **Read**: § 10.1,10.2 & 10.5; note sets 12.1 & 12.2  
**Reference**: note set 12.3  
**Due**: Assignment 5 |
| 13.     | Design Loads, Codes and Methodology | **Read**: § 5.1; note set 13.1  
**Reference**: note sets 13.2, 13.3, 13.4, 13.5 |
| 14.     | System Assemblies and Load Tracing | **Read**: § 5.2, 5.3, 4.4; note set 14  
**Due**: Assignment 6 |
| 15.     | Wood Construction Materials & Beam Design | **Read**: § 9.5-9.6; note sets 15.1 & 15.2  
**Quiz 3** |
| 16.     | Column Design | **Read**: § 10.4; note set 15.1  
**Due**: Assignment 7 |
| 17.     | Joints and Connection Stresses | **Read**: note set 15.1 |
| 18.     | Steel Construction Materials & Beam Design | **Read**: note set 18  
**Due**: Assignment 8 |
| 19.     | Trusses, Decks & Plate Girders | **Read**: pg. 98-110; note set 18  
**Reference**: note set 5.2 |
| Quiz 4 | 20. | Column Design & Tension Members | Read: § 10.3; note set 18  
Due: Assignment 9 | 21. | Bolted Connections & Welds | Read: note set 18 |
|---|---|---|---|---|---|---|
| 22. | Concrete Construction Materials & Beam Design | Read: note set 22.1  
Reference: note set 22.2  
Due: Assignment 10 | 23. | T-beams & Slabs | Read: note set 22.1  
Quiz 5 | 24. | Shear, Torsion, Reinforcement & Deflection | Read: note sets 22.1 & 24  
Due: Assignment 11 | 25. | Floor Systems & Continuous Beams | Read: note sets 22.1 & 25.1  
Due: Assignment 12 | 27. | Foundation Design & Footings | Read: note sets 27.1 & 27.2  
Quiz 6 | 28. | Masonry Construction Beams & Columns | Read: note set 28.1  
Reference: note sets 28.2 & 28.3  
Due: Assignment 13 & Learning Portfolio |

*Note: Materials in the Class Note Set not specifically mentioned above are provided as references or aids.
ARCH 335/615 – FOUNDATIONS OF SYSTEMS

Spring 2010, Professor Juan-Carlos Baltazar, Ph.D.

Class: T, Th 3:55 p.m. to 2:00 p.m., FERM 303
Office Hours: T, Th, 1:30 p.m. to 3:30 p.m., or by appointment

Dr. Baltazar can be reached in the Energy Systems Lab offices in Wisenbaker, room #053H,
Phone: 979-862-7175 or by email: jcbaltazar@tamu.edu


Description: This course covers the theory and applications of building energy use, envelope design, shading analysis, heating and cooling systems, lighting design, building water supply, plumbing and drainage systems, electrical, acoustical, fire and lightning protection, life safety, transportation systems and construction materials, design opportunities, calculations, equipment selection, and component sizing at they relate to design.

Prerequisites: Students must be enrolled in an Architectural degree program, or have the permission of the instructor.

Homework: Homework is due each Tuesday by the end of the class. It will be returned with solutions passed out. Late homework will not be accepted.

Exams: There will be two or more exams that cover the material indicated. No make-up exams will be given for unexcused absences.

Final: There will be a comprehensive final given on the day assigned to this class by the registrar that will cover all the material presented in this class. The final will be open-book, open-note. Laptops and/or devices that are capable of sending/receiving electronic messages are not allowed. So I strongly urge you to organize your printed notes in a notebook as you go. Do not bring lose material to the test. Electronic copies of the class notes will be posted on the ARCH 335 class folder for purposes of distribution.

Extra Credit: Periodically, there will be extra credit problems assigned. These challenging problems are designed to help those students who feel that there is a need to improve their grade by performing some extra work and will be considered as regular homework for the graduate students 615 class. I will give extra credit for class attendance. Five (5) consecutive days of attendance will earn 1 point. You can earn up to 5 extra points, which often makes a difference of one letter grade (this is not applicable for the graduate students).

Helpful hints for doing well in this class:

1. Attend the lectures. Copies of the lecture notes and all material covered in class will be posted at in the ARCH 335 folder. Keep your notes in a large, well-organized notebook. You will need to use it to study and during the exams. Try not to fall behind.

2. Ask questions in class. Make sure that you have copies of the solutions to the homework problems and that you understand how to solve them. The exams and final will primarily draw on these problems and the lecture notes.

3. Drop-by during office hours and ask questions, email to make an appointment for other hours. I will be using email to communicate to the class, so students in the class are required to obtain an email account and to use it.

4. You are allowed to work in groups to obtain a better understanding of the homework. However, you are expected to turn-in your own homework that you have done. Your performance on the tests will be based solely on what you know and therefore it is good idea to make sure you understand how to solve the homework problems by yourself.
**Grading Policy:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>&gt;= 93%</td>
<td>Excellent performance on all work.</td>
</tr>
<tr>
<td>93 &gt; Grade</td>
<td>Good performance on all work, excellent performance on portions of the work</td>
</tr>
<tr>
<td>82 &gt; Grade</td>
<td>Satisfactory completion of all work, good performance on some work. Average Performance</td>
</tr>
<tr>
<td>70 &gt; Grade</td>
<td>A passing effort however score is below average for the class.</td>
</tr>
<tr>
<td>60 &gt; Grade</td>
<td>Unsatisfactory performance, not a passing grade.</td>
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**Tentative Outline of Course Material**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Subject</th>
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<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, energy sources, etc.</td>
<td>15</td>
<td>Lighting applications, daylighting.</td>
</tr>
<tr>
<td>2</td>
<td>Comfort, climate &amp; design strategies, sites.</td>
<td>16</td>
<td>Electricity, basics &amp; measurement.</td>
</tr>
<tr>
<td>3</td>
<td>Heat flow, moisture, infiltration, psychrometry.</td>
<td>17</td>
<td>Electric systems.</td>
</tr>
<tr>
<td>4</td>
<td>Calculating heating &amp; cooling energy use.</td>
<td>18</td>
<td>Conduit, wiring systems.</td>
</tr>
<tr>
<td>5</td>
<td>Detailed heat gain calcs., simulation, passive.</td>
<td>19</td>
<td>Electrical service.</td>
</tr>
<tr>
<td>6</td>
<td>Systems &amp; equip. for heating &amp; cooling.</td>
<td>20</td>
<td>Electric wiring design.</td>
</tr>
<tr>
<td>7</td>
<td>Refrigeration systems, IAQ, air filters.</td>
<td>21</td>
<td>Water and waste water.</td>
</tr>
<tr>
<td>8</td>
<td>HVAC systems in large buildings.</td>
<td>22</td>
<td>Bathroom design.</td>
</tr>
<tr>
<td>9</td>
<td>HVAC distr. sys., hydronic &amp; forced-air sys.</td>
<td>23</td>
<td>Solid Waste.</td>
</tr>
<tr>
<td>10</td>
<td>Illumination: physics of light.</td>
<td>24</td>
<td>Fire safety, lightning protection.</td>
</tr>
<tr>
<td>11</td>
<td>Light &amp; sight.</td>
<td>25</td>
<td>Economic Calculations</td>
</tr>
<tr>
<td>12</td>
<td>Lighting quantity, quality, color.</td>
<td>26</td>
<td>Acoustics, sound theory, room acoustics</td>
</tr>
<tr>
<td>13</td>
<td>Light sources</td>
<td>27</td>
<td>Acoustics, noise reduction, sound isolation</td>
</tr>
<tr>
<td>14</td>
<td>Lighting design.</td>
<td>28</td>
<td>Transportation Systems</td>
</tr>
</tbody>
</table>

COPYRIGHT NOTICE: The handouts in this class contain material that has been photocopied with permission from the publisher and are therefore copyright. “Handouts” includes all material generated for this class, which includes, but is not limited to: syllabi, quizzes, exams, in-class notes and handouts, review sheets and assignments. Therefore, the copyright material in this class should not be copied without prior permission from the instructor.

NOTE ABOUT PLAGIARISM: Plagiarism consists of the passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance to this definition you are committing plagiarism if you copy the work of another person and turn it in as your own. If you have questions about plagiarism please consult the Texas A&M University Student Rules book, under the section “scholastic dishonesty”.

"An Aggie does not lie, cheat or steal or tolerate those who do." www.tamu.edu.aggiehonor

NOTE FOR STUDENTS WITH DISABILITIES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guarantted a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

NOTE ABOUT ABSENCES: The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Students are advised to consult the University regulations for a list of authorized absences.
ARCH 406-201, Architecture Design V, Spring 2010: **Urban Hotel**

**Instructor:** Craig Babe

**Mondays:** 13:50 – 15:30 & 16:00 – 16:50  
**Wednesdays:** 13:50 – 15:30 & 16:00 – 16:50  
**Fridays:** 13:50 – 15:30

**Studio Location:** ARCA 400 DC

**Office:** ARCA 407  
**Office hours:** Tuesday & Thursday 08:00 – 09:30 or by appointment  
**Phone:** 609-651-2748  
**Email:** cbabe@tamu.edu

**Prerequisites:** Upper level classification in the BED Architectural Studies Option; ARCH 405

1. **Learning Objectives and Course Overview:**

   Participants will be given the opportunity to build upon and strengthen their critical and analytical abilities, architectural design skills and graphic techniques. These are the types of skills required to succeed in an accredited MArch program, as well as in the designing of projects in a professional architect’s office.

   The studio will focus on hospitality design. The final project will be an urban hotel and mixed use project sited in Dallas.

   Nunzio DeSantis, Eddie Abeyta, Daron Andrus, Peyton Booth and Heath May, architects from HKS Hospitality Studio will collaborate with the studio instructor to teach the studio. Together with the instructor from Texas A&M, they will provide the participants tools and techniques to approach design architectural problems from a real-world design excellence perspective.

   A site in the Dallas Arts District and a model client and program will be offered. HKS will provide on-board reviews of work at key moments, schedule to be determined, and final review.

   Studio participants will work intensely on researching and understanding the organization, program, project structure and design of a contemporary hotel project.

   Students will form teams of three to carry out the final project, with each member focusing on an area of the design (core and shell, function, interiors) but contributing to the whole effort.

   Participants are required to purchase one 5 x 8” format blank paper artist sketchbook. Each participant will record all of their thoughts, sketches, ideas, notes etc for the studio in their sketchbook, which will become a Design Journal. Sketchbooks will be turned in at the end of the studio and will contribute to the final grade.

   A Yahoo Group will be established for the studio. Each participant is required to join. Mandatory readings will be assigned and discussed in class. These readings contain model strategies, projects and presentation methods.

2. **Course Requirements:**
Project One, Case Study Analysis:

- Participants will divide into pairs. Three teams will each take one of the existing Arts District buildings, the other teams will each take an existing urban hotel and undertake an analysis for presentation to the group.

- Each presentation should demonstrate the following:
  - The architect’s philosophy about design and they structure their solutions around a "concept."
  - The "graphic" means by which each architect communicates ideas.
  - How each of the architects approaches their projects by establishing a framework for a big idea and how the big idea gets executed.
  - The functional and programmatic layout of the projects, especially the hotels.

- Format is PowerPoint.

Project Two: Typical Guestroom Design:

- Each participant will produce a scheme for a typical guestroom.
- Format is one 24 x 48” sheet.
- Plans, Sections, & Renderings of Interior views are required.
- Layout is to the designer’s discretion but should be graphically clear and compelling.

Project Three: Site, Program and Project Analysis:

- Students will divide into 6 groups (different composition than Project One) to study the following topics:
  - Parking and Traffic design
  - Codes and Standards
  - Program,
  - Sustainable Design Opportunities,
  - Site and Context,
  - Documentation of Existing Structures.

- This research will support the final project with the results being shared by each of the four teams.
- Format is PowerPoint.

Final Project: Design an Urban Hotel.

- Participants will divide into groups of two or three and begin work on the final design. Design an urban hotel on the given site and to the given program.

- Final Project, Preliminary Design Submission:
  - This review is process-oriented and participants are encouraged to present more than one tentative scheme.
  - Presentation material is informal but should give the reviewers a comprehensive view of the scheme(s) under consideration.
  - Context Model: one member from each of the teams will break away and form a team to construct a massing context model of the site during the first week.
  - Massing models of tentative schemes should be presented.
• Final Project, Design Phase Submission:

• Final Project, Presentation Phase Submission:
  o Comments from the Design Phase critique are addressed.
  o Further refinement, development, and clarification of the design take place but the emphasis is on preparing a comprehensive, compelling, clear final presentation.
  o Two 30x40” boards consisting of a comprehensive graphic package including plans, sections, renderings, and diagrams
  o One of the guestroom designs shall be selected and included in the presentation. The design could be developed further.
  o Interiors of some of the main public spaces should be considered.
  o Massing Model to be laid into the context model.

• Final Project, Evaluation Criteria:
  o Concept: establishing a framework for a big idea and how the big idea is executed.
  o Site Design: relationship to site and surrounding context, handling of public space.
  o Building Exterior: character, massing, architectural expression.
  o Building Function: Arrangement of program, relationship of spaces.
  o Building Interior: Handling of public to private, relative scale of spaces, function, efficiency, light, connection to exterior, and details
  o Presentation: Clarity and accuracy of plans, sections and analysis diagrams. Graphic layout. Renderings. How the presentation reinforces and illustrates the concept.

Design Journal:

• Each participant will record all of their thoughts, sketches, ideas, notes etc for the studio in their sketchbook, which will become a Design Journal.

• Design Journals shall contain notes and sketches from the departmental lecture series.

• Design Journals shall be 5 x 8” pocket sketchbooks.

Departmental Lecture Series:

• Attendance is mandatory at the seven scheduled departmental lectures.

• Participants will take notes and make sketches in their design journals.

• The lectures will be discussed in class.

3. Schedule:

Week 1 (Week of January 18th):

• Wednesday: First day of class, Introduction of studio syllabus.

• Wednesday: Introduction of Project One, Case Study Analysis.

• Friday: School-wide design charrette. Participation mandatory. Meet at 09:00 in the studio. Project due at 03:30 pm.

Week 2 (Week of January 25th):
• Monday Wednesday Friday: Desk crits, Project One: Case Study Analysis.

• Monday: Departmental Lecture, Beatriz Colomina, Princeton University, 5:00 pm.

Week 3 (Week of February 1st):

• Monday: Presentation, Project One: Case Study Analysis.

• Wednesday: Introduction of Project Two: Typical Guestroom Design.

• Friday: Desk crits, Project Two.

Week 4 (Week of February 8th)

• Monday, Wednesday: Desk crits, Project Two.

• Monday: Departmental Lecture, Andreas Pedersen, B.I.G. www.big.dk/

• Friday (Tentative): Field trip to Dallas. Tours of HKS Hospitality Studio, W Hotel (front & back of house), and final project site.

Week 5, (Week of February 15th):

• Monday, Wednesday Friday: Desk crits, Project Two.

• Monday: Departmental, Lecture Sarah Whiting and Ron Witte, Rice University.

Week 6, (Week of February 23rd):

• Monday: Presentation, Project Two: Typical Guestroom Design.

• Monday: Introduction of Project Three: Site, Program and Project Analysis.

• Wednesday, Friday: Desk crits, Project Three.

Week 7 (Week of March 1st):

• Monday: Presentation of Project Three.

• Monday: Introduction of Final Project, Design an Urban Hotel.

• Monday: Departmental Lecture, Ted Flato, Lake|Flato Architects, San Antonio

• Wednesday, Friday: Desk crits, Final Project.

Week 8 (Week of March 8th):

• Monday, Wednesday: Desk crits, Final Project.

• Friday: Presentation, Final Project, Preliminary Design.

Week of March 16th:

• Spring Break – no classes

Week 9 (Week of March 22nd):

• Monday, Wednesday, and Friday: Final Project, Design Phase, begins desk crits.

Week 10 (Week of March 29th):

• Monday, Wednesday: Desk crits, Final Project, Design Phase.

• Friday: Reading Day, no classes.

Week 11 (Week of April 5th):


• Monday: Departmental Lecture, Francois De Menil, FdM:Arch, New York, NY

• Wednesday, Friday: Desk crits, Final Project, Presentation Phase.

Week 12 (Week of April 12th):

• Monday, Wednesday, Friday: Desk crits, Final Project, Presentation Phase.

Week 13, (Week of April 19th)

• Monday, Wednesday: Desk crits, Final Project, Presentation Phase.

• Friday: Annual Rowlett Lecture, Rudder Auditorium, 1-5pm, no class, attendance is mandatory.

Week 14, (Week of April 26th):

• Monday, Wednesday: Desk crits, Final Project, Presentation Phase

Monday May 3rd: Final Project, Presentation Phase and Design Journals are due at 5:00pm in studio.

Tuesday May 4th: Final Project, Presentation Phase, review, HKS office, Dallas.

4. Grading

Project One, Case Study Analysis: 05%

Project Two, Typical Guestroom: 15%

Project Three, Project Analysis: 05%

- 352 -
Final Project, Preliminary Design: 10%
Final Project, Design Phase: 35%
Final Project, Presentation Phase: 20%
Design Journal: 05%

- Class Participation (includes discussion of readings and departmental lectures): 5%

- Late submissions will be downgraded 2% per day.

- Unexcused absences: 0.5% will be deducted from final grade per unexcused absence. Role call will be conducted at the start of each class. Late attendance will be recorded and will accumulate into an unexcused absence(s).

- Lecture Series Attendance: Attendance is mandatory. 0.5% will be added to final grade per lecture attended. Lectures will be discussed in class.

- A = 90% and more. (Excellent grasp of course content and material as demonstrated in all course requirements. Demonstration of intellectual curiosity and openness.)

- B = 80 to 89%. (Good understanding of course content and material as demonstrated in most course requirements.)

- C = 70 to 79%. (Satisfactory completion of at least half of the course requirements)

- D = 60 to 69%. (Unsatisfactory completion of the course requirements)

5. Required Readings:


- Joshua Prince-Ramus on Seattle's library: http://www.ted.com/talks/joshua_prince_ramus_on_seattle_s_library.html

- Thom Mayne on architecture as connection: http://www.ted.com/talks/thom_mayne_on_architecture_as_connection.html


6. Excused Absences:
Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule7.htm. In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor will either provide the student with an opportunity to make up any submission or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

7. Academic Dishonesty:

Upon discovering a suspected violation of the Aggie Honor code, the instructor will contact the Aggie Honor System office, at the earliest possible opportunity:

http://www.tamu.edu/aggiehonor/

8. Studio Culture at Texas A&M University: A Policy Statement:

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture.

They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

9. Studio Yahoo Group:

All students, and the instructor, and the HKS architects will make use of the following Yahoo Group to post files and send messages to the entire group.

http://groups.yahoo.com/group/arch406-501/

Invitations will be sent out on the first day of class.

10. Studio Rules:

All spray paint, spray fixative, and spray glue is strictly prohibited in the Langford Architecture complex, except in the designated spray booth.

Studio cleanup must have been completed by the end of the last day of exams in May or participants will risk the loss of personal items.

The studio is a creative site where design thinking occurs and projects take form so some amount of disarray is to be expected and is even encouraged, however trash and other detritus will not be tolerated.

Texas A & M University
College of Architecture
ARCH 406 - 502
Architectural Design V

Spring 2010: MW 8:00-10:40; F 9:00-10:40

Dr. ANAT GEVA

Office: C 308b; Office hours: Wednesday 11:00-12:00, and by appointment
Tel: 862-2234; E-mail: ageva@archmail.tamu.edu

SYLLABUS

Course description

Catalogue description: Topical approaches to design, emphasizing theory and practice of architecture or related disciplines. Upper level classification in the BED Architectural design Option.

In this studio you are going to participate in a journey on four parallel, interrelated paths: research, design technology, and graphic communication. Your responsibility as a student on each of these paths is to seek excellence in fulfilling their requirements.

"The design process is a sequence of events which demands creative behavior from its participants. It's activity is to improve existing conditions and to find clear paths out of dilemmas" (The Universal Traveler).

Theme of studio

WAR MEMORIALS AS A SACRED PLACE

The class, collectively and individually, will investigate and use this theme as a framework for all analytical and design work. Through readings and graphic examples we will set guidelines and criteria for project programming, site analyses, and building design.

Course objectives

It is the purpose of this architectural design studio to explore through research and design the studio’s theme and its major question: are war memorials sacred places?

Following are a summary of the objectives:

• To understand the design process through integrating the four parallel paths (see above)

• To employ the student accumulated analytical, technical, and design skills in the expanded development of two projects.
• To utilize context as inspiration/limitation

• To design a project within programmatic requirements and constraints

• To clearly communicate design ideas (hand and digital drawings/models)

Course assignments
The studio will include two major projects, which will be posted in time on elearning:

**Project 1:** Introductory Project to the studio’s theme:

- **Research and Analyses of the War Memorial on TAMU Campus**
  - January 20 – February 10 (*3 weeks*)

**Project 2:** Design Project:

- **A Holocaust Museum in historic district of downtown Dallas**
  - February 12 – May 3 (*10 weeks + spring break*)

Within every project the specific concepts, skills, techniques, and references will be addressed in assignments and exercises.

## Performance evaluation

Students' grades will be determined by:

a. **Projects:**
   - Project 1: 30%
   - Project 2: 65%
   - **Total Projects:** 95%

b. **Individual effort:** Attendance, participation, initiative, attitude: 5%

Final letter grades will be determined consistent with University regulations and the College of Architecture grading guidelines:

- **A** Excellent/outstanding (extremely good work)
- **B** Above average (very good work)
- **C** Average (fairly good work)
- **D** Below average (poor work)
- **F** Failure (unacceptable work)

## Readings

The following books will be on reserve in the TRC and in Evans Library:

  - NA 2760. C 46

  - TH2031. R352


These books will serve as a constant source of inspiration and information to the assignments of this class. There will be additional assignments of readings for each project. Most of the references can be found in the library or on the Internet.

Course policies

**ATTENDANCE:**

Attendance is required, absences will strongly affect your grade, and more than five absences will be grounds for failure.

**PROJECTS:**

- Final work of each project should be ready for portfolio use;
- Only work that has been reviewed in its preliminary stages will be graded.
- Late or incomplete work will not be accepted.

**COPYRIGHT STATEMENT:**

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, assignments, web sites, in-class materials, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

**AGGIE HONOR CODE – “An Aggie does not lie, cheat, steal or tolerate those that do.”**

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accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

STUDIO CARE
- Students are to tidy the studio periodically
- Each Friday (at the end of the session) the class will be responsible for cleaning the studio floor. Students are to use only approved facilities for spray gluing and spry painting.
- Before Spring Break and at the end of the semester all students are to clean the studio and throw away any trash.

Tentative schedule: Special dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Description</th>
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<tbody>
<tr>
<td>January 20</td>
<td>W</td>
<td>FIRST DAY OF STUDIO: Welcome/Introduction</td>
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<tr>
<td></td>
<td></td>
<td>FIRST PROJECT: Issue</td>
</tr>
<tr>
<td>January 22</td>
<td>F</td>
<td>DEPARTMENT: Departmental Assignment</td>
</tr>
<tr>
<td>February 3</td>
<td>W</td>
<td>PROJECT 1: preliminary</td>
</tr>
<tr>
<td>February 10</td>
<td>W</td>
<td>FIRST PROJECT: Due/presentation</td>
</tr>
<tr>
<td>February 12</td>
<td>F</td>
<td>SECOND PROJECT: Issue</td>
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<td>DALLAS FIELD TRIP</td>
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<tr>
<td>February 15 - 3</td>
<td>M-M</td>
<td>SECOND PROJECT: Phase I - Research</td>
</tr>
<tr>
<td>March 1</td>
<td>M</td>
<td>SECOND PROJECT: Phase I due/presentation</td>
</tr>
<tr>
<td>March 3 - 7</td>
<td>W-W</td>
<td>SECOND PROJECT: Phase II - Preliminary design</td>
</tr>
<tr>
<td>March 15-17-19</td>
<td>M-F</td>
<td>NO CLASS: Spring Break</td>
</tr>
<tr>
<td>March 29</td>
<td>M</td>
<td>NO CLASS: High Holiday (Passover)</td>
</tr>
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<td>Date</td>
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<tr>
<td>April 2</td>
<td>F</td>
<td>NO CLASS: Reading Day (Good Friday)</td>
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<tr>
<td>April 7</td>
<td>W</td>
<td>SECOND PROJECT: Phase II - (Preliminary)</td>
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<tr>
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<td></td>
<td>due/presentation</td>
</tr>
<tr>
<td>April 9 -</td>
<td>F-M</td>
<td>SECOND PROJECT: Phase III - Final design</td>
</tr>
<tr>
<td>May 3</td>
<td></td>
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<tr>
<td>May 2</td>
<td>M</td>
<td>SECOND PROJECT: Phase III – (Final)</td>
</tr>
<tr>
<td></td>
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<td>due/presentation</td>
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Note: I reserve the right to modify this schedule during the course of this semester.
ARCH406: ARCHITECTURE DESIGN V

1. Course Description

Interdisciplinary Design III. (3-9). Credit 6. Innovative approaches to design emphasizing theory and practice of architecture as art and science; schematic design taken to a level of detail appropriate to design development; topics include the visualization of built environments; the selection and application of building and environmental systems, services, materials and connections; interior space configuration. Prerequisites: Upper-level classification in environmental design, construction science or landscape architecture; ARCH 405 or VIST 405.

2. Introduction

This course is a synthesis of your undergraduate studios. We will address both the theoretical and the practical aspects of architectural design. We will examine design processes and products on the levels of conceptual design, schematic design, design development, and construction documents.

Please remember that working within the world of architecture needs passion and hard work. You have to love and enjoy what you do!

3. Objectives

To use techniques in various media not merely as a representation tool but as an environment in which spatial concepts are formulated.

Specifically, the aims are to:

1) develop basic freehand, manual and digital drawing techniques;
2) develop consciousness of spatial indications in drawing and modeling medium;
3) develop basic graphic sense in presentation and portfolio design.

4. Project and Schedule

The course is in a studio format. Design projects will be explored in phases and followed by a review and discussion.

There are two options of the semester long project. Option 1: ACSA competition. Please choose any current ACSA competition. Option 2: A sustainable house design in Lake Travis, Austin. One works individually on the competition project until mid-term. Teams can be formed afterwards. No more than 3 people are allowed on one team.

Office Hours (By appointment): Tue 11:30 am – 2:00 pm
Phase 1: The Idea of Dwelling
Jan 20  Wed  Meeting with the Client
Jan 22  Fri  Design Charrette

Jan 25  Mon  Site study
Jan 27  Wed  Review of design concepts
Jan 29  Fri  Library research on precedents

Feb 1  Mon  Presentation of conceptual design I

Phase 2: The Idea of Sustainability II
Feb 3  Wed  Guest speaker, library research
Feb 5  Fri  Working session

Feb 8  Mon  Review of conceptual design II

Phase 3: Schematic Design
Feb 10  Wed  Working session
Feb 12  Fri  Working session

Feb 15  Mon  Presentation of schematic design

Phase 4: Design Development
Feb 17  Wed  Working session
Feb 19  Fri  Working session

Feb 22  Mon  Presentation of design development
Feb 24  Wed  Working session
Feb 26  Fri  Working session

Mar 1  Mon  Mid-term review
           Meeting with the client: jury & team forming
Mar 3  Wed  Working session

Phase 5: Structural, mechanical and electrical design
Mar 5  Fri  Guest speaker: Dr. Boong Yeol Ryoo (conference)

Mar 8  Mon  Working session
Mar 10  Wed  Working session
Mar 12  Fri  Review

Mar 15 - 19 Spring break

Phase 6: Details
Mar 22  Mon  Guest speaker: Professor Michael O’Brien
Mar 24  Wed  Fairy Residence visit
Mar 26  Fri  Working session

Mar 29  Mon  Review: detail ideas
Mar 31  Wed  Working session
Phase 7: Construction Documents

Apr 2  Fri  Architecture office visit

Apr 5  Mon  Working session
Apr 7  Wed  Working session
Apr 9  Fri  Working session

Apr 12 Mon  CD review
Apr 14 Wed  Working session
Apr 16 Fri  Working session

Phase 8: Design Production

Apr 19 Mon  Working session
Apr 21 Wed  Working session
Apr 23 Fri  Working session
Apr 26 Mon  Pre-final review
Apr 28 Wed  Working session
Apr 30 Fri  Working session

May 3  Mon  Final Review

5. Requirements

You are expected to:
1) devote creative efforts to your design projects;
2) employ your skills diligently in promoting the course objectives;
3) actively participate in class discussions and pinups, as well as to engage your fellow students in constructive exchange;
4) fully communicate your work with jury at presentation.

6. Grading System

In fulfilling the above requirements:
A 90-100  Exceptional
B 80-89  Satisfactory
C 70-79  Fair
D 60-69  Unsatisfactory
F  60  Failure

The relative value of each phase of the project to the final grade is:
5%  For each phase (5% x 8)
25%  Mid-term Review
25%  Final Review
10%  Overall Performance

7. Class Rules

1) Class updates will be sent out through email.
2) Assignments and electronic submissions are due before project presentations start. There is a letter grade drop for each late project submission or late presentation.
3) Attendance at all classes is required.

8. Studio Culture Policy (See attachment)

9. Students with Special Needs

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring such accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

10. Aggie Honor Code

"An Aggie does not lie, cheat, steal or tolerate those that do."
Upon accepting admission to Texas A&M University, a student automatically assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/
ARCH 406-501 INTERDISCIPLINARY DESIGN V (5 Credit hours)
MW 1:50 pm – 4:50 pm – Room ARCA 120
F 1:50 pm – 3:30 pm – Room ARCA 120

Instructor: Susan Rodiek, Ph.D., NCARB - rodiek@tamu.edu; (979) 862-2234
Visiting: Joseph McGraw, Ph.D. - jjmcgraw5@verizon.net; (979) 696-3085, (979) 218-6350
Office: Jack K. Williams Building (ground floor, W014), Center for Health Systems & Design Research Annex
Hours: Thursday 1:30-2:30, or by appointment

In the end, the lasting product of architecture is the shape and reality of the finished building. Everything in architecture comes from layout, organization, form, shape. And how elusive this is!

1. COURSE DESCRIPTION
Topical approaches to design, emphasizing theory and practice of architecture or related disciplines, such as urban design, interior design, health care design, etc. (from catalog). Prerequisites: Upper level classification in the BED Architectural Studies Option; ARCH 405.

2. INTRODUCTION
This course will provide an opportunity for students to develop skills by focusing on a larger project that requires the integration of multiple disciplines, such as urban design, landscape design, structural design, and interior design. Following a brief design charrette at the beginning of the semester, Project 1 will give students a chance to work on a short project with global implications. Project 2 will focus on a team-based comprehensive solution to a larger project with multiple preliminary and finished products. Students will develop the contextual fit, develop design goals based on the needs of users, explore structural systems and details, and write essays to articulate aspects of their design solutions. Project 3 will allow students to work more independently on an open-ended creative effort, linked to specific readings. Small projects throughout the semester will involve research, writing, sketching, photography, and graphic design. Listed projects may be modified or substituted during the semester to respond to emerging opportunities. A design journal will be kept throughout the semester, in the form of a sketchbook to record ideas and process drawings, design development, theoretical exploration, lecture notes etc.

3. COURSE OBJECTIVES
Primary objectives in this course are that students will: a) develop their ability to design for intentional environment-behavior interactions and responses; b) increase their depth of understanding of structural steel systems; c) improve teamwork and time-management skills; and d) gain experience and facility with diverse methods for design and visual communication, both traditional and innovative, including writing skills.

4. METHODS
This studio will explore a wide range of approaches to design and communication, ranging from hand sketching and model-building, to 3-D rendering and free-form exploration of materials. Students will work in teams and individually, and may also collaborate with students from other courses on portions of the projects. Brief projects will give students the opportunity to conduct and present research in oral and written format.

5. COURSE SCHEDULE – Spring 2010 (will be adjusted to meet project requirements.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan 20</td>
<td>BEGIN PROJECT 1, set up studio, prepare for Design Charrette</td>
</tr>
<tr>
<td>Jan 22</td>
<td>DESIGN CHARRETTE -- all Architecture studios</td>
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<tr>
<td>Jan 25</td>
<td>Review Project 1 research</td>
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<tr>
<td>Jan 27</td>
<td>Studio work session</td>
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<td>Jan 29</td>
<td>Studio session w/ crits</td>
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<tr>
<td>Feb 1</td>
<td>Pinup Review</td>
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<tr>
<td>Feb 3</td>
<td>Studio work session</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Studio session</td>
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</tbody>
</table>
Feb 8  PROJECT 1 - FINAL PRESENTATION. Select teams for Project 2.
Feb 10 BEGIN PROJECT 2
Feb 12 Studio session
Feb 15 Pinup review
Feb 17 Studio work session
Feb 19 Studio desk crits/ work session
Feb 22 Pinup review
Feb 24 Studio work session
Feb 26 Studio desk crits/ work session

Mar 1 Pinup review
Mar 3 Studio work session
Mar 5 Studio desk crits/ work session

Mar 8 PROJECT 2 – MID-POINT REVIEW
Mar 10 Studio work session
Mar 12 Studio desk crits/ work session

Mar 15-19 SPRING BREAK
Mar 22 Pinup review
Mar 24 Studio work session/ desk crits
Mar 26 Studio desk crits/ work session

Mar 29 PROJECT 2 - PRE-FINAL REVIEW
Mar 31 Finalize presentations
Apr 2 Finalize presentations

Apr 5 PROJECT 2 - FINAL REVIEW
Apr 7 BEGIN PROJECT 3
Apr 9 Studio desk crits/ work session
Apr 12 Pinup review
Apr 14 Studio work session
Apr 16 Studio desk crits/ work session

Apr 19 PROJECT 3 - MID-POINT REVIEW
Apr 21 Studio work session
Apr 23 Studio work session (ROWLETT LECTURE 1:00-4:00 PM)

Apr 26 Pinup review
Apr 28 Studio work session
Apr 30 Studio desk crits/ work session

May 3 FINAL PRESENTATION – PROJECTS 2 AND 3
May 6 Turn in design journals
6. PERFORMANCE EVALUATION AND CRITERIA

Students are expected to be self-motivated and strive constantly to improve their own skills and knowledge base while contributing to the learning environment shared with other students. Evaluation involves examination and review of products by the instructor, external reviewers, client representatives, and other students. The primary areas of evaluation are: PARTICIPATION, KNOWLEDGE/ SKILL DEVELOPMENT, and PRODUCTS.

A  Exemplary work habits and contributions to the class
   Exceptional evidence of learning and growth
   Highly successful products for assigned work objectives

B  Good and consistent work habits and contributions to class
   Clear evidence of learning and growth
   Satisfactory products that meet assigned objectives

C  Inconsistent attention to work and class participation
   Moderate development of skills and knowledge base
   Work products do not fully meet assigned objectives

D  Poor attention to work and class activities
   Limited understanding of concepts and weak skill development
   Work products do not meet assigned objectives

F  Little indication of interest in the class or architectural education
   Failure to demonstrate understanding of basic concepts and skills
   Inadequate work products

Students will be evaluated on individual merit, and members of a team may receive different grades. Projects will be evaluated based on design concept, development, and presentation. Design concept refers to the clarity and inventiveness of your design, development refers to making the concept feasible and realistic, and presentation refers to the craftsmanship and execution of your solution. Grade distribution may be adjusted to reflect changes in project length and/or emphasis.

GRADE DISTRIBUTION:
Project 1: Short project, to be discussed 20%
Project 2: Re-Ligare Institute – ACSA Competition 45%
Project 3: Creating Lightness 20%
Mini-projects/ attendance/ team coordination, design journals 15%

100%

7. ATTENDANCE AND TIMELINESS
You are expected to be present during scheduled meeting times, ready to work, and with appropriate materials on hand. You are expected to work primarily in studio, both during and aside from scheduled class hours.
Most sessions will begin with a critique of previous work, and a discussion of new information and assignments, so students should plan to arrive early or on time. Lateness or unexcused absence will result in substantially lowered grades (excused absence requires written verification for medical or University-mandated reasons).

When you know you will be late or absent, it is your responsibility to notify the instructor IN ADVANCE of the class session, by PHONE, EMAIL, or preferably both. This will not excuse the absence, but allows the rest of the group to begin on time. Individuals who are late or absent are responsible for finding out about any missed information and assignments, and completing all work on the assigned schedule. Students are expected to coordinate closely with their partners on team projects.

Assignments must be turned in on time, even if incomplete – late submittals will automatically lose 30% or more of the credit possible for that project. Students will lose grade points for unexcused late or missed classes.

8. MATERIALS AND FIELD TRIPS
This studio requires typical digital and manual media for sketching, drafting, and rendering, as well as model making tools and materials, photographs and prints (see attached list for suggested materials). Additional materials may be required for specific projects. Field trips are expected to be in the local and regional areas, including visits to project sites and other example sites. Students should inform their other instructors as early in advance as possible of scheduled activities that will require them to be absent from other classes.

9. REQUIRED AND RECOMMENDED TEXTS
Students are expected to have access to basic reference texts and resources on architectural design, including structures, building systems, and design detailing. The main text for this course is A Pattern Language, a fairly comprehensive resource that addresses basic design issues in relation to human usage and appreciation. This text will be a useful reference in future studios. A second required text is Lightness: The Inevitable Renaissance of Minimum-Energy Structures, which will serve as point of departure for an individual creative design project.

REQUIRED TEXTS:

RECOMMENDED READINGS:
John Fernandez. Material Architecture. (Spon Press, 2006)
Annette LeCuyer. Steel and Beyond. (Birkhauser Basel, 2003)
Peter Zumthor. Thinking Architecture (Basel: Lars Müller, 1998)
Modern Steel Construction: Monthly magazine available to architectural students; online at www.modernsteel.com

Additional text-based readings and online research materials will be referenced as work progresses.
10. DOCUMENTATION OF STUDENT WORK

*Reviews and critiques* – **students are expected to make tangible progress between each studio session,** unless otherwise noted. Most sessions will begin with group or individual review of the most recent progress made. Students without documentation of substantial progress may not receive reviews, and will receive lower evaluations as a result. For each day’s desk crits, **students should have their current work available for review in printed format in advance each studio session,** even if small-scale and black & white. Students should also have tracing paper available before desk crits begin.

*Digital information* -- **students should frequently backup their all work on external media** such as CDs, external hard drives, flash drives, etc. to safeguard against the possibility of laptop crashes and other losses. As network folders and temp drives are erased by IT staff on a frequent basis, any work produced on university equipment must be saved on the student’s own external media. Students may develop a common folder for sharing images, maps, and research information, but all material should be backed up in a second location.

*Optimal file size* should be used for images – adequate to provide good resolution for the medium to be used, but not large enough to slow down operating systems.

*Printing and Laser-cutter use*, especially for reviews and presentations, should be done **EARLY**, due to unexpected delays and obstacles – you should assume that anything that can go wrong, will, and have an alternate plan for finishing work in time.

*Studio products* such as models and drawings may be retained by the instructor for accreditation or other purposes. Students should plan to document and/or make copies of their work for their own use in the form of copies, photographs, slides, or digital images.

*Multiple copies* are typically required of all papers, reports, etc., to share with other students, and so the instructor can mark up one copy to return to the student, and retain the other copy.

11. STUDIO CULTURE AT TEXAS A&M UNIVERSITY: A POLICY STATEMENT

*Studio Culture Statement*

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

12. AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

13. ACADEMIC INTEGRITY STATEMENT

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor.

14. SUGGESTED EQUIPMENT AND MATERIALS (as needed)  

MODELLING/ CONSTRUCTING OBJECTS

- Desktop cutting surface
- Mat knife / X-acto knife
- Foam-core board for models and for mounting drawings
- Non-hardening modeling clay: 1 or 2 pkgs (off-white or ivory)
- Brown cardboard, chipboard, foamcore board
- White glue (“tacky” type preferred)
- Rubber cement, straight pins, ordinary masking tape
- Glue gun and glue sticks
- Various materials as required for object construction
  (also: museum/ mat board, bass/ balsa wood, flexible foam sheets, materials for specific projects)

SKETCHING / DRAWING/ / PRESENTATION

- Design journal – for sketching and making notes
- Cover to protect desk surface and facilitate sketching (must be taped down)
- Laptop with graphics software (CAD, Photoshop, Powerpoint, etc.)
- Storage media (CDs, external hard drives, flash drives)
- Tracing paper (rolls, NOT pads) in different-width rolls - 12", 18", 24" (white is most versatile)
- Drafting tape or dots (not ordinary masking tape – it leaves a sticky residue)
Black ink pens in different line widths: thin, medium, and thick
Soft “fat” sketch pencils (‘Ebony’ or ‘Berol Drafting Pencils’)
Sketchbook
Architects scale (pref. triangular)
Engineers scale (should be in feet, not metric or proportional scale)
Gray markers in different values (try 20%, 40%, 60%, 80% - pref. WARM gray)
Colored markers and pencils (for sketching and rendering)
Parallel drafting bar or T-square
Drafting triangles, a few in 45 and 30/60; also an Adjustable triangle
Very small triangle to use for lettering (either 45 or 30/60)
Pencils and/or leads with holder - from 4H to 4B (not mechanical pencils)
Pencil sharpener or lead pointer, and Sandpaper pad for beveling pencil
Compass and/or circle templates
Erasers: white, and kneaded
Black metal binder clips (small-size) for mounting drawings

MISCELLANEOUS

Drafting lamp, adjustable
Small pocket-size measuring tape, 8’ or 10’ (from hardware store)
Scissors, bond paper, white-out, scotch tape (pref. tape that can be repositioned)
Photographic equipment and supplies
ARCH 421 – Energy & Sustainable Architecture – Spring 2010
Professor Charles H. Culp, P.E., Ph.D., FASHRAE, LEED-AP

Class: Tuesday and Thursday, 9:35 AM – 10:50 AM, Williams009

Office Hours: Tues., Thurs. 11:00 PM – 12:30 PM
Mon., Wed. 12:30-2:00 or by appointment.
E-mail or phone to make an appointment for other times.
I will make myself available during evenings and/or week-ends if needed.

I can be reached in the Architecture Department, Room A-443,
Office Ph: 979-458-3600
Email: cculp@tamu.edu

TEXT: LEED-NC 3.0 Reference Guide, purchase from the USGBC.
My notes will also be used for class.
Additional information will be included on Xavier and from:
USGBC’s web site
ASHRAE’s Advanced Energy Design Guides (available free at www.ASHRAE.org)
ASHRAE publications (Standards and Journal Papers)
Manufacturer’s product information

Goal: Prepare students for analyzing green building design, which includes site selection, water usage, energy usage, material selection, indoor environmental quality and to produce a complete analysis of a building using the US Green Building Council’s (USGBC) LEED-NC rating.

Course Description: Develop a deeper understanding of how various design decisions impact sustainability and energy efficiency with in-class lectures and by taking a project to do an “academic” LEED-NC rating. An interdisciplinary approach will be taken in that students will team with a design studio architect and perform the LEED-NC rating on the architect’s design. Material from the US Green Building Council’s LEED (Leadership in Energy and Environmental Design) rating system, ASHRAE’s Green Guide and ASHRAE’s Advanced Energy Design Guide may be used as reference material. Students will learn how to simulate the energy use of a building using eQuest and complete a LEED-NC rating. Students will be expected to review and apply reference material, standards and USGBC material in performing their LEED-NC rating. Students will learn to make professional presentations and write LEED documentation to professional requirements.

Prerequisite: None.
**Requirements:** Access to a computer for running simulations is required. Free simulation software (eQuest) will be provided by the US Department of Energy.

**Objectives:** Deeper understanding of sustainability and energy systems will also prepare the student for designing and rating high performance, energy efficient and sustainable buildings. A basic knowledge of environmental systems will be required.

**Homework:** Homework will be given weekly. It will be returned and discussed in class. Late homework will be marked down 10% per day late. Late homework may not be accepted after the answers are issued / discussed.

**Tests / Quizzes:** Quizzes will be given regularly to prepare you for the USGBC exam. There may be a mid-term exam that covers using the simulation tool and LEED-NC specifications. Make-up exams will not be given for unexcused absences. The LEED quizzes and/or tests will be closed book. You must work on exams by yourself. A full LEED-like exam will be provided at the end of the course to better prepare you for passing the LEED exam.

**Final:** The final includes a full LEED report and presentation. A final exam may also be given and will be closed book. I strongly urge you to organize your notes as you go. The class notes will be available on the class Xavier site.

This class emphasizes the final written project and final presentation for the grading, just like you will be “judged” in your professional career. Winning the assignment / job will keep your firm viable and active. Nonetheless, you need to schedule your time and plan your activities so that you have time to prepare the final write up and presentation. You will be challenged by the architect you will be working with because they are often late in getting you material. You’ll learn to manage the project.

**LEED-NC Rating Project:** We will perform a detailed LEED-NC analysis and rating on a building being designed by a design studio, which can be a senior or graduate design studio often with participation from CoSci. Each LEED student will work with a design team. Each student will be expected to work with the team as the LEED rater. You will be responsible for all coordination and management activities. Presentations will be made on your rating at the end of the semester. This report will become part of your portfolio.

**Extra Credit:** Attendance is required since you will be working in teams. I give extra credit for class attendance. Five (5) consecutive days of attendance will earn 1 point (of up to 5).

**Grading Policy:** (see the SEED template for detailed grading)

- Final Written Project: 60%
- Final Presentation of Project: 25%
- Homework/In Class Presentations: 15%
- Extra Credit: 5%
In the Final Written Project, you must earn 50 LEED Credits to receive an A for the Project. You must also earn 50 LEED Credits to qualify for an A for the course. Specific requirements for the credits required are in the SEED Templates which are used as part of this class.

**Helpful Hints for Doing Well in this Class**

1. **Read assigned material before class.** Reading material will be assigned to assist you in building your “green” library of references. Please read the assigned material before we cover the material in class. Your comprehension of the material will improve substantially.

2. **Turn in homework on-time.** Working the homework will bring out areas that you understand and that you may need help in.

3. **Attend the lectures.** Copies of the lecture notes and all material covered in class will be available on the class Xavier site. Keep your notes in a large, well organized notebook.

4. **Ask questions in class.** Make sure that you have copies of the solutions to the homework problems and that you understand how to solve them. The exams and final will primarily draw on the material used in these problems and the lecture notes.

5. **Drop-by during office hours and ask questions.** E-mail or phone to make an appointment and drop-by during other hours. I will make myself available during evenings and/or week-ends if needed. I will be using e-mail to communicate to the class, so students in the class are required to check their Neo account daily.

6. **You are encouraged to work in groups to obtain a better understanding of the homework.** However, you are expected to turn-in your own homework that you have done. Your career performance on the tests will be based on what you know and therefore it is good idea to make sure you understand how to solve the homework problems by yourself.

7. **I use the Aggie Honor System for tests.** You will certify that you have completed the test by yourself. You are expected to perform all work on the tests by yourself.
COPYRIGHT NOTICE: The handouts in this class contain material that has been photocopied with permission from the publisher and are therefore copyright. “Handouts” includes all material generated for this class, which includes, but is not limited to: syllabi, quizzes, exams, in-class notes and handouts, review sheets and assignments. Therefore, the copyright material in this class should not be copied without prior permission from the instructor.

NOTE ABOUT PLAGIARISM: Plagiarism consists of the passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance to this definition you are committing plagiarism if you copy the work of another person and turn it in as your own. If you have questions about plagiarism please consult the Texas A&M University Student Rules book, under the section “scholastic dishonesty”.

AGGIE HONOR CODE: Please refer to the new University’s Honor System web site (//www.tamu.edu/aggiehonor/). This code has detailed policies and procedures on how professors need to handle instances which violate the Aggie Honor Code. Please read and understand the information.

“An Aggie does not lie, cheat, steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the examinations, research papers and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

The following pledge applies to all course work, assignment and examinations at Texas A&M University. You may be required to sign this pledge on assignments. “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

NOTE FOR STUDENTS WITH DISABILITIES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

NOTE ABOUT ABSENCES: The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Students are advised to consult the University regulation
Texas A&M University
College of Architecture

ARCH 431 – Spring 2010
Architectural Structures II – Integrated Structures
Instructor: Shelley Holliday
Office: Williams Building 008 E
Office Hours: Tuesday-Thursday 2-3:00 pm
Monday – Wednesday 2:00-3:00 pm
Open Door Policy, also by Appointment
Telephone: Office: 845-7885 Home: 696-6220
E-mail: sholliday@tamu.edu

Course Description
Selection and economics of structural systems in the context of integrating structural systems into a building through good design; analysis and design of wood, steel, concrete, and composite systems and members in relation to building design.

Course Prerequisite
In order to receive a final grade in ARCH 431, one must have successfully passed (no F’s or I’s) the prerequisite, COSC 321 or ENDS 231 (ARCH 331).

Course Goal
This class is designed to provide students with an understanding of how to integrate structural systems into a building through good design. Students who satisfactorily complete this class will be expected to know how to integrate structural systems into their architecture projects. Therefore, it will be taught at the appropriate level to accomplish this task.

Learning Objectives
To be aware of appropriate structural elements and their relation to architectural form.
To develop an understanding of fundamental structural theory and behavior of typical structural elements.
Analysis and design of structural members in wood, steel, and concrete and their relation to good building design.

References
Required Note set at the WERC Building copy center (Wisenbaker – 2nd Floor)
ACI 318-02 Code and Commentary
AISC 3rd ed. Load and Resistance Factor Design
AISC 9th ed. Allowable Stress Design
National Design Specifications for Wood

Grading
Throughout this course you will be required to solve problems and answer questions that are based on the material presented in the lectures and text or notes in order to achieve our goal of being able to integrate structural systems into a building through good design. Specifically, your letter grade for the course will be determined based on homework assignments, exams, special project(s), attendance and participation.
Exams A, B & C 45% (3 @ 15%)
Homework 25%
Final Exam 20%
Special Projects 5%
Attendance, Participation (must be in attendance to participate) 5%

Grades:
A ≥ 90%
90% > B ≥ 80%
80% > C ≥ 70%
70% > D ≥ 60%
F < 60%
**Benchmark Assignment Policy**

Homework constitutes 25% of the final grade. In computing the final homework grade, the lowest (one) homework grade will be dropped from the average. It is recommended that you keep this “free ride” in your back pocket until the time when you really need it. You will still be responsible for the material of the dropped homework assignment. All homework is due on the date assigned, at the beginning of class, unless otherwise stated.

To receive a grade for a given assignment, you will be required to submit a formal solution report (see Reports below) completed on engineering paper on or before the stipulated deadline. Subject to Texas A&M University regulations, early submissions will not be especially rewarded, and late submissions will not be accepted without a documented university excused absence.

For each homework assignment, one or two problems may be collected at random for grading. Some homework assignments will be collected in their entirety. Therefore, it is recommended that each problem be solved in its entirety on a separate sheet(s) of engineering paper. Show all work including numbers in equations for proper credit.

**Reports**

This requirement applies only to benchmark assignments. Prepare formal solution reports on 8-1/2” x 11” paper. Preferably on engineers pad paper which is available in the bookstore. Work submitted on paper torn out of a spiral notebook will not be accepted. All work should be presented on one side of the paper only. Your name, course, section number, assignment number and due date must appear at the top of each page. The current page number as well as the total number of pages in the assignment must appear in the upper right corner of each page. The body of the report for each problem will consist of six sections.

- **Problem:** Give a problem statement in complete sentences.
- **Given:** State all that is known about the problem.
- **Required:** State what you have been asked to determine.
- **Figures:** Draw figures using a straight edge, show appropriate units, number each figure, and refer subsequently to a figure by its number.
- **Solution:** Present your solution in a logical and methodical manner.
- **Summary:** Provide an organized summary of the problem by listing each item from the required statement followed by its corresponding result from the solution section

**Tentative Schedule**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18 January</td>
<td>Introduction and Load Tracing</td>
</tr>
<tr>
<td>2</td>
<td>25 January</td>
<td>Design Loads, Material and Section Properties</td>
</tr>
<tr>
<td>3</td>
<td>1 February</td>
<td>Beams</td>
</tr>
<tr>
<td>4</td>
<td>8 February</td>
<td>Beams</td>
</tr>
<tr>
<td>5</td>
<td>15 February</td>
<td>Beams</td>
</tr>
<tr>
<td>6</td>
<td>22 February</td>
<td>Beams/Columns</td>
</tr>
<tr>
<td>7</td>
<td>1 March</td>
<td>Columns</td>
</tr>
<tr>
<td>8</td>
<td>8 March</td>
<td>Columns</td>
</tr>
<tr>
<td>9</td>
<td>15 March</td>
<td>Spring Break</td>
</tr>
<tr>
<td>10</td>
<td>22 March</td>
<td>Columns</td>
</tr>
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Tentative Exam Schedule

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9 February</td>
<td>Class Time</td>
</tr>
<tr>
<td>B</td>
<td>9 March</td>
<td>Class Time</td>
</tr>
<tr>
<td>C</td>
<td>6 April</td>
<td>Class Time</td>
</tr>
</tbody>
</table>

Final Exam
Section 502
7 May, Friday
Class Time
3:00-5:00 p.m.
Check University Final Examination Schedule

**This schedule is subject to change at anytime throughout the semester.

**All Exam Will Be Taken With A Non-Programmable Calculator

Homework

<table>
<thead>
<tr>
<th>Homework</th>
<th>Worth 25%</th>
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<tbody>
<tr>
<td>#1</td>
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<td>#11</td>
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<tr>
<td>Total</td>
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<tr>
<td>Average</td>
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Exams

<table>
<thead>
<tr>
<th>Exams</th>
<th>Worth</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>15%</td>
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<tr>
<td>B</td>
<td>15%</td>
</tr>
<tr>
<td>C</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
</tbody>
</table>

Special Project(s)  5%
Attendance, Participation  5%

Academic Dishonesty
Academic Integrity will follow the Aggie Honor Code.
"An Aggie does not lie, cheat or steal, or tolerate those who do."

Refer to the Honor Council Rules and Procedures
Each student will be asked to sign this statement for exams in this course:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

It is the mission of the Aggie Honor System Office to serve as a centralized system established to respond fairly to academic violation of the honor code at Texas A&M University.

The Texas A&M University Student Rules provide the official definition of scholastic dishonesty and acts that are characterized as scholastically dishonest at:

http://student-rules.tamu.edu/rule20.htm

**Attendance:**
It is expected that the student will attend all classes. Attendance will be taken periodically. No **phantom** assignments will be accepted from those not in attendance. Excessive absence will result in a lowering of the final grade. See University Rules and Regulations.

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Students are advised to consult the University regulations for a list of authorized absences.

**Special Considerations:**
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Student with Disabilities (SSD) in Room B118 in Cain Hall or call 845-1637. http://studentlife.tamu.edu/ssd/

**A Teacher’s Creed**

"In the classroom on the first day of a new school year, I am eager to meet my students. I have rehearsed my greeting and first day’s remarks, but no matter how many years I’ve prepared for this procedure, it’s always new. My heart pumps a bit harder, faster; I feel adrenaline like an athlete, or like an actor, or maybe like a novice public speaker. It’s a marvelous feeling, this first day, because I know that something special is going to happen, and I know it because I’ve experienced it before and I know that I will experience it every time I meet a new class throughout my venerable career. And then they’re seated before me and I smile at this special feeling. This is an assembly of students, yes. But there’s so much more, because each of these young persons is more than just a student entrusted to me. Each of these students has a story to tell, a lifetime; however brief, of experiences, a history of in volumes whose richness and depth I can barely begin to fathom. And so as I absorb the first glimpse of these young charges, I must appreciate the extent of my responsibility, of the privilege I’ve accepted in presenting these young souls my special knowledge. In offering them my talent and passion, I am adding an enormous array of new bright stars to the vast firmament of their minds, stars that will never have time to fade in their lifetimes. I will be part of their story. And I know that each of them will always be part of mine. And that’s a good feeling, a feeling that is perpetually renewed, revisited, and rewritten in A Teacher’s Creed."
Emerging Strategies in Architectural Management

This course fulfills DIRECTED ELECTIVE III (Multidisciplinary)
This course has been approved as a university “W” course

ARCHITECTURE 451-500

(3 credit hours)
Spring 2010 - Revised: 01/25/2010

Time: Tue, Thu: 3:55-5:10 pm
Place: Building A, Room TBA
Instructor: Robert E. Johnson, Arch.D., AIA
Room A444
Email: rejohnson@tamu.edu
Tel: 2-4560
Office hours: M, W or F; 1:00-2:00pm or by appointment

ARCH 451 – EMERG STRAT ARCH MGMT

Catalog Description
Emerging strategies in the architecture and construction industry, with an emphasis on understanding the changing structure of the industry and the management of both firms and projects. Prerequisite: Senior classification or approval of degree coordinator.

DESCRIPTION
This seminar will investigate the theories, processes and procedures that are used at a variety of architectural firms to take design ideas from concept to reality. The topics of this seminar are designed to be especially applicable to students who are interested in learning about what it means to be a practicing professional.

While this course focuses primarily on the profession of architecture, the issues are similar for other professional firms and therefore it is open to students of all professions.

LEARNING OBJECTIVES
There are two major learning objectives of this course.

1. Students taking this course will learn what they can expect during the first few years of working in an architecture firm.

2. Students will learn how they can evaluate the potential of an architecture firm within the context of their own career inclinations and prospects. Each session will endeavor to link an essential body of knowledge - theory - to the application of that knowledge in a complex and constantly evolving professional situation - practice. Subjects to be discussed in class include the business of design practice, ethics, the sociology of the design workplace and how these
influence the distinctive qualities of the design firm.

3. Students will investigate these issues primarily through the case method of teaching. Therefore, writing about subjects discussed will be an important part of the learning process.

CONTENT/METHOD

The course will meet two times for 1-1/4 hours each week. Most sessions will require you to read and evaluate a case from the professional world. These cases will require that the student identify problems, evaluate possible solutions, and make a specific recommendation to resolve the problem identified. Readings will be required for most sessions. This course will use the following methods to facilitate learning:

SHORT PAPERS AND STUDENT PRESENTATIONS/DISCUSSIONS

Students will be asked to write three short papers (approximately 3 typewritten pages each) on a case covered in class of their choosing. These papers will be a written analysis and recommendation for class discussions and will be due at the start of the class session. Grades for these papers will be based on the ability to articulate a persuasive, in-depth and critical understanding of a major professional practice issue. These papers are to be a minimum of 3 pages (750 words) in length. Assignments will be written and will be due at the start of the relevant class session. There are three types of short paper case analyses:

8. **Mandatory case short paper analysis.** All students will be required to write a short paper analysis of the case presented for the topic: INTERNING AND ETHICS. This will be an introduction to the process for writing drafts and reviewing cases throughout the rest of the semester.

9. **Student-selected case analyses:** Students will vote to select two (2) cases of their choosing. The student peer review of these two cases will take place outside of class using the approach introduced above for CASE 1.

The following is an example of student-selected case due dates. These will be established more specifically after students have selected the two cases.

- **Session N:** CASE DRAFT due
- **Session N+1:** Peer-reviewed (outside class). CASE DRAFT given to instructor
- **Session N+2:** Instructor returns CASE DRAFT to student with his comments
- **Session N+3:** CASE Final paper due. The CASE will be discussed in this class.

10. **Other case analyses.** All other cases will be analyzed by the student at various times and in various ways during the class. These analyses will often include a mini-writing assignment, usually followed by class discussion or a peer-review session.

FIRM ANALYSIS PAPER

An important part of this course will be the written analysis of a professional design firm. This project will enable students to develop insights about the design profession through an in-depth analysis of a firm of their choosing. It will also give them an opportunity to focus on that part of design practice that is of the greatest interest to them. The analysis will be a minimum of 10 pages (1,250 words) and will include photos of projects completed by the firm and other, relevant graphics. Additionally, students will prepare a Power Point presentation and present
their findings to the class at the end of the semester.

This analysis may be done in teams of two persons per team. If you elect to form a team, each member of the team will have the primary responsibility for writing specific sections of the team's report. The heading or sub-heading of the section should be followed by the name of the student who was primarily responsible for that section. However, both team members must peer review each other's work and jointly decide on the organization of the paper. The instructor will review these papers. If students decide to form a team for analyzing a firm, the grade on the paper will be typically the same grade for each unless it becomes obvious that this would not be a reasonable option. In this case, grades will be based on the sections written by each member.

Information about this final assignment will be available in two parts. Part A, a list of project tasks for this assignment is in Appendix A in this syllabus. Part B, rubrics for evaluation, will be provided during the first part of the semester and will be similar but more comprehensive, especially regarding content, than the rubrics for the case analyses. For those students electing to work as a team, readings and discussions will be incorporated into the course regarding collaborative writing under the “teams and leadership” section of the course.

OTHER WRITING EXERCISES

A variety of activities will be used to help you to improve your analysis and writing of cases. These activities will include:

a) Provide models and/or possible outlines for analyzing cases and the final analysis paper.

b) In-class peer review of papers, with a focus on content, organization and argument. A peer response review sheet will be provided for the peer review of case analyses and for the final firm analysis.

c) Student written self-critique of assignments.

d) Instructor written comments on drafts of assignments.

e) Mini in-class writing assignments often followed by peer review or class discussion.

f) Anonymous in-class surveys to determine what students find difficult in their writing.

g) Mini lectures on specific aspects of writing as determined by in-class surveys and issues identified on drafts of student papers.

h) References to appropriate writing web sites.

OTHER PRESENTATION FORMATS

a) Invited presentations by professionals.

b) Field trips to architectural firms.

CLASS PARTICIPATION

Class preparation, attendance, and participation are particularly important in this class. Absences will be excused only for valid reasons – see next section for the university definition of excused absences. At some time during the semester, students will be called on to orally
present their individual analysis and recommendations. Therefore, preparation prior to each class is essential.

In communicating analyses and recommendations, quality is more important than quantity. Meaningful content that extends beyond mere factual recall, brevity and persuasiveness are positive attributes. Grades for class participation will be a function of both attendance and substantive contribution to class discussion.

A FINAL NOTE

As stated by noted architect Charles B. Thomsen, FAIA, FCMAA, “Our clients are busy, so brevity is golden. Take time to make your writing short. Good writing, like good design, has no unnecessary parts. Look for wordiness everywhere. Question the need for every paragraph, every sentence, every word. The more words you use, the more you risk blurring important ideas. Get lean.” (Thomsen, no date, p. 4)

REQUIRED READING AND EMAIL

Required reading will be either handed out in class or available on-line. See Appendix C for a preliminary list of reading references.

All email communications will be through the NEO system. Please check this regularly.

STUDENT RESPONSIBILITIES AND GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Three Short-Papers (Case Analysis: 2,250 words total)</td>
<td>45%</td>
</tr>
<tr>
<td>Firm Analysis (Term Paper: 1,250 words+PowerPoint)</td>
<td>40%</td>
</tr>
</tbody>
</table>

100%

IMPORTANT: Rubrics that outline grading criteria will be provided for both the case analysis short papers and the final analysis paper. Papers that are handed in late without a valid, university excused absence will be marked down by one full grade each week or part of a week they are late. Any papers that are not turned in at all will receive zero credit. Each assignment will receive a numerical grade that will then be weighted using the weights (above) to arrive at the final score. This final score will be converted into a letter grade as follows: A (≤ 100 and ≥ 90), B (< 90 and ≥ 80), C(< 80 and ≥ 70), D(< 70 and ≥ 60), F(< 60).

EXCUSED ABSENCES

Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07. In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

**ACADEMIC INTEGRITY STATEMENT AND PLAGIARISM**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Much of the grade for this course is determined by writing assignments. Plagiarism has occasionally been a problem is some of these assignments. Plagiarism is defined by Texas A&M University as: “Failing to credit sources used in a work product in an attempt to pass off the work as one’s own; Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” Plagiarism is a serious offense, and students who plagiarize will be dealt with according to university rules.


**TOPIC OVERVIEW (PRELIMINARY, dates to be provided prior to start of class)**

<table>
<thead>
<tr>
<th>Sess</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19/10</td>
<td>Tue</td>
<td>INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/21/10</td>
<td>Thu</td>
<td>TRENDS-CHANGING PRACTICE</td>
<td>Select 2 cases (3 pages each-min 750 words)</td>
</tr>
<tr>
<td>3</td>
<td>1/26/10</td>
<td>Tue</td>
<td>PEER REVIEW WORKSHOP (by Writing Center)</td>
<td>CASE 1 draft (required for all students)</td>
</tr>
<tr>
<td>4</td>
<td>1/28/10</td>
<td>Thu</td>
<td>Internships-Guest: Gary Dunn (confirmed)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/2/10</td>
<td>Tue</td>
<td>ORGANIZATIONAL CULTURE</td>
<td>Instructor returns CASE 1 draft</td>
</tr>
<tr>
<td>6</td>
<td>2/4/10</td>
<td>Thu</td>
<td>CAREER FAIR, Feb 4-5</td>
<td>Students hand in CASE 1 final; send instructor digital copy</td>
</tr>
<tr>
<td>7</td>
<td>2/9/10</td>
<td>Tue</td>
<td>CASE 1: INTERNING AND ETHICS</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/11/10</td>
<td>Thu</td>
<td>CASE 2: PRACTICING</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2/16/10</td>
<td>Tue</td>
<td>CASE 3: ORGANIZING</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2/18/10</td>
<td>Thu</td>
<td>CASE 4: DELIVERING PROJECTS</td>
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<tr>
<td>11</td>
<td>2/23/10</td>
<td>Tue</td>
<td>CASE 5: BALANCING</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2/25/10</td>
<td>Thu</td>
<td>CASE 6: STRATEGIC PLANNING</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3/2/10</td>
<td>Tue</td>
<td>CASE 7: MARKETING CONCEPTS</td>
<td>Schedule interview now</td>
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<tr>
<td>14</td>
<td>3/4/10</td>
<td>Thu</td>
<td>Visit to local architectural firm</td>
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<tr>
<td>15</td>
<td>3/9/10</td>
<td>Tue</td>
<td>CASE 8: THE EVOLUTION OF FIRMS</td>
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</tr>
<tr>
<td>16</td>
<td>3/11/10</td>
<td>Thu</td>
<td>INTERVIEWING &amp; WRITING YOUR ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3/15/10</td>
<td>Mon</td>
<td>SPRING BREAK (March 16-20)</td>
<td>Firm interviews here?</td>
</tr>
<tr>
<td>18</td>
<td>3/23/10</td>
<td>Tue</td>
<td>PROJECT BUDGETING WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>3/25/10</td>
<td>Thu</td>
<td>DESIGN NEGOTIATING</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>3/30/10</td>
<td>Tue</td>
<td>CASE 9: MANAGING PROJECTS</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>4/1/10</td>
<td>Thu</td>
<td>PROFIT PLANNING WORKSHOP</td>
<td>DRAFT of Firm Analysis</td>
</tr>
<tr>
<td>22</td>
<td>4/6/10</td>
<td>Tue</td>
<td>In-class peer review of Firm Analysis</td>
<td>DRAFT of firm Power Point</td>
</tr>
<tr>
<td>23</td>
<td>4/8/10</td>
<td>Thu</td>
<td>In-class peer review of Firm PowerPoints</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>4/13/10</td>
<td>Tue</td>
<td>CASE 10: SERVICING CLIENTS</td>
<td>Instructor returns DRAFT of FINAL analysis + Power Point</td>
</tr>
<tr>
<td>25</td>
<td>4/15/10</td>
<td>Thu</td>
<td>CASE 11: DESIGN TEAMS &amp; LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>4/20/10</td>
<td>Tue</td>
<td>Legal Issues: Guest Speaker</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>4/22/10</td>
<td>Thu</td>
<td>CASE 12: COMMUNICATING</td>
<td>FINAL firm analysis paper + Power Point due</td>
</tr>
<tr>
<td>28</td>
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<td>Fri</td>
<td>ROWLETT LECTURE</td>
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<tr>
<td>29</td>
<td>4/27/10</td>
<td>Tue</td>
<td>PRESENTATION OF PROJECTS</td>
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</tr>
<tr>
<td>30</td>
<td>4/29/10</td>
<td>Thu</td>
<td>PRESENTATION OF PROJECTS</td>
<td>Last day of this class</td>
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</tbody>
</table>

Note: Two CASES will be scheduled as short papers after decided by the class.
APPENDIX A: PROJECT TASKS

The following is Part A of the final firm analysis assignment. This describes the tasks that are part of the project to analyze a firm. Part B, minimum content requirements, will be distributed approximately mid-semester.

1. Identification of the Design Organization
Select a firm that you think you might be interested in learning more about. This might be a firm that you have worked for in the past (summer job?) or one that you might be interested in working for in the future. Think about your own personal values and the type of firm that might have similar values. You are not limited to "traditional" design firms. Exploration of innovative or non-traditional design organizations is perfectly acceptable. In the past, students have selected firms from around the country and, in some cases, the world.

If there is duplication in the firms that have been selected, students may be asked to choose another firm. In addition, a very few firms sometimes decline to participate after being contacted. So have a back-up firm ready.

2. Identification of Team
At the same time that you identify the design organization you will be asked to determine whether or not you wish to do this project as part of a team. If you are forming a team for this project, let me know the names of all team members. Teams should have not more than two persons.

3. Write a Letter of Introduction
You are to write a letter that introduces yourself (your team) to one of the principals of the firm, outlines the purpose of the project, and requests an interview (see example in Appendix C). Plan to contact this firm not later than three weeks before your interview.

4. Pre-Interview Research and Evaluation
Collect as much information as you can about the firm prior to your interview.

   a) Make use of reference sources in the Technical Reference Center and the Library. Check the Internet to see if the firm has a web site. See also the Architect Finder in http://www.aia.org.

   b) Locate stories or news articles that may have been published about projects done by the firm. Some of the larger, well-known firms have had books published about them.

   c) If possible, visit several projects that seem to representative of the work of the firm. What values do they seem to reflect? Consider taking project photos for the poster. Maybe you can talk to a few of the people that use the building to get their views about the effectiveness of the design.

   d) Informally discuss the firm with other knowledgeable persons (faculty, other students, or employees of the firm).

5. Contact Firm; Establish Interview Date
Telephone the principal of the firm about one week after you send your letter in order to schedule your interview.

6. On-Site Visit (Interview)
Complete your interview with the design organization. Your first contact should be with either
the principal of the firm or a knowledgeable associate of the firm. You should have already formed some opinions about the design firm before the interview. The interview will give you an opportunity to test those opinions and to develop additional insights about the firm.

A two-person team is sometimes helpful during the interview, since one person can be asking a question while the other can be taking notes or thinking about the next question to ask. Be sure that you cover the key, most important issues in no more than one hour. You can fill in details later by telephone, if necessary. It might also be possible for you to ask to talk with others in the firm. In addition to the principal, it might be useful to ask permission to talk with someone who is an intern or a relatively recent graduate. We will have a mock interview in class to help you develop your interviewing skills.

7. Post-Interview
Write-up the results of your interview as soon as possible after the interview. If you wait too long you may forget important information that may not have made it into your notes. This write-up of the interview will serve as raw material for your paper. You must hand in a typed transcript of your interview.

8. Draft Report and Review Process
You must hand in a marked-up, peer-reviewed (by a fellow student) draft of your firm analysis. If you are doing this as part of a team, you may peer-review sections that were written by your team mate (see section 9, below). This will be reviewed and returned to you by the instructor.

The final report must be in an 8-1/2 by 11" format. If you are doing this as part of the team each section must be identified with the name of a team member that was the principal author of that section. The

10. Student Presentations
Each student (or student team) will be expected to give a short presentation summarizing the essential elements of their report and conclusions about the firm that was analyzed.

11. Grading
All firm analysis papers will be given a numerical grade between 0 and 1.00. They will be reviewed by the instructor and comments written as needed.
ARCH 457 (3-0-3)

ETHICS AND PROFESSIONAL PRACTICE, OR
ETHICS AND PROFESSIONAL PRACTICE I, OR
INTRODUCTORY PROFESSIONAL PRACTICE, OR
INTRODUCTORY PROFESSIONAL PRACTICE AND ETHICS, OR
PROFESSIONAL PRACTICE I, OR
INTRODUCTORY PROFESSIONAL PRACTICE AND ETHICAL CONSIDERATIONS

Formerly: Specifications and Conditions of the Construction Contract
ENDS 357 and 457

Prerequisite: Senior, or more advanced classification in Architecture at Texas A&M University (in, or have completed fourth-year studio, or in the graduate career change program).

Spring 2010 (TTH 1245-1400 HOURS) JOHN ONLY GREER, FAIA, CCS
Department of Architecture Wallie E Scott Professor of Architectural Practice

SYLLABUS

1. INTRODUCTION

Introduction to the concepts of architectural specifications and the AIA standard contract documents: the Owner Architect agreement and the conditions of the construction contract; forms of construction, bidding, and contract documents; relationships; project procedures and administration; professional liability; risk management; and ethics. For undergraduate students pursuing a professional degree and a career in architecture, and for graduate transfer and career change students.

II. COURSE DESCRIPTION

A three credit-hour lecture course with occasional, specialty visiting lecturers. This introductory course deals with issues and relationships in standard, basic, traditional forms of practice; issues and relationships between the owner, the architect, and the contractor within the business, legal, and political environment. In addition, concepts of specifications as complementary to construction, bidding, and contractual documents are included. Studies in business law are a desirable background. (additional, abbreviated reference: Texas A&M University Undergraduate Catalog)

III. COURSE OBJECTIVES

This course expects to complement design and technical subject material, also normal to architectural education, to provide the pre-professional graduate, transfer, and career change students with balance to function with confidence and opportunity in entry-level positions in architectural disciplines, and in graduate, professional degree programs which normally also include professional practice and ethics considerations; all in the interest of the public’s health, safety, and welfare.

IV. PERFORMANCE EVALUATION

Three written examinations will be given, weighted as shown in the course schedule, totaling 90% of the overall grade. The remaining 10% of the grade will be based upon attendance, participation in class, progress, and such other factors as the instructor may deem individually appropriate and equitable, including writing assignments. Missing the first class will be considered as any other absence.

The preponderance of the written examinations will be multiple choice questions similar in style and content with the NCARB Architectural Registration Examination. A few questions may be true-false, fill-
in-the-blank, or call for a short essay. In the latter case, correct English usage (composition, grammar, capitalization, punctuation, and spelling) and proper professional terminology and style will be judged in addition to content.

Missing any of these four scheduled major examinations will be considered very seriously, including for any extraordinary assignments in other classes such as field-trips or conflicting schedules. Be prepared in such an event to present written, substantiated statements of justification in advance of the absence (except in cases of sudden, incapacitating illness) for approval in advance.

Examinations are an integral part of the learning process and will be written and reviewed with this in mind. Class grades may be curved, in either direction, in order to achieve an equitable accounting of both the instructor and the class.

If a positive, class up-grading curve is used on any of the three interim major examinations, students who have more than one unexcused absence from class during the period which the examination covers will not receive the benefit of such a grade adjusting curve. In other words, whether or not a curve is used will be determined based on the performance of the class in taking the examination, but only those students who have one or less unexcused absences during the period which the examination covers will receive the benefit of any such curve.

If a positive, class up-grading curve is used on the comprehensive final examination, students who have more than a total of three accumulated unexcused absences during the semester will not receive the benefit of such a grade adjusting curve. In other words, class attendance is considered to be very important to student performance evaluation (grading) by the professor.

Honor  Please note, respect and remember, in all of your business, in this class and throughout your life, professional and personal, the Aggie Code of honor states that students at and graduates of Texas A&M University value honesty and personal integrity; Re: Honor Council Rules and Procedures on the web:

Aggie Honor Code
“An Aggie does not
Lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the honor Code, to accept responsibility for learning and to follow the philosophy and rules of the honor system. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the honor System. For additional information please visit: www.tamu.edu/aggiehonor/

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Such values and ethical principles are worthwhile and so are you.

V. REFERENCES

The Architects Handbook of Professional Practice (M107 below); AIA; specifically:
<table>
<thead>
<tr>
<th>AIA Documents</th>
<th>Required Texts</th>
<th>Optional Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ARCH 657</td>
<td>ARCH 457</td>
</tr>
<tr>
<td>A101</td>
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<td>G714 (1987)</td>
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<td>M107 (Handbook w/4 binders @$6.95 ea)</td>
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<tr>
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<td>Z100 (Supplement Service)</td>
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<td>*(70.00)</td>
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<tr>
<td>The Architecture Student’s Handbook of Professional Practice; AIA; John Wiley and Sons (includes CD-ROM with samples of AIA Contract Documents)</td>
<td>*(100.00)</td>
<td>*(100.00)</td>
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<td>(Approx Costs, TAMU Bookstore Spring 2009)</td>
<td>*(100.00)</td>
<td>*(29.60)</td>
</tr>
</tbody>
</table>
NOTE: Purchases from one of the AIA sources listed on next page should result in cost savings of 20% to 33%. However, it might take more time. If one were to purchase through an AIA source, then one should do it promptly. And, if one expects to purchase documents at the TAMU Bookstore, that should be done promptly as well for the Bookstore often sells out before all have documents.

Optional Reading

ARCH 657      ARCH

Other
Legal Aspects of Engineering and Architecture; Justin Sweet; West Publishing

Handbook of Modern Construction Law; Javaniah Lambert and Lawrence White; Prentice-Hall


Marketing for the Small Design Firm; Jim Morgan; Whitney Library

The Art of War Plus the Art of Marketing OR the Art of Sales; Gary Gagliardi, Sun Tzu; Clearbridge Publishing

Compensation Guidelines for Architectural and Engineering Services; AIA

Manual of Practice; CSI; Specifically for the Construction Documents Fundamentals and Formats and the Specifications Practice Modules; and most specifically the sections on Formats, Specifications, Drawings, Coordinating Drawings and Specifications, Writing Specifications, Methods of Specifying, and Specification Language

PracticeSpecifier; Walter Rosenfield; McGraw-Hill

Project Management and Construction; Sidney Levy; McGraw-Hill

Professional Practice; Paul Segal, FAIA; W W Morton

Up the Organization; Robert Townsend; Fawcett Crest

One set of “specifications”; a complete “project manual: for any commercial project which uses the CSI division format

Sources
Texas A&M University, or any other bookstore or AIA documents service, including:

Fort Worth Chapter AIA
1425 Eighth Avenue, Suite 100
Fort Worth, Texas 76104
(817 927 2411) (FAX 817 924 2444)
(Email AIAFW@aiafortworth.org )

Houston Chapter AIA
3000 Richmond, Suite 500
Houston, TX 77098
(713 520 0155) (FAX 713 520 5134)
(Email barrie@aiahouston.org )

San Antonio Chapter AIA
816 Cameron, Suite 211
San Antonio, TX 78212
(210 226 4979) (FAX 210 226 3062)
(Email torrey@aiasa.org )
VI. COPYRIGHTS AND SCHOLASTIC DISHONESTY

The handouts used in this course are copyrighted. “Handouts” in this usage means all materials generated for this and related classes which include but are not limited to syllabi, examinations, articles, example examination problems, notes, and review sheets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I or the author expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, or writings, for example, which belong to another. In accordance with this definition, plagiarism is committed if one copies the work of another person and turns it in as their own, even if they should have the permission of that other person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which the generation of knowledge cannot be safely communicated.

If you have any questions regarding plagiarism, or any similar academic concepts, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

VII. DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 Cain Hall or call 845 1637.

VIII. CONCEALED WEAPONS

The Concealed Handgun Bill became law in Texas on 1 January 1996. This law allows all eligible individuals who have acquired a permit to carry a concealed weapon. Nevertheless, this law does not allow a person to carry a weapon on any property owned by Texas A&M University. To do otherwise is a violation of the Texas Penal Code, Section 46.03, entitled, "Places Weapons Prohibited," which makes it an offense if a person intentionally, knowingly or recklessly goes on the physical premises of a school or educational institution with a firearm, illegal knife, club or prohibited weapon. This third degree felony is punishable from two to ten years imprisonment and up to $10,000 in fines.

In spite of the legalization to carry a firearm, extreme caution should be exercised so as not to “forget” and bring a weapon onto campus in a vehicle or in an individual’s possession while attending classes, programs, athletic events or for any other purpose. University Police Department will vigorously enforce any violation of the "Places Weapons Prohibited" law to assure the safety of all Texas A&M Faculty, staff and students. I would appreciate your cooperation in ensuring the safety of our campus community.

IX. 457 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Tues 19 Jan</th>
<th>First Class (Roll, introduction, syllabus, conduct, research, design, liability, risk, and IDP)</th>
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<tr>
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<td>Tues 2 Feb</td>
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<td>Thurs</td>
<td>18 Feb</td>
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<tr>
<td>Tues</td>
<td>23</td>
<td>Feb Bonds and Bidding</td>
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<tr>
<td>Tues</td>
<td>2</td>
<td>Mar Begin AIA A201</td>
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<tr>
<td>Tues</td>
<td>30</td>
<td>Mar SECOND EXAMINATION (30%)</td>
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<tr>
<td>Tues</td>
<td>13</td>
<td>Apr Begin Specifications</td>
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<tr>
<td>Tues</td>
<td>27</td>
<td>Apr Course Evaluations</td>
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<tr>
<td>Thurs</td>
<td>29</td>
<td>Apr THIRD EXAMINATION (30%)</td>
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<tr>
<td>Tues</td>
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<td>May Last Class (Review)</td>
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**Summary**

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<td>Introduction (Research)</td>
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<td></td>
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<td>Greater Professional Community and Relationships</td>
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<td>Professional Opportunities and IDP</td>
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<td>Standards of Care</td>
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<td>General Liability and Risk Management</td>
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<td>Basic Services and Document Relationships</td>
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<td>Bidding and Bonds</td>
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<td>General Conditions of the Contract for Construction (A201)</td>
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<td>Specification Concepts, Forms, and Language</td>
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<td>Evaluation and Review</td>
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<td>Total Semester (actual time and meetings; 15.0 wks)</td>
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</table>

Guest lecturers are planned intermittently during the semester to be announced as they may be confirmed.

ARCH 457 was formerly a prerequisite for ARCH 657.

Attachments are available online:

To access attachments login to your “archstudent” account. You will find the syllabus attachment in the ARCH 657 Class Folder in the “Resources” File.
Architecture 458: Cultural & Ethical Considerations for Global Practice
Spring 2010

Tuesday and Thursday: 14h20 to 15h35, Geren Auditorium

Instructor of Record: Rodney Hill
Office Hours: MW-11-12 & TT 11-12

Teaching Assistant: Geoffrey Kornegay – gakornegay@gmail.com
Office Hours: 09h00 to 10h00 Monday and Wednesday

SYLLABUS

“Globalisation is the intensification of world-wide social relationships which link distant localities in such a way that local happenings are shaped by distant events and, in turn, distant events are shaped by local happenings. It is a process which has led to the reduction of geographical, spatial, and temporal factors as constraints to the development of society”
Anthony Giddens (Sociologist)

“Basically we followed Wal-Mart into Canada, Peurto Rico, and Mexico. With Mexico the work was extensive enough to warrant an office. Wal-Mart was moving into those regions, and we were doing work for them”
Thomas F Keeter (Vice President, BSW International, Tulsa, Oklahoma) in Perkins 2008: 8

“If you are buying, you can get away with operating in your own mother tongue. If you’re selling, it certainly helps to speak the customer’s language”
George Bain (Principal, London Business School) in Perkins 2008:12

A. COURSE DESCRIPTION
This course will explore fundamental cultural and ethical factors in the global designed and built environment. It will examine differences and perceptions of professional business practices across cultures by taking into account social factors. Because social actions occur in spatial settings, buildings and cities will be seen as socio-spatial artefacts that take on specific meaning depending on their cultural contexts. Case studies from around the world, highlighting several cultural milieus and covering most continents, will be presented and discussed.

Issues and relationships within the cultural, business, legal and political environments of global practice, as well as differences in the formulation of design briefs, construction contracts, forms of construction, bidding and contract documents in a dynamic new world order will be demonstrated. Ethical practices in different cultures will be highlighted as the basis for best practice.

The course is designed to expose you to the rigors, challenges and opportunities of practicing architecture in a runaway world.

Prerequisites:
Students may be forced into the class by approval of the Professor of Record or:

ARCH 458
Junior or Senior classification
Graduate Student

- 393 -
B. COURSE OBJECTIVES
The course will introduce you to the contextual peculiarities of different places. Architecture, as a place-making activity, is a process requiring an understanding of the significance of space and time. This significance is the result of cultural practices. By cultural practice is meant social activities that reproduce social systems, and that provide meaning in everyday life. In this sense architectural designs are seen as the means for, and outcome of, social activities.

In addition to reinforcing the concepts of basic inquiry, research and problem solving, the course will encourage you to think critically about the social and cultural consequences of practicing in a global environment. An emphasis will be placed on cultural differences in the design, appreciation and construction of buildings in a global context.

C. REQUIRED READING

SUGGESTED READING
Morrison T (1994) Kiss, bow or shake hands: how to do business in sixty countries, Adams: Massachusetts
The Europa World Year Book (On Library reserve)
www.cia.gov (See various world fact areas)
www.culturegrams.com (Online from library)
**A. Course Schedule**

The following schedule outlines the course lecture topics and assignments. Any assignment turned in late, after the end of the class period, up to one week from due date, will be docked a letter grade. Documentation will be required for medical extensions and University Excused Absences. *No credit will be given for projects turned in over one week late.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>LECTURE TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19</td>
<td>Tu</td>
<td>Introduction</td>
</tr>
<tr>
<td>Jan. 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Thu</td>
<td>Meg Lassarat-CFO Mustang Engineering</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Thu</td>
<td>Jess Corrigan-Vice President-HKS-Africa</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Tu</td>
<td>Harold Adams Former CEO RTKL(Korea, Japan, China and Taiwan)</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Th</td>
<td>Harold Adams (Korea, Japan, China and Taiwan) Rodney Hill-Global Practice</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Tu</td>
<td>* Assignment 1- Video on personal space and two different cultures</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Thu</td>
<td>Bonny McLoud &amp; Alan Colyer-Partners-Gensler</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>Tu</td>
<td>Franz Erhardt-Global cultural differences.</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Thu</td>
<td>Brian Trubey-HKS Partner and world stadiums</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>Tu</td>
<td>Don Wilder -Asia</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Thu</td>
<td>Al Simmons-entrepreneurship</td>
</tr>
<tr>
<td>March 2</td>
<td>Tu</td>
<td>* Assignment 2. Culture and concrete. PowerPoint presentations</td>
</tr>
<tr>
<td>March 4</td>
<td>Thu</td>
<td>Carlos Vegas Principal (Central and South America)</td>
</tr>
<tr>
<td>March 9</td>
<td>Tu</td>
<td>Etiquette –class will meet from 6-8 at the University Club for a 7 course meal.</td>
</tr>
<tr>
<td>March 11</td>
<td>Thu</td>
<td>John Richardson (Construction practices around the world)</td>
</tr>
<tr>
<td>March 30</td>
<td>Tu</td>
<td>Vallie Miranda-CRS Center (India)</td>
</tr>
<tr>
<td>March 25</td>
<td>Thu</td>
<td>William L. Peel, Jr.-Marketing &amp; Entrepreneurship</td>
</tr>
<tr>
<td>March 30</td>
<td>Tu</td>
<td>* Assignment 3. YouTube video on a spoof on two difference cultures and etiquette</td>
</tr>
<tr>
<td>April 1</td>
<td>Thu</td>
<td>Weling He, Wei Yan (Cultural differences in the Pacific Rim)</td>
</tr>
<tr>
<td>April 6</td>
<td>Tu</td>
<td>Sammy Mandola-Turner Construction(Russia)</td>
</tr>
<tr>
<td>April 8</td>
<td>Thu</td>
<td>Glen Mills, Foster Nduisi and Craig Babe (Africa, Egypt)</td>
</tr>
<tr>
<td>April 13</td>
<td>Tu</td>
<td>Chang-Shang Huang(Landscape architecture in China)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Name</td>
</tr>
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<td>------------</td>
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</tr>
<tr>
<td>April 15</td>
<td>Thu</td>
<td>Mark Mateker, P.E.</td>
</tr>
<tr>
<td>April 20</td>
<td>Tu</td>
<td>Assignment 4: Culture and professional practice. Business plans</td>
</tr>
<tr>
<td>April 22</td>
<td>Tu</td>
<td>Assignment 4: Culture and professional practice. Business plans</td>
</tr>
<tr>
<td>April 27</td>
<td>Thu</td>
<td>Cecilia Giusti-Land Development/Planner-South America</td>
</tr>
<tr>
<td>April 29</td>
<td>Tu</td>
<td>Sergio Rosas</td>
</tr>
<tr>
<td>May 12</td>
<td>Wed</td>
<td>1-3 Final-Culture and banquet. PowerPoint presentation-Due at midnight, Tuesday, Dec. 15</td>
</tr>
</tbody>
</table>

**E. ASSIGNMENTS**

All your assignments are evidence-based design. This means that the correct answer is not in the back of the book, or that there is even a correct answer. You may be introducing to the world a unique way of perceiving and designing the environment that has never existed until you created it. You will have to exercise your imagination, intuition, creativity, and innovation to produce results similar to what the future, culture & ethics will demand for your success.

Assignments will be presented in class. You may utilize PowerPoint, PhotoShop, AutoCAD, animations, videos, MediaPlayer, QuickTime, and so on, to convey your ideas. DVD, VCR and audio facilities are in the auditorium. You may incorporate performance art or any other means of communication. **You must be able to communicate.** Production of written work with a computer is encouraged except where your style of writing is integral to your assignment's presentation. If your printing or handwriting is less than stellar, use the computer, paste and copy. Use spellchecker and proofread all texts. Use freehand sketches to supplement your writings.

**BREAK OUT OF YOUR OLD "PRESENTATION STYLE" PARADIGM...GET CREATIVE AND EXPERIMENT**
Always include your name, team number, assignment number and due date on the cover page and/or slide. **Do NOT write your complete student ID number on your assignment.** For multi-page work, bind all pages together. Folders/binders are fine, as is a stapler. A stapler is located in the computer lab on the ground floor of Building A and in the Technical Reference Center on the second floor of Building A.

**If you hand in your assignment on cd-rom/video/webpage then...**
Make certain that electronic files will open on a campus computer. Computers are on the 1st floor in bldg. ‘A’. Write your own name, team number and assignment number on the label. After grading, your electronic media/video will be returned to you if you want it. If creating a webpage, turn in a one-page printout of the first page/index page showing the address.

**Note 1:** Assignments done as hardcopies must be in 8.5” X 11” format (letter page size)

**Note 2:** Any assignment not completed in a scholarly manner will be returned ungraded

**Note 3:** When making class presentations, remember the auditorium only supports cd, dvd, vhs, and flash drives

**F. ASSIGNMENT DETAILS...**

**Individual Project...**
**DAILY JOURNAL.** A record of observations, insights and ideas
Record your observations, about built space, social activities, and culture, and how these impact global practice. Architects, artists, scientists, engineers and inventors, the core of the global economy’s “creative class”, keep journals and refer to them often. They keep journals because they are records, or memory banks, of ideas, solutions and prompts to originality. Journals are personal accounts. So, make notes and marks in your journal, not only during every presentation, but also during your observations of day-by-day experiences. Observations should be noted using words, diagrams and sketches. Create design solutions to support the observed culture. Compare cultures using spatial scenarios. Make sketch plans and create architectural concepts that probe spatial concepts in relation to social ideas and cultural practices.

Utilize your readings and observations to prepare questions for the guest speakers. Be as insightful and critical as possible. Highlight in your journal the answers to questions given by the presenters. The presenters offer a wealth of knowledge and you should explore their expertise. Ask questions about culture and practice, as well as ethics and socially responsible designs. Discuss and engage these ideas with your peers.

By the end of the semester, you should have socio-spatial observations that cover most cultures of the world. Your journals, when combined, should provide an excellent overview of architectural behaviour in most cultures. The guest speakers could be also sent copies of your journals.

Hint: Contact the MSC and meet with students from the countries we have just had presentations on, and record these meetings in your journal.

1. Create a YouTube Video to present in class of around 5 minutes in length illustrating the differences in personal distances and interactions in at least two difference cultures. You are encouraged to interact with students in other cultures to validate your video. There is a student club for every nationality. Post on YouTube as TAMU-personal space 09C-group#....

Group projects…

2: CULTURE AND CONCRETE. Create a 5-minute PowerPoint presentation on three different social activities in three separate cultures, showing how you would accommodate each architecturally. Choose three different building types…houses, offices, restaurants, shops, markets, clinics… Your presentation should therefore illustrate nine architectural solutions
You will be graded on insight and design innovation. Group members will decide the grade assigned to their peers. Pick three different cultures and design solutions that embrace these differences

3: Create a YouTube video on a spoof on two difference cultures and etiquette. You can utilize and bring into your video students from the cultures you are violating. Ask their opinions and they can tell you more how our culture may offend them in ways which we never thought. Post as TAMU-personal space spoof 09C-group#.....

4: CULTURE AND PROFESSIONAL PRACTICE. Create, illustrate and write up three business plans, each related to three cultural contexts that promote entrepreneurship and ethical practice through design and strategic thinking. What are the differences in approach in each culture? What are the accepted norms to market in each culture? Be trans-disciplinary in your approach
Members of each group will decide the grade assigned to their peers

FINAL: CULTURE AND BANQUET. Create a 5-minute PowerPoint presentation that demonstrates cultural differences in relation to entertaining for business in three different contexts. Investigate, explore and research the optimum social and spatial practices for entertaining for business success. Bring one dish from the three different cultures you are presenting. You could invite you contacts from previous videos.

G. PERFORMANCE EVALUATION
The grades are determined using a point scale:
90 – 100 Points = A
80 – 89 Points = B
70 – 79 Points = C
60 – 69 Points = D
Below 60 Points = F

POINTS DISTRIBUTION
Journal 25 points
Final Examination  15 points
Research Assignments  60 points (15 points per assignment. N=4 assignments)

Note: If found guilty of cheating you will earn an 'F' for the semester. See TAMU Rules and Regulations for specific details.

Students With Special Needs
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring such accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637. (V/TTY)

Academic Integrity Statement
An Aggie does not lie, cheat, or steal or tolerate those who do. All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor
<http://www.tamu.edu/aggiehonor>
ARCH 481-681  SPRING 2010

Wednesdays  Noon-1:00pm

TOPICS IN HEALTH FACILITIES DESIGN  CREDITS (1)
Prerequisites: none
Required course for the Certificate in Health Systems & Design

INSTRUCTORS: Mardelle Shepley, D.Arch, AIA & Kirk Hamilton, FAIA, FACHA
Location: Wright Gallery, Langford A
Office hours: Wednesday 11:00-Noon

SYLLABUS

I. COURSE DESCRIPTION

Introduction to basic healthcare design, including architecture, landscape planning, engineering, programming, medical planning, regulatory concerns, research roles, as well as environmental health, and public and community health issues as they relate to facilities design on a national and international level through guest lecturers by industry leaders.

II. INTRODUCTION

The course will introduce students to the breadth and depth of issues related to design of health and hospital facilities in both the developing and developed world.

III. GENERAL OBJECTIVES

The development of understanding of issues in healthcare delivery and healthcare facility design and research.

IV. COURSE CONTENT

There will be weekly lectures:

Jan. 27    David Kamp, ASLA, Dirtworks, New York
Feb. 3     Diane Osan, FAIA, FKP Architects, Houston
Feb. 10    Jennifer Aliber, AIA, ACHA, SBRA, Boston
Feb. 17    Upali Nanda, PhD, American Art Resources, Houston
Feb. 24    Tye Farrow, FRAIC, Farrow Partnership, Toronto
Mar. 3     Debajyoti Pati, PhD, HKS, Dallas
Mar. 10 F. Scot Latimer, AIA, KSA, Denver
Mar. 24 Michael Crowley, PE, Rolf Jensen & Associates, Houston
Mar. 31 William Caretsky, PE, Syska Hennesy, Boston
Apr. 7 A. Ray Pentecost, III, DrPH, AIA, ACHA, LEED AP, Clark Nexsen, Norfolk
Apr. 14 Don McKahan, AIA, FACHA, McKahan Planning Group, Delmar, CA
Apr. 21 Ron Blitch, FAIA, FACHA, Blitch/Knevel, New Orleans
Apr. 28 John Pangrazio & Christian Carlson, NBBJ, Seattle

V. EVALUATION

Your grade will be based on the following percentages:

Attendance: 40%
Participation: 10%
Notebook: 40%
Final paper: 10%

Your final grade will be based on:
1. Class attendance (each two unexcused absences will drop the grade by one letter)
2. Class participation and contribution through questions and discussion
3. Submission of a one-page description and critique of each presentation, due at the session following each lecture, to be compiled into a notebook.
4. A paper of three-five pages summarizing your impression of the semester’s lectures and what meaning you are able to make for yourself and your career.

VI. Americans with Disabilities Act (ADA) Policy Statement

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

*The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.*
Academic Integrity Statements

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/

Pledge (recommended)
On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
I. INTRODUCTION

This course is linked to ENDS 494-570 and supplements the internship experience. While ethical issues exist in every business, interns are rarely included in these discussions.

II. OBJECTIVES

Through this course the intern will be expected to:

- Be able to reason philosophically, and construct arguments about issues relating to design and the built environment
- Be able to identify, recognise and analyze ethical issues and problems in professional design practice
- Develop an individual perspective and conduct an informed discussion on ethical issues related to:
  - the design process
  - professional responsibility
  - marketing of design services
  - social issues confronting design such as sustainability

III. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Jan.</td>
<td>HW1-Assigned</td>
</tr>
<tr>
<td>15 Feb.</td>
<td>HW-1 DUE</td>
</tr>
<tr>
<td></td>
<td>HW-2 Assigned</td>
</tr>
<tr>
<td>08 Mar.</td>
<td>HW-2 DUE</td>
</tr>
<tr>
<td></td>
<td>HW-3 Assigned</td>
</tr>
<tr>
<td>29 Mar.</td>
<td>HW-3 DUE</td>
</tr>
<tr>
<td></td>
<td>HW-4 Assigned</td>
</tr>
<tr>
<td>12 Apr.</td>
<td>HW-4 DUE</td>
</tr>
<tr>
<td></td>
<td>HW-5 Assigned</td>
</tr>
<tr>
<td>03 May</td>
<td>HW-5 DUE</td>
</tr>
</tbody>
</table>
IV. PERFORMANCE EVALUATION
Each Assignment carries equal weight. Letter grades for each written assignment will be averaged for the semester grade according to the following criteria:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-100%</td>
<td>A</td>
<td>excellent performance in all work.</td>
</tr>
<tr>
<td>80%-89%</td>
<td>B</td>
<td>good performance in all work.</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C</td>
<td>satisfactory completion of all work.</td>
</tr>
<tr>
<td>60%-69%</td>
<td>D</td>
<td>below average, unsatisfactory performance.</td>
</tr>
<tr>
<td>50%-59%</td>
<td>F</td>
<td>failure: substandard work throughout</td>
</tr>
</tbody>
</table>

Late work will be penalized one letter grade.

Your grade for ENDS 494-570 will depend on your supervisor's confidential evaluation.

IV. REFERENCES
Aside from the assigned readings that will be handed out with the assignments, students are expected to find and reference materials appropriate to the assignments.

V. COSTS
No special costs are anticipated for this course.

VI. POLICIES
Statement on Disability
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Scholastic Dishonesty:
Access to information is becoming easier by the day. Plagiarism does not benefit anybody in the long term. Credit the work of others just as you would like your work to be recognized. Any form of scholastic dishonesty will not be tolerated.

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Course: ARCH 489 – Visual Cultures of Islamic South Asia
Semester: Spring 2010
Time: M 6:30-9:00 pm
Location: ARCA Langford 323
Instructor: Dr. Stephen Caffey
Office: ARCA Langford A314

Course Description: This course surveys the myriad forms of visual expression produced in South Asia prior to and during the reigns of the Mughal emperors (c. 1526-1857). Works to be considered include Mughal miniature painting, Mughal mosque, palace and tomb architecture; khilats, jama, tents and carpets; thrones; weapons, jewelry and precious objects; and various forms of durbar, procession and spectacle. Thematically the course engages 1) artistic expressions of power, faith and pleasure associated with Islamic rule in its specifically South Asian contexts; 2) the visual traditions and practices of non-Muslim communities, including but not limited to Hindu and Jain; and 3) the presence of the British, whose influence gained greater potency following the transfer of the diwani to the British East Indian Company in 1765.

Prerequisites: ARTS 149 or ARCH 249, junior or senior classification, or permission of the course instructor.

Class Format: Each 3-hour seminar includes a brief lecture by the instructor followed by discussions of the readings. Each week, students will be expected to comment on the readings and propose questions to the class. Each seminar session begins promptly at the scheduled time and runs the full two hours and 30 minutes. In some cases the material presented in the lecture will closely follow the images and concepts in the readings. In other cases, the instructor and guest lecturers will present material that does not appear in the textbook. Students will be responsible for all material covered in the text, in online resources and in all lecture/discussion sessions.

Course Objectives: Students who attend all lecture/discussion sessions, complete all readings and perform satisfactorily on all exams will gain the following:
- an improved understanding of and sensitivity to the presence of and the shifting roles played by visual culture in South Asia during the rule of the Mughal emperors
- some of the basic vocabulary necessary to articulating formal and critical analyses of the various forms of visual culture produced in South Asia during the period under consideration
- a broadened understanding of the diversity and range of architectural and iconographic influences that permeated the visual cultures of the region under Islamic rule
- an increased sense of the contents, intents, contexts, and critical/aesthetic reception relevant to the visual cultures of South Asia, both within and outside Muslim contexts
- an improved appreciation for the diversity and complexity of art, artists, patrons and audiences that combine to form the images, objects and structures that comprise the realms of visual expression connected to the era, to the region and to the religious, cultural, and political traditions that defined the era and its peoples.


Electronic Resources: Most required readings and all optional readings will be posted on elearning.tamu.edu, where students will also find the course syllabus, links to useful websites, important schedule change information, announcements, discussion boards, study questions, exam reviews and grades. Video content will be posted at http://mediamatrix.tamu.edu.

For an online orientation to elearning, visit http://itsinfo.tamu.edu/resources/elearning-orientation/

For access to video content, log on with NetID at https://cas.tamu.edu/cas/login?service=https://mediamatrix.tamu.edu/cas_service.php
For panoramic views of many of the architectural monuments covered in this course, visit:  

Attendance: Texas A&M University considers class attendance a matter of personal responsibility on the part of each student. Please see Exams, Student Evaluations and Course Grades below for information relevant to class participation.

Courtesy Reminders: In order to foster an environment in which all seminar participants can succeed, please observe the following guidelines:

- Please arrive a few minutes before each lecture/discussion session begins. Upon arrival, please move to a seat on the side of the room opposite the entrance. If you arrive after the class has begun, please move into the first available seat as quietly as possible.
- Please remain seated until the instructor signals that the class has ended. If you know beforehand that you must leave early, please sit in an aisle seat in the balcony and depart as quietly as possible.
- Please silence and stow all cell phones before the lecture/discussion begins. Please do not make or receive calls or send or receive text messages during class. Please mute the speakers on all laptop computers.
- Please turn off and stow all other electronic devices (iPods, MP3 players, PDAs, portable gaming devices, etc.) before the lecture/discussion session begins and keep them stowed until the instructor ends the session. Please remove and stow all headphones, headsets and earbuds before the lecture/discussion session begins and keep them stowed until the instructor ends the session.
- Please refrain from any and all behavior that distracts fellow students or otherwise disrupts the lecture/discussion session.
- Each student should feel free to ask questions, respond to instructor questions and to engage in discussion. Toward that goal, please limit comments to ideas expressed.

In addition to these instructor guidelines, Texas A&M University has enacted and enforces official policies regarding classroom conduct.

Exams, Student Evaluation and Course Grades: Two exam scores, class participation and one final research paper/analysis/design project comprise the ARCH 489 final course grade. Each essay format exam will be worth 30% of the final course grade, with the paper/design project worth 25%. As indicated in the attendance section of the syllabus, class participation comprises 15% of the final course grade. Details on exams and grading rubrics for exams, class participation, papers and design projects will be made available prior to the first exam.

Midterm Exam 30% (essay format)  
Final Exam 30% (essay format)  
Final Project 25% (research paper/structural analysis/model)  
Class Participation 15% (contributions to discussion + weekly in-class reading quizzes)

Grading Scale: 90-100 = A  
80-89.999 = B  
70-79.999 = C  
60-69.999 = D  
0-59.999 = F

Grades will post on elearning.tamu.edu within 10 days of each exam. Exam booklets and signed honor code agreements will remain in the instructor’s office for a period of one year per department policy. Students who wish to consult with the instructor regarding exam grades may drop by during scheduled instructor office hours or schedule a special appointment via elearning email.
Make-Up Exams for Excused Absences: In the event of an excused absence on a scheduled exam date, the instructor will offer a make-up exam to be completed within 30 calendar days from the exam date absence.

Excused Absences for Religious Holy Days: Texas House Bill 256 (effective 9/1/03) states “An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.” The Dean of Faculties has provided a list of days of religious observance for the semester, and examinations have not been scheduled on those days.

Make-Up Exams for Unexcused Absences: If a student misses an exam and is unable to provide the documentation required for an excused absence, the instructor is under no obligation to provide an opportunity for the student to make up the exam. However, the instructor may offer a make-up exam at his discretion.

Accommodating Special Needs: American Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. For additional information see http://disability.tamu.edu

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Academic integrity is encouraged in keeping with Texas A&M University policies. On each exam, you will be asked to sign the following pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.” Students cheating or illicitly obtaining/providing answers on an exam or quiz will receive a grade “0” for the exam and possibly a grade of “F*” for the entire course. All suspected violations will be reported to the Honor Council to determine whether further sanctions are necessary.

Additional information may be found by clicking on the following links:

Academic calendar -- http://calendar.tamu.edu/academic/?q=Academic+Calendar&search=search&submit=Submit&limit=100
Final Exam Schedule -- http://admissions.tamu.edu/registrar/General/FinalSchedule.aspx#_Spring_2010
Student Rules -- http://student-rules.tamu.edu/
Course Catalogue -- https://howdy.tamu.edu.cp/home/displaylogin

Please note: most communication relevant to the course will take place on elearning.tamu.ed. Please check the site, including email inbox and announcements, daily.
ARCH 489 Lecture/Discussion Schedule (required/optional readings and viewings posted on elearning.tamu.edu). Please note that the schedule is subject to change, depending upon the richness of class discussion. Any changes to the schedule will be posted under Announcements on elearning.tamu.edu.

Week 1 (1/25/10) Introductions, Preview of Course Themes

Week 2 (2/1/10) Indo-Islamic Visual Cultures of the Pre-Mughal Era

Week 3 (2/8/10) The Mughals in Geopolitical Contexts

Week 4 (2/15/10) Mughal Encounters with Extant Iconographies and Forms

Week 5 (2/22) The Mughal Miniature Tradition

Week 6 (3/1) Mughal Architecture - an overview

Week 7 (3/8) Exam 1 (Midterm)

Week 8 (3/15) Spring Break - NO CLASS

Week 9 (3/22) Research Approaches

Week 10 (3/29) The Mughal Garden

Week 11 (4/5) Mughal Material Culture: Tents, Thrones, Clothing, Weapons, Carpets, Jewelry and precious objects

Week 12 (4/12) Procession, Spectacle, Darbar

Week 13 (4/19) Mughal Tomb Architecture

Week 14 (4/26) Mosque & Palace Architecture

Week 15 (5/3) Anglo-Indian Neoclassicism: Visualizing the Raj

Week 15 (5/7) Exam 2 (cumulative final)
Final Projects Due by 5:00 pm

17 May 2010 Grades Posted on elearning

Please note:
Under no circumstances will final grades be released or reported via phone or email prior to posting on elearning.
Course: ARCH 489 Sec. 503/505  
Semester: Spring 2010  
Schedule: Monday, 6:10pm - 7:40pm, Langford Rm. C111  
Instructor: Valerian Miranda Ph.D v-miranda@tamu.edu Rm. 006 Williams (TR 9-10)  
Assistants: Jennifer Marshall jenlalexander@tamu.edu  
Heather Davis hdavis@tamu.edu

I. Catalog Description  
(ENDS 112) Environmental Responsibilities and Design. (0-2). Credit 1. An introduction to ethical issues related to the design professions. Prerequisite(s): Lower division classification (ENDS, ENDL) in the BED Architectural Studies Option.

II. Introduction  
Identifying, articulating and communicating ethical issues are becoming increasingly important as the design professions encounter more diverse populations of clients and collaborators. This course introduces ethical issues as they relate to the built environment and design professions and is intended to begin a dialog and spark a student's continuing interest in design ethics.

III. Objectives  
Upon completing this course the student should be able to:  
- Identify and articulate ethical questions related to the built environment from commonly encountered contexts.  
- Summarize key factors supporting ethical approaches to multiple dimensions of a project's environmental context.  
- Communicate the challenges and potential strategies towards addressing ethical issues in a project’s environmental context.  
- Evaluate and improve his/her own written communications as well as those authored by others.
IV. Course Schedule

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Jan.25</th>
<th>Class Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Assignment #1: Awareness of Ethics</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Feb. 01</td>
<td>Lecture: AIA Code of Ethics</td>
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<tr>
<td>WEEK 3</td>
<td>Feb. 08</td>
<td>Lecture: Cradle to Cradle Introduction</td>
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<td>Assignment #2: &quot;Cradle to Cradle&quot; Synopsis</td>
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<td>Assignment #1 due</td>
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<td>WEEK 4</td>
<td>Feb. 15</td>
<td>Lecture: William McDonough</td>
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<td>WEEK 5</td>
<td>Feb. 22</td>
<td>Lecture: Janine Benyus</td>
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<tr>
<td>WEEK 6</td>
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<td>Lecture: Tim Brown</td>
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<tr>
<td>WEEK 7</td>
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<td>Lecture: Ethics of Sustainability / Ethics &amp; Sustainability</td>
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<td>Assignment #3: Sustainable campus plan</td>
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<td>WEEK 8</td>
<td>Mar.15</td>
<td>Spring Break</td>
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<td>WEEK 9</td>
<td>Mar. 22</td>
<td>Lecture: design</td>
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<td>Apr. 19</td>
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<tr>
<td>WEEK 15</td>
<td>May 03</td>
<td>Assignment #3 presentations</td>
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V. Performance Evaluation

- Since this is a writing intensive course, assignments submitted (including drafts) with spelling or grammatical errors will receive automatic 20 point deduction.
- Late assignments will incur a penalty of one letter grade per week.
- Excused absences are described in the Aggie Honor Code and Student Conduct Code. Three unexcused absences will result in a failing grade.
- Letter grades will be based on the evaluation of each assignment, attendance and class participation as follows:

  Assignment 1 : 15%
Assignment 2 : 25%
Assignment 3 : 50%
Attendance/participation : 10%

Letter grades are based on the following standard:
A ... excellent performance in all work, clearly superior work well beyond stated requirements and expectations.
B ... good performance in all work, satisfying all stated requirements and expectations.
C ... satisfactory completion of all work.
D ... below average, unsatisfactory performance.
F ... failure: substandard work throughout.

VI. Required Texts:

References

VII. Cost
In addition to the required texts, each student is expected to keep a note book for class notes, etc..

VIII. POLICIES

Statement on Disability

Americans with Disabilities Act (ADA): The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in RM. 126, Koldus Bldg., or call 845-1637.

Scholastic Dishonesty :
Access to information is becoming easier by the day. Plagiarism does not benefit anybody in the long term. Credit the work of others just as you would like your work to be recognized. Any form of scholastic dishonesty will not be tolerated.

“An Aggie does not lie, cheat or steal nor tolerates those who do.”

Access to information is becoming easier by the day. Plagiarism does not benefit anybody in the long term. Credit the work of others just as you would like your work to be recognized. Any form of scholastic dishonesty will not be tolerated. For more information on Scholastic Dishonesty and its consequences please refer to Texas A&M University Student Rules and [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
NOTE: After you have read the entire syllabus handed out in class, please clarify with the instructor any of your questions regarding the syllabus, workload, what is expected of you, grading criteria, etc.. Then sign and date the declaration below, detach this sheet and hand it back to the instructor.

DECLARATION

I have read and understood the syllabus for ARCH 489 - 503/505, Spring 2010, handed to me in class.

NAME (capitals): ______________________

SIGNATURE : ______________________

UIN : ______________________

TAMU e-mail : ______________________

DATE : ______________________
Syllabus: ARCH 489 Making and Architecture, Spring 2010

Times: Class meets on Tuesdays from 5:30 to 8:00 P.M. in ARCC 305
Instructor: Michael OBrien
326 Langford A, mjobrien@tamu.edu
office hours by appointment.

Course Title: ARCH 489 Making and Architecture. A study of significant works of contemporary architecture and the materials, means and methods used in their making.

Prerequisite(s): Lower division classification (ENDS, ENDL) in the BED Architectural Studies Option.

Introduction:
Architectural designs ultimately become translated from idea to form and again from form to materials to be made. That is constructed to become present in the world. As ideas and forms have become more expressive and less conventional, they frequently require non-traditional, innovate materials, systems, construction processes and project delivery forms to maintain a high degree of conceptual clarity in the constructed work.

Across history this has been the case, from the Hall of Sassanian Kings through the latest works by Daniel Liebeskind, Toyo Ito, and Frank Gehry, architects who embrace bold advances in form and space similarly embrace innovations to achieve these in built works.

This class will study the roles of materials, construction methods and project delivery methods used to achieve these innovative structures.

Objectives: Upon completing this course the student will be able to:
• Identify key strategies for structuring, materials and project delivery methods as utilized in contemporary and historical precedents of innovative building forms.
• Understand alternative methods of structuring innovative forms towards the goal of constructing the form.
• Be able to recommend structuring strategies, materials systems, and collaborative teams towards constructing buildings with innovative forms.

Course topics and calendar: Topics for the course are listed below. Other material may be presented depending on class interaction and problem contexts.

- Wk 1 Innovation and interrelationships: the cultural, material, and process interrelationship diagram.
- Wk 2 Rural Studio, Butler Square, Virginia Merrill Bloedel Center, Avalanche Chapel, Cribbed, Stacked and Stickered, Swiss Sound Box
- Wk 3 Student Projects Phase 1 pinup, top tens, Sticks as Bones…wood, lattices, weak structure and the Ten Thousand Things
- Wk 4, Sticks as Bones continued: Space Frames, IBM Pavilion and Thorncrown, Eiffel’s Viaducts
- Wk 5, Student Projects Phase 2 Top Five described, made first draft DUE, Non-orthogonal lattices: Federation Square, St. Expury TGV, Mediatheque, TOD’s, Mikimoto,
- Wk 6, Incremental transformations, 290 Mulberry, Salem Mausoleum, Thermal Baths at Vals
- Wk 7, Student Projects Phase 2 Top Five described: hand in, Lofting, a series of sections swept by a surface: Liberty, Ronchamp, Weismann,
- Wk 8, Lofting continued, Kansai, Bilbao and Disney
- Wk 9, Cats, Firminy, Dulles, Federal Reserve, Sagrada Familia
- Wk 10, Supertrusses: ICA, DAM, Simmons Hall, CCTV,
- Wk 11, Supertrusses continued: Fazlur Kahn, Wyly
- Wk 12, Corrugation approaches lattice, Breuer, Nervi, Candela, Dieste, Santa Caterina Market
- Wk 13, Student Projects Phase 3 FIRST DRAFT DUE, Top Three compared, Corrugation and Ship Building: Yokohama Terminal
- Wk 14, Surface as Idea: Fog Pavilion, Arab Institute, Copper Box’s, Kunsthau, Shaulager, photographic concrete.
Projects:

Your top 10…. Phase 1.

Issued: Week one
Due: Week three

Assemble a list of your top ten for each of the following element categories of architecture. Provide an image at least 3"x3" for each as well as a caption explaining what building, architect, and location where each element is found.

- Your top 10 shading devices
- Your top 10 ramps
- Your top 10 roofs that become walls
- Your top 10 connections
- Your top 10 building skins

Your top tens should be presented on one poster plotted out (make sure your name is on it…bring pins or tape to pin it up!), and on ten powerpoint slides (two per element). (Bring to class on stick drive or cd)

Phase 2.
Describing the top five described

Issued: Week 3
First draft due: Week 5
Final draft due: week 7

Choose one element from your list in each of the categories from Phase 1. Describe the following in words:

- The elements shape in plan and section
- The elements material
- The elements character (refined, coarse, heavy, light ….)
- The elements influence on space (bounds, stands free, defines by implication, frames, releases…)
- The way the light interacts with the element (dematerializes, grades, reflects, absorbs, adds color to…)

The idea being that you describe what the element is, how the architect gave it a distinct character, and the effect of the what and how on the surrounding spaces.

Your description of the top five should be double-spaced using 1” margins and 12 point font. Include an image or two at the start of each description. Footnote key sources you used to learn about the element, key ideas, and support for your conclusions. Use the Chicago Manual of Style for footnote format.

Make sure your draft and final version are stapled or bound and have your name at the top of the page.

Phase 3.
The Top 3, made, lit, and photographed

Issued: Week 7
First draft due: Week 13
Final draft due: Week 15

Choose three of the elements you described in phase 2.

Make three solid cubes, (one for each element) 4 inches on a side (out of any material) that has the same qualities you saw in the images of your element.

Light the element to show off these qualities

Print the photos as a poster and bring the cubes to class (one due at week 13 as your first draft)
Be prepared to present your cubes in class and discuss their qualities and what you did to achieve those qualities.

Put your name (discretely) on each cube in a way that won’t fall off.

**Weighting**

- Project 1 Timely submission and completeness. Graphic quality of reproductions, accuracy of captions, page layout, 15%
- Project 2 Timely submission, first draft accuracy, clarity, citations, and completeness 15%
- Project 2 Timely submission, final draft insights, accuracy, clarity, citations, and completeness 15%
- Project 3 First draft Timely submission, quality of craft, ability to articulate qualities and methods used to achieve them, peer perception. 15%
- Final draft Timely submission, quality of craft, quality of lighting, focus sharpness, ability to articulate qualities and methods used to achieve them, peer perception 20%
- Class Attendance and Participation, 20%

**Required Text:** Atlas of Novel Tectonics by Jesse Reiser. New for under $20.00
The Yokohama Project (temporarily out of stock at Amazon, others have it for $40 to $50)

**Suggested Text:** Details of Modern Architecture V.2, Edward Ford, MIT Press
Detail Magazine, WWW.Detail.De

**Academic Integrity Statement and Policy**
All work and conduct related to this class is governed by the Aggie Honor Code, http://www.tamu.edu/aggiehonor.
“An Aggie does not lie, cheat or steal, or tolerate those who do.”

**Statements on attendance:**
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.
Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

**Excused Absences**
7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:
(1 Muster)
7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities http://studentactivities.tamu.edu/online/sponsauth/)
7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandchildren, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic dean.
7.1.3 Illness of a dependent family member.
7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.
7.1.5 Religious holy day. (See Appendix IV. http://studentrules.tamu.edu/append4.htm)
7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.
7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.
7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:
Confirmation of visit to a health care professional affirming date and time of visit.
7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.
7.1.7 Required participation in military duties.

**Americans with Disabilities Act (ADA) Policy Statement**
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ARCH 489 Special Topics in Design Methods
How To Improve Your Abilities As A Designer

Professor Tom Regan

COURSE DESCRIPTION: ARCH 498: Special Topics in Design Methods
How To Improve Your Abilities As A Designer (3-0). Credit 3.
Importance of rational and intuitive methods in design; understanding the visual/structural
language of design; meaning, symbolism and creativity in art and architecture; techniques to
develop creative approaches to problem solving.

INTRODUCTION:
Special Topics In Design Methods: Arch 489 focuses on improving individual design abilities for students
enrolled in ARCH 406, 305, 207, or 206. The course is a supplement to design studio instruction in
design methods, designed to increase the understanding of the multiple design strategies employed by
different studio faculty members, and to stabilize a student’s individual design process. Design strategies
utilized by filmmakers, artists, authors, and musicians are translated to design process applications for
architects.

The course meets once each week on Tuesdays; half of each session is devoted to seminar
presentations on visual language, translation design processes, transformation design processes, new
design media, and the 21st century design processes used by practicing architects. The second half of
each session is devoted to design exercises and tutorials based on the design projects assigned in the
studios taken along with ARCH 489. Each student uses on-going design project she/he is developing in
the design studio as the vehicle for improving the individual design process that is being applied. Specific
design process methods for improving creativity, complexity, speed, and competency are integrated into
course instruction.

Students taking the course must be enrolled in ARCH 406, 305, 207, or 206 in the spring 2010 semester.
Enrollment is limited to insure attention to each student taking the course. The meeting location is to be
determined. Professor Regan has taught design methods at six schools of architecture to both graduate
and undergraduate students.

The primary components of DESIGN METHODS: ARCH 498 are:
THE BASIS FOR THE PROCESS OF DESIGNING
How Design Processes Work
Comparative Design Processes Used by Studio Faculty Members
The Use Of The Site As A Driver In Designing A Building
The Three Scales Of All Things Designed
Communication Theory For Designers
The Only Two Processes Designers Need
The Three Basic Plan Types As Perceived By Building Users

HOW TO IMPROVE YOUR ABILITIES AS A DESIGNER
How To Determine What Kind Of Designer You Are
How To Generate and Use Design Concepts
The Designer’s Conceptual Tool Kit
Making Your Designs More Meaningful
Making Your Designs More Practical
Using The Site To Make Your Design Different
How To Develop Creative and Innovative Design Solutions
EVALUATION
The grading system for this course is unique. One goal of the education of a designer is to
develop the ability for self-critique and self-evaluation. The grading system is an opportunity to
assist the student in attaining that goal. During the semester, each student develops her/his own
criteria set for evaluating a designer. At the end of the semester, each student will produce a
written evaluation of her/himself based on that criteria set, then recommend a letter grade for
her/his performance for the term. Professor Regan will make his own separate evaluation of the
student’s semester performance without knowledge of the student’s evaluation. Professor Regan
will then compare the student’s recommended grade and his own evaluation. If the two
evaluations match, that grade is awarded. If the two differ, Professor Regan schedules a private
meeting with the student to discuss the differing evaluations, and a final grade is decided through
consultation at the meeting.

CLASS ATTENDANCE
Attendance is required. Students learn from their peers as well as the instruction provided by
faculty members. If a student is absent, it is her/his responsibility to note the absence, in writing,
and to notify Professor Regan. It is each student’s obligation to routinely check her/his TAMU e-
mail for communication about the course.

COURSE SCHEDULE

MEETING ONE:  Introduction to the Course
Evaluation of Individual Learning Styles
Design Exercises

MEETING TWO:  Alternative Design Processes
Design Process Exercises and Student Presentations

MEETING THREE: Studio Teaching Method: Design Processes Taught in Studios
Design Process Exercises and Student Presentations

MEETING FOUR:  The Two Fundamental Design Processes
Design Translation Exercises and Student Presentations

MEETING FIVE:  The Translation Process in Art, Music, Literature, Mathematics, and Cinema
Design Translation Exercises and Student Presentations

MEETING SIX:  The Translation Process and How to Improve Your Design Products
Design Translation Exercises and Student Presentations

MEETING SEVEN:  The Transformation Process in Art, Music, Literature, Mathematics, and Cinema
Design Transformation Exercises and Student Presentations

MEETING EIGHT:  The Transformation Process and How to Improve Your Design Products
Design Transformation Exercises and Student Presentations

MEETING NINE:  New Digital Media: How New Programs Can Be Incorporated in the Design
Process
Building Design Exercises and Student Presentations
MEETING TEN: Designing the Site, the Structure System, and the Enclosure System
Building Design Exercises and Student Presentations

MEETING ELEVEN: The Design Processes of Great Architects
Building Design Exercises and Student Presentations

MEETING TWELVE: The Importance of Design Scale
Building Design Exercises and Student Presentations

MEETING THIRTEEN: Designer's Tool Kit
Building Design Exercises and Student Presentations

MEETING FOURTEEN: Student Presentations

ASSIGNMENTS
The course assignments use each student’s project or projects from her/his design studio as the vehicle for testing theoretical constructs and improving individual design abilities. This process of engaging in critical design discussions and producing focused design exercises separate from a design studio allows the student to clearly comprehend her/his design strengths and weaknesses, and the intentions of the various types of design studio instruction in graduate architecture programs.

REFERENCES
+ Aristotle and Plato
  \textit{(History of Western Philosophy} by Bertrand Russell)
+ Information / Communication Theory
  \textit{(Towards a Theory of Communication} by Claude Shannon and Warren Weaver)
+ Structuralism / General Systems Theory
  \textit{(Structuralism} by Jean Piaget)
  \textit{(General Systems Theory} by Ludwig von Bertalanffy)
+ Linguistics
  \textit{(Signification and Significance} by Charles Pierce)
+ Anthropology
  \textit{(Structural Anthropology} by Claude Levi-Strauss)

POLICIES
The Americans with Disabilities Act.
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is (979) 845-1637.

Copyrights.
The handouts used in this course are copyrighted. By “handouts,” we mean all materials generated for this class, which include but are not limited to syllabi, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.

Scholastic Dishonesty.
\textit{An Aggie does not lie, cheat, or steal, or tolerate those who do.}
As commonly definition plagiarism consists of passing off, as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have question regarding plagiarism, please consult the latest issue of the Texas A&M University Student rules, under the section “Scholastic Dishonesty.” The Aggie Honor Code has been re-introduced with newly formed Honor Council. You are advised to consult the Honor council rules and Procedures on the web http://www.tamu.edu/aggiehonor.
2.2 ENROLLMENT PROFILE
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### Demographic Summary by Gender: Texas A&M University

#### Student Head Count, Change by Level

**Fall 2009**

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Prepared by OSSP: 14 Dec 09
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<tr>
<td>Asian</td>
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<tr>
<td>American Indian</td>
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<td>22-25</td>
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<td>1st Time Professional</td>
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<tr>
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<tr>
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<td>Tuition Exemption Waiver</td>
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</tr>
<tr>
<td>Half-Time</td>
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<tr>
<td>Three-Quarter Time</td>
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<td>Full-Time</td>
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Prepared by OISP, 14 Dec 99
### Demographic Summary by Gender: Texas A&M University

#### Student Head Count, Change by Level

**Fall 2009**

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<tr>
<th>Gender</th>
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<th>Masters</th>
<th>PhD</th>
<th>Professional</th>
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#### Ethnicity

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<th>#</th>
<th>chg</th>
<th>%chg</th>
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<td>7,171</td>
<td>68</td>
<td>3.1%</td>
</tr>
<tr>
<td>Black</td>
<td>59</td>
<td>-6</td>
<td>-6.5%</td>
<td>36</td>
<td>2</td>
<td>5.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,813</td>
<td>203</td>
<td>8.8%</td>
<td>225</td>
<td>8</td>
<td>3.5%</td>
</tr>
<tr>
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<td>1,177</td>
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<td>-3.6%</td>
<td>106</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td>American Indian</td>
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<td>10.7%</td>
<td>10</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>International</td>
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<td>6</td>
<td>12.8%</td>
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<tr>
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<td>17</td>
<td>2</td>
<td>11.8%</td>
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#### TAMU Age Categories

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<tr>
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#### Enrollment Status

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<th>%chg</th>
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#### Residency Status

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#### SCH Categories

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<tr>
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#### Po/Pr TAMU Status

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## Demographic Summary by Gender: Architecture

### Student Head Count, Change by Level

**Fall 2009**

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<th>Masters</th>
<th>PhD</th>
<th>Grand Total</th>
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<td>%</td>
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<td>5</td>
<td>-1 -16.7%</td>
</tr>
<tr>
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<td>241</td>
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<td>21</td>
<td>1 5.0%</td>
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<tr>
<td>Asian</td>
<td>34</td>
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<td>1 8.3%</td>
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<tr>
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<td>1 100.0%</td>
</tr>
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<tr>
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<td>1</td>
<td>1 100.0%</td>
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</tr>
<tr>
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<td>202</td>
<td>2 1.0%</td>
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<td>3 10.0%</td>
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<td>1 10.0%</td>
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<tr>
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<td>1 2.6%</td>
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<td>5 -15.6%</td>
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<tr>
<td>Half-Time</td>
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<td>-1 -7.1%</td>
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<tr>
<td>Three-Quarter Time</td>
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<td>78</td>
<td>13 20.0%</td>
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<td>-15 -3.9%</td>
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Prepared by OISP, 14 Dec 09
### Demographic Summary by Gender: Architecture

**Student Head Count, Change by Level**

**Fall 2009**

<table>
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<th>Gender Female</th>
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<th>Masters</th>
<th>PhD</th>
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<td>chg</td>
<td>% chg</td>
<td>#</td>
<td>% chg</td>
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<tr>
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</tr>
<tr>
<td>Ethnicity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
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<td>-8</td>
<td>1.8%</td>
<td>151</td>
<td>-6</td>
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<td>Black</td>
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<td>38.1%</td>
<td>3</td>
<td>-1</td>
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<tr>
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Prepared by OISP 14 Dec 09
Demographic Summary by Gender: Architecture
Student Head Count, Change by Level
Fall 2009

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Prepared by OISP, 14 Dec 09
3. Appendix C - Graduate Students

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<td>Course Syllabi</td>
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3.1 ALUMNI CV’S
NAME: Xuemei Zhu
TITLE: Assistant Professor

TEACHING AREA: Undergraduate and Graduate Courses

EDUCATION:
- Ph.D. in Architecture, Texas A&M University, 2008
- Certificate in Health Systems and Design, Texas A&M University, 2008
- Certificate in Sustainable Urbanism, Texas A&M University, 2008
- B.Arch, Southeast University, Nanjing, China, 1999

TEACHING AND ADMINISTRATIVE EXPERIENCE:
- 2008-present, Assistant Professor, Department of Architecture, Texas A&M University
- 2008-2009, Conference Program Committee Member, Active Living Research 2009 Conference
- 2004-2005, Instructor, Department of Architecture, Texas A&M University

ACADEMIC AND PROFESSIONAL HONORS:
- 2009, Student-Led Award of Teaching Excellence (SLATE), Texas A&M University, Top 15% awarded

TEACHING-RELATED GRANT:
- Grant Title: College of Architecture Instructional Equipment and Enhancement Fee Fund
- Role: Co-submitter
- Total budget: $6,637.83
- Date: 2009
- Team Members: Roger Ulrich (Lead submitter); Chanam Lee (Co-submitter)

PUBLICATIONS:
PRESS:


Children in Low-Income Communities Have Few Opportunities to be Physically Active. *Press release*. Washington, DC. March 25, 2008


SERVICE:

Departmental

2009-present, Member, Departmental Academic Affairs Committee

2009-present, Member, Design Committee

2009-present, Member, Departmental team for the self-study of B.E.D, M.S., and Ph.D. programs

2008-2009, Member, M.S. and Ph.D. Program Committee

2008-2009, Member, Human Behavior Workgroup for the NAAB accreditation

College

Faculty Fellow, Center of Health Systems and Design

Faculty Fellow, Certificate of Health Systems and Design Program

Faculty Fellow, Certificate of Sustainable Urbanism Program

PROFESSIONAL EXPERIENCE:

ARCHITECT, GUANGSHA ASSOCIATES INC., ZHEJIANG, CHINA. 1999-2002

Hengtai residential community, Jiangshan, Zhejiang, China

Campus master plan, Wuning Foreign Language School, Dongyang, Zhejiang, China

Library and dining hall, Wuning Foreign Language School, Dongyang, Zhejiang, China (*Design Excellence Award of Jinhua Metropolitan Area, 2001*)

Dongyang Dermatosis Hospital, Zhejiang, China

Emergency department of People's Hospital, Dongyang, Zhejiang, China

Educational building of Wuning Middle School, Dongyang, Zhejiang, China
3.2 COURSE SYLLABI
Mondays/Wednesdays/Fridays: 1:50 – 5:10
Studio Location: ARCA 400AB

ARCH 602 Design Fundamentals II -- Instructor: Meg Jackson

Course Description
Further development of verbal, graphic, research and critical thinking skills through architectural design projects, with emphasis on basic understanding of major philosophical doctrines and their influence on architectural theory; studies of place-making, space, form and order; knowledge of world views, formal spatial manipulations and design vocabulary. Prerequisites: ARCH 601, 610, 612 or approval of instructor.

Course Objectives
This course examines the intersection between abstract and formal principles, determinants (scale, dimension, light, etc.), external factors (site, program, environment, time, culture), and process, as well as the role of structure, media, materials and craft. Emphasis will be placed on developing a process as a means of generating design. The students will complete a series of rigorous design exercises which will culminate into a tectonic project that focuses on an investigation of these dynamic relationships in an architectural context.

Course Content
A typical semester will involve a series of related design projects that will challenge the students intellectually as well as visually to demonstrate their understanding of design. The solution presented at the conclusion of each project and the entire processes of development of each project are of equal importance. As part of the course, the students will learn to establish a rigorous design process in order to generate innovative design solutions. Detailed information on each design project will be given out over the course of the semester.

Class Policies
1. Attendance is mandatory. Students are required to attend all classes and are expected to participate in the class discussions and critiques. Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule7.htm.
2. If a student is not meeting with the instructor, he/she is to be working on studio project at desk. Permission is needed to leave the studio area during assigned studio hours. Necessary supplies and tools must be brought to class before the studio session.
3. Assigned due dates are final; no extension. Because it is important to evaluate projects as peers, any design project must be submitted on time to receive credit. Incomplete assignments should be submitted and should receive a proportionally reduced grade. Students with valid and documented excuses should make arrangements with the instructor prior to the due date. See the University Rules and Regulations concerning attendance.
4. Laptop use in studio is permitted as long as work is directly related to studio project. Cell phone must be turned off or kept on mute and must not be answered or used during the studio hours. Internet use during the assigned studio hours is only permitted with the instructor’s permission + under certain circumstances. No radios, headphones, personal email or instant messaging devices are to be used during class.

Grading System + Evaluation

5. Grading

Grades will be based 80% on studio work, 20% on class participation. In addition to regular pinups and juried presentations, there will be a midterm meeting with the instructor to evaluate each student's work in the studio. A final digital portfolio will be used to evaluate your semester’s work. The instructor will also consider the student's interest, motivation, effort, creativity, critical thinking, proficiency + overall development or improvement during the semester in determining the final course grade. Completed projects will be graded on the basis of degree of exploration, innovation, thoughtfulness and thoroughness.

A (Excellent) -- Student’s work is of exceptional quality + craft. The final presentation material demonstrates a depth of understanding of the process of design. This student is articulate both verbally + visually + has developed
a strong ability to conceptualize, think critically + independently. This student has allowed himself/herself to explore + experiment therefore defining one’s own process.

**B (Good)** -- Student's work shows above average understanding + clear potential. All project requirements are fulfilled + clearly presented. Each project has been executed with effort + attention to craft. This student's final presentation reflects a clear + strong development of process.

**C (Fair)** -- Student's work meets minimum objectives of projects + demonstrates main issue of the process. The final evaluation shows normal + average understanding + effort.

**D (Poor)** -- Student's work shows limited understanding +/or effort. Minimum project requirements are not met.

**F (Failure)** -- Student's project + process is unresolved, incomplete, +/or unclear. Minimum project requirements are not met, and student's work shows lack of understanding +/or effort.

**Studio Culture at Texas A&M University: Policy Statement:**
All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

**Academic Integrity Statement and Policy** “An Aggie does not lie, cheat or steal, or tolerate those who do.”

**Americans with Disabilities Act (ADA) Policy Statement** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit: http://disability.tamu.edu.

**Studio Work**

**Introduction:**
The studio is a laboratory for invention and experimentation. Studio work will consist of a series of diverse yet cumulative projects which explore dynamic relationships in three dimensions and focus on the process of making. Emphasis will be on the development of critical thought as opposed to prescribed outcomes. Students will be exposed to a variety of design strategies, critical architectural ideas, analytical techniques and graphic tools, including software. Studio work and individual desk conferences will be supplemented with class lectures, software tutorials and group presentations.

**Studio:** Students are to meet in the studio location during the assigned studio times. Collaborative class participation is essential. The studio environment encourages collaboration and for this reason, all work shall be done in the studio. It shall be the responsibility of each student to be available during studio hours and to have sufficient work completed to receive criticism.

**Departmental Lecture Series:** Students are encouraged to attend the departmental lectures.

**General Requirements:**
- Design Journal: 5x8” format blank artist sketchbook
- Supplies and Tools for model making
- Computer Software: Auto Cad and 3D Studio Max are provided for free by the school. Rhino is available on lab computers and although not provided, a 30-day free trial is available online. Photoshop and Illustrator highly recommended.
- A digital portfolio (CD/DVD) of all studio work and model photography will be required to be submitted at the end of the semester.
- Woodshop Orientation/Laser Cutter Orientation should be completed before the second week of class.
Projects: Studio work will consist of a series of diverse yet cumulative projects including team and group exercises.

Project Specifics: Project specifics and requirements will be handed out in class.

Readings and Research: Readings which serve to re-enforce the theoretical underpinnings of the studio and individual projects, will be required and will be discussed in the studio. As part of each project phase, theoretical and/or historical texts will be required. Research is critical to the development of the project. Students will use research as the basis for design decision making. Precedents, projects and architects mentioned in studio must be researched before the next class period. The internet provides valuable initial information from which to begin research. As such, it does not constitute formal research.

Studio Schedule: (Content may change at the discretion of the instructor.)

Week 1 (Week of January 18th):
  M:  
  W: Introduction, studio syllabus  
  F:  Department-wide design day

Week 2 (Week of January 25th):
  M:   
  W:   
  F:   

Week 3 (Week of Feb. 1st):
  M:   
  W:   
  F:   

Week 4 (Week of Feb. 8th)
  M:   
  W:   
  F:   

Week 5 (Week of Feb. 15th):
  M:   
  W:   
  F:   

Week 6 (Week of Feb. 22nd):
  M:   
  W:   
  F:   

Week 7 (Week of March 1st):
  M:   
  W: Midterm Meetings   
  F:   

Week 8 (Week of March 8th):
  M:   
  W:  Portfolio Requirements Given   
  F:   

March 15th – March 21st — SPRING BREAK

Week 9 (Week of March 22nd):
  M:   
  W:   
  F:   

Week 10 (Week of March 29th):
  M:   
  W:   
  F:  NO CLASSES

Week 11 (Week of April 5th):
  M:   

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Week 12 (Week of April 12th):
  M:
  W:
  *F:

Week 13 (Week of April 19th):
  M:
  W:
  *F:

Week 14 (Week of April 26th):
  M:
  W:
  *F:

Week 15 (Week of May 3rd):
  Monday May 3rd: FINAL REVIEW (time to be announced) – TENTATIVE
  Wednesday May 5th: FINAL PORTFOLIO DUE + Class Wrap Up + Studio Clean Up – TENTATIVE
Design Warm Up
In order to introduce yourself to this design studio, please analyze and understand the qualities, properties and potential of the laser cutter, then design something that can only be done with and for the this tool.

*Final due: Jan 29 (Fri) 5%*

Learning Outcomes
The goal is for each student to demonstrate their ability to:

- understand the urban context
- work with a complex program with mixed uses
- integrate structural system knowledge
- integrate environmental systems and concerns
- within the ideals that comprise their individual approach to architecture.

To that end, the studio will require, schematic structures and systems additional requirements in addition to the standard documentation of site, floor plans, elevations, sections, and perspective views that each student include:

- design journal 5x7 or larger
  documenting readings, lectures, sketches for studio projects, sketches from individual travel, and daily diagrams/sketches/notes that document the design process.
- structural framing plans with approximate sizing for the systems selected,
- a structural model of one typical bay with load path diagrams,
- mechanical equipment spaces, risers, and ducts all sized approximately,
- shading and acoustical studies for key exposures and spaces.

Required Texts
To facilitate each student’s success in developing the knowledge necessary to prepare these documents, three texts are recommended:

- “The Green Studio Handbook”
- “The Architects Studio Companion”
- “The Master Builders”

These should be available from the campus bookstore or Amazon.com or ABE.com.

Design Journal
Your design journal should document your design process, include notes from the lectures, sketches from class and individual sketching, and include graphic “top ten” lists of the following architectural elements: Stairs, Walls, Columns, Windows, Floors, Roofs.
Each top ten entry should be a thumbnail image large enough to see the key qualities of the element, and a caption of the location (city/country) building name, approximate year, and architect who designed it. The journal must also include your notes and diagrams showing the relationship of the main characters in “The Master Builders” to each other and to other artists, philosophers and poets.

Lectures:
ARCH 606.604.s10 students will be required to attend the “Architecture Lecture Series”.

Schedule
We anticipate the following schedule for the semester:
Required Materials and Safety
Each student will be required to maintain a small first aid kit at their desk, and to refrain from using any tools materials or substances that will make noise, dust, or vapors in the studio itself. Power tools must be used in the shop only, spray painted models are not allowed in the studio and will not be accepted for grading. Spray glues must be applied in the spray booth in the Langford moat. ALL disposable cutting blades and sharp materials MUST be wrapped or contained to prevent injury when disposed.

Decorum
To maintain the professional environment of the studio, phone calls must be taken in the hall, no eating in studio hours, keep a quiet work environment, clean up after yourself, and respect your classmates.
Outside Time Expected
I expect it will be necessary to commit at least three hours of studies outside of class time for each hour of scheduled class time. This will give you a total need for 17 hours of time each week for the combined in and out of class studies.
Our goal is to require submittals almost each week in order to help prevent the end of term crash. If we work our full time, 17 hours per week we should reduce the amount of time needed to prepare the final documents at the end of the semester. (You will have completed components of the presentation each week)
The required knowledge of materials and methods of construction, of significant works of architecture and supplementary materials can be found at www.mjobrien.com
This site has podcasts of materials and methods lectures available for free downloads, and pdf files of notes to support your learning and success.

Expectations
To pass this class you must:
- Attend each class. Since we have very few hours together, it’s important to be on time. Please let me know if you will be pursuing excused absences.
- Submit your work when due as shown on the schedule and indicated in verbal announcements in class. Late work can be penalized one letter grade per day late.
- Participate in each class meeting (not scheduled) and each class presentation period as shown on the schedule.
- Keep and submit your design journal for review at midterm and final presentations.
- Maintain the professional environment of the studio. This means take cell phone calls outside the room, no texting, instant messaging, online game playing or other activity not related to the studio work.
- No eating in the studio
- Clean up after yourself in the studio
- Comply with all Texas A&M student rules

Grading Rubric
A student's work may be considered for an Excellent (A) grade when:
- The weekly deliverables have been completed and submitted on-time, clearly identified, student’s name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and site analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
- The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
- Alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
- Alternatives demonstrate the development of a single train of thought across program, core, structure, and envelope.
- Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).

A student's work may be considered for an Above Average (B) grade when:
- The weekly deliverables have been completed and submitted on-time, clearly identified, student’s name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
- The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
- Alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
- Alternatives demonstrate the development of a train of thought across program, core, structure, and envelope.
- Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).

A student's work may be considered for an Average (C) grade when:
- The weekly deliverables have been completed and submitted on-time, clearly identified, student’s name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
The statement will also be posted on the department and AIAS websites.

DISSEMINATION AND OVERSIGHT PROCEDURES
The Dissemination and Oversight Procedures are intended to provide a framework for the successful development of an effective Studio Culture, both as a part of the academic program and as a model for future professional practice.

OPERATIONAL PROCEDURES
Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

The Dissemination and Oversight Procedures are intended to ensure that all students, and all faculty members, whether assigned to design studios or not, are aware of the Studio Culture Policy and work together productively to maximize the value of this component of the departmental pedagogy. Oversight suggests peer review and mentoring at all levels, and presumes a positive role for those charged with administration, including the exploration of innovative teaching approaches, and opportunities to demonstrate collaboration both within the academy, with the design professions, and with the society we serve.

DISSEMINATION AND OVERSIGHT PROCEDURES
The Studio Culture statement shall appear on all studio syllabi, with a verbal introduction and personal philosophy statement provided by individual design faculty member at the start of each semester. The statement will also be posted on the department and AIAS websites.

The Department Design Caucus will initiate a formal discussion on the statement at the start of each academic year, with express purpose of ensuring that all new and returning faculty members understand and embrace its philosophies, and understand its opportunities.

The AIAS and the administration of the Department will ensure regular and open communication on all aspect of the academic program, including Studio Culture. The Head of Department will include consideration of Studio Culture as part of the Annual Review of faculty members. This may suggest the use of peer review, encouragement of visiting critics, and recognition that productive review of the process and outcomes of design is not the exclusive domain of those assigned to teach design studios.

**Statements on attendance**
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1 Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities [http://studentactivities.tamu.edu/online/sponsauth])

7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, stepmother, stepfather, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic dean.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.

7.1.5 Religious holy day. (See Appendix IV. [http://studentrules.tamu.edu/append4.htm])

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

Texas A&M University Explanatory Statement for Absence from Class form available at [http://attendance.tamu.edu]. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

Statement on ADA - Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu].

Statement on Honor Code - Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

The Aggie Code of Honor affirms values that apply to students, faculty and staff alike. This simple statement exemplifies two of our core values—excellence and integrity—and underscores our commitment to ethical conduct and compliance with laws and official policies. These core values forge a strong base to embrace our other core values of leadership, loyalty, respect and selfless service. The student is referred to the student to the Honor Council Rules and Procedures on the web: [http://www.tamu.edu/aggiehonor]
COURSE: ARCH 606 - 602  
Architectural Design II (6 Credit Hrs)

SEMESTER: Spring 2010

SCHEDULE: M, W, F 2:00pm – 6:00pm  Studio: Langford A 400AB
OFFICE: W 8:30am - 10:00am Office: Center for Health Sys & Des  001B Williams, Ground Fl.

INSTRUCTOR: D. Kirk Hamilton, FAIA, FACHA  
khamilton@tamu.edu  (979) 862-6606, mobile (713) 502-8713

SYLLABUS

I. CATALOG DESCRIPTION
Application of verbal, graphic, research, critical thinking and fundamental design skills to architectural projects that emphasize the integration of structural, environmental, life safety, building envelope systems, and building service systems; includes code compliance, resource conservation, cost control and economic analysis. This course is a Core Design Studio for professional degree candidates. Prerequisite: ARCH 605.

II. INTRODUCTION
The design studio is a fundamental learning environment based on participation, dialogue, initiative, and learning by doing. What one gets out of a studio is in direct relation to what one puts into it. Sharing thoughts, discussing ideas and seeking feedback are important ingredients in the evaluation and refinement of design ideas.

A successful design project is based on accurate information, sound reasoning, and domain knowledge. One seeks to find unique architectural solutions to identified problems in a design project. A successful design is one that elegantly responds to design requirements and constraints with minimal undesirable, unforeseen side effects. The activity of design is a research activity. The designer continually tests alternatives against criteria to arrive at a superior solution.

Design should be fun!
The activity of design must be an enjoyable one. We tend to put particular attention on what we enjoy and our performance tends to improve in direct relation with the amount of attention we invest. The better we are at doing something, the more we will enjoy continuing to do it. Architects enjoy what they (we) do and a design studio offers an exceptional environment for creating a dynamic laboratory for knowledge acquisition and knowledge application.

The activity of design is bound by time constraints. The illustration and documentation techniques and media require additional responsibility, dedication, and planning on the part of the designer. Hence, management of time is critically important in this studio. Effectively using your time, both in and out of class, is the first step towards a quality design studio experience.
There are three basic types of communication that relate to architectural design. The first is communication with oneself; the formulation, expression, and recording of an idea with the reflective intent to explore and refine it. The ability to critique one’s own work improves with practice, which can include learning to critique the work of others. The second type of communication is communication with one’s peers; the expression of a holistic design solution comprising many interconnected ideas with the intent of informing and conveying the implications of the solution. The third is communication with those who will build the solution; a set of detailed instructions by which the intent of the design may be fully realized. Each aspect of clear communication is equally important.

III. OBJECTIVES

At the end of the semester the student (you) will be expected to have the ability to analyze and synthesize contextual and programmatic data into design information. You will recognize, and with the aid of a journal to record your reflections on what you are experiencing, formulate a personal process of design. You will further develop your ability to integrate the concepts of various building systems and sub-systems into a design solution. You will develop skills in the communication of your ideas and concepts visually (graphics and models), verbally (critiques and presentations), and in writing (papers).

You will be expected to bring together your knowledge and skills in offering graphic and model solutions for problems of the built environment. One objective of this studio will be to use computing technology as a medium of design and communication. Many materials for the project assignments will be made available electronically.

The goal of the graduate level design studio is to assist students while offering them an opportunity to develop their skills and experience as designers. No single student will present themselves experienced and fully competent in every skill, and no student will develop mastery of every skill during the studio. No two students will have exactly the same entering capabilities or the same aspirations for skill development. Studio thus requires individualized attention to each student based on their different situation.

Design is Not a Single Skill: There are multiple elements embedded in successful design. While there is a tendency to emphasize the pure aesthetics of form-giving, especially when presented with graphic skill, a well-balanced design exhibits other important elements. A fully realized design will exhibit the designer’s understanding of construction technologies and methods, along with structural and mechanical systems. There will be historical precedents, contemporary inspirations, and theoretical foundations for the designer’s work. The designer must exhibit an understanding of the problem and the client’s needs, usually in the form of response to a program of space requirements. In the case of complex projects, the designer must display an ability to organize and prioritize a complicated set of factors. The ability to convey the rationale of the designer’s decisions and concepts both verbally and with graphics will be required. While some elements of design may be found in natural talent, most of design can be learned though experience and energetic application in the studio.
Skill Assessment: The studio process will offer you an opportunity for early assessment of your prior experience with design, along with the level of skill you may possess at the beginning of the design studio experience. The capabilities of a graduate student designer in any domain may range from a novice level through competency, to highly skilled, and ultimately mastery. You will be asked to evaluate yourself in each of the 11 skill domains in the table below and I will provide a parallel review to make my own evaluation. We will discuss our evaluations and develop an individual learning plan for the semester.

<table>
<thead>
<tr>
<th>Domains of Design Skill Evaluation Model</th>
<th>Novice</th>
<th>Competent</th>
<th>Skilled</th>
<th>Master</th>
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<tr>
<td>Rational Decision-Making Process</td>
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<tr>
<td>Construction Technology/Materials</td>
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<td>Building Systems: Structure/MEP</td>
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<td>Organization of Complexity: Planning</td>
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<td>Building Type Knowledge: Programming</td>
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<td>Research: Discovery &amp; Interpretation</td>
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<tr>
<td>Integration of History &amp; Theory</td>
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<tr>
<td>Art of Form-Giving: Design Aesthetic</td>
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<td>Process Management</td>
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<tr>
<td>Graphic Presentation</td>
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<tr>
<td>Verbal Presentation</td>
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Skill Development: The focus of the studio should be on the further development of the student’s starting skill level, especially in domains of design that are targeted for improvement. You and I will review our assessments of the starting condition, discuss your aspirations, and enter into an agreement about the areas of special focus in the upcoming semester of studio time. The goal of such an agreement about the individual learning plan is to focus on moving you from novice levels into at least a competency level in every domain (it is assumed that anyone being admitted into a graduate M.Arch program at Texas A&M will have at least a novice level of development in each of the domains of design). Special attention can be paid to some domains in which the goal is to move into a skilled or mastery level of capability. The pursuit of mastery in one domain should never keep the student from working to move out of the novice level in every other domain.

Knowledge Integration in Studio: Some of the domains of design are addressed in courses outside of studio. Building Systems, Structures, and Programming are two obvious examples. History and Theory are others. There are courses available on Research. Some students will also have had experience of construction in the field, and some may have worked on projects in an office. While such classroom, office, or field experience levels of knowledge are important, they must be integrated into the design process, and for graduate students, studio is where that occurs.

Evaluation of Progress: At the conclusion of the semester you will be asked to repeat your self-evaluation in order to determine how successful our collaboration has been.

IV. INSTRUCTIONAL TARGETS
For the achievement of the objectives of this design studio we will undertake a series of design exercises, lectures, and group discussions that address a given set of instructional targets.

- To stimulate awareness of self in the evolution of personal strengths and design skills.
- To stimulate awareness of cognitive processes in design.
- To explore the process of design in a collective as well as an individual framework.
- To stimulate the performance of design at different levels of abstraction.
- To stimulate the use of inductive design inferences (grand concept drives particulars).
- To stimulate the use of deductive design inferences (multiple specifics drive the concept).
- To explore the management of a complex multidisciplinary design process.
- To offer opportunities for the application of computer technology in the design process.
- To offer opportunities for the application of multiple media in communication of design.
- To introduce concepts associated with the design of contemporary health facilities.

V. COURSE SCHEDULE & METHODOLOGY

*Introduction & Sketch Problem:* The design studio will begin with an introduction to the studio and your colleagues. The second day will be a department-wide day-long charrette for every studio in the College. The third day of class will be the start of a one-week sketch problem in which you are encouraged to rapidly utilize any graphic, computer, model, or multimedia form with which you are most comfortable. The sketch problem is intended to establish a baseline from which you and the instructor can identify an *individualized learning plan* for the semester.

*Monday as Photo & Drawing Assignments, and/or Dialogue & Lecture:* The Monday class will often be devoted to lectures (including guest lecturers) addressing design theory, healthcare typologies, and design media (traditional and digital media). Instructor and guest lectures may be on topics similar to the following:

- Principles of Documentation on Complex Projects
- Principles of Structural Design for Healthcare
- Principles of Healthcare Mechanical, Electrical, and Plumbing Engineering
- Benchmarking State-of-the-Art Healthcare Design
- Principles of Building Systems Design
- Introduction to Evidence-Based Design
- Green Design for Healthcare
- Simulation Modeling and Planning
- Design of the Building Envelope

The first hour of class may also frequently be devoted to an interactive dialogue on design and process subjects. The Socratic method of dialogue requires you to explore ideas with an open mind, share your thoughts with others, listening to their ideas while suspending judgment, and come to your own new conclusions. Questions may be on topics similar to the following:

- What is the nature of the deadline?
- What is creativity in the design process?
What is the role of function in design?
What is the role of aesthetics in design?
What is quality in design?
What is the role of reflection in the design process?
When is a concept mature enough to develop?
How do you recognize the best in your design work?

These dialogues will not result in any single “right” answer, but should stimulate the evolution of your thinking about design, your work, and your self. They may prompt ongoing stimulating conversations among your colleagues.

Photography and Sketching: For a portion of the semester there will be ongoing photography and sketching assignments in the field intended to raise your level of attention to architectural features and to practice your observation skills.

Choice of Five Design Projects: The design studio will conclude with a major project extending over the majority of the semester. The semester project will be design for a proposed children’s hospital complex in Ghana. Students will have a choice of developing the children’s hospital, the polyclinics, physician and staff housing, or a health spa. There may be an opportunity for some students to visit the site during spring break. The client is Dr. Victor Agbeibor of the Amani Medical Foundation. The fifth choice is to design senior housing for the MacGregor Community Development Corporation on the East side of Houston. The clients are J.J. Smith and Larry Zomper of the MacGregor CDC.

In pursuit of its instructional targets, this design studio will allow for correspondence with outside reviewers and peers, both electronically and in person. Professional mentors, advisors, and surrogate clients will participate with the students at various points in the class.

A tentative timetable is attached to this syllabus; nevertheless, some items of the timetable may change in response to unforeseen factors. The instructor has several outside speaking obligations during the semester and will arrange for coverage during his absences.

Reflection: You are asked to maintain a Process Journal in a composition book with the specific requirement to reflect on the dialogues, as well as your design and work process at the conclusion of each assignment. The responses will be recorded in your Process Journal and shared with your colleagues. At the conclusion of the semester you will be required to submit a reflection paper reviewing your studio experience.

Rowlett Lecture: The Rowlett Lecture at Rudder Auditorium on the afternoon of April 23rd is a required event.

VI. VALUES
Learning Community: This class is based on a collaborative rather than a competitive model.
There will not be a “curve” or a limitation on the number of top grades awarded. The class will be a community of learners who are exploring together the concepts and skills associated with the design process. In order to increase the opportunity for experiential learning, the course will emphasize the act of doing design work more so than seeing design work, or hearing about design. When hearing about design, a portion of the time will be devoted to experiencing yourself participating in dialogue about design.

Every student can be assumed to be a mature adult who has completed an undergraduate education and succeeded in a rigorous selection process. Each student, instructor, or guest brings a unique set of experiences to the class and has something important to offer the rest of us. Students are expected to interact in a positive and supportive way with their colleagues, recognizing that to miss the opportunity to learn from each other is to waste something potentially valuable. This class will always be a “safe” place for open dialogue and rigorous intellectual exchange.

**Aggies help Aggies!**

**Environmental Sensitivity:** Spraying of paint, fixative, or adhesives within the College buildings has in the past damaged University property and aggravated the respiratory condition of persons with sensitivity to chemicals and airborne particulate. The College of Architecture has installed a spray booth to alleviate the need for in-building use of these aerosols. It is located in the moat on the south side of Langford A. Please recognize that violation of these new guidelines represent both vandalism of State property and can put others at a serious health risk. Violations may be referred to the Aggie Honor Council.

**VII. PERFORMANCE EVALUATION**

Grades will be based 80% on assignments and 20% on class participation and attendance (emphasizing attendance in the first hour of class and consistent interaction with colleagues and guests) Attendance at reviews is mandatory. Despite the apparent low impact of class participation in the grades, the consequences of a constructive critical attitude (giving and taking) in favor of the studio are likely to have a very high impact on the quality of your assignments.

The relative grade value of attendance and participation is as follows:

- Class Attendance and Studio Participation with Colleagues & Guests 5%
- Dialogue Participation & Process Journal 10%
- Short Reflective Paper Summarizing the Semester Experience 5%

The main grading criterion for all studio assignments is consistency between design intention and likely building performance. The process students employ to complete projects will be evaluated on the basis of faculty observations of the student’s use of inquiry, their ability to examine multiple design alternatives, select promising concepts, and develop successful designs in a timely fashion. The student’s effective use of outside sources, such as faculty critiques, interaction with student colleagues, professional mentors, simulated clients, bibliographic information, benchmarking tours, and internet sources, will be a factor in evaluation. Completed student projects will be evaluated on the basis of aesthetic creativity, innovation, practical functionality, building systems integration, graphic documentation, and verbal presentations. The
semester design project should comply with principles of life safety protection, universal design, and sustainability.

The relative grade value of studio assignments is as follows:
- Performance on the Sketch Problem 5%
- Performance of Photography & Sketching Assignments 10%
- Assessment of Research Exploration w/ partner (incl. Report) 10%
- Assessment of Integration of Evidence-Based Concepts 10%
- Development of Detailed Design (incl. Peer & Professional Review) 35%
- Final Art and Integrated Presentation (Digital and Analog) 10%

In order to encourage interaction and develop critical thinking skills, you will be asked to offer Peer Review comments on the completed work of your colleagues. The instructor will consider these reports along with his own observations in awarding grades for studio work.

Students will be graded by means of signed letters (i.e. B+-) during the semester and translated into absolute letters at the end of the semester (i.e. B). The absolute value of letter grades is as follows:

- **A**: Excellent work that exceeds average expectations
- **B**: Good work that meets average expectations
- **C**: Satisfactory work that falls under average expectations
- **D**: Poor work
- **F**: Inadequate work.
- **I**: Incomplete

**VIII. REFERENCES**

**Required:**


**Suggested Design Reading:**


Ching, FDK. (1975) *Building Construction Illustrated*

IX. COST
The course will operate in a computing environment. Nevertheless, a 7 ½” x 10” composition book will be required. Beyond conventional studio materials, the costs associated with the use of data removable media and/or reproduction/transfer of digital material into analogue format should not exceed $150.

X. OTHER

THE AMERICANS WITH DISABILITIES ACT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is (979) 845-1637.

COPYRIGHTS
The handouts used in this course are copyrighted. By “handouts,” we mean all materials generated for this class, which include but are not limited to syllabi, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.

SCHOLASTIC DISHONESTY
An Aggie does not lie, cheat, or steal, or tolerate those who do.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings,
etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. While inspiration from many sources is desired in architecture, you must always provide a citation for the sources to which you refer. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot de safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

The Aggie Honor Code has been re-introduced with a newly formed Honor Council. You are advised to consult the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor
GRADUATE CATALOG COURSE DESCRIPTION

Application of verbal, graphic, research, critical thinking and fundamental design skills to architectural projects that emphasize the integration of structural, environmental, life safety, building envelope systems, and building service systems; includes code compliance, resource conservation, cost control and economic analysis. Core design studio for professional degree candidates. Prerequisite: ARCH 605.*

STUDIO THEME: TOWARDS A NEW EDUCATIONAL PARADIGM: DESIGN IMPLICATIONS

Today, before they finish high school:
• More than 1/3 of all students drop out
• Almost 1/2 of all minority students drop out

Of all 12th grade high school students:
• Only 39% believe that schoolwork will have any bearing on their life
• Only 28% believe that schoolwork is meaningful
• A mere 21% believe their courses are interesting

Our Mission

Collaborate with architects and educators to create a new, innovative vision for education and design an equality innovative educational facility for that vision.

SPECIFIC STUDIO LEARNING OBJECTIVES (FROM COLLEGE CATALOG)

1. Application of verbal, graphic, research, critical thinking and fundamental design skills to architectural projects
2. An emphasis on the integration of:
   a) structural,
   b) environmental,
   c) life safety,
   d) building envelope, and
   e) building service systems.
3. This will also include
   a) code compliance,
   b) resource conservation,
   c) cost control (as determined by an analysis of net/gross sq. ft.)
4. Additionally, this studio will require working with a client to develop a source of inspiration and design criteria. All students will participate in a “visioning” session to help develop, with the client, initial visions that will help to guide the design process. Students will work with their “clients” throughout the semester.
THE PROJECTS

PROJECT 1: Programming and Case Studies
Any medium-to-large facility will usually require a good understanding of programmatic concerns by the architect. In most cases, an architectural program will be developed for a building. When designing schools, the term “educational specification” is frequently used as a synonym for architectural program. (For alternative views on the need for educational specification, see discussion http://www.designshare.com/Research/Ed_Specs/Ed_Spec_Forum.htm ). While there are several different approaches used for architectural programming, we will use the “Problem Seeking” method (see bibliography) – primarily because of its simplicity and because it is easy to learn. This method consists of 5 basic steps:

1. Establish Goals.
2. Collect and Analyze Facts.
5. State the Problem.

We will add one more step at the start: Establish the Mission.

In addition to developing an architectural program, we will want to become familiar with the high school as a building type. Sources available for learning about this building type include information from site visits, and various web sites including:

Design share http://www.designshare.com
http://www.edfacilities.org

This phase will be conducted by student teams of not more than 2 students with compatible clients. Final presentation will be both graphic and verbal and will identify the goals, concepts, facts (including a site analysis) and needs (including space needs) of the project as well as a concise problem statement. The program must be agreeable to the client. Case studies must include an evaluation of various technological systems described above.

PROJECT 2: Conceptual Design
This project will be the conceptual design of a learning community to be defined by the student in collaboration with the student’s client. This project may incorporate many different types of learning environments (e.g., centralized, decentralized, community-based, project-based), the type of learning philosophy and the facility and site that will support this philosophy. Therefore, each student will need to develop a teaching/learning philosophy, and a site, architectural program and design that that is consistent with the philosophy. Students should work with the client in developing this design.

Understanding the fundamentals of building technology is a requirement of this course and the NAAB (see course description). Therefore, each student will be required to present his/her conceptual approach to the building systems described above.
PROJECT 3: Conceptual Design Development
Continuation of the design project outlined above. Information about final design requirements will be forthcoming. In general, the final design presentation will require the design of a series of hard copy boards and a 3D animation of your project.

SCHEDULE
See attached preliminary schedule.

SITE
To be determined by students and client.

COLLABORATORS
Dr. Virginia Collier, College of Education
Frank Kelly, FAIA, Director of Planning/Programming and Sr. V.P., SHW, Houston
COE PhD students as “clients”

STUDIO COORDINATION AND REFERENCE INFORMATION: GOOGLE GROUPS
We will use Google Groups to help coordinate with clients outside the department and with each other.

Please provide me with your name and preferred email address. I will then invite you to one or more google groups for this studio.

OTHER RELEVANT WEB SITES
Please visit the class Google Groups site frequently. There is a wealth of information that you may find useful throughout the studio. In particular, you may find the web sites to be very useful sites for developing your program and conducting your building type analysis.

www.designshare.com
General web site on school design. A great source for case studies.

www.edfacilities.org
In general, very useful resource for all kinds of educational issues.

www.designshare.com/index.php/articles/2020-vision
Introduces the underlying ideas of this studio. It includes 2 videos of special interest

www.id.iit.edu/ThinkeringSpaces/index.html
Web site of an experiment in exploratory learning, funded by the MacArthur Foundation.

www.whatkidscando.org/specialcollections/student_learning/portfoliohome.html
Part of a larger web site focused particularly on unique, small schools.

www.greenbuildingstudio.com
Access to a variety of white papers describing BIM and sustainable design.

READINGS
The following books will serve as a constant source of inspiration and information to the assignments of this class:
Additional patterns are constantly being added at the DesignShare web site. (previous edition acceptable)


*=Required book.

**PERFORMANCE EVALUATION**

Grades for each student will be averaged using the following percentages:

- 15% Project 1
- 30% Project 2
- 50% Project 2 (continued)
- 5% Sketchbook

Each student will receive a grade based on the following issues:

- The quality and clarity of your written and verbal presentation(s)
- The quality and clarity of your visual presentation(s)
- Evaluation of design content (More information about this will be handed out; see also learning issues above)
- Evaluation of your sketchbook

At a MINIMUM, it is expected that students will work in the studio during normal, scheduled class hours. Much informal learning takes place among students as they work on projects. *Unexcused absences will affect your grade.*

**EXCUSED ABSENCES**

Rules concerning excused absences may be found at [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm). In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

**COURSE POLICIES**

a. Only work that has been reviewed in its preliminary stages will be graded.

b. Late or incomplete work will not be accepted. **All projects are due 5pm before the date of the presentation.**

c. Attendance is required, unexcused absences will reduce your grade at the discretion of the instructor.

d. Copyright Statement: The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, assignments, web-sites, in-class materials, and additional problem sets. Because these
are copyrighted, you do not have the permission to copy the handouts, unless that permission is expressly granted.

**STUDIO CULTURE AT TEXAS A&M UNIVERSITY: A POLICY STATEMENT**

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

**OPERATIONAL PROCEDURES**

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation.

Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life.

Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience.

The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

**ACADEMIC INTEGRITY STATEMENT: AGGIE HONOR CODE**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)
POLICY REGARDING VANDALISM IN THE LANGFORD ARCHITECTURE COMPLEX
The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be subject to sanctions described in Student Rule 27.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
# PRELIMINARY SCHEDULE

**Towards a New Educational Paradigm**

**Preliminary 1/20/2010**

Prof Bob Johnson, AIA, Design Studio (ARCH 606) meets M, W, F 1:30-6:00 pm, 4th floor Langford A

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>1</td>
<td>1/20</td>
<td>Wed</td>
<td>General introduction; arrangement of studio; “small-group” pin-ups</td>
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<tr>
<td>2</td>
<td>1/22</td>
<td>Fri</td>
<td>All day departmental charette</td>
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<tr>
<td>3</td>
<td>1/23</td>
<td>Sat</td>
<td>Visioning with Frank Kelly, FAIA, Prof Collier, COE “CLIENTS”</td>
<td>2:30-5:30</td>
<td>569 Harrington Tower</td>
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<tr>
<td>4</td>
<td>1/25</td>
<td>Mon</td>
<td>Optional class (to make up for Saturday class)</td>
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<td>5</td>
<td>1/27</td>
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<td>6</td>
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<tr>
<td>7</td>
<td>2/1</td>
<td>Mon</td>
<td>PIN-UP (Power Point and 3D model)</td>
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<td>8</td>
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<tr>
<td>12</td>
<td>2/12</td>
<td>Fri</td>
<td>Final project review, Project #1</td>
<td>2:00-5:00</td>
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**PROJECT 1: Program and Case Studies**

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<th>Session</th>
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<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>13</td>
<td>2/15</td>
<td>Mon</td>
<td>Introduction to Conceptual Design</td>
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<tr>
<td>14</td>
<td>2/17</td>
<td>Wed</td>
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<tr>
<td>16</td>
<td>2/22</td>
<td>Mon</td>
<td>PIN-UP; Preliminary concept idea</td>
<td>2:00-5:00</td>
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<td>17</td>
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<td>20</td>
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<td>Wed</td>
<td>PIN-UP; Preliminary concept idea</td>
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<tr>
<td>21</td>
<td>3/5</td>
<td>Fri</td>
<td>Mini PIN-Ups</td>
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<td>22</td>
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<td>23</td>
<td>3/10</td>
<td>Wed</td>
<td>REVIEW #2-PRELIM CONCEPT with External Reviewers</td>
<td>2:00-5:00</td>
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<tr>
<td>25</td>
<td>3/15</td>
<td>Mon</td>
<td>MARCH 15-19 SPRINGBREAK</td>
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<td>26</td>
<td>3/17</td>
<td>Wed</td>
<td>MARCH 15-19 SPRINGBREAK</td>
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<td>27</td>
<td>3/19</td>
<td>Fri</td>
<td>MARCH 15-19 SPRINGBREAK</td>
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**PROJECT 2: Conceptual Design**

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<th>Session</th>
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<tbody>
<tr>
<td>28</td>
<td>3/22</td>
<td>Mon</td>
<td>Introduction to Conceptual Design</td>
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<td>29</td>
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<tr>
<td>33</td>
<td>4/2</td>
<td>Fri</td>
<td>READING DAY, NO CLASSES</td>
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<td>34</td>
<td>4/5</td>
<td>Mon</td>
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<td>35</td>
<td>4/7</td>
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<td>36</td>
<td>4/9</td>
<td>Fri</td>
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<td>37</td>
<td>4/12</td>
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<td>38</td>
<td>4/14</td>
<td>Wed</td>
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<td>39</td>
<td>4/16</td>
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<td>40</td>
<td>4/19</td>
<td>Mon</td>
<td>PRESENTATION REVIEW</td>
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<td>41</td>
<td>4/21</td>
<td>Wed</td>
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<td>42</td>
<td>4/23</td>
<td>Fri</td>
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<td>43</td>
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<td>44</td>
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<td>Wed</td>
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<td>45</td>
<td>4/30</td>
<td>Fri</td>
<td>“PREP” DAY</td>
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<td>46</td>
<td>5/3</td>
<td>Mon</td>
<td>Final presentation due today at 5:00 pm (a, boards and b, 3D-animation)</td>
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<tr>
<td>47</td>
<td>5/5</td>
<td>Wed</td>
<td>FINAL PRESENTATION PROJECT REVIEW WITH EXT REVIEWERS (MORNING)</td>
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**PROJECT 3: Conceptual Design Development**

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<th>Session</th>
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<th>Activity</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>48</td>
<td>5/5</td>
<td>Wed</td>
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</tbody>
</table>

**ESTABLISHED REVIEWERS:**

- Dr. Virginia Collier, College of Education
- Frank Kelly, FAIA, Director of Planning/Programming and Sr. V.P., SHW Group
- “Clients,” PhD students in the College of Education
- May 15-16: Commencement
Architectural Design II

Michael O'Brien 326 Langford
979.845.6719
mjobrien@tamu.edu

Office Hours:
Friday Mornings 9:00 – 11:30

Syllabus:
Spring Semester 2010

Prerequisites:
Arch. 605 (any student enrolled in ARCH 606 certifies they have completed ARCH 605.)

Description:
Application of verbal, graphic, research, critical thinking and fundamental design skills to architectural projects that emphasize the integration of structural, environmental, life safety, building envelope systems, and building service systems; includes code compliance, resource conservation, cost control and economic analysis. ARCH 606 is a core design studio for professional degree candidates.

Learning Outcomes:
Skills to acquire by the end of the course:

1. Timely submission of weekly deliverables (clearly identified with the student's name, course number, and semester.)
2. Development of professional standards for care in presentation of interim deliverables and presentation materials (page size, page layout, no spelling or math errors.)
3. Ability to integrate current IBC & ADA standards for Life-Safety and Accessibility into the students design work.
4. Ability to develop alternative schemes demonstrating the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
5. Ability to meet design requirements without formal compromise.
6. Demonstrate the result of insights learned from program, precedents, context, and site analysis.
7. Demonstrate a range of media employed to present specific aspects of the character of the work.
8. Demonstrate a range of scales of inquiry from detail to component to an overall whole in the presented design work.
9. Ability to present the alternatives and final design scheme in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
10. Ability to present the alternatives and final design scheme demonstrating the development of a single train of thought across program, core, structure, and envelope.
11. Ability to present the alternatives and final design scheme’s historical precedents that play a meaningful part of your study (and are included in each deliverable).
12. The ability to articulate the sustainable characteristics of the alternatives (in terms of LEED NC 2.2) in each deliverable.

Expectations:
You will need to meet the following expectations to be considered for a passing grade:

• You will attend and participate in all meetings of the class for the full duration of the class. (working in the studio during studio hours)
• You will participate in all studio reviews, pin-ups and presentations (including midterm and final presentations)
• You will meet all Texas A&M student rules in terms of honor, conduct, integrity, and classroom behavior
• You will complete and submit all deliverables on time.
- You will maintain a small first-aid kit at your studio desk.
- You will refrain from operating shop-type tools (drills, saws, grinders, hammers, sanders) at your studio desk and conduct these processes in the shop.
- You will refrain from conducting wet casting processes (plaster, concrete, leveling concrete) in the studio and conduct these processes outside on a tarp that you provide and will clean up after yourself.
- You will refrain from conducting solvent based painting or staining operations in the studio (watercolor ok) and conduct these processes outside on a tarp that you provide and will clean up after yourself.
- You will clean up after yourself in the studio and maintain your workspace in a manner expected of a professional.
- You will clean up your studio space and move out of your studio space by the first day of exam week. Failure to comply will result in no grade being issued.

**Time Management**

The calendar below is shown to facilitate your understanding of due dates.

The semester is structured to support your steady progress towards completing the semester with the goal of reducing or eliminating “crunch” times. To this end, it is important that all the work you do be “presentable” which doesn’t mean plotted, colored renderings or full 3d BIM models at every step. Sketches, freehand scaled drawings, sketch models, diagrams should all be considered at each submittal stage.

You drive your own design. I will ask you about how you might resolve issues, or the basis for what you have done. I won’t “prevent” you from going in a direction that may receive strong criticism in reviews. Your designs and the resolution of the designs from a professional perspective are your responsibility. I’ll help you accomplish your goals any way I can.

You should plan for at least one hour of time outside of studio hours for each hour of studio per week. This means for our 12 hours of studio, you should budget, and invest 12 hours of additional time on studio work per week. I strongly recommend that you NOT try to put the outside hours together at the end of the semester to crunch out your work. Generally, its not productive to try and put a few hundred hours of work in a single week. That’s what the interim due dates for deliverables are all about.
Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Study</th>
<th>Friday Deliverable</th>
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<tbody>
<tr>
<td>1</td>
<td>1. Design &amp; the Ordinary All School Charrette</td>
<td>Full size model, drawings as per guidelines</td>
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<tr>
<td>2</td>
<td>2. Trochilidae Exhibition Hall</td>
<td>3 Alternative sketch models at scale 1&quot;=20'</td>
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<tr>
<td>3</td>
<td>3. Trochilidae Garden and Exhibition Hall</td>
<td>Program document: Space req's, Environmental req's, Environmental equip req's, User req's, Staff req's, Plant req's, Site Issues, Accessibility issues, IBC code issues, 1 page exec. Summary, table of floor areas, total floor area</td>
</tr>
<tr>
<td>4</td>
<td>4. Trochilidae Garden and Exhibition Hall</td>
<td>Schematic model 1/8&quot;=1'-0&quot;</td>
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<tr>
<td>5</td>
<td>5. Trochilidae Garden and Exhibition Hall</td>
<td>Schematic plans and Sections (longitudinal and transverse)</td>
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<tr>
<td>6</td>
<td>6. Trochilidae Garden and Exhibition Hall</td>
<td>Presentation design mockup</td>
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<tr>
<td>7</td>
<td>7.</td>
<td>MidTerm Reviews: Deliver: Alternative models (physical), Schematic model (physical), Drawings (scans or digital), Model images (digital), .powerpoint presentation, portfolio pages (pdf), Digital file for presentation boards (pdf)</td>
</tr>
<tr>
<td>8</td>
<td>8. Trochilidae Garden and Exhibition Hall</td>
<td>Design Development, ident. Primary spaces (3) for development</td>
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<tr>
<td>9</td>
<td>9. Trochilidae Garden and Exhibition Hall</td>
<td>Primary space development: floor and door design</td>
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<td>10</td>
<td>10. Trochilidae Garden and Exhibition Hall</td>
<td>Primary space development: wall and ceiling surface development</td>
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<td>11</td>
<td>11. Trochilidae Garden and Exhibition Hall</td>
<td>Primary space development: lighting layout</td>
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<tr>
<td>12</td>
<td>12. Trochilidae Garden and Exhibition Hall</td>
<td>Structural system schematic, structural model</td>
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<td>13</td>
<td>13. Trochilidae Garden and Exhibition Hall</td>
<td>Mechanical system and ductwork layout</td>
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<td>14</td>
<td>14. Trochilidae Garden and Exhibition Hall</td>
<td>Final presentation board design</td>
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<tr>
<td>15</td>
<td>Wed. May 5 A.M. Trochilidae Garden and Exhibition Hall</td>
<td>Final presentations: Deliver final CD and boards, cleanup studio, moveout</td>
</tr>
</tbody>
</table>
Grading:

- Two grades will be given, a pre-midterm grade issued following submittal of deliverable on in the seven week. This grade will constitute 47% of the semester grade and a grade based on work completed and submitted as weekly deliverables and a final presentation and deliverables constituting 53% of the semester grade based on the work from the 7th week forward. To earn a passing grade all deliverables and presentations are required.
- Grading will be qualitative and based on the completed projects and on deliverables submitted at the close of business on the Friday of each week (following in-class sketching). Qualitative grades will be guided by the grading guideline shown below.
- All deliverables shall be submitted on time. Exceptions only with excused absences per student rules posted at: http://student-rules.tamu.edu

Grading rubric: Spring Semester 2010 (please note that not all the following characteristics will be assigned, individual initiative is required to demonstrate the presence of many of the following characteristics.)

A student’s work may be considered for an Excellent (A) grade when the following characteristics are visibly evident in the work:

- The weekly deliverables have been completed and submitted on-time (late submittals may lose 1 letter grade) and are clearly identified with the student’s name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and site analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
- The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
- The alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
- The alternatives demonstrate the development of a single train of thought across program, core, structure, and envelope.
- Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).
- Sustainable characteristics of the alternatives (in terms of LEED NC 2.2) are described in each deliverable.

A student’s work may be considered for an Above Average (B) grade when the following characteristics are visibly evident in the work:

- The weekly deliverables have been completed and submitted on-time (late submittals may lose 1 letter grade) and are clearly identified with the student’s name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
The alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
The alternatives demonstrate the development of a train of thought across program, core, structure, and envelope.
Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).
Sustainable characteristics of the alternatives (in terms of LEED NC 2.2) are described in each deliverable.

A student’s work may be considered for an Average (C) grade when the following characteristics are visibly evident in the work:
- The weekly deliverables have been completed and submitted on-time (late submittals may lose 1 letter grade) and are clearly identified with the student’s name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
- The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
- The alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
- The alternatives demonstrate the development of a train of thought across program, core, structure, and envelope.
- Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).
- Sustainable characteristics of the alternatives (in terms of LEED NC 2.2) are described in each deliverable.

A student’s work may be considered for a Below Average (D) grade or failing grade (F) when any of the following have not been met:
- The weekly deliverables have been completed and submitted on-time (late submittals may lose 1 letter grade) and are clearly identified with the student’s name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
- The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
- The alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
- The alternatives demonstrate the development of a train of thought across program, core, structure, and envelope.
- Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).
Sustainable characteristics of the alternatives (in terms of LEED NC 2.2) are described in each deliverable.

List of Assignments, tests, etc.
- Assignments and deliverables as listed on the calendar and supplemented by handouts issued in-class.

Academic Integrity Statement and Policy
All work and conduct related to this class is governed by the Aggie Honor Code, http://www.tamu.edu/aggiehonor.
"An Aggie does not lie, cheat or steal, or tolerate those who do."

Statements on attendance:
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due.
This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.
Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

Excused Absences
7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:
(1 Muster)
7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities http://studentactivities.tamu.edu/online/sponsauth/)
7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic dean.
7.1.3 Illness of a dependent family member.
7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.
7.1.5 Religious holy day. (See Appendix IV. http://studentrules.tamu.edu/append4.htm)
7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.
7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.
7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:
Texas A&M University Explanatory Statement for Absence from Class
Confirmation of visit to a health care professional affirming date and time of visit.
7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.
7.1.7 Required participation in military duties.

**Americans with Disabilities Act (ADA) Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

**Studio Culture Policy**

August 5th, 2009
Page 1 of 2

**DEPARTMENT OF ARCHITECTURE / TEXAS A&M UNIVERSITY**

**The Studio Culture Statement** is the official policy of the Department of Architecture at Texas A&M University and will be published widely and used to guide design studio pedagogy.

**STUDIO CULTURE AT TEXAS A&M UNIVERSITY: A POLICY STATEMENT**

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture.

They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

**The Operational Procedures** are intended to provide a framework for the successful development of an effective Studio Culture, both as a part of the academic program and as a model for future professional practice.

**OPERATIONAL PROCEDURES**

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation.

Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life.

Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience.

The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.
The Dissemination and Oversight Procedures are intended to ensure that all students, and all faculty members, whether assigned to design studios or not, are aware of the Studio Culture Policy and work together productively to maximize the value of this component of the departmental pedagogy. Oversight suggests peer-review and mentoring at all levels, and presumes a positive role for those charged with administration, including the exploration of innovative teaching approaches, and opportunities to demonstrate collaboration both within the academy, with the design professions, and with the society we serve.

DISSEMINATION AND OVERSIGHT PROCEDURES
The Studio Culture statement shall appear on all studio syllabi, with a verbal introduction and personal philosophy statement provided by individual design faculty member at the start of each semester. The statement will also be posted on the department and AIAS websites. The Department Design Caucus will initiate a formal discussion on the statement at the start of each academic year, with express purpose of ensuring that all new and returning faculty members understand and embrace its philosophies, and understand its opportunities. The AIAS and the administration of the Department will ensure regular and open communication on all aspect of the academic program, including Studio Culture. The Head of Department will include consideration of Studio Culture as part of the Annual Review of faculty members. This may suggest the use of peer review, encouragement of visiting critics, and recognition that productive review of the process and outcomes of design is not the exclusive domain of those assigned to teach design studios.

Textbook/resource material listing
Recommended for purchase:
“Thinking Architecture”, Peter Zumthor, Birkhauser. Either new or used, Amazon lists at $22.40.

“The Architect’s Studio Companion”, Edward Allen, Joseph Iano, (any edition, the more recent the better) newest edition listed at $63. at Amazon, $10.00 and up at ABE.com.

Online Resources:
- http://www.tpwd.state.tx.us/learning/texas_nature_trackers/hummingbird_roundup/identification/county_ecoregions/
- http://www.solarpower.org/art18.html
- http://www.seco.cpa.state.tx.us/re_sustain_links.htm

Podcasts about the ADA, Building Code, Materials and Methods of Construction can be downloaded (right click, save-as) and viewed in itunes or quicktime. These are found at: http://mjobrien.com/podcast_lectures
ARCH 614. Elements of Architectural Structures

Instructor: Prof. Anne B. Nichols  
Office Hours: 12:30-2 pm MW  
1:00-2:00 pm TR  
A413 Langford  
(979) 845-6540  
anichols@tamu.edu

Office Hours:  
12:30-2 pm MW  
1:00-2:00 pm TR  
(and by appointment M-R)

Prerequisites: ARCH 612, Math (Basic, Geometry, Linear Algebra)

Catalogue Description: Investigation of the structural factors that influence the development of architectural space and form; introduction of the physical principles that govern statics and strength of materials through design of timber and steel components of architectural structures.

Goals: ARCH 614 is the study of structural design concepts that influence the development of architectural space and form. In all engineering construction, the component parts of a structure must be assigned definite physical sizes, constructed of specific materials and designed to resist various load combinations. The course is divided into two parts: Statics and Strength of Materials. Statics is the branch of mechanics that involves the study of external forces and the effects of these forces on bodies or structural systems in equilibrium (at rest or moving with a constant velocity). Strength of Materials involves analytical methods for determining the strength, stiffness (deformation characteristics), and stability of the various load-carrying members. Members are designed for specific materials using current national design specifications. The form of structures and the relations to structural members will be studied.

Objective: To develop an understanding of the significance, assumptions, applications, and limitations of the basic principles of Statics and Strength of Materials as they apply to the design and analysis of structural members and simple connections.


Reference: ACI 318 Code and Commentary  
AISC 3rd ed. Load and Resistance Factor Design  
AISC 8th ed. Allowable Stress Design  
Masonry Joint Structural Code  
National Design Specifications for Wood

Timetable: CREDIT 3.0 (2:2)  
8:00-9:15 am Lecture T,R  
(9:25-10:50 am Lab T,R (1:40 total))

Grading: The levels listed for graded work (projects, quizzes, exams) and pass-fail work (assignments) must be met to earn the course letter grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Graded work</th>
<th>Pass-fail work</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A average (90-100%)</td>
<td>Pass for 90% to 100% of assignments</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Percentage Range</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>B</td>
<td>B average (80-89%)</td>
<td>Pass for 83% to 100% of assignments</td>
</tr>
<tr>
<td>C</td>
<td>C average (70-79%)</td>
<td>Pass for 75% to 100% of assignments</td>
</tr>
<tr>
<td>D</td>
<td>D average (60-69%)</td>
<td>Pass for 65% to 100% of assignments</td>
</tr>
<tr>
<td>F</td>
<td>F average (&lt;59%)</td>
<td>Pass for 0% to 100% of assignments</td>
</tr>
</tbody>
</table>
**Graded work:** This typically constitutes 10 quizzes, a learning portfolio (worth 1.5 quizzes) and a final exam (worth 4 quizzes). This equates to proportions of approximately 64.5% to quizzes, 9.7% to the learning portfolio, and 25.8% to the final exam.

**Pass/fail work:** This constitutes all practice assignments and projects, each with a value of 1 unit. Criteria for passing is at least 75% completeness and correctness along with every problem attempted. Percent effort expected for a problem in a practice assignment is provided on the assignment statement. This is considered a lab course and the assignments are required work with credit given for competency. The work is necessary to apply the material and prepare for the quizzes and exam. It is expected that this work will be completed with assistance or group participation, but all graded work is only by the individual.

**Policy:**

1) **Attendance:** Necessary. Required,* And subject to University Policy. See Part I Section 7 in Texas A&M University Student Rules: _http://student-rules.tamu.edu/_ Absences related to illness or injury must be documented according to _http://shs.tamu.edu/attendance.htm_ including the Explanatory Statement for Absence from class for 3 days or less. Doctors visits not related to immediate illness or injury are not excused absences.

2) **Lecture, Lab and Textbook:** The lecture slide shows that correspond to the Notes (see #3) are to be viewed prior to lecture which will be reserved for review of the full lecture and text reading. Lab will consist of problem solving requiring the textbook. The lecture shows are available on the class web page, and Vista (see #8). Attendance is required for both lecture and lab.

3) **Notes:** The handouts are available on the class web page at _http://archone.tamu.edu/faculty/anichols/index_files/courses/arch614/index.html_, or on Vista (see #8) A full set of notes can be purchased from the TEES copy center located on the second floor of Wisenbaker Engineering Research Lab. They are listed under Anne Nichols, ARCH 614.

4) **Assignments:** Due as stated on the assignment statements. Only one assignment without University excuse may be turned in for credit no later than one week after the due date. All other assignments and projects will receive no credit if late without a recognized excuse or after final exams have begun. Assignments with incorrect formatting will be penalized.

5) **Quizzes:** Quizzes will be given at any time during the period. Make-up quizzes without an excuse will not be given. Practice quizzes will be posted electronically. No quiz scores will be “dropped”.

6) **Teaching Assistant:** Caleb Spangenburger ..........(_calebspang@neo.tamu.edu_)

7) **Structures Help Desk:** Mark Navarro .......................(_markinarch@neo.tamu.edu_)
   ARCC02  845-6580

8) **Vista:** Vista is a web course tool for posting, reading messages and replying as well as recording scores and is accessed with your neo account. This will be used to post questions and responses by class members and the instructor, for posting scores and for e-mail. It can be accessed at _http://elearning.tamu.edu/_

9) **Final Exam:** The final exam will be comprehensive, and is officially scheduled for 1:00-3:00 PM, Monday, May 10.
10) **Other Resources:** The Student Learning Center provides tutoring in math and physics. See their schedule at [http://slc.tamu.edu/tutoring.shtml](http://slc.tamu.edu/tutoring.shtml)

11) **Aggie Honor Code:** “An Aggie does not lie, cheat, or steal or tolerate those who do.” The University policy will be strictly enforced. See Part I Section 20 in Texas A&M University Student Rules: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/) Plagiarism (deliberate misrepresentation of someone else’s work as your own) will be treated strictly according to University policy as outlined by the Office of the Aggie Honor System: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

12) **The American with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department for Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. Also contact Prof. Nichols at the beginning of the semester.

13) **Grievances:** For grievances other than those listed in Part III in Texas A&M University Student Rules: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/) the instructor must be the first point of contact.

**Learning Objectives:**

1) The student will be able to read a text or article about structural technology, identify the key concepts and related equations, and properly apply the concepts and equations to appropriate structural problems (relevance). The student will also be able to define the answers to key questions in the reading material. The student will be able to evaluate their own skills, or lack thereof, with respect to reading and comprehension of structural concepts, clarity of written communication, reasonable determination of precision in numerical data, and accuracy of computations.

2) The student will be able to read a problem statement, interpret the structural wording in order to identify the concepts and select equations necessary to solve the problem presented (significance). The student will be able to identify common steps in solving structural problems regardless of the differences in the structural configuration and loads, and apply these steps in a clear and structured fashion (logic). The student will draw upon existing mathematical and geometrical knowledge to gather information, typically related to locations and dimensions, provided by representational drawings or models of structural configurations, and to present information, typically in the form of plots that graph variable values. The student will be able to draw representational structural models and diagrams, and express information provided by the figures in equation form. The student will compare the computational results in a design problem to the requirements and properly decide if the requirements have been met. The student will take the corrective action to meet the requirements.

3) The student will create a structural model with a computer application based on the concepts of the behavior and loading of the structural member or assemblage. The student will be able to interpret the modeling results and relate the results to the solution obtained by manual calculations.

4) The student will be able to articulate the physical phenomena, behavior and design criteria which influence structural space and form. (depth) The student will be able to identify the structural purpose, label, behavior, advantages and disadvantages, and interaction of various types of structural members and assemblies. (breadth) The student will be able to identify the configuration, label, behavior, advantages and disadvantages, and interaction of various types of structural members and assemblies with respect to materials (e.g. reinforced concrete beams or frames).

5) The student will interact and participate in group settings to facilitate peer-learning and teaching. In addition, the student will be able to evaluate the comprehension of concepts, clarity of communication of these concepts or calculations, and the precision and accuracy of the data used in the computations in the work of their peers.
### Tentative Schedule *(subject to change at any time throughout the semester)*

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Text Topic</th>
<th>Articles/ Problems</th>
</tr>
</thead>
</table>
| 29.     | Basic Concepts and Principles | **Read**: Text Introduction (1-7); note sets 1.1, 1.2 & 1.3  
**Practice**: *Math Worksheets* |
| 30.     | Forces     | **Read**: Text 1.1-1.4; note set 2 |
| 31.     | Equilibrium, Free Body Diagrams & Analysis of Planar Trusses | **Read**: Text 1.6; note set 3.1  
**Reference**: *note set 3.2*  
**Solve**: Assignment 1 *(start)* |
| 32.     | Response to Forces and Temperature | **Read**: Text 2; note set 4 |
| 33.     | Moments, Rotational Equilibrium & Beam Reactions | **Read**: Text 3.1-3.2; note set 5  
**Due**: Assignment 1 & Project Part I |
| 34.     | Beam Shear and Bending | **Read**: Text 3.3-3.6; note set 6.1  
**Reference**: *note set 6.2* |
| 35.     | Semi-graphical Method: Shear and Bending Moment Diagrams | **Read**: note set 6.1  
**Reference**: *note set 6.3*  
**Due**: Assignment 2 |
| 36.     | Beam Section Properties | **Read**: Text Appendix A.1-A.3; note set 8  
**Quiz 1** |
| 37.     | Beam Stresses | **Read**: Text 3.7-3.8 & Appendix A.4; note set 9  
**Due**: Assignment 3 |
| 38.     | Other Beams and Pinned Frames | **Read**: Text 3.9-3.10; note sets 10.1 & 10.2  
**Quiz 2** |
| 39.     | Rigid Frames - Compression & Buckling | **Read**: Text 3.11-3.13 (not footing pressure analysis); note set 11.1  
**Reference**: *note set 11.2*  
**Due**: Assignment 4 |
| 40.     | Design Loads and Methodology | **Read**: Text 4; note set 12.1  
**Reference**: *note sets 12.2, 12.3, 12.4 & 12.5*  
**Quiz 3** |
| 41.     | Wood Construction Materials & Beam Design | **Read**: Text 5, note sets 13.1 & 13.2  
**Due**: Assignment 5 |
| 42.     | Wood Construction Column Design | **Read**: Text 6; note set 13.2  
**Quiz 4** |
| 43.     | Joints and Connection Stresses | **Read**: Text 7; note sets 13.2 & 15  
**Due**: Assignment 6 |
| 44. | Steel Construction Materials & Beam Design | Read: Text 8; Text 9.1-9.8; note set 16 Quiz 5 |
| 45. | Trusses, Decks & Plate Girders | Read: Text 9.9-9.12; note sets 16 & 17 Due: Assignment 7 |
| 46. | Column Design | Read: Text 10; note set 16 Reference: Text page 312 correction Quiz 6 |
| 47. | Bolted Connections & Tension Members | Read: Text 11; note set 16 Due: Assignment 8 |
| 48. | Welds and Light Gage Steel | Read: Text 12; note set 16 Quiz 7 |
| 50. | T-beams & Slabs | Read: Text 13.4-13.5; note set 21.1 Quiz 8 |
| 51. | Shear, Torsion, Reinforcement & Deflection | Read: Text 13.6-13.8; note sets 21.1 & 23 Due: Assignment 10 |
| 52. | Floor Systems & Continuous Beams | Read: Text 14; note sets 21.1 & 24.1 Reference: note set 24.2 Quiz 9 |
| 53. | Columns & Frames | Read: Text 15; note set 21.1 Due: Assignment 11 & Project Part II |
| 54. | Foundation Design & Footings | Read: Text 3.11 (footing pressure section only), Text 16; note sets 26.1 & 26.2 Quiz 10 |
| 55. | Masonry Construction Beams & Columns | Read: note sets 27.1, 27.2 & 27.3 |
| 56. | Shell Systems and Synthesis | Read: Text 17; note sets 28.1 & 28.2 Due: Assignment 12 & Learning Portfolio |

Final Exam Period Exam

*Note: Materials in the Class Note Set not specifically mentioned above are provided as references or aids.*
ARCH 615 - ELEMENTS OF ENVIRONMENTAL CONTROL SYSTEMS
Syllabus

Professor: Juan-Carlos Baltazar, Ph.D.
Office: Energy Systems Lab
       Wisenbaker Bldg., WERC 053H,
Phone: 979-862-7175
Email: jcbaltazar@tamu.edu

Class Hours: T, Th 3:55 p.m. to 5:10 p.m.,
             (Spring 2010: January 19th – May 12th of 2010)
Classroom: FERM 303
Office Hours: T, Th, 1:30 p.m. to 3:30 p.m.,
or by appointment

Textbook:
W. Grondzik, A. Kwok, B. Stein, and J. Reynolds, 2010, Mechanical and Electrical Equipment for Buildings,

Description:
This course covers the theory and applications of building energy use, envelope design, shading analysis, heating
and cooling systems, lighting design, building water supply, plumbing and drainage systems, electrical, acoustical,
fire and lightning protection, life safety, transportation systems and construction materials, design opportunities,
calculations, equipment selection, and component sizing at they relate to design.

Prerequisites:
Students must be enrolled in an Architectural degree program, or have the permission of the instructor.

Homework:
Homework is due each Tuesday at the beginning of the class. It will be grade and returned one week after and the solutions will
be posted. Late homework will not be accepted.

Exams:
There will be three or more exams that cover the material indicated. No make-up exams will be given for unexcused absences.

Final:
There will be a comprehensive final given on the day assigned to this class by the registrar that will cover all the material
presented in this class. The final will be open-book, open-notes. So I strongly urge you to organize your printed notes in a
notebook as you go. Do not bring lose material to the test. Electronic copies of the class notes will be posted on the
corresponding ARCH 615 class folder (eLearning) for purposes of distribution.

Helpful hints for doing well in this class:
1. Attend the lectures. Copies of the lecture notes and all material covered in class will be posted at in the corresponding
   ARCH 615 folder of eLearning webpage. Keep your notes in a large, well-organized notebook. You will need to use it to
   study and during the exams. Try not to fall behind.
2. Ask questions in class. Make sure that you have copies of the solutions to the homework problems and that you understand
   how to solve them. The exams and final will primarily draw on these problems and the lecture notes.
3. Drop-by during office hours and ask questions, email to make an appointment for other hours. I will be using email to
   communicate to the class, so students in the class are required to obtain an email account and to use it.
4. You are allowed to work in groups to obtain a better understanding of the homework. However, you are expected to turn in your own homework that you have done. Your performance on the tests will be based solely on what you know and therefore it is good idea to make sure you understand how to solve the homework problems by yourself.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>17%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>17%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Homework</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade &gt;= 93%</td>
<td>A</td>
</tr>
<tr>
<td>93 &gt; Grade &gt;= 82%</td>
<td>B</td>
</tr>
<tr>
<td>82 &gt; Grade &gt;= 70%</td>
<td>C</td>
</tr>
<tr>
<td>70 &gt; Grade &gt;= 60%</td>
<td>D</td>
</tr>
<tr>
<td>60 &gt; Grade &gt;= 0%</td>
<td>F</td>
</tr>
</tbody>
</table>

- **Grade >= 93%**  A  Excellent performance on all work.
- **93 > Grade >= 82%**  B  Good performance on all work, excellent performance on portions of the work
- **82 > Grade >= 70%**  C  Satisfactory completion of all work, good performance on some work. Average performance
- **70 > Grade >= 60%**  D  A passing effort however score is below average for the class.
- **60 > Grade >= 0%**  F  Unsatisfactory performance, not a passing grade.

**Tentative Outline of Course Material**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Subject</th>
<th>Topic</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, energy sources, etc.</td>
<td>15</td>
<td>Lighting applications, daylighting.</td>
</tr>
<tr>
<td>2</td>
<td>Comfort, climate and design strategies, sites.</td>
<td>16</td>
<td>Electricity, basics and measurement.</td>
</tr>
<tr>
<td>3</td>
<td>Heat flow, moisture, infiltration, psychrometry.</td>
<td>17</td>
<td>Electric systems.</td>
</tr>
<tr>
<td>4</td>
<td>Calculating heating and cooling energy use.</td>
<td>18</td>
<td>Conduit, wiring systems.</td>
</tr>
<tr>
<td>5</td>
<td>Detailed heat gain calc.s., simulation, passive.</td>
<td>19</td>
<td>Electrical service.</td>
</tr>
<tr>
<td>6</td>
<td>Systems and equip. for heating and cooling.</td>
<td>20</td>
<td>Electric wiring design.</td>
</tr>
<tr>
<td>7</td>
<td>Refrigeration systems, IAQ, air filters.</td>
<td>21</td>
<td>Water and waste water.</td>
</tr>
<tr>
<td>8</td>
<td>HVAC systems in large buildings.</td>
<td>22</td>
<td>Bathroom design.</td>
</tr>
<tr>
<td>9</td>
<td>HVAC distr. sys., hydronic and forced-air sy.s.</td>
<td>23</td>
<td>Solid Waste.</td>
</tr>
<tr>
<td>10</td>
<td>Illumination: physics of light.</td>
<td>24</td>
<td>Fire safety, lightning protection.</td>
</tr>
<tr>
<td>11</td>
<td>Light and sight.</td>
<td>25</td>
<td>Acoustics, sound theory, room acoustics</td>
</tr>
<tr>
<td>12</td>
<td>Lighting quantity, quality, color.</td>
<td>26</td>
<td>Acoustics, noise reduction, sound isolation</td>
</tr>
<tr>
<td>13</td>
<td>Light sources</td>
<td>27</td>
<td>Transportation Systems</td>
</tr>
<tr>
<td>14</td>
<td>Lighting design.</td>
<td>28</td>
<td>Economic Calculations</td>
</tr>
</tbody>
</table>

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ARCH 621 – ENERGY OPTIMIZATION IN BUILDING DESIGN
Professor Jeff S. Haberl, Spring 2010

Webcast Class: M,W,F from 9:10 – 10:00 a.m., WERC 049
Office Hours: M,W,F 8:00 – 9:00 a.m., and 10:00 – 11:00 a.m.,
or by appointment,

Dr. Haberl can be reached in the Langford Architecture building, room #A131,
or at the Energy Systems Laboratory offices in Wisenbaker, room #053,
Office ph# 979-845-6507, Lab ph# 979-845-6065, FAX# 979-862-2457,
or by email: jhaberl@tamu.edu

Course Description: This course will introduce the student to whole-building energy simulation and energy
optimization techniques using computer simulation, including the hourly simulation of dynamic thermal envelope
loads, shading analysis, primary and secondary system simulations, and economic analysis; emphasis on the use of
the DOE-2 building simulation program.

TEXT: There is no formal text for this class. Class notes will be posted on a class folder at the College of
Architecture. You will need to obtain an account at the College of Architecture to access your folder. A set of
reference manuals is available on the course CD, and in electronic form in the class folder. Ready access to the
complete set of manuals is necessary for best performance in this class.

Homework: Homework is due each Monday by the end of the class. It will be returned and discussed in class with
solutions passed out. Late homework will be marked accordingly.

Final: There will be a final project review at the time scheduled for this class.

Grading Policy:

Final Project 30%
Homework 70%
Extra Credit 5%

Homework: Homework is due each Monday by the end of the class. It will be returned and discussed in class with
solutions passed out. Late homework will be marked accordingly.

Projects: This is lecture-based class with a major student project. Therefore, there will be a significant emphasis on
the student projects for the class, as well as the weekly homeworks. You will either have an individual project, a
group project, or both and you will be responsible for completing the project in a professional manner. The number
and type of projects will depend on the number of case studies to be covered. You will be responsible for your
project and will be graded accordingly. Each student (or group of students) will make a presentation to the class
concerning their project (Final presentation).

Extra Credit: Periodically, there will be extra credit problems assigned. These challenging problems are designed
to help those students who feel that they need to improve their grade by performing extra work.

DOE-2 Manuals: Since this class will make extensive use of the DOE-2 manual, a copy of the manual will be
posted in the Architecture TRC for access by the class. An electronic copy will be made available in the class folder.
These public domain reference manuals come with the DOE-2 program. The DOE-2 program and other programs
will be loaded onto selected PCs in the Architecture computer lab for use by students in the class.

Helpful hints for doing well in this class:
1. Attend the lectures. Download the lecture notes from Xavier before class. Keep your notes in a well organized
   notebook, or bring them on your laptop. Try not to fall behind.
2. Ask questions in class. Make sure that you have copies of the solutions to the homework problems and that you
   understand how to solve them.
3. Drop-by during office hours and ask questions, make an appointment and drop-by, or email me if you have
   questions.
4. You are allowed to work in groups to obtain a better understanding of the homework. However, your performance on your project will be based on what you know and therefore it is good idea to make sure you understand how to solve the homework problems by yourself.

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<table>
<thead>
<tr>
<th>Section</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to simulation</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to the DOE-2 program</td>
</tr>
<tr>
<td>3</td>
<td>LOADS Program: location, schedules</td>
</tr>
<tr>
<td>4</td>
<td>LOADS Program: walls, roofs, windows</td>
</tr>
<tr>
<td>5</td>
<td>LOADS Program: space-conditions, space</td>
</tr>
<tr>
<td>6</td>
<td>LOADS Program: exterior walls, interior walls</td>
</tr>
<tr>
<td>7</td>
<td>LOADS Program: windows, shading</td>
</tr>
<tr>
<td>8</td>
<td>LOADS Program: reports, hourly reports</td>
</tr>
<tr>
<td>9</td>
<td>LOADS Program: parametrics</td>
</tr>
<tr>
<td>10</td>
<td>SYSTEMS Program: schedules</td>
</tr>
<tr>
<td>11</td>
<td>SYSTEMS Program: zones, zone fans</td>
</tr>
<tr>
<td>12</td>
<td>SYSTEMS Program: systems types</td>
</tr>
<tr>
<td>13</td>
<td>SYSTEMS Program: quadratics</td>
</tr>
<tr>
<td>14</td>
<td>SYSTEMS Program: reports, hourly reports</td>
</tr>
<tr>
<td>15</td>
<td>PLANT Program: schedules</td>
</tr>
<tr>
<td>16</td>
<td>PLANT Program: equipment</td>
</tr>
<tr>
<td>17</td>
<td>PLANT Program: quadratics</td>
</tr>
<tr>
<td>18</td>
<td>PLANT Program: reports, hourly reports</td>
</tr>
<tr>
<td>19</td>
<td>ECONOMICS program</td>
</tr>
<tr>
<td>20</td>
<td>ASHRAE Economics calculations</td>
</tr>
<tr>
<td>21</td>
<td>EQUEST program</td>
</tr>
</tbody>
</table>

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ARCH 628

COLLEGE OF ARCHITECTURE, TEXAS A&M UNIVERSITY
TOOLS FOR GREEN BUILDING DESIGN – SPRING 2010
INSTRUCTOR: DR. LILIANA BELTRÁN

COURSE SYLLABUS

INSTRUCTOR
Dr. Liliana Beltrán
Office: Langford A-333
Phone: (979) 845-6545
Office hours: Friday 12:30-3:30 PM
Faculty e-mail and website: LBeltran@archmail.tamu.edu – http://archone.tamu.edu/lbeltran
Lectures: Tuesday and Thursday 3:55-5:10 PM, Langford A-323
Class website: http://eLEARNING.tamu.edu

CATALOG DESCRIPTION
Modeling tools and techniques to explore and support sustainable design; develop a deeper understanding of the relationship between architectural design and the environmental forces of sun, wind, and light; design-centered course; helps test the students architectural designs through the use of available modeling tools.

COURSE OBJECTIVES
As indicated by the course title, primary emphasis will be placed on simulation tools and techniques to explore and support sustainable design. The course has four major objectives: (1) to explore the potential use of available design tools for environmentally responsive design, (2) to investigate the different aspects covered by sustainable design, (3) to seek and find sustainable design solutions and case studies, and (4) to discuss architecture's relationship to exterior and interior environments, and the active and passive technologies that affect them. In meeting these objectives, the course will interweave discussion of environmental technologies as architectural elements with technical information of the simulation tools covered in this class.

The course objectives are to develop a deeper understanding of the relationship between architectural design and the environmental forces of sun, wind, and light. This design-centered course is intended to help you test your architectural designs through the use of available modeling tools mainly by applying a conservative use of environmental resources.

Some of the most interesting ways in which people interact on a daily basis with buildings involve their use of lighting, heating, cooling, ventilation, sound, and water supply/waste systems. Buildings are considered "successes" or "failures" in large part by how successfully they provide both the comfort and the inspiration promised by our senses of sight, sound, touch, smell, and taste. All these senses are involved in the evaluation of a building by its users. This class deals mostly with the senses of touch, sight and smell, including thermal comfort and air quality.
The tools that will be evaluated during the class are: Climate Consultant, Weather Maker, Weather Tool, Meteonorm; Green Building Design Advisor, Solar Bioclimatic Architecture; Shadows, PCSolar; Solar Tool, Sunpath; Psych Tool; Shade; EnerWin, HEED, Energy 10, VisualDOE, eQUEST, Ecotect, BDA, EnergyPlus (SketchUp-Open Studio), DesignBuilder, Green Building Studio (Revit plug-in) and TracePro.

TEACHING METHODS
The class will be conducted as a seminar and will mix lecture presentations by the instructor with student presentations, class demonstrations, slide presentations, project reviews and guest speakers. The course will use each student research and design projects as a vehicle for exercises and discussion during the semester. Class presentations will cover the basic skills required to complete student-modeling assignments. Reading assignments will be issued from the course bibliography, class reader and handouts. There is no required text.

STUDENT ASSIGNMENTS
The course is structured around a series of modeling and simulation assignments. The best ways to learn about simulation is by modeling a building and investigate various alternatives and compare them that will lead to an optimized building. The exercises are sequenced to introduce increasingly complex issues using models built to represent both existing and hypothetical spaces. The construction of models as group assignments and the reuse of models will keep student time commitments to a reasonable level. The course will also include a series of experiential exercises designed to increase a designer's awareness of environmental variables as determinant of architectural elements.

GRADING SYSTEM
The overall semester course grade will be based upon a cumulative tabulation of the various individual performance items described above, weighted as per the following schedule:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Class attendance is mandatory, and the assignments and final project must be submitted on the dates they are due.

Class participation: Class preparation, attendance, and participation are particularly important parts of this modeling seminar. At some classes, each of you will be called on to present the analysis and recommendations of your assignments. Therefore, preparation prior to each class is essential. As a general rule students are expected to work in this class between 6-9 hours per week aside from the class period. Your grade for class participation will be a function of both your attendance and substantive contribution to class discussion. Absences will be excused only for valid reasons, such as medical or other emergency.

NAAB CRITERIA (for more information visit NAAB’s website www.naab.org)
Architecture students are expected to achieve a level of competence in the following areas:

2. Critical Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards.
3. **Graphics Skills:** Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process.

4. **Research Skills:** Ability to gather, assess, record, and apply relevant information in architectural coursework.

7. **Collaborative Skills:** Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team.

15. **Sustainable Design:** Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.

17. **Site Conditions:** Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

19. **Environmental Systems:** Understanding of the basic principles and appropriate application and performance of environmental systems, including lighting, and climate modification systems, and energy use, integrated with the building envelope.

**Subject:**

1. Introduction
2. Sustainability
3. Weather data
4. Climatic analysis tools
5. Qualitative assessment tools: LEED, Wells
6. Informational systems tools: Ratcliff, GBA
7. Surveying tools, SunPath, Solarpath Finder, Transit, others
8. Site analysis techniques, Shadows
9. Shading analysis tools, Solartool, Ecotect
10. Passive solar design tools
11. Passive cooling design tools
12. Lighting design tools
13. Simplified energy analysis tools, Enerwin, HEED, BDA
14. Energy-10
15. Ecotect
16. Detailed energy analysis tools, eQUEST
17. EnergyPlus interfaces, DesignBuilder
18. EnergyPlus, Green Building Studio

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ACADEMIC INTEGRITY STATEMENT: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
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Lectures: Tuesday & Thursday, 12:45 - 2:00 PM, Langford A-323
Class website: http://eLEARNING.tamu.edu

CATALOG DESCRIPTION
Attributes of the lighting environment, lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, energy analysis.

COURSE OVERVIEW
The primary emphasis of this graduate seminar will be placed on daylighting and on three-dimensional and computerized models as tools for exploring daylight in architectural spaces. The course has four major objectives: (1) to discuss qualitative and quantitative issues in daylighting, (2) to learn the basics of photometry, (3) to use physical and computer models as tools for building performance analysis, and (4) to explore through a series of exercises a sense of your intuitive feel for light distribution in daylighted spaces. In meeting these objectives, the course will interweave discussion of daylighting as an architectural element with technical information concerning the measurement, documentation and analysis of light. Architectural issues will include perception, vision, daylighting techniques, precedents and standards. Technical presentations in support of modeling will cover photometrics, data acquisition techniques, model photography, computer modeling, and database analysis using microcomputers.

OBJECTIVE
This course explores qualities of daylight with some attention to an understanding of the physical and perceptual mechanisms that shape our experience of daylight. We will use three-dimensional and computer models as a tool for the analysis of daylighting in buildings. The distribution of natural light in an architectural space is a particularly complex process that defies realistic numerical analysis. Both physical models and computer simulation offer practical tools for the investigation of light in spaces.
Well suited to the skills of an architect, these techniques can be used at all stages of the architectural design process. Models can predict a design's performance in quantitative detail and provide immediate visual information for assessment of qualitative issues. Student work will include the construction and analysis of lighting models using real skies. Testing procedures will include the use of automated data acquisition systems and data reduction using microcomputer-based methods. By the conclusion of this course I hope that you will feel comfortable with the fundamentals of daylighting and that you will be excited by the rich opportunities for creativity and expressive design that daylighting systems present. There is a whole lot more here than technical data, important as that data is. Both the designer and the user of buildings can enjoy the inspired design of daylighting systems.

**STUDY VEHICLES**
The class will be conducted as a seminar and will mix lecture presentations by the instructor with student presentations, class demonstrations, slide presentations, project reviews, software workshops, guest speakers and field trips. This semester the class will redesign different existing building program as a vehicle for exercises and discussion during the latter half of the class. Class presentations will cover the basic skills required to complete student modeling assignments. Reading assignments will be issued from the course bibliography. There will be a Final Exam based upon lectures and assigned readings on Wednesday, May 12, 2010 from 8:00 to 10:00 AM.

**STUDENT ASSIGNMENTS**
The course is structured around a series of modeling assignments. The best way to learn modeling is by building and studying models. The exercises are sequenced to introduce increasingly complex issues using models built to represent both existing and hypothetical spaces. The construction of models as group assignments and the reuse of models will keep student time commitments to a reasonable level. The course will also include a series of experiential exercises designed to increase a designer's awareness of light as an architectural element.

**GRADING SYSTEM**
The overall semester course grade will be based upon a cumulative tabulation of the various individual performance items described above, weighted as per the following schedule:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>4 Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Class attendance is mandatory, and the assignments and final project must be submitted on the dates they are due.

Class participation: Class preparation, attendance, and participation are particularly important parts of this Daylighting Seminar. At some classes, each of you will be called on to present the analysis and recommendations of your assignments. Therefore, preparation prior to each class is essential. As a general rule students are expected to work in this class between 9-12 hours per week including the class period. Your grade for class participation will be a function of both
your attendance and substantive contribution to class discussion. Absences will be excused only for valid reasons, such as medical or other emergency.

Subject:
1. Introduction
2. Daylight overview
3. Lighting terminology, model measurement
4. Model techniques, in-class model construction
5. Model photography and testing
6. Outdoor testing, temporal patterns, time lapse
7. Daylighting qualities
8. Photometric basics
9. Light meters and model measurements
10. Perception, shoebox model review
11. Visual performance, human comfort, lighting requirements
12. Sustainable daylighting, energy efficiency
13. Sunlight control, shading design
14. Daylight techniques, case studies
15. Design scheming, museum design
16. Parametric analysis using scale models, state of the art computer simulation
17. Electric lighting control systems, integration with daylight
18. Advanced lighting systems

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15. Sustainable Design: Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities.

17. Site Conditions: Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

19. Environmental Systems: Understanding of the basic principles and appropriate application and performance of environmental systems, including lighting, and climate modification systems, and energy use, integrated with the building envelope.

IMPORTANT NOTES:
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**Course Overview:**

Arch 639 selectively surveys the history, theory and criticism of architecture in the twentieth century. Exposure to the relevant historical and intellectual contexts will provide essential background for a more comprehensive understanding of new directions in architecture. Students will investigate a variety of positions, historical perspectives and critical responses. Emphasis will be given to contemporary theories and debate. Also examined is the significance of Non-Western traditions in our global present.

**Learning Objectives:**

- To enrich the student’s awareness of the theories and ideas that inform contemporary practice and debate.

- To introduce students to the unique characteristics of their field including:
  - The notion that architecture vividly reflects the cultures in which it has evolved, and is shaped by social, economic, technological and geographic conditions.
  - The idea that contemporary issues are an outgrowth of, and at times a reaction to, prior preoccupations.
  - The fact that architecture is interdisciplinary and draws its theories and ideas from both the arts (philosophy, cultural theory, aesthetics) and the sciences (biology, anthropology, mathematics and computer science, for example).

- To enhance the student’s ability to speak and write effectively on architectural history, theory and criticism.

- To complement the design studio by surveying and analyzing historical precedents, investigating their meaning, and evaluating their usefulness as formal or programmatic models.

- To raise the student’s awareness of the parallels and divergences between Western and non-Western architecture as they relate to contemporary practice. (N.b. This topic is specifically addressed in the seminar sections on Critical Regionalism, Sustainable Design and Informal Settlements. See class Schedule below).

**Course Requirements and Grading:**

- Attendance and class participation (5%)
- Weekly assignments, close reading of a text (50%)
- 2 I.D. Quizzes (10% each; total 20%)
- Assignment (20%)
- Bonus of 0.5% for every lecture attended in the Spring 2010 Lecture Series.
The weekly assignment is a summary and response to the assigned readings (1-2 pages), due the evening before class. Students will post their responses on our Google group under “Pages.” Clearly indicate your name and the title of the reading.

We will review your writing as a class during seminar discussions. You will receive feedback on your writing from your classmates and me. The purpose of the feedback is to challenge you to become better readers and writers yourselves. Know that is perfectly normal if your writing is muddy at the beginning when you are still working out your thoughts. What is important at this early stage is that you get your thoughts down on paper so that you can see them. Ultimately, however, this is not the goal of writing, but the starting point of your thinking/writing process from whence you reflect on what you have written, refine and clarify your thoughts, and develop complexity. It is at this level of writing that you will be graded on. Remember that you are writing not only for yourself but also for others. Writing will hopefully challenge you to become more rigorous, critical and reflective about your own thinking/design process.

Instructions for the two assignments will follow in a separate hand-out.

Grading Policy:

A 90-100 (Excellent grasp of all course content and material. Students must also demonstrate intellectual curiosity and openness.)
B 80-89 (Good understanding of course content and material as demonstrated in most course requirements.)
C 70-79 (Satisfactory completion of at least half of the course requirements)
D 60-69 (Satisfactory completion of less than half of the course requirements)
F 59 and below (Unsatisfactory completion of course requirements)

Required Text:


Readings are listed on the class schedule and will be available on our Google Group under “Files.”

Recommended Texts (optional):


Class Schedule:

*Note: Changes to the syllabus may be made at the discretion of the professor.*

Week 1

T Jan.17: **Introduction**


R Jan. 21: **Formal Expressionism v. Functional Form: The Deutscher Werkbund and the Bauhaus**
Week 2

M Jan. 25: Lecture Series 5 pm in Geren Auditorium: Dr. Beatriz Colomina

T Jan. 26: CLASS CANCELLED


Henri Focillon, excerpt from *The Life of Forms*


Week 3

T Feb. 2: New Concepts of Space and Time: De Stijl and the Russian Avant-garde


Week 4

M Feb. 8: Lecture Series 5 pm in Geren Auditorium: Andreas Pedersen of BIG

T Feb. 9: The Machine: Le Corbusier, Russian Constructivism and Beyond

R Feb. 11: Le Corbusier, *Towards a New Architecture*

*Kieran/Timberlake, Fabricating Architecture*

Week 5

T Feb. 16: Phenomenology, Anthropology and Critical Regionalism: Alternatives to International Modernism


**Lecture Series 5 pm in Geren Auditorium: Sarah Whiting and Ron Witte**

Week 6

T Feb. 23: Megastructure and Cybernetics

R Feb. 25: Jane Jacobs, excerpt from *The Death and Life of Great American Cities*.

Week 7

M Mar. 1: Lecture Series 5 pm in Geren Auditorium: Ted Flato

T Mar. 2: Christopher Alexander, “A City is Not a Tree.”

R Mar. 4: Postmodern Reactions and Extensions: Colin Rowe and Peter Eisenman

Week 8

M Mar. 8: Lecture Series 5 pm in Geren Auditorium: Nicholas Boyarski

T Mar. 9: Robert Somol, Introduction to Eisenman’s *Diagram Diaries*.

R Mar. 11: Quiz: Slide I.D.
Week 9
Spring Break

Week 10
T Mar. 24: The American Avant-Garde


Week 11
T Mar. 31: The New Pragmatism and the Informal

R Apr. 2: MVRDV, Interview in El Croquis.

Week 12
M Apr. 5: Lecture Series 5 pm in Geren Auditorium: Francois de Menil


Week 13
T Apr. 14: Sustainable Design Beyond the New Millenium


Week 14
T Apr. 21: Informal Settlements

R Apr. 23: Excerpts from Design Like You Give a Damn, Architectural Responses to Humanitarian Crises

Week 15
T Apr. 28: Quiz: Slide I.D.

R Apr. 30: Conclusion
Term Assignment Due

Disclosures

THE AMERICANS WITH DISABILITIES ACT

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SCHOLASTIC DISHONESTY

As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc.,
which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have question regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” An Aggie does not lie, cheat or steal, or tolerate those who do.

GRADE APPEALS

Students should know that there is a Department of Architecture “Grade Appeal Process” should it be necessary to contest the grade given in this course. Please contact the department office in the event that you want to initiate the process.
Goal: Introduce students to software simulation technologies and methods to achieve low energy use in residential and commercial buildings.

Catalog Description: Software simulation methods for studies of low energy buildings including design, construction, operation and indoor air quality, with an emphasis on understanding the performance of heating and cooling systems with their interaction with the envelope and occupants.

Course Description: Students will develop an in-depth understanding of how to perform software simulations of low energy usage in buildings while maintaining acceptable comfort and indoor environmental quality. The course will cover performance of heating and cooling equipment, and air moving methods. After which, a specific building type will be selected as the semester project and the class will be divided into teams. Each team will complete a design of the building with a functioning high performance HVAC system. When appropriate, a site plan will also be completed. The building will be designed to minimize the energy use by applying low energy methods and technologies. Students will complete an analysis of the building performance and energy efficiency. Multidisciplinary teams may be formed consisting of Architecture and Engineering students.

Prerequisite: Arch 633, 635 or permission of instructor

Requirements: Access to a computer for completing drawings and running simulations is required. Free software (Energy Plus, eQuest) will be provided by the US Department of Energy. Sketch-Up and Revit 2009 (with MEP and Structures) will also be used in the class.

Objectives: Develop skills in working with multidisciplinary teams on integrating architectural design with engineering design. The project teams will learn to design an “optimal” low energy system using current state-of-the-art or state-of-the-future systems.
**Homework:** Homework and/or research assignments may be given weekly. These will be returned and discussed in class. Late homework will be marked down 10% per day late. Late homework will not be accepted after the answers are issued / discussed.

**Tests / Quizzes:** Tests may be given on specific subject matter covered in lectures.

**Final:** There will be a presentation developed in which the student designers (or design teams) will present and defend their designs. A final design document which includes the performance analysis is also required.

**Project:** Grading on the team project will be based on participation in the design team, level of energy reductions achieved, ability of the individuals to defend the designs.

**Attendance:** Attendance is required. Class discussions will cover material on low energy use systems which has not yet been organized in a book. The final review for the design presentations will scheduled at the end of the semester and may need to be in an evening. We may need to schedule other meeting / reviews as required.

**Extra Credit:** Attendance is needed since you will be working in teams. I give extra credit for class attendance. Five (5) consecutive days of attendance will earn 1 point (of up to 5). You can earn up to 5 extra points, which can make a difference of one letter grade.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Homework / Reports</td>
<td>20%</td>
</tr>
<tr>
<td>Selected Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Final Written Project</td>
<td>35%</td>
</tr>
<tr>
<td>Final Presentation of Project</td>
<td>25%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>105%</strong></td>
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</tbody>
</table>

**Grade Earned:**

- 90% – 105% \( \rightarrow \) A
- 80% - 89% \( \rightarrow \) B
- 70% - 79% \( \rightarrow \) C
- 60% - 69% \( \rightarrow \) D
- 00% - 59% \( \rightarrow \) F
Helpful Hints for Doing Well in this Class

1. **Read assigned material before class.** Reading material will be assigned to assist you in building your energy use references.

2. **Turn in homework on-time.** Working the homework will bring out areas that you understand and that you may need help in.

3. **Attend the lectures.** Copies of the lecture notes and all material covered in class will be available on the class Web-CT site. Keep your notes in a large, well organized notebook. You will need to use it to study and during the exams. Try not to fall behind.

4. **Ask questions in class.** Make sure that you have copies of the solutions to the homework problems and that you understand how to solve them. The exams and final will primarily draw on the material used in these problems and the lecture notes.

5. **Drop-by during office hours and ask questions.** E-mail or phone to make an appointment and drop-by during other hours. I will make myself available during evenings and/or weekends if needed. I will be using Web-CT e-mail to communicate to the class, so students in the class are required to check their Web-CT account daily.

6. **You are encouraged to work in groups to obtain a better understanding of the homework.** However, you are expected to turn-in your own homework that you have done. Your career performance on the tests will be based on what you know and therefore it is good idea to make sure you understand how to solve the homework problems by yourself.

7. **I use the Aggie Honor System for tests.** You will certify that you have completed the test by yourself. You are expected to perform all work on the tests by yourself.

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**AGGIE HONOR CODE:** Please refer to the new University’s Honor System web site (//www.tamu.edu/aggiehonor/). This code has detailed policies and procedures on how professors need to handle instances which violate the Aggie Honor Code. Please read and understand the information.

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The following pledge applies to all course work, assignment and examinations at Texas A&M University. You may be required to sign this pledge on assignments. “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

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ARCH 644 Seminar in Art and Architecture History

*Architecture(s) in American Cities: from Pre-Colonial to Contemporary practices*

ARCA 403 Tuesdays 5:30-8:00pm
Instructor: Dr. Gabriela Campagnol
campagnol@tamu.edu
Office: Langford A404 – Office hours: T 2:00-4:00PM or by appointment

Course Overview
The history of cities is marked by special or current events that overcome the immense inertia of building and traditions. We can understand this movement by several forms: through the social history, following the subjects/citizens that constitute it, through the intellectual history, understanding ideas and concepts that weave the culture through the architecture and urban history. This seminar is an exploration of the architecture and planning in American cities, from pre-colonial to contemporary practices, focusing on case studies from both western and nonwestern traditions. It will investigate important aspects of architectural and urban history in the American Continent that students need to know in order to engage in professional discourse. Classes will comprise of weekly meetings with a combination of lectures, discussion of assigned readings, and student presentations.

Course objectives and student outcomes
- Provide students with a sort of “cultural literacy” in architecture and urban planning through the American context.
- Enhance the student’s architectural and urban culture.
- Foster the analytical and critical potential of the student.
- Promote interdisciplinary approaches.
- Promote student awareness of the cultural diversity of the American Continent.
- Develop the student’s ability to speak and write effectively on the built environment.

Electronic Resources
Most required readings and optional readings will be posted on https://elearning.tamu.edu, where students will also find the course syllabus, links to useful websites, important schedule change information, announcements, discussion boards, study questions, and grades. Video content will be posted at https://mediamatrix.tamu.edu.

Performance evaluation
Percentage grades, given for each examination, are self-explanatory. By University standards, a letter grade of A requires an average of at least 90%, a B at least 80%, a C at least 70%, a D at least 60%. The grading breakdown is as follows:

Attendance and participation: 20%
Seminars: 20%
Critical Summaries: 20%
Final assignment - Paper: 40%

Assignment: Paper
Select one of the following topics to write an essay:
- “An Architect, a City”
- “Living and dead industrial landscapes”
- “Adaptive reuse: preservation and sustainability”
- “Adaptive reuse of industrial buildings: case study”
- “Regeneration through heritage”
- “Reuse of industrial environments”
- “Adapting technology and reforming industrial heritage”

☐ A machine-printed, double-spaced paper of 2,500 words minimum (approximately ten pages), Times New Roman font size 11, presented in this order:
☐ Creative title;
☐ Abstract at the beginning of the paper. In no more than 150 words, it should summarize the argument and define the methodological approach of the article. The abstract should be written in the third person.
☐ Text and accompanying endnotes.
☐ Bibliography
☐ Chicago Style Citation: http://www.chicagomanualofstyle.org/tools_citationguide.html
☐ Presentations: In addition to the written paper, you will explain your work in about 10 minutes. This exposition
includes:
- A brief explanation of the sources that you have used.
- Image and drawings of the main ideas of your essay.

Note: ANALYTICAL (uses evidence to analyze facets of an issue) or ARGUMENTATIVE (uses evidence to attempt to convince the reader of your particular stance on a debatable topic). For more information see:
http://owl.english.purdue.edu/owl/resource/545/01/
http://owl.english.purdue.edu/owl/resource/545/01/

Important
- Be clear, concise and specific! Grade is based on quality and not quantity! A bibliography must be included; you must use at least two textbooks/articles; avoid “.com” references; include web site if used; include the title of the paper!
- Do not download text information directly on your report. Plagiarism is non-professional! Images, plans, photos are acceptable.

Attendance
Mandatory. Absences will not be excused except for those allowed by the university guidelines as stated in Texas A&M University Student Rules. Please see http://student-rules.tamu.edu/rule7.htm for further reference. Non-excused absences may result in a lowered grade. Excessive absences may result in failing the class.

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Courtesy Reminders
In order to foster an environment in which all students can succeed, please observe the following guidelines:
- Please silence and stow all cell phones before the class/discussion begins.
- Please refrain from any and all behavior that distracts fellow students or otherwise disrupts the lecture/discussion session. In addition to these instructor guidelines, Texas A&M University has enacted and enforces official policies regarding classroom conduct.

SCHEDULE (subject to change)

<table>
<thead>
<tr>
<th></th>
<th>Jan</th>
<th>Introduction, Preview of the Seminar: History of Town Planning in South America; Pré-Colombian cities &amp; architecture.</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 19</td>
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<tr>
<td>2</td>
<td>Jan 26</td>
<td>The Territory and Colonial City of the XVI – XVIII Centuries - an overview Henri Lefevbre and Social Space</td>
</tr>
<tr>
<td>3</td>
<td>Feb 02</td>
<td>The architecture of the city: Aldo Rossi and Archetypes of Memory</td>
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<tr>
<td>4</td>
<td>Feb 09</td>
<td>The territory of America Independent: 1850-1930 – The Companies Towns;</td>
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<tr>
<td>6</td>
<td>Feb 23</td>
<td>Rio de Janeiro, from Brazil’s capital to Le Corbusier’s project;</td>
</tr>
<tr>
<td>7</td>
<td>Mar 02</td>
<td>Architecture, cities and the Postmodernism</td>
</tr>
<tr>
<td>8</td>
<td>Mar 09</td>
<td>Megacities, Global cities, Urban Age, Environmentalism São Paulo: village, city, megacity</td>
</tr>
<tr>
<td>9</td>
<td>Mar 23</td>
<td>Papers’ topic due Memory, Identity, Presentation, Globalization, Critical Regionalism Lina Bo Bardi’s Architecture; Paulo Mendes da Rocha’s adaptive reuse Salvador/ Bahia, the first capital of Brazil; Pelourinho and Lina Bo Bardi Architecture;</td>
</tr>
<tr>
<td>10</td>
<td>Mar 30</td>
<td>Industrialization and deindustrialization: industrial archaeology, industrial heritage, preservation, adaptive re-use of industrial buildings;</td>
</tr>
</tbody>
</table>
Suggested Textbooks

Readings

Suggestion for further reading

Brazil

GARNER, John. The model company town. Amherst: The University of Massachusetts Press, 1984
ROWE, Colin; KOETTER, Fred. Collage city.

Latin America

2G. Arquitectura Latinoamericana: una nueva generacion. N.8, 1998/ IV.
HARDOY, J. y SHAEDEL, Las ciudades de america latina y sus areas de influencia a través de la historia. SIAP, Argentina, 1975.
HARDOY, Jorge Enrique. Ciudades precolombianas. 1964.
KATZ, Friedrich. Comparação entre alguns aspectos de la evolución del Cuzco y de Tenochtitlán. In: HARDOY, J & SHAEDEL, R. Las ciudades de América Latina y sus areas de influencia a través de la historia, Ediciones.


ARCHITECTURE 646

HISTORIC PRESERVATION THEORY AND PRACTICE
(3-0) 3 credit hours

Prerequisite: Graduate classification or approval of instructor.
Required field trips may require a departmental fee.

Tuesday/Thursday 3:55 to 5:10  Williams 009

Professor David G. Woodcock, FAIA, FSA, FAPT
office: Williams 005B  voice: 845-7850  email: d-woodcock@tamu.edu

CATALOG DESCRIPTION
History of the preservation movement in the United States. Philosophy and practice procedures, and regulatory techniques employed in historic and cultural resource preservation. Case studies of selected examples.

OBJECTIVES
The course provides an introduction to the field of historic preservation of the built environment and its context. The course will examine the conceptual and philosophical background to the preservation of historic structures and their natural and man-made settings; issues related to the legal, social and economic aspects of preservation; and consider some of the basic technical issues of building evaluation and conservation. The course is intended to extend and develop individual, collective and institutional resources in the area of historic preservation. This is a university-wide introductory course for the graduate program in historic preservation, and is REQUIRED for students seeking the Certificate in Historic Preservation. Graduate students outside the College of Architecture with an interest in preservation are welcomed, and subject to approval of their graduate advisors, may apply for the certificate.

TOPICS
1  Historical Review of Preservation
   History of the Preservation Movement, Organizations, References
   Preservation Practice definitions
2  Philosophy of Preservation, Charters, Secretary of Interior’s Standards
3  Historic Preservation and the Law, Ordinances and Easements
4  Historic Districts and the National Register of Historic Places
5  Building Codes and Regulations
6  Economics and Tax Issues in Preservation
7  Historic Structure Reports
8  Building Surveys and Diagnostics
9  Contracting for Preservation and the Construction Process
10 Conservation of Historic and Cultural Landscapes
METHODS
The course will consist of lectures in the topic areas, directed study on an individual basis, assigned readings, case studies from published sources, visiting professionals and optional site visits. **Attendance at the Eleventh Historic Preservation Symposium on Friday 26 February and Saturday 27 February will be expected.** While field visits are optional, all students are encouraged to include them in their calendar for the semester. Subject to space availability and the nature of the visit, guests are welcome to participate in field trips by prior agreement and welcomed at the Historic Preservation Symposium.

ASSIGNMENTS
These assignments may cover material outside the assigned texts and specific directed readings, and should deal with parallel research/reading from material available in the Center for Heritage Conservation, the Evans Library, web sites, or other sources.

**Reading Reports** will be developed by agreed teams and presented in class on a schedule to be agreed. Each team will be expected to lead discussion on the assigned topic and readings, and to prepare written notes that will become a part of the class record.

**Due 18 February, 02 March, 06 April, and 20 April.**

**Case Study Report** will be a critical analysis of a published case study and will consist of a brief written abstract of the project, with all salient professional data and a minimum of four illustrations. This will be a team project, and will be developed as a PowerPoint presentation with a hard copy. **Due 02 April for presentation that day.**

**Paper on an approved Historic Preservation Topic**
No later than 02 March each student will present a typed written proposal for a Final Paper. The proposal will be reviewed and approved (or approved subject to changes) no later than 10 March. **The Final Paper is due on Tuesday 27 April by 3:55 p.m.** for presentation to class during that and the following class session. It is anticipated that your paper topic will reflect your major discipline, and it is appropriate for it to support other research efforts.

**Final Examination**
A comprehensive Final Examination will be given on Tuesday 11 May 1:00 p.m. to 3:00 p.m. The examination material may include class notes, readings from Stipe, materials introduced by Reading Groups, field study and personal experiences, and papers.

**EVALUATION**
Attendance and active participation will be expected in this class. Students will be expected to have completed readings BEFORE the class sessions. Grades will be given as follows: **Readings Report (20%), Case Study (20%), Final Paper (30%), and Final Examination (25%).**

Graduate Students who complete all work to basic acceptable standards and on time will earn a grade of “B.” Work that demonstrates additional levels of research and
insight, and is on time and well presented, will earn a grade of “A.” Due to the nature of the course, the diverse backgrounds of the students, and the nature of the assignments, students are encouraged to seek individual advice as to their progress in the course at any time during the semester.

REQUIRED TEXT


Other required course material will be contained in a duplicated note package available through COPY CORNER, and reserve material in the TRC. The cost of the duplicated notes will not exceed $15.00. You are expected to provide a three-ring binder for the class notebook and for your own notes.

Other recommended readings include:

Byard, Paul Spencer  The Architecture of Additions: Design and Regulation

Brand, Stewart  How Buildings Learn: What happens after they’re built
New York, Penguin, 1995

Denslagen, Wim F.  Architectural Restoration in Western Europe: controversy and continuity
Amsterdam, Architectura and Natura Press, 1994

Fitch, James M.  Historic Preservation: Curatorial Management of the Built World
Charlotte, University of Virginia Press, 1990

Class preparation and attendance:
It is assumed that all students will arrive promptly for class, and be fully prepared for the topic to be introduced and discussed.

Absence and lateness are sometimes unavoidable, and advance notice of absence on other business will be appreciated.

As matters of common courtesy, headgear (unless prescribed by religious belief) should not be worn in class, and cell phones and paging devices should be silenced before the beginning of each class session.

Statements required by University Regulations:

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

DGW / January 2010
ARCH 649: Advanced History of Building Technology
Spring 2010

Dr. ANAT GEVA

Office: A 318B; Office hours: Wednesday 11:00-12:00 or by appointment
Tel: 862-6580; E-mail: ageva@archmail.tamu.edu

COURSE DESCRIPTION
This seminar will explore topics in history of building technology through the study of SACRED ARCHITECTURE. The class theme: FAITH, FORM, and BUILDING TECHNOLOGY. Topics will cover the technological response to rituals and symbolism of houses of God, and will focus on construction materials, methods, and systems. The course covers history precedence to understand the contemporary trends in sacred architecture and its building technology.

NAAB 2009 STUDENT PERFORMANCE CRITERIA:
For students working toward a professional degree in architecture, this seminar relates most directly to the following Student Performance Criterion of the National Architectural Accrediting Board (NAAB): A9 - Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

Your work in this seminar should also engage several other NAAB criteria, such as: A1 Communication Skills, A2 Design Thinking Skills, A3 Visual Communication Skills, A5 Investigative Skills, A7 Use of Precedents, A10 Cultural Diversity, C2 Human Behavior, C9 Ethics and Professional Judgment.

FORMAT
The class will be conducted as a seminar: a group of graduate students studying under a professor, with each doing original research and all exchanging results through reports and discussions. The exact direction taken will depend to a large extent on your own interests and the extent of each individual's participation.

The following major topics will be analyzed, discussed, and debated:

• **INTRODUCTION – FAITH, FORM AND BUILDING TECHNOLOGY**
  Discussion: WHAT MAKES A BUILDING SACRED? AND HOW BUILDING TECHNOLOGY ACCOMMODATES IT?

• **THE SACRED PATH – THE PLAN**
  1st Debate: WHICH OF THE SACRED PATHS HAD THE STRONGEST IMPACT ON THE DEVELOPMENT OF BUILDING TECHNOLOGY?

• **THE SKY IS THE LIMIT – THE VERTICAL DIMENSION**
  Discussion: WHOSE VERTICAL AXIS IS IT?

• **THE HOLY LIGHT**
  2nd Debate: CAN ARTIFICIAL LIGHT REPLACE THE NATURAL “HOLY” LIGHT?

• **THERMAL COMFORT**
  Discussion: WHAT IS THE SIGNIFICANCE OF THERMAL COMFORT IN SACRED BUILDINGS?
• THE SOUND OF SILENCE – ACOUSTICS

Field assignment: WHAT DO WE NEED TO HEAR?

• SUMMARY

3rd Debate: IS SACRED ARCHITECTURE THE PINNACLE OF HISTORY OF BUILDING TECHNOLOGY?

Each topic will be discussed as follow:

• Lectures: Dr. Geva and guests

• Class discussions: The class will discuss each topic exploring major issues/questions pertinent to the topic.

• Class debates:
The class will be divided into two groups of students to conduct the three assigned debates. A moderator will be selected to manage the discussion. One group will take the stand of one side of the question and the other group the other side. Each team will provide the moderator a summary of their arguments before the class. The moderator will present a conclusion statement at the end of the debate. These debates should be based on reading the pertinent required and recommended material for each topic. In addition the students should enrich their arguments with images, tables, and graphic illustrations.

• Students’ presentations (see evaluation sheet):
During the semester students will prepare 2 PowerPoint presentations on class topics. These presentations will be based on a comparative analysis of two religious buildings. Each presentation will also include an abstract, which describes the essence of the analysis/presentation. The student can select sacred buildings representing variety of faith; built in any period of history; and are located all over the world. The selection of the religious buildings will broaden the students understanding of global historic sacred architecture in light of the current development in liturgy and architecture of houses of worship.

• Final paper (see evaluation sheet):
Students will choose one of the topics, other than the topics for presentations, and develop it to a paper that will examine in depth the specific issues pertinent to the selected topic. The paper should demonstrate the student ability to submit a paper that can be considered for publication. The paper will be submitted at the end of the semester.

EVALUATION (GRADING)

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentations + abstracts (15 points each)</td>
<td>30 points</td>
</tr>
<tr>
<td>Class discussions and debates (5 points per debate)</td>
<td>15 points</td>
</tr>
<tr>
<td>Field assignment</td>
<td>10 points</td>
</tr>
<tr>
<td>Final paper</td>
<td>45 points</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY (see attached list)

- **Required Text:**

- **Recommended Readings:** Additional reading will be assigned for each topic (see attached).

POINTS TO CONSIDER

- **Copyright Statement:** The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, assignments, web-sites, in-class materials, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

- **Aggie Honor Code** – “*An Aggie does not lie, cheat, steal or tolerate those that do.*”
  As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture</th>
<th>Students</th>
<th>Discussion / debate</th>
<th>Final Paper</th>
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<tr>
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<td>Intro/SACRED ARCHITECTURE</td>
<td>v</td>
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<td>January 28</td>
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<td>v</td>
<td></td>
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<td></td>
<td>v</td>
<td></td>
<td>1st debate</td>
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<td>February 18</td>
<td>VERTICAL ELEMENTS</td>
<td>v</td>
<td></td>
<td>VERTICAL</td>
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<td>v</td>
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<td>HOLY LIGHT</td>
<td>v</td>
<td></td>
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<tr>
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<td>March 25</td>
<td>HOLY LIGHT (continue)</td>
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<td>v</td>
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<td>Francois De Menil</td>
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<td>v</td>
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<td>field *</td>
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<td>discussion</td>
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<td>3rd debate</td>
<td>papers</td>
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<td>May 7</td>
<td>PAPERS (due)</td>
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Note: I reserve the right to modify the schedule, topics, and readings during the course of this semester.
ARCH 657 (3-0-3)

ADVANCED PROFESSIONAL PRACTICE AND ETHICS, OR
PROFESSIONAL PRACTICE II, OR
ADVANCED PROFESSIONAL PRACTICE AND ETHICAL STANDARDS

Prerequisite: ARCH 457 and Graduate Classification in Architecture at Texas A&M University. Introductory business (accounting, management, finance, marketing, and law) courses are recommended by the professor.

Spring 2010 (TTH 1110-1225 HOURS)               JOHN ONLY GREER, FAIA, CCS
Department of Architecture                      Wallie E Scott Professor of Architectural Practice

SYLLABUS

I. INTRODUCTION

Business, legal environment, and political environment; design and construction industry; legal forms of practice; office organization, personnel practices, policies and management; basic and expanded professional services; economics of practice, profit planning; client selection; standard forms of agreement and conditions. Professional ethics, professional liability, and risk management. (Reference: Texas A&M University Graduate Catalog)

II. COURSE DESCRIPTION

A three credit-hour lecture course with occasional, specialty visiting lecturers. This professionally oriented, graduate level course deals with issues and relationships within the business, legal, and political environment; legal forms of practice, office organization, personnel practices, policies and management; expanded services; economics of practice, profit planning and accounting; client selection; standard forms of agreement; and risk management.

III. COURSE OBJECTIVES

This course expects to complement design and technical subject material, also normal to architectural education, to provide the graduate with balance to advance with confidence and opportunity through entry-level positions in architectural disciplines, toward licensing in architecture and leadership in the interest of the public’s health, safety, and welfare.

IV. PERFORMANCE EVALUATION

Three written examinations will be given, weighted as shown in the course schedule, totaling 90% of the overall grade. The remaining 10% of the grade will be based upon attendance, participation in class, progress, and such other factors as the instructor may deem individually appropriate and equitable, including writing assignments. Missing the first class will be considered as any other absence.

The preponderance of the written examinations will be multiple choice questions similar in style and content with the NCARB Architectural Registration Examination. A few questions may be true-false, fill-in-the-blank, or call for a short essay. In the latter case, correct English usage (composition, grammar, capitalization, punctuation, and spelling) and proper professional terminology and style will be judged in addition to content.

Missing any of these four scheduled major examinations will be considered very seriously, including for any extraordinary assignments in other classes such as field-trips or conflicting schedules. Be prepared in such an event to present written, substantiated statements of justification in advance of the absence (except in cases of sudden, incapacitating illness) for approval in advance.
Examinations are an integral part of the learning process and will be written and reviewed with this in mind. Class grades may be curved, in either direction, in order to achieve an equitable accounting of both the instructor and the class.

If a positive, class up-grading curve is used on any of the three interim major examinations, students who have more than one unexcused absence from class during the period which the examination covers will not receive the benefit of such a grade adjusting curve. In other words, whether or not a curve is used will be determined based on the performance of the class in taking the examination, but only those students who have one or less unexcused absences during the period which the examination covers will receive the benefit of any such curve.

If a positive, class up-grading curve is used on the comprehensive final examination, students who have more than a total of three accumulated unexcused absences during the semester will not receive the benefit of such a grade adjusting curve. In other words, class attendance is considered to be very important to student performance evaluation (grading) by the professor.

Honor Please note, respect and remember, in all of your business, in this class and throughout your life, professional and personal, the Aggie Code of honor states that students at and graduates of Texas A&M University value honesty and personal integrity; Re: Honor Council Rules and Procedures on the web:

Aggie Honor Code
“An Aggie does not
Lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the honor Code, to accept responsibility for learning and to follow the philosophy and rules of the honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the honor System. For additional information please visit: www.tamu.edu/aggiehonor/

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Such values and ethical principles are worthwhile and so are you.
V. REFERENCES

The Architects Handbook of Professional Practice (M107 below); AIA; specifically:

<table>
<thead>
<tr>
<th>AIA Documents</th>
<th>Required Texts</th>
<th>Optional Reading</th>
</tr>
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<tr>
<td></td>
<td>ARCH 657</td>
<td>ARCH 457</td>
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<td>A171</td>
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<td>B101 (2007); formerly B141 (1997)</td>
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<td>B141/CM (1992)</td>
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<td>C141 (1997)</td>
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<tr>
<td>M107 (Handbook w/4 binders @6.95 ea)</td>
<td>**(265.00)</td>
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<td>M107SE (Student Edition)</td>
<td>*(99.00)</td>
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<tr>
<td>Z100 (Supplement Service)</td>
<td>**(70.00)</td>
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<tr>
<td>The Architecture Student’s Handbook of Professional Practice; AIA; John Wiley and Sons (includes CD-ROM with samples of AIA Contract Documents)</td>
<td>*(100.00)</td>
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<tr>
<td>Approx Costs, TAMU Bookstore Spring 2009</td>
<td>*(100.00)</td>
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</table>
NOTE: Purchases from one of the AIA sources listed on next page should result in cost savings of 20% to 33%. However, it might take more time. If one were to purchase through an AIA source, then one should do it promptly. And, if one expects to purchase documents at the TAMU Bookstore, that should be done promptly as well for the Bookstore often sells out before all have documents.

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Optional Reading

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 657</td>
<td>Handbook of Modern Construction Law</td>
<td>Javaniah Lambart and Lawrence White</td>
<td>Prentice-Hall</td>
</tr>
<tr>
<td>ARCH 657</td>
<td>Marketing for the Small Design Firm</td>
<td>Jim Morgan</td>
<td>Whitney Library</td>
</tr>
<tr>
<td>ARCH 657</td>
<td>The Art of War Plus the Art of Marketing OR the Art of Sales</td>
<td>Gary Gagliardi, Sun Tzu</td>
<td>Clearbridge Publishing</td>
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<tr>
<td>ARCH 657</td>
<td>Compensation Guidelines for Architectural and Engineering Services</td>
<td></td>
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</tr>
<tr>
<td>ARCH 657</td>
<td>Manual of Practice; CSI; Specifically for the Construction Documents Fundamentals and Formats and the Specifications Practice Modules; and most specifically the sections on Drawings and Specifications, Writing Specifications, Methods of Specifying, and Specification Language</td>
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<tr>
<td>ARCH 657</td>
<td>Practice Specifier; Walter Rosenfeld</td>
<td></td>
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<tr>
<td>ARCH 657</td>
<td>Professional Practice</td>
<td>Paul Segal, FAIA; W W Morton</td>
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<tr>
<td>ARCH 657</td>
<td>Up the Organization; Robert Townsend</td>
<td>Fawcett Crest</td>
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</table>

One set of “specifications”; a complete “project manual: for any commercial project which uses the CSI division format **

---

Sources
Texas A&M University, or any other bookstore or AIA documents service, including:

Fort Worth Chapter AIA
1425 Eighth Avenue, Suite 100
Fort Worth, Texas 76104
(817 927 2411) (FAX 817 924 2444)
(Email AIAFW@aiafortworth.org)

Houston Chapter AIA
3000 Richmond, Suite 500
Houston, TX 77098
(713 520 0155) (FAX 713 520 5134)
(Email barrie@aiahouston.org)

San Antonio Chapter AIA
(210 226 4979) (FAX 210 226 3062)
VI. COPYRIGHTS AND SCHOLASTIC DISHONESTY

The handouts used in this course are copyrighted. “Handouts” in this usage means all materials generated for this and related classes which include but are not limited to syllabi, examinations, articles, example examination problems, notes, and review sheets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I or the author expressly grant permission.

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VII. DISABILITIES

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VIII. CONCEALED WEAPONS

The Concealed Handgun Bill became law in Texas on 1 January 1996. This law allows all eligible individuals who have acquired a permit to carry a concealed weapon. Nevertheless, this law does not allow a person to carry a weapon on any property owned by Texas A&M University. To do otherwise is a violation of the Texas Penal Code, Section 46.03, entitled, "Places Weapons Prohibited," which makes it an offense if a person intentionally, knowingly or recklessly goes on the physical premises of a school or educational institution with a firearm, illegal knife, club or prohibited weapon. This third degree felony is punishable from two to ten years imprisonment and up to $10,000 in fines.

In spite of the legalization to carry a firearm, extreme caution should be exercised so as not to "forget" and bring a weapon onto campus in a vehicle or in an individual’s possession while attending classes, programs, athletic events or for any other purpose. University Police Department will vigorously enforce any violation of the "Places Weapons Prohibited" law to assure the safety of all Texas A&M Faculty, staff and students. I would appreciate your cooperation in ensuring the safety of our campus community.
## IX. 657 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Tues</th>
<th>19</th>
<th>Jan</th>
<th>First Class (Roll, introduction, syllabus, 457, conduct, research, design, liability, risk, and IDP)</th>
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<tr>
<td></td>
<td>Tues</td>
<td>2</td>
<td>Feb</td>
<td>Ethics</td>
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<td>Tues</td>
<td>9</td>
<td>Feb</td>
<td>Personnel Practices and Consultants (AIA, C141 or newer document)</td>
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<td>Thurs</td>
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<td>Feb</td>
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<td>Tues</td>
<td>23</td>
<td>Feb</td>
<td>Legal Forms of Practice</td>
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<td></td>
<td>Tues</td>
<td>23</td>
<td>Mar</td>
<td>Profit Planning (Accounting)</td>
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<td></td>
<td>Tues</td>
<td>30</td>
<td>Mar</td>
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<td>Tues</td>
<td>13</td>
<td>Apr</td>
<td>Client Selection (Marketing)</td>
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<td></td>
<td>Tues</td>
<td>27</td>
<td>Apr</td>
<td>Course Evaluations</td>
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<td>Thurs</td>
<td>29</td>
<td>Apr</td>
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<td>4</td>
<td>May</td>
<td>Last Class (Review 457)</td>
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<tr>
<td></td>
<td>Fri</td>
<td>7</td>
<td>May</td>
<td>FINAL EXAMINATION (30%) 1500 HOURS</td>
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### Summary

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<tr>
<th>hrs</th>
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<th>Introduction</th>
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<tr>
<td></td>
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<td>Greater Professional, Community, and Relationships</td>
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<td>Professional Opportunities, Responsibilities, and Risk</td>
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<th>(6)</th>
<th>Organizing for and Legal Forms of Practice</th>
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<td>Consultants and Interior Architecture</td>
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<td>Ethical Standards</td>
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<td>Costing, Fee Determination, and Planning for Profit</td>
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<td>Marketing Services (Client Selection); Guest Lecturers</td>
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<td>Evaluation and Review</td>
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<tr>
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<td></td>
<td>Total Semester (actual time and meetings; 15.0 wks)</td>
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</table>

Guest lecturers on specific subject areas are planned during the semester as they may be confirmed.

ARCH 457 was formerly a prerequisite for ARCH 657. Any graduate students who have not taken ARCH 457 or its equivalent are invited to audit ARCH 457 (without a requirement to take the examinations; although taking the first three examinations without being graded is encouraged) beginning on or about 23 Feb 2010. ARCH 457 is offered TTh 1245-1400 in ARCB (Gieske) room 209.

Attachments are available online:

To access attachments login to your “archstudent” account. You will find the syllabus attachment in the ARCH 457 ARCH 657 Class Folder in the “Resources” Files.
ARCH 660  Design Programming
Spring 2010
Mardelle McCuskey Shepley
Office hours: Tuesdays 3-4, Thursdays 12-2

I. CATALOG DESCRIPTION

Study of successful programming approaches to meet user needs in design projects; history and definition of programming, programming techniques, documentation and case studies; applications to buildings, landscape projects and urban design. Prerequisite: Graduate classification.

II. INTRODUCTION

Each session of this class is divided in to a lecture and a workshop. There will be 2 projects in this class. The first project is a group project for the Western Blind Rehabilitation Center (WBRC). The second project is an individual project, based on your final study.

III. SCHEDULE

January 19  
**Orientation and Introduction to programming**
Writing mission statements and conducting literature reviews  
Western Blind Rehabilitation Center (team assignments)  
Workshop: Literature review

January 26  
**Building Occupancy Evaluation**
Conference call: WBRC clients John Boerger & Chris Downey  
Workshop: Post-occupancy evaluations  
_all: Project title and mission statement due_

February 2  
**Interview and Questionnaires**
Workshop: Interview and Questionnaires  
_team 1: WBRC draft literature review due_

February 9  
**Self Reports**
Workshop: Behavioral Mapping  
_team 2: WBRC draft survey due_

February 16  
**Narrative / Quantitative Program**
Workshop: Narrative / Quantitative Program  
_team 3: WBRC draft IRB due_

February 23  
**Code**
Workshop: Code Analysis
All: Project narrative due and quantitative program due

March 2  
Cost Analysis  
Workshop: Cost Analysis  
All: Code analysis due

March 9  
Models and the Empathic Model  
Workshop: Empathic Model  
All: Cost analysis due

March 16  
Spring break

March 23  
Simulations  
Workshop: Full-scale mockups

March 30  
Presentations  
All: Draft program due

April 6  
EDAC Book 1  
All: Read EDAC book 1

April 13  
EDAC Book 2  
All: Read EDAC book 2

April 20  
EDAC Book 3  
All: Read EDAC book 3

April 27  
EDAC practice exam

IV. ASSIGNMENTS

Project 1: Western Blind Rehabilitation Center (WBRC)

We have been contacted by The Design Partnership in San Francisco, CA to conduct pre- and post-occupancy evaluations of the Western Blind Rehabilitation Center in Palo Alto, CA. The Design Partnership, in collaboration with the Smith Group is designing a new 176,000 sf facility for the Veteran’s Administration. This semester we will be initiating the evaluation for the existing facility.

One of the consultants on the project is Christopher Downey, a blind architect. See:

http://www.latimes.com/news/local/la-me-blind-architect12-2010jan12,0,975111.story  
http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2009/05/02/DDMN179U5.DTL  

Project 2: Final Project Program
You are required to produce the architectural program for your final project for design studio. The program must be graphically sophisticated and will have the following sections:

- Cover
- Table of Contents
- Introduction
- Mission Statement
- Site and Climate Analysis
- Narrative Program
- Quantitative Program
- Sustainability Program
- Adjacency Diagrams
- Code Analysis
- Cost Analysis

Slide 1 Title
Slide 2 Mission statement
Slide 3 Location map(s) at city and neighborhood scale
Slide 4 Narrative description of main functions
Slide 5 Space list (departmental only)
Slide 6 Adjacency diagrams
Slide 7 Brief code analysis (building type, construction type, list of occupant load factors for each use; e.g., 15 sf/person in assembly areas, 20 sf/person in education areas)
Slide 8 Construction cost analysis (Line 1 of the worksheet)

Additional slides are welcome.

Project 3: EDAC exam

You will be required to read volumes 1, 2 and 3 of the EDAC exam preparation process.

V. EVALUATION

Project 1: Western Blind Rehabilitation Center 20%
Project 2: Program for final project 50%
Project 3: EDAC exam 20%
Participation/attendance: 10%

Class attendance is mandatory. The maximum grade for a student with more than 2 unexcused absences is a C.
VI. REQUIRED READING


VII. COST

Costs associated with the class include: EDAC vols 1-3, and supplies/printing.

VII. POLICIES

The Americans with Disabilities Act.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is (979) 845-1637.

Copyrights.

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Scholastic Dishonesty.

An Aggie does not lie, cheat, or steal, or tolerate those who do.

As commonly definition plagiarism consists of passing off as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have question regarding plagiarism, please consult the latest issue of the Texas A&M University Student rules, under the section “Scholastic Dishonesty.”

The Aggie Honor Code has been re-introduced with a newly formed Honor Council. You are advised to consult the Honor council rules and Procedures on the web http://www.tamu.edu/aggiehonor.
Architecture 663 Spring 2010

Interior Architecture

3 Credit Hours
Professor Ward V. Wells

Course Description

The theory and application of design processes incorporating programming, space planning, analysis and communication of interior requirements for various building types with emphasis on spatial organization, selection of components and materials to satisfy user needs. Emphasis will be on design of the workplace as the synthesis of human factors, organizational theory, systems technology and communications.

Course Objectives

To develop in the student an awareness of relationships between exterior and interior space design, if they are to develop an understanding of man-built environments and those processes that have produced enclosed space. Emphasis will be placed on the selection, evaluation and installation of interior components as they relate to architectural structure, environmental systems, energy, economics, and man.

Introduction

Design of architectural interiors considers four major components necessary in creating any interior environment:

1. **Space Enclosures**—structural systems, wall, floor, ceiling, etc.
2. **Space Conditioners**—all the elements that temper spatial quality, such as heating, cooling, acoustics, lighting, color texture, views of adjacent interior or exterior areas, etc.
3. **Space Modifiers**—elements that physically modify and complete environments, such as loose furnishings, built-in fixtures, window treatment, accessories, art objects, etc.
4. **Man**—the designer has the responsibility to see that all alternatives, which may help the building serve the occupant, are considered, and to this end they must study people to understand them and their activity patterns.

The major emphasis of the course will deal with the components Space Conditioners and Space Modifiers, recognizing the fact that no discussion of these components can take place without acknowledging all components of Interior Space.

**Space Modifiers**
These elements identify the use and/or imagery of space within the enclosure. In most cases, they related directly to a major function or sub-functions or the building systems. They may be used to deal with requirements such as circulation, communication and intercommunication, etc…storage needs, specific details dealing with privacy, separation of activities or lack of such separation or to enhance the quality of the enclosed environment.

**Space Conditioners**

The selection, evaluation and installation of furnishings, equipment and accessories are only a part of the work of the Interior Architect. In carrying out projects both in the office and in the field the designer will further be required to select and specify materials and surfaces of many kinds in the completion of the Contract Interior Project.

An interior space consists of floors, walls, ceilings and applied finishes. Selection of the surfaces, which are necessary or desirable, is not predicated on aesthetics alone. One of the most important words in the designs vocabulary is the word “appropriate”…the suitability of the selection made. Many variables enter into decision-making. One finds that the environment is a factor, the condition of the surface to be treated, the psychological climate to be created, and always one looks to the various codes and fire safety requirements, which may control selection in the final analysis.

**Lecture Schedule**

| Week 1 | Introduction to Course  
|        | Scope of Services- Contract Design |
| Week 2 | Defining Spaces  
|        | Programming/Data Collection |
| Week 3 | Human Factors— Anthropometrics  
|        | Human Factors—Human/Task Relationships |
| Week 4 | Human/Task Relationships (continued) |
| Week 5 | Work Place—Increasing Work Time/Space Management  
|        | Project #1- Development of space standards and Annotated space requirements  
|        | Outside presentation |
| Week 6 | Office Planning—Theory |
| Week 7 | Office Planning—Case Studies  
|        | Review of Annotated Space Project. Take home Quiz |
| Week 8 | Systems Integration—Lighting/Task Criteria |
| Week 9 | Spring Break |
| Week 10 | Color Theory/Color in Architecture- Project #2 |
Evolution of Component Design - Europe 1830-1920

Week 11  Introduction of Project #3—
Evolution of Component Design - Bauhaus 1925-1940
Evolution of Component Design - Scandinavian Movement 1946-1970


Week 13  Evolution of Component Design - Italian Movement 1946-1990

Week 14  Evolution of Component Design - 1990-present

Week 15  Presentations of Project #3

Course References Materials

Adams Scott, Fugitive from the cubicle police, Kansas City, Andrews and McMeel, c1996
Laing Andrew, Duffy Francis, Jaunzens Denice, Willis Steve, New environments for working, BRE, 1998
Ostrom Lee T., Creating the ergonomically sound workplace, San Francisco: Jossey-Bass Publishers, c1993
Smith Phyl, Kearny Lynn, Creating workplaces where people can think, San Francisco, Calif.: Jossey-Bass, c1994

Web Sources
http://www.infotoday.com/searcher/nov00/wallace.htm
http://scholar.lib.vt.edu/ejournals/JITE/v38n1/kupritz.html
http://www.hooah4health.com/environment/LightingintheOffice.htm
http://www.waroomresearch.com/MediaPresenSpeak/ArticleSCIP.htm
http://www2.covis.nwu.edu/papers/CoVis_PDF/PeaAAAS94.pdf
http://www.mfinley.com/bizbooks/teams/chapter23.htm

Course Requirements and Evaluation
It is assumed at this point in the student’s education that the student has developed a certain amount of professionalism. Projects will receive marks based on the level of understanding of concepts and processes presented in class lecture appropriate to the problem and student use of communication media, both graphic and verbal. Grades by the very nature of our profession will be both objective and subjective. Numeric-to-letter grade system will be used for grading purposes in this course. Grade A= 90-100, B= 80-89, C=70-79, D=60-69. With the above in mind, please note the following considerations:

### Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes (6-8)</td>
<td>75%</td>
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<tr>
<td>2. Project #1— Development of space standards and Annotated space requirements</td>
<td>10%</td>
</tr>
<tr>
<td>3. Project #2---Color Schemes</td>
<td>5%</td>
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<tr>
<td>3. Project #2- Presentation Case Studies</td>
<td>10%</td>
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<td><strong>100%</strong></td>
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</table>

### THE AMERICAN WITH DISABILITIES ACT

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you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section Scholastic Dishonesty. In addition you should refer to the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor
ARCH 675 -- Health Design and Research

Course description. This multidisciplinary course addresses health environments broadly to include hospitals, nursing homes, healing gardens, homes, and healthy neighborhoods and communities. Key objectives: (1) survey evidence-based design approaches and research knowledge for creating environments that are less stressful, safer, and improve health; (2) foster critical thinking skills with respect to using research knowledge to develop appropriate healthcare design solutions; (3) emphasize design applications for vulnerable groups such as hospital patients, children, the elderly, and persons with chronic medical conditions; (4) provide an introduction to research methods for evaluating the effects of physical environments on health outcomes; and (5) expose students via guest presentations to several College of Architecture faculty who have expertise relating to the evidence-based design of healthcare facilities and healthy communities. Prerequisites: none.

Class Date            Topic and Reading

Note: dates for guest lectures are tentative and may change

Jan 19               Overview of Course Topics and Requirements

Jan 21               The Experience of Illness and Hospitalization

Jan 26               Factors That Affect Stress and Health: Wayfinding, Control and Social Support

Jan 28               Guest Lecture: EBD as a Process
                      Lecture by Prof. Kirk Hamilton
Table: Class Date and Topic and Reading

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic and Reading</th>
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<tbody>
<tr>
<td>Feb 2</td>
<td><strong>EBD for Easy Wayfinding</strong></td>
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<tr>
<td></td>
<td>NOTE: <em>Design Research Project #1 (on wayfinding) will be assigned during class on February 2.</em></td>
</tr>
<tr>
<td>Feb 4</td>
<td><strong>EBD for Increasing Social Support</strong></td>
</tr>
<tr>
<td>Feb 9, 11, 16, 18, 23</td>
<td><strong>EBD for Increasing Patient Safety</strong></td>
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<tr>
<td>Feb 25</td>
<td><strong>Guest Lecture: Post-Occupancy Evaluation (POE) of Healthcare Buildings</strong></td>
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<td></td>
<td>Lecture by Prof. Mardelle Shepley</td>
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<tr>
<td>March 2</td>
<td><strong>Biophilic Design and Restorative Gardens</strong></td>
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<tr>
<td>March 4</td>
<td><strong>In-Class Presentations of Research Project #1: Wayfinding</strong></td>
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<tr>
<td>March 9</td>
<td><strong>Biophilic Design and Restorative Gardens -- continued</strong></td>
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<td>Class Date</td>
<td>Topic and Reading</td>
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<tr>
<td>March 11</td>
<td>First Test (covers readings, lectures, and guest presentations)</td>
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<tr>
<td>March 16, 18</td>
<td>Spring Break – no classes</td>
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<tr>
<td>March 23, 25, 30</td>
<td>Restorative Gardens</td>
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<td></td>
<td>NOTE: Mini Design Research Project #2 (on restorative qualities of environments)</td>
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<td></td>
<td>will be assigned during class on March 23.</td>
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<tr>
<td></td>
<td>◇ Marcus, C.C. and M. Barnes (1999). “Acute Care Hospitals: Case Studies and Design</td>
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<td>Guidelines.” Chapter in C. C. Marcus and M. Barnes (Eds.), Healing Gardens, 157-234.</td>
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<td></td>
<td>(April).</td>
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<td>April 1, 6, 8</td>
<td>Environments for Persons Living with Chronic Illness</td>
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<td></td>
<td>for People with Dementia: A Review of the Empirical Research.” Gerontologist, 40:</td>
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<td>397-416.</td>
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<td>Design: The Impact of the Built Environment on Physical Activity. Washington: Island</td>
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<td>Press.</td>
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<td>April 13, 15</td>
<td>How Important Is Color in Healthcare Environments?</td>
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<td>Environments. Coalition for Health Environments Research (CHER).</td>
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<td>April 20</td>
<td>Guest Lecture: Benefits of Nature and Outdoor Access for Older Adults</td>
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<td></td>
<td>Lecture by Prof. Susan Rodiek</td>
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<td></td>
<td>Housing?” Senior Housing &amp; Care Journal, 14: 3-19</td>
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<td>April 22</td>
<td>Guest Lecture: Healthy Sustainable Communities</td>
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<td></td>
<td>Lecture by Prof. Chang-Shan Huang</td>
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<td></td>
<td>Environments for Aging Conference by the CEO of the American Association of Retired</td>
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<td></td>
<td>Persons (AARP).</td>
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</table>
April 27  

**Guest Lecture:** Lean Construction and the Business Case for EBD

Lecture by Prof. Zofia Rybkowski


◊ Denotes that reading can be downloaded from TAMU Library Electronic Course Reserves *(ARCH 675 Readings)*

<table>
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<th>Topic and Reading</th>
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<tbody>
<tr>
<td>April 29</td>
<td><strong>In-Class Presentations of Research Project #2: Analysis of Restorative Qualities of an Environment</strong>&lt;br&gt;<em>(April 29 is last class meeting)</em></td>
</tr>
</tbody>
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**CALENDAR FOR TAKE-HOME LAST TEST**

May 10  

Take-home test is due at the latest at 5:00 pm on Monday, May 10

► Email your test to Roger Ulrich: roger.s.ulrich@gmail.com

Do not drop off your test at the Office of the Department of Architecture or the Office of the Center for Health Systems and Design.

**TEXTBOOKS** *(Available for purchase at Bookstore)*


OTHER READINGS in syllabus, which are denoted by ◊ can be downloaded from the TAMU Library Electronic Course Reserves *(ARCH 675 Readings)*

**HOW TO GET IN TOUCH WITH ROGER ULRICH**

**Office Hours -- Spring Semester, 2010:**

Tuesdays: 4:00 – 5:00 pm  
Wednesdays: 9:30 – 10:30 am  
And by appointment
If you would like to make an appointment outside the scheduled office hours, there are at least two ways to arrange a time:

- See Roger after class
- Email Roger at roger.s.ulrich@gmail.com and a suggested appointment time will be sent back to you

Roger’s office can be found in the Center for Health Systems and Design, located on the ground floor of the Williams Administration Building

METHODS FOR EVALUATING PERFORMANCE IN THE COURSE

- 1st Design-Research Project . . . . . . . . . 20% of course grade
- 2nd Design-Research Project . . . . . . . . . 20% of course grade
- Individual performance on team projects* . . . . . 10% of course grade
- First Test . . . . . . . . . . . . . . . . . . . . . . . 20% of course grade
- Last Test (take home test at end of semester) . . 20% of course grade
- Class attendance** . . . . . . . . . . . . . . . . . 10% of course grade

100%

* Effective individual performance on team projects includes timely and appropriate application of communication and conflict resolution skills. Evaluation will be by self-assessment and assessments of your performance made by your team members.

** Class attendance evaluated as follows: 0-1 absences = A; 2-3 = B; 4-5 = C; 6-7 = D; >7 = F. Absences for documented medical reasons do not count as absences.

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ARCH 681 – 600 : Ph.D. SEMINAR
Spring 2010, Professor Jeff S. Haberl, Ph.D., P.E., FASHRAE

Class: T 10:00 – 10:50 a.m.
Office Hours: T 9:00 – 9:45 a.m., or by appointment
Classroom: ARCB 209

Dr. Haberl can be reached in the Langford A building, room #A131, or at the Energy Systems Lab offices in Wisenbaker, room #053, OFFICE# 979-845-6507, LAB# 979-845-6065, FAX# 979-862-2457, or by email: jhaberl@tamu.edu

CATALOG DESCRIPTION

Seminar. (1 credit). Discussion and review of current practice in architecture and environmental design.

INTRODUCTION

This course is intended to give the Ph.D. student an overview of architectural research across a variety of disciplines. This seminar course will focus on wide ranging discussions on research areas represented by students in our doctoral program serves to enrich all who participate. Students pursuing research degrees in architecture benefit by the experiences of their colleagues. This seminar is a forum to foster that interaction.

OBJECTIVES

By the end of the semester, each student enrolled in the seminar would have:

• Gained an understanding of issues facing architectural education and research.
• Shared his/her research experiences with others in class.
• Gained an understanding of all other students’ areas of research.
• Clearly understood all the steps in the progress towards a doctoral degree.
• Enlarged his/her personal network to include all students in the class.

COURSE SCHEDULE

Each student will be responsible for at least one class presentation.

PERFORMANCE EVALUATION

Letter grades will be based on evaluation of presentations, discussion, attendance and class participation as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>40%</td>
</tr>
<tr>
<td>Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Documentation</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance</td>
<td>20%</td>
</tr>
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</table>

CLASS ATTENDANCE

Students are required to attend every class.

REFERENCES

There is no required text for this class.
### COURSE SCHEDULE(*)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 19</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Jan 26</td>
<td>Issues facing Architecture in the future</td>
</tr>
<tr>
<td>3</td>
<td>Feb 2</td>
<td>What does a PhD in Architecture mean?</td>
</tr>
<tr>
<td>4</td>
<td>Feb 9</td>
<td>Student presentation</td>
</tr>
<tr>
<td>5</td>
<td>Feb 16</td>
<td>Student presentation</td>
</tr>
<tr>
<td>6</td>
<td>Feb 23</td>
<td>Student presentation</td>
</tr>
<tr>
<td>7</td>
<td>Mar 2</td>
<td>Student presentation</td>
</tr>
<tr>
<td>8</td>
<td>Mar 9</td>
<td>Student presentation</td>
</tr>
<tr>
<td>9</td>
<td>Mar 16</td>
<td>Spring break</td>
</tr>
<tr>
<td>10</td>
<td>Mar 23</td>
<td>Student presentation</td>
</tr>
<tr>
<td>11</td>
<td>Mar 30</td>
<td>Student presentation</td>
</tr>
<tr>
<td>12</td>
<td>Apr 6</td>
<td>Student presentation</td>
</tr>
<tr>
<td>13</td>
<td>Apr 13</td>
<td>Student presentation</td>
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<tr>
<td>14</td>
<td>Apr 20</td>
<td>Student presentation</td>
</tr>
<tr>
<td>15</td>
<td>Apr 27</td>
<td>Last day of class</td>
</tr>
</tbody>
</table>

* There will also be several invited lectures from person(s) representing university resources TBD.

### POLICIES

#### COPYRIGHT NOTICE
The handouts in this class contain material that has been photocopied with permission from the publisher and are therefore copyright. “Handouts” includes all material generated for this class, which includes, but is not limited to: syllabi, quizzes, exams, in-class notes and handouts, review sheets and assignments. Therefore, the copyright material in this class should not be copied without prior permission from the instructor.

#### NOTE ABOUT PLAGIARISM
Plagiarism consists of the passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance to this definition you are committing plagiarism if you copy the work of another person and turn it in as your own. If you have questions about plagiarism please consult the Texas A&M University Student Rules book, under the section “scholastic dishonesty”.

“An Aggie does not lie, cheat or steal or tolerate those who do.”, [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

#### NOTE FOR STUDENTS WITH DISABILITIES
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#### NOTE ABOUT ABSENCES
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Students are advised to consult the University regulations for a list of authorized absences.
ARCH 689 Special Topics in Building Information Modeling

Instructor: Dr. Wei Yan

Email: wyan 'at' archmail.tamu.edu
Telephone: (979) 845 0584
Office Hours: Tuesday & Thursday 9:30 AM - 11:00 AM, Langford A318

Click Syllabus link on the left navigation area to check the detailed syllabus of this course.
ARCH 689 Special Topics in Building Information Modeling

Introduction
The course will introduce Building Information Modeling (BIM) in architecture and BIM principles, methods, and applications in the design process and the building lifecycle. Topics include computer-aided design, parametric modeling, databases, web technologies, design performance simulation and visualization.

Prerequisites
Graduate classification or instructor approval

Course Objectives
At the end of the course students should gain knowledge of architectural computing methods centered at Building Information Modeling that they can apply in design studios, thesis work, research, and professional practice. Students should gain knowledge of basic and advanced Building Information Modeling technologies that can be used to model and retrieve building information in the building lifecycle from design to facility management.

The objectives of this course will be pursued by means of theoretical lectures, reading: practical exercises that address a given set of instructional targets, and projects.

Instructional Targets
- To stimulate the acquisition of fundamental knowledge in the domain of Building Information Modeling.
- To offer opportunities for training on the use of diversified computing resources at both basic and advanced levels

Course Content
The course will include the following components:
- Computer-Aided Design (CAD)
- Building Information Modeling
- Parametric modeling
- Information retrieval using databases and API
- Web-based applications and networking
- Simulation and visualization
- Applications

A timetable can be found in Lectures link on the left navigation area. The timetable may change in response to unforeseen pedagogic or logistic factors.

Performance Evaluation and Attendance to Classes
The final grade will be based on all assignments. All assignments will be graded by points. The final grade will be given by a letter based on weighted average points. Points and letters will be given by the following evaluation:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Point grade (max 100)</th>
<th>Quality of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>points $\geq 90$</td>
<td>Exceptional work, above standards</td>
</tr>
<tr>
<td>B</td>
<td>90 $&gt;$ points $\geq 80$</td>
<td>Satisfactory work, meet standards</td>
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<tr>
<td>Grade</td>
<td>Points Requirement</td>
<td>Description</td>
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<tr>
<td>C</td>
<td>$points \geq 70$</td>
<td>Unsatisfactory work, below standards</td>
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<tr>
<td>D</td>
<td>$70 &gt; points \geq 60$</td>
<td>Deficient work</td>
</tr>
<tr>
<td>F</td>
<td>$points &lt; 60$</td>
<td>Failure, course needs to be repeated</td>
</tr>
</tbody>
</table>

Assessment grading will be based on the quality of the final product (defined as the relationship between assignment objectives and results) and the quality of the procedural narratives (description of the procedure used during the assignment).

Requirements of assignments, assignment weights, and due days can be found in Assignments link on the left navigation area.

Please note:

- All assignments should be individually developed, except those noted as "team" assignments.
- Assignments normally due before the next course phase.
- A project is given 90/100 as a basis for "Satisfactory work, meet standards". Based on project requirements, errors will cause reduction of points and extra/exceptional work is awarded with extra points.
- Late project submissions will be penalized 5 points for each 24 hour period lateness.
- Attendance is mandatory in all classes including both lectures and work session. Please see the "Attendance" section on the "Texas A&M Student Rules" regarding accepted reasons that may justify an absence. An absence of class will result in many times more effort and time to catch up with the class.

How to Learn in This Class

Focus on the application tutorials, homework, and projects. Learn the theories behind the applications. Don’t miss any tutorials or any part of a tutorial. All tutorials are important for completing the projects. The tutorials are designed not only to let you master the fundamental knowledge of computer applications, but also to introduce you to systematic methods of design computing and BIM.

Americans with Disabilities Act (ADA) Policy Statement

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation, please contact the Office of Support Services for Students with disabilities in Room 126 of the Student Services Building. The phone is 845 - 1637.

Academic Policy

The TAMU student rules (http://student-rules.tamu.edu/), Part I Rule 20 (about Academic Misconduct) will be strictly enforced.

For individual work, students should not provide to other students any kind of persona digital file related to the development of the assignments. Drawing, modeling, animation files (.rvt, .rfa, .dx, .mdb, .acdb, .dwg, .dxf, .psd, .jpg, .gif, .avi, etc) among others, that are created in the context of the class are personal property and should not be shared with other students of the same section or among sections.

Plagiarism applies to all kinds of digital files and to all related content (i.e. models, images, drawings, the narrative of the procedure for an assignment, etc). You are committing plagiarism if you use or copy the work of another person and turn it as your own, even if you should have permission of that person.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to
follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://agrieonor.tamu.edu/
Special Topics in Building Information Modeling

Tu Th 08:00 AM - 09:15 AM, ARCB 209
Credit: 3
ARCH 689

January 2010

<table>
<thead>
<tr>
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<th>Tue</th>
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Events shown in time zone: Central Time

Phase 1 BIM Basics - Modeling and Parametric Design

<table>
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<tr>
<th>Lecture #</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Lecture 1</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>Getting Started, CAD and BIM</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>Categories, Families, Types, and Instances</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>Families</td>
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<tr>
<td>Lecture 5</td>
<td>Parametric Design and Modeling 1</td>
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<td>Lecture 6</td>
<td>Object-Oriented Modeling</td>
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<td>Lecture 7</td>
<td>Parametric Design and Modeling 2</td>
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<tr>
<td>Lecture 8</td>
<td>Project 1 Topics</td>
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<td>Lecture 9</td>
<td>Parametric Design and Modeling 3 (Formulas)</td>
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<tr>
<td>Lecture 10</td>
<td>Parametric Design and Modeling 4</td>
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Phase 2 BIM Advanced - Accessing BIM Data
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<thead>
<tr>
<th>Lecture #</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Lecture 11</td>
<td>Web-based Applications</td>
</tr>
<tr>
<td>Lecture 12</td>
<td>BIM Database 1, Project 1 Q&amp;A</td>
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<td>Lecture 13</td>
<td>BIM Database 2, Project 1 Presentation</td>
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<td>Lecture 14</td>
<td>BIM Database 3, Project 1 Presentation (2)</td>
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<td>Lecture 15</td>
<td>BIM API</td>
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<td>Lecture 16</td>
<td>BIM API and Object Oriented Programming Basics</td>
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<td>Lecture 17</td>
<td>BIM and Web</td>
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<tr>
<td>Lecture 18</td>
<td>Project 2 Topics</td>
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<tr>
<td>Lecture 19</td>
<td>Project 2 Techniques (API, DB, Web)</td>
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<tr>
<td>Lecture 20</td>
<td>Project 2 Techniques</td>
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**Phase 3 - BIM Applications**

<table>
<thead>
<tr>
<th>Lecture #</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Lecture 21</td>
<td>BIM and Games for Education, Project 2 Q&amp;A</td>
</tr>
<tr>
<td>Lecture 22</td>
<td>BIM Applications: Final Project Assignment</td>
</tr>
<tr>
<td>Lecture 23</td>
<td>BIM Model-Family Parameters, Project Proposals</td>
</tr>
<tr>
<td>Lecture 24</td>
<td>BIM Model-Family Parameters (2), Project Proposals</td>
</tr>
<tr>
<td>Lecture 25</td>
<td>BIM and Cost Estimation - SmartBIM Presentation</td>
</tr>
<tr>
<td>Lecture 26</td>
<td>Accessing BIM and Database from the Web</td>
</tr>
<tr>
<td>Lecture 27</td>
<td>Final Project Midterm Review</td>
</tr>
<tr>
<td>Lecture 28</td>
<td>Final Presentation</td>
</tr>
</tbody>
</table>
Special Topics in Building Information Modeling

Readings

- Research papers on BIM in Journal of Building Information Modeling, CAAD Futures, ACADIA, eCAADe, CAADRIA, etc. (Selected papers' source will be provided)

Special Topics in Building Information Modeling

Projects

<table>
<thead>
<tr>
<th>Proj</th>
<th>TOPIC</th>
<th>DUE</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creating BIM Models and Parametric Design</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Accessing BIM through Database and Web</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>BIM Applications</td>
<td></td>
<td></td>
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</tbody>
</table>
Course Syllabus: ARCH 689 – Design and Healthy Living, Spring 2010

Class Time: Tuesday & Thursday, 11:10AM–12:25PM
Classroom: Room 403, Langford Building A

Instructor: Xuemei Zhu, Ph.D., Assistant Professor
Office: 002B Williams Administration Building
Email: xuemeizhu@tamu.edu, Phone: 845-3780
Office Hours: Tuesday 3:45PM–4:45PM, Wednesday 4:00PM-5:00PM

Teaching Assistant: Vahid Vahdat Zad, Ph.D. Student
Office: 008 (Ph.D. Student Office) Williams Administration Building
Email: vahid@tamu.edu, Office Hours: Thursday 12:30-2:00PM

“We shape our buildings, and afterwards our buildings shape us." (Churchill, 1943)

1. COURSE DESCRIPTION

TOPIC: This interdisciplinary course examines the relationship between physical environment and human behavior and health, with a specific focus on the promotion of sustainable and healthy lifestyles (e.g., walking and biking) through environmental design and planning. Students will be exposed to basic theoretical frameworks, evolving knowledge bases, and relevant professional practice in this area. The course incorporates knowledge from multiple disciplines, including architectural and urban design, urban planning, transportation, and public health, and addresses the lack of connections among these disciplines and professions. The discussion of the built environment ranges from buildings, communities, to cities, and is linked with issues of physical inactivity, obesity, and automobile dependency. A socio-ecological model is used as a basis to guide the discussion and to integrate perspectives from multiple disciplines.

STRUCTURE: This course is organized into three sections, including (1) an INTRODUCTION of the background, (2) a review of RESEARCH literature on relevant theories, empirical evidence, and tools and measures, and (3) an examination of the PRACTICE in multiple disciplines that promote healthy and active lifestyles. The “research” and “practice” sections will be introduced in a parallel manner, and will help to link the empirical evidence (research findings) with the design and planning practice.

OBJECTIVE: Student will learn to think outside their disciplinary box. By the end of the semester, students will be able to (1) understand the major trends, issues, and literature in architectural and urban design, urban planning, transportation, and public health, that deal with the relationship between built environment and physically active lifestyles; (2) interpret the potential impact that their discipline/profession may have on people’s health and well-being; and (3) improve their design and research skills by learning from the research and practice in this growing field.

With a multi-disciplinary perspective, this course welcomes both research- and design-oriented students, as well as students from different disciplines. The interaction among students will be encouraged through classroom discussion and collaborations on class projects. Students are expected to think critically and incorporate their unique perspectives into classroom discussions and the class projects.
NOTE: This course is an elective for the Certificate of Health Systems and Design and the Certificate of Sustainable Urbanism.

2. PREREQUISITES

Graduate classification or instructor’s permission.

3. READING


ADDITIONAL READINGS: The COURSE SCHEDULE below also lists additional readings for this course, including journal articles, book chapters, and web resources. Journal articles and book chapters will be made available through eLearning at http://elearning.tamu.edu/.

RESOURCES FOR CUSTOMIZED READING:

Special journal issues focusing on active living:
http://www.activelivingresearch.org/alr/resourcesearch/journalspecialissues
Website of Active Living Research: http://www.activelivingresearch.org/

4. COURSE SCHEDULE

Symbols:  
- Assignments distributed by the instructor.
- Readings to be finished before the day of the class.
- Assignments due by 10am on the day of the class.

SECTION 1: INTRODUCTION

<table>
<thead>
<tr>
<th>Week 1: Overview of the Course</th>
<th>Week 2: Introduction to Active Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19</td>
<td>Jan. 26</td>
</tr>
<tr>
<td>• Introduction of the course</td>
<td>• Frank et al., Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>• Past, present, and future of environment-health relationships</td>
<td>• Introduction of active living research and practice</td>
</tr>
<tr>
<td>Assign photo diary</td>
<td>Assign disciplinary change story</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Jan. 28</td>
</tr>
<tr>
<td>Photo diary due</td>
<td>Disciplinary change story due</td>
</tr>
<tr>
<td>• Presentation of photo diaries</td>
<td>Saliis et al., 2006</td>
</tr>
<tr>
<td>• Mapping and discussion</td>
<td>• Discussion of disciplinary changes and readings</td>
</tr>
</tbody>
</table>
### SECTION 2: RESEARCH
- THEORIES, EVIDENCE, & MEASURES

#### Week 3: Architectural & Urban Design
- **Feb. 2**
  - Frank et al., Chapter 6 & 9
  - Literature linking architectural and urban design with active living
- **Feb. 4**
  - Environmental measurement tools – Review and critique
  - Measurement of built environment: Survey, field audit, and GIS analysis
  - Assign environmental evaluation exercise

#### Week 4: Architectural & Urban Design
- **Feb. 9**
  - LEED for Neighborhood Development
- **Feb. 11**
  - Ewing et al., 2006
  - No class; work on peer-teaching proposal
  - Peer-teaching proposal due by the end of class

### SECTION 3: PRACTICE
- DESIGN & PLANNING FOR HEALTHY LIVING

#### Week 5: Urban Planning
- **Feb. 16**
  - Frank et al., Chapter 8
  - Ewing et al., 2003
  - Literature linking urban planning with active living
- **Feb. 18**
  - Environmental evaluation exercise due
  - Dumbaugh & Rae, 2009
  - Safety and urban form (Guest lecture by Dr. Eric Dumbaugh)
  - C 307

#### Week 6: Architecture, Urban Design, & Planning
- **Feb. 23**
  - Frumpkin et al., Chapter 11
  - Relevant practice in architecture, urban design, and urban planning
- **Feb. 25**
  - To be provided by the instructors of the day
  - Peer-teaching #1
  - Assign final project

#### Week 7: Transportation
- **Mar. 2**
  - Frank et al., Chapter 7
  - Transportation literature and measurement of non-motorized transportation
- **Mar. 4**
  - To be provided by the instructors of the day
  - Peer Teaching #2

#### Week 8: Transportation
- **Mar. 9**
  - Website of National Complete Streets Coalition
  - Relevant practice in transportation
- **Mar. 11**
  - Proposal for final project due
  - To be provided by the instructors of the day
  - Peer Teaching #3

#### Week 9: No Class
- **Mar. 16**
  - Spring Break
- **Mar. 18**
  - Spring Break

#### Week 10: Public Health
- **Mar. 23**
  - Frank et al., Chapter 3 & 4
  - Public health and active living
- **Mar. 25**
  - Measurement of physical activity
  - Assign behavior measurement exercise
### Week 11: Theories

**Mar. 30**
- Annotated outline for final project due
- Relevant theories

**Apr. 1**
- To be provided by the instructors of the day
- Peer Teaching #4

### Week 12: Disparity in Environment & Health

**Apr. 6**
- Behavior measurement exercise due

**Apr. 8**
- Active living for poor people and people with color
- To be provided later

**Apr. 8 (C 307)**
- Deprivation amplification and rural environments for active living (Guest Lecture by Dr. Michael Edwards)

### Week 13: Specific Populations

**Apr. 13 (C 307)**
- Frank et al., Chapter 5
- Susan et al., 2008
- Designing Outdoor Space to Improve Health and Physical Activity of Seniors (Guest lecture by Dr. Susan Rodiek)

**Apr. 15**
- Zhu & Lee, 2008 & 2009
- Active living for children

### Week 14: Final Presentation & Discussion

**Apr. 20**
- Presentation and review of research papers – Part I

**Apr. 22**
- Presentation and review of research papers – Part II

### Week 15: Final Presentation & Discussion

**Apr. 27**
- Presentation and review of design guidelines – Part II

**Apr. 29**
- Presentation and review of design guidelines – Part II

### Week 16: Final Presentation & Discussion

**May. 7**
- Final research paper/design guideline due at 5pm

---

**E. ASSIGNMENTS**

Assignments that will be graded include (1) an environmental evaluation exercise, (2) a behavior measurement exercise, (3) peer teaching, and (4) the final project – a research paper (for research-oriented students) or a design guideline (for design-oriented students). Students will choose their specific topics based on their background and interest. In addition, there are two mini-assignments that will not be graded, including a photo diary and a disciplinary change story.

**F. PERFORMANCE EVALUATION**

Your performance will be evaluated based on the following components:

- Class participation and discussions: 15%
- Environmental evaluation exercise: 10%
- Behavior measurement exercise: 10%
- Peer teaching: 15%
- Final project (in the format of research proposal, literature review, or design guidelines, as selected by the student): 15%
The final semester grade will reflect all of your work through the course of the semester and will use the following standards.

A: 90-100 points; B: 80-89 points; C: 70-79 points; D: 60-69 points; F: 0-59 points

This course emphasizes active and participatory learning through interactions. You are expected to be present each class day and to fully participate in all discussions and class activities. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. The list of official excused absences can be found at: http://student-rules.tamu.edu/rule7.htm. To qualify for an excused absence, you must present an official note explaining the absence, either from a doctor, university official, or other appropriate authority. More than three unexcused absences will lead to a failure in this class.

Late or incomplete work will not be accepted, unless a University Excused Absence was granted by the professor.

G. STUDENTS WITH SPECIAL NEEDS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

H. ACADEMIC INTEGRITY STATEMENT

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I. ACKNOWLEDGEMENT

The instructor thanks Dr. Chanam Lee from the Department of Landscape Architecture and Urban Planning at Texas A&M University for sharing her class syllabus.
I. CATALOG DESCRIPTION
Foundations of Research in Planning and Design (3-0). Credit 3. Introduction to the research process and its application to problems in planning and design; presentation of philosophy and logic underlying the scientific method; critical analysis of planning and design literature according to each step of the research process: problem definition, hypothesis development, study design, analysis and interpretation of the findings.

II. INTRODUCTION
Though architecture is an ancient discipline, formalized architectural research is in its infancy. By its nature, architectural research encompasses various subject areas and no single research method can accommodate all these areas. This course is meant to expose beginning architectural research students to a variety of research methods that are appropriate to architectural research.

III. OBJECTIVES
By the end of the semester, the student will be expected to:
- Develop an awareness and understanding of a variety of strategies and tactics appropriate to architectural research.
- Develop the ability to seek, identify, frame and express an architectural research problem.
- Develop the ability to discuss and develop a research design as well as choose appropriate tools and techniques.

IV. COURSE SCHEDULE
See attached course schedule.
V. PERFORMANCE EVALUATION
Letter grades will be based on the evaluation of each assignment, attendance and class participation as follows:

- Discussion presentation: 40%
- Poster Presentation: 40%
- Written assignments: 10%
- Attendance/participation: 10%

Letter grades are based on the following standard:
A ... excellent performance in all work, clearly superior work well beyond stated requirements and expectations.
B ... good performance in all work, satisfying all stated requirements and expectations.
C ... satisfactory completion of all work.
D ... below average, unsatisfactory performance.
F ... failure: substandard work throughout.

VI. REFERENCES

VII. COSTS
In addition to the required text, each student is expected to keep a notebook for this class. Additional costs involve printing costs for a research poster.

VIII. POLICIES
Statement on Disability
Americans with Disabilities Act (ADA): The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in RM. 126, Koldus Bldg., or call 845-1637.

Scholastic Dishonesty:
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## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>18 Jan</th>
<th>19 Tue: Introduction</th>
<th>Homework #1 (due 21 Jan.)</th>
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<td>21 Thu: Architecture and Research</td>
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<td>WEEK 2</td>
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<td>26 Tue: Framing your research</td>
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<td>28 Thu: Systematic Inquiry Read Chap. 2</td>
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<td>1 Feb</td>
<td>2 Tue: Theory and Method Read Chap. 4</td>
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<td>4 Thu: Research design (Methods, Strategies, Tactics)</td>
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<td>WEEK 4</td>
<td>8 Feb</td>
<td>9 Tue: Literature Review Read Chap. 3</td>
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<td>11 Thu: Library Tour ****</td>
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<td>15 Feb</td>
<td>16 Tue: Interpretive-Historical Research Read Chap. 6</td>
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<td>18 Thu: Student presentation</td>
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<td>WEEK 6</td>
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<td>23 Tue: Guest Speaker ****</td>
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<td>22 Thu: Methods review</td>
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<td><strong>Friday, 23 April, Rowlett Lecture</strong></td>
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<td>WEEK 15</td>
<td>26 Apr</td>
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<td>3 May</td>
<td>4 Tue: Redefined day (Friday classes)</td>
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- 545 -
NOTE: After you have read the entire syllabus handed out in class, please clarify with the instructor any of your questions regarding the syllabus, workload, what is expected of you, grading criteria, etc. Then sign and date the declaration below, detach this sheet and hand it back to the instructor.

DECLARATION

I have read and understood the syllabus for CARC 601-600, Spring 2010, handed to me in class.

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</tbody>
</table>
Non-College of Architecture Scholarships/Fellowships

Scholarships/Fellowships (Texas A&M University):
- Ethel Ashworth-Tsutsui Award for Mentoring
- Women’s Faculty Network Woman Graduate Student Scholarship
- Regents’ Graduate Fellowships

Scholarships/Fellowships (non-TAMU):
- Texas Old Missions & Forest Restoration Association (TOMFRA)
- Texas Architectural Foundation: San Antonio Conservation Fellowships
- American Association of University Women Career Development Grant
- American Association of University Women Dissertation Fellowship
- American Association of University Women International Fellowship
- American Institute of Architects Scholarship for Advanced Study and Research (AIA/AAF)
- American Institute of Architects/American Hospital Association (AIA/AHA) Graduate Fellowship in Health Facility Planning and Design
- Carter Manny Award
- International Association of Lighting Designers Scholarship for Studies in Lighting (IALD)
- International Interior Design Association (IIDA) Lester Johnson Fellowship Award
- National Science Foundation, Graduate Research Fellowships

We do not have records of scholarships and fellowships originating from other countries. This information will be obtained as part of the Ph.D. student survey that is currently being conducted.
3.4 MERIT CRITERIA
1. COURSES TAUGHT:

(A) Use the accepted course numbering system to identify those courses taught—e.g., CARC 470-501. Use a new line for each section.
(B) Record section enrollment.
(C) Record the median student evaluation score.
(D) Indicate (Yes or No) if the course requires that the students use the computer technology to accomplish assigned work.
(E) Indicate (Yes or No) if the course requires the submission for grading of writing assignments, requiring the student to compose and express himself in writing.
(F) Indicate (Yes or No) if the course requires formal presentations to be prepared and presented—individual or in teams.
(G) Indicate (Yes or No) whether a graduate student was assigned to support the faculty member in handling the course.
(H) Indicate the number of outside participants such as guest speakers and reviewers, etc., utilized in class activities.

|----------|--------|-------------|--------|-------------|---------------|--------------|-----------|------------|----------|

FALL:

SPRING:

SUMMER:

Include narrative as appropriate
1. **GRADUATE STUDENTS SUPERVISED:**

<table>
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<th>NAME</th>
<th>DEGREE</th>
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<th>ROLE (C/M)</th>
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Include narrative as appropriate.

3. **OTHER COURSES TAUGHT:**

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Include narrative as appropriate.

4. **TEACHING INNOVATIONS:**

5. **INVITED LECTURES:**

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<th>AUDIENCE</th>
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6. **SELF EVALUATION:**

“Please provide the name of a departmental faculty member who could help describe the significance of your accomplishments: _________________________________."
1. PUBLICATIONS:

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<th>SHORT TITLE</th>
<th>MEDIUM</th>
<th>CO-AUTHORS</th>
<th>DATE</th>
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</thead>
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PUBLISHED (JURIED):

PUBLICATIONS RELATED TO EXHIBITION:

PUBLISHED (NOT JURIED):

PENDING:

Include narrative as appropriate.

2. RESEARCH

1.A. RESEARCH PROPOSALS:

<table>
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<th>TOTAL BUDGET</th>
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AWARDED:

PENDING:

UNAWARDED:
Include narrative as appropriate.

1.B. UNFUNDED RESEARCH:

<table>
<thead>
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<th>TITLE</th>
<th>DATE INITIATED</th>
<th>COMPLETION DATE</th>
<th>REVIEWED BY</th>
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3. AFFILIATIONS
Provide on curriculum vitae

4. OTHER

5. SELF EVALUATION
EXHIBIT C
ANNUAL REVIEW
SERVICE

1. SERVICE ACTIVITIES
   
   A. ADVISING
   
   B. ADMINISTRATION
   
   C. FACULTY MENTORSHIP AND SERVICE
   
   D. LEADERSHIP
   
   E. EXTERNAL DEVELOPMENT
   
   F. PUBLIC SERVICE

2. OTHER

3. SELF EVALUATION
Please indicate specific goals for the coming year.

TEACHING:

RESEARCH:

SERVICE:
EXHIBIT E
ANNUAL REVIEW
TEACHING, RESEARCH, AND SERVICE BALANCE CHART

Please indicate the % of effort that you devoted to each of the missions of the department.

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<td>Courses, Supervision, Cont. Education</td>
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<td><strong>Research</strong></td>
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<tr>
<td>Proposal Writing, Technology Dev., Grants - Funded, Unfunded, Publications</td>
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<td><strong>Service</strong></td>
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<tr>
<td>Department, College, and Univ. Admin., Public Service in Architecture</td>
<td>%</td>
<td>%</td>
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EXHIBIT F
ANNUAL REVIEW
EVALUATION

By signature hereon, the faculty member asserts that the information provided in this package is accurate, and that a review meeting was held with the department head:

______________________________  
Faculty member  
      Date

By signature hereon, the department head certifies that a face-to-face annual review meeting was held, on the date shown, with the faculty member whose name appears above:

EVALUATION:

______________________________  
Department Head  
      Date

- 562 -
3.5 QUESTIONNAIRES
M.S. / Ph.D. Quality of Education Questionnaire
Alumni Version

Respondent background:
Name

Title

Business Address

Home Address

Year of Graduation ________________
Dissertation Title ___________________
Thesis Advisor _____________________

Previous Universities attended and degrees

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Comparison to other programs:
Why did you choose to come to Texas A&M University? ________________________________

How do you think the M.S. / Ph.D. Programs at Texas A&M University compare to programs
offered at other Universities? ______________________________________________________

What would you consider to be the 3 best M.S. / Ph.D. in Architecture programs in the United States?
_______________________________________________________________________________
_______________________________________________________________________________

Overview:
Did the master/doctoral program meet your expectations? (Yes/No) If not, in what way
were your expectations not met? ____________________________________________________

What are the 3 best things about the M.S. / Ph.D. in Architecture programs at Texas A&M?
_______________________________________________________________________________
_______________________________________________________________________________

What are the 3 worst things about the program?
_______________________________________________________________________________
_______________________________________________________________________________
Did your education prepare you for the career direction you chose after graduation? (Yes/No)

_____ Please explain your response. ___________________________________________

Specific Issues:

Please rate the following (1=poor, 5=excellent):

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<td>4</td>
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<tr>
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<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>college culture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

If you received financial support, what type was it? (please check all that apply)

Teaching assistantship       
Research assistantship       
Grant/scholarship            List source

Other                         

Please provide additional comments below.

Thank you for your help. If you wish to receive the results of this survey, please check here. _____
3.6 QUALIFYING EXAM
MEMORANDUM

TO: Ph.D. Students eligible for the Qualifying Exam
Department of Architecture

FROM: Mardelle M. Shepley
Ph.D. in Coordinator

DATE: 19 October 1999

RE: Qualifying Exam, Fall, 1999.

All who are eligible for the qualifying exam (those who have completed their inquiry/evaluation courses, or who are in the last semester of coursework) should discuss their intent to take the exam with the Ph.D. Coordinator and with their Advisor. Include the following guidelines and point out that you must pick a “style” according to University requirements and in consultation with your advisor.

GUIDELINES:
- Limit the number of TYPED, DOUBLE SPACED TEXT to no more than SIX (6) pages in 12 POINT type.
- A bibliography/reference section is required in addition to the text and should be modeled according to the STYLE REFERENCE you use for your exam.
- This essay must be carefully EDITED (you may use a professional editor or someone well versed in English and its structure) prior to submittal.
- SEVEN calendar days will be allowed for the completion of the edited exam.
- The student is allowed to discuss their exam with members of their committee for purposes of coaching and general advice, but not for editing.

Sample exam responses will be available in the TRC. If you choose to take the exam this semester it will be offered beginning Friday, November 5, 1999. Please sign this document, and have your advisor sign in acknowledgment and return it to me by Wednesday, November 3, 1999.

__________________________________________  __________________________________________
Ph.D. Student  Advisor

__________________________________________
ID#
Ph.D. Qualifying Exam  

Spring, 1998

ASSUME THAT THE READERS OF THIS EXAM HAVE NO SPECIAL EXPERTISE IN THE AREA OF STUDY YOU HAVE CHOSEN. This means that you should *demystify your language* (no “inside” research, theory, or philosophical vocabulary).

GUIDELINES:

- Limit the number of TYPED, DOUBLE SPACED TEXT to no more than SIX (6) pages in 12 POINT type.
- A bibliography/reference section is required in addition to the text and should be modeled according to the STYLE REFERENCE you use for your exam.
- This essay must be carefully EDITED (you may use a professional editor or someone well versed in English and its structure) prior to submittal.
- SEVEN calendar days will be allowed for the completion of the edited exam.
- The student is allowed to discuss their exam with members of their committee for purposes of coaching and general advice, but not for editing.

The examination must consist of three parts.

I. **Description** (one page maximum).
   Write a clear, succinct, and elegant one-page statement.
   - Briefly describe the nature of your inquiry in a **deductive statement**.
   - What is your argument (backing, warrant, grounds, and claim) for undertaking original research in Architecture, Construction, or Visualization.

   Demonstrate your depth of knowledge of your major area through the proper citation of significant work.

II. **Philosophical or Theoretical Stance** (two and one-half page maximum).
   Write a clear, succinct, and elegant 2 ½ page statement.
   - Explain the **world view** your study assumes.
   - Is the view post-positivist, constructivist, structuralist, or something else?
   - Define any philosophical world view in **LAY TERMS**.
   - Explain the **aim** of your study.
   - Will the study explain, critique, transform, reconstruct, or claim to understand the issue investigated.
   - Explain in simple and clear terms if and how this view will suggest **particular stance** that you must take for your study.
   - In simple and clear LAY TERMS explain what it means to assume a modified dualist/objectivist stance, a transactional/subjectivist stance, or any other position a researcher may take.

   Demonstrate your depth of knowledge of your philosophical and/or theoretical position through the proper citation of significant work.

III. **Foundation, Knowledge, and Skills** (two and one-half page maximum).
   Write a clear, succinct, and elegant 2 ½ page statement.
   - What kind of data, facts, information, or knowledge will you need in order to pursue you inquiry?
   - Describe and evaluate the different kinds of tools, approaches, skills, and techniques that you will need to get the data, information, or knowledge sought. How will you apply the tools, approaches, skills, and techniques to interpret or utilize the data, information, and knowledge?

   Demonstrate your depth of knowledge concerning foundation, knowledge, and skills through the proper citation of significant work.
3.7 DISSERTATION ABSTRACTS
<table>
<thead>
<tr>
<th>Student</th>
<th>Chair/Co-Chair</th>
<th>Title</th>
<th>MS</th>
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<th>Sponsored Students</th>
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<td>Kameshwari Viswanadha</td>
<td>Guillermo Vasquez de Velasco</td>
<td>Digital Charrette: A Web Based Tool to Supplement the Admission Procedure to Graduate Architectural Degree Programs</td>
<td></td>
<td>X</td>
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<td>Neelu Shah</td>
<td>Mark Clayton</td>
<td>CostStudio: A Web-Based Cost Estimation Tool for Architectural Design Studios</td>
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<td>Richa Dayal</td>
<td>Robert Johnson</td>
<td>Use of Information Technology in Facility Management Practices – A Case Study</td>
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<td>Stephen Chambers</td>
<td>Larry Degelman &amp; James Craig</td>
<td>The Development of a Project Management Information System for Small Construction Firms</td>
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<td>Disaster Mitigation and Recovery Planning for Historic Buildings: Guam as a Case Study</td>
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<td>Issues in Selecting Architecture as a College Major: Increasing the Number of Practitioners Through Expanded Participation by Females and Minorities</td>
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<td>Study of Approaches to Quality in the Architectural Profession</td>
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Anorea Hill 2009 MS

Occupant evaluation of leadership in energy and environmental design (LEED) certified health centers

Globally, concern for natural resource depletion is growing. The healthcare industry is looking to improve healthcare environments by improving design and using better resources. The U.S. Green Building Council has created the Leadership in Energy and Environmental Design (LEED) standard that gives suggestions on how to best use energy, water, land, materials and provide a comfortable indoor environment. Many health centers have used this standard to build new health facilities. It is important that the LEED standards benefit the environment as well as healthcare staff. This study presents four case studies of LEED health centers whose medical staff and administrators evaluate the perceivable green building features applied to their facility. All facilities were given the Occupant Evaluation of LEED Certified Health Centers Survey. The Patrick Dollard Discovery Health Center, the Richard J. Lacks Cancer Center, the Angel Harvey Infant Welfare of Chicago, and the Pearland Pediatric centers received overall satisfactory scores from the occupants. Within the case studies variations in satisfaction occurred where LEED points were not received. There is no evidence that perceivable features used in the design and construction of LEED certified health centers decrease occupant satisfaction.

Craig Anz 2009 PhD

Critical environmentalism – towards an epistemic framework for architecture

Upon identifying the multifaceted and disparate array of ever-changing environmental informants to architectural discourse, one is confronted with how to unite this dialogue in meaningful ways to current modes of thought and action. The question gains more significance as our knowledge of the greater environmental domain becomes more systemic and complexly heterogenic, while at the same time, approaches to the issues have proved to be progressively more reductivist, disconnected, overtly abstracted or theorized, and universally globalized in regard to multifaceted and content-rich human particularities in situ. This research focuses on the implications and applications of Critical Environmentalism (CE) to propose a corresponding epistemological framework to wide-ranging socio-environmental complexities occurring across architectural endeavors, primarily within urban and community developments as comprising the greatest number of intersections between human constructions and the greater environmental domain. CE addresses environmental issues reciprocally emerging across numerous disciplines and theoretical stances and fosters critical and systemically collective approaches to knowledge integration, amalgamating multiple stakeholder perspectives within an interconnective and operational goal of creative communal development and betterment of the human condition in relation to environmental concerns. Situating the environment (Umwelt) as an interconnecting catalyst between divergent points-of-views, CE promotes a multi-methodological, co-enabling framework intended to foster increased ethical and participatory dynamics, communal vitality, co-invested attention, and productive interchanges of knowledge that cultivate an overall quality of knowing and being within the intricacies of the greater domain. As such, it engages broader definitions for architecture within its social community, significantly embodied and epistemologically co-substantiating within a shared, environmental life-place. Fundamentally a hermeneutic standpoint, this investigation elucidates conceptual connections and mutual grounds, objectives, and modes-of-operation across knowledge domains, initiating an essential, socio-environmentally oriented framework for architectural endeavors. In this, it brings together common threads within critical social theory and
environmentalist discourse to subsequently promote distinct interconnective components within a framework of socio-environmental thought for architecture. The research then provides case examples and recommendations toward stimulating progressive environmental initiatives and thus increased capacity to improve existing epistemic conditions for architecture, urban design, and community development within the broader scope of Critical Environmentalism.

Urmila Srinivasan 2009 MS

Approaches to the use of geometry in architecture: a study of the work of Andrea Palladio, Frank Lloyd Wright and Frank Gehry.

Geometry deals with form, shape, and measurement and is a part of mathematics where visual thought is dominant. Both design and construction in architecture deal with visualization, and architects constantly employ geometry. Today, with the advent of computer software, architects can visualize forms that go beyond our everyday experience. Some architects claim that the complex forms of their works have correlations with non-Euclidean geometry, but the space we experience is still Euclidean. Given this context, I have explored possible correlations that might exist between mathematical concepts of geometry and the employment of geometry in architectural design from a historic perspective. The main focus will be to describe the two phenomena historically, and then investigate any connections that might emerge from the discussion. While discussing the way geometry has been approached in architecture, I have focused on the Renaissance, Modern, and Post-modern phases as they have a distinct style and expression. Andrea Palladio, Frank Lloyd Wright, and Frank Gehry's works will be case studies for the Renaissance, Modern, and Post-modern phases respectively. One of the important conclusions of this study is that architects use geometry in a more subconscious and intuitive manner while designing. Certain approaches to geometry can be determined by the way an architect deals with form and space. From the discussions of the works of Palladio, Wright, and Gehry, it can be concluded that from a two-dimensional simple approach to form and space in architecture, there has been a development of thinking about complex forms three dimensionally. Similarly, in mathematics, geometry has developed from a two-dimensional and abstract description of our surroundings to something that can capture the complex and specific nature of a phenomena. It is also shown that architects rarely come up with new concepts of geometry. Significant developments in geometry have always been in the domain of mathematics. Hence, most correlations between geometry in architecture and geometry in mathematics develop much later than the introduction of those concepts of geometry in mathematics. It is also found that the use of Euclidean geometry persists in architecture and that later concepts like non-Euclidean geometry cannot be used in an instrumental manner in architecture.

Kapil Upadhyaya 2008 MS

EVALUATION OF A DEEP PLAN OFFICE SPACE DAYLIGHT WITH AN OPTICAL LIGHT PIPE AND A SPECULAR LIGHT SHELF

This research developed the Optical Light Pipe (OLP) as a feasible solution to solve the problem of insufficient daylighting in deep plan office spaces for predominantly sunny climates. It further combined the OLP with a Specular Light Shelf (SLS) to achieve uniform daylighting. This research was performed with an experimental setup of two 1:4 scale models of deep plan office spaces, modified from an earlier research on optical light pipe at College Station, TX. Blinds and shading devices were installed on the south façade to provide daylight to the front zone of a 20 feet by 30 feet office module. The back zone was daylit by the OLP hidden in the plenum. The existing OLP design was optimized through computer aided ray-tracing. The SLS design was based on an earlier prototype designed at Lawrence Berkeley National Labs (LBNL). Results were based on observations made on clear and cloudy sky days between February 3rd and March 17th. The OLP achieved more than 300 lux of average workplane illuminance.
for 7.4 hours, when global horizontal illuminance was greater than 40,000 lux. It also achieved 200 lux of illuminance higher than an earlier prototype (Martins-Mogo, 2005) on workplane between 1000hrs and 1630hrs. It exhibited a glare free daylight distribution with luminance ratios well within prescribed limits on most of the vertical surfaces, with a relatively uniform illuminance distribution on back taskplane. OLP was better than windows with blinds and shading at providing diffuse daylight in backzone on a cloudy day, when global horizontal illuminance was greater than 20,000 lux. The OLP used in combination with SLS achieved more than 500 lux of average workplane illuminance for 6 hours, when global horizontal illuminance was greater than 40,000 lux. SLS also produced more uniform illuminance levels on the workplane at all times and on the leftwall at most times. However, it produced non-uniform luminance distribution on walls and ceiling and luminance ratios higher than allowable limits on the sidewall for some morning hours, and hence needed further refinement in design.

Xuemei Zhu 2008 PhD

COMMUNITY ENVIRONMENTS AND WALKING-TO-SCHOOL BEHAVIORS: MULTI-LEVEL CORRELATES AND UNDERLYING DISPARITIES

Walking can be a safe, healthy, and affordable mode of school transportation. However, most students today do not use walking for their school travel. More research is needed to understand the correlates of walking to or from school and to identify effective interventions. This is a cross-sectional study of 73 public elementary schools in the Austin Independent School District of Texas. The first phase used geographic information systems and field audits to examine school-level disparities in the environmental support for walking in schools’ attendance areas. The second phase involved surveys of students’ parents or guardians to identify the multi-level correlates of using walking as their children’s typical school travel mode. In the first phase, results from analyses of variance and linear regressions indicated the existence of disparities. Lower economic status of student population was associated with poorer street conditions (e.g., maintenance, visual quality, amenities, and perceived safety), shorter distances to school, and lower traffic volumes. Higher percentage of Hispanic students within a school was associated with increased danger from traffic and crime and more sidewalks, greater population density, and mixed land uses. The second phase used binary logistic regressions to predict walking to or from school. Among the personal and social factors, parents’ education, car ownership, personal barriers, and school bus availability were negative correlates, while parents’ and children’s positive attitude and regular walking habit and supportive peer influences were positive correlates. Of the physical environmental factors, long distance and safety concerns were the strongest negative correlates, followed by the presence of highways or freeways, convenience stores, office buildings, and bus stops en route. In conclusion, environmental interventions are needed to develop centrally located neighborhood schools, barrier-free attendance areas, and well-maintained pedestrian infrastructure. Disparities and fine-grained differences are found in the environmental support for walking. A high priority for low-income, Hispanic children and interventions tailored for specific contexts and populations appear necessary. Safety improvement is indispensable in terms of both traffic and crime and should be supplemented with educational programs that target both parents and children. Finally, multi-agency collaborations are needed at the policy level to support and facilitate these multi-level interventions.

Carlos Nome 2008 PhD

PRE-PROGRAMMING: EVALUATION OF WORKSPACE TYPES AND WORKSPACE ALTERNATIVES IN EDUCATIONAL SETTINGS

The overall objective of this research was to improve the understanding of worker attitudes and perceptions toward different workspace types and workspace alternatives and how they are related to processes and activities native to a given organization. The specific goals of this study were: •The
development of a methodology to assess workers attitudes toward different workspace alternatives for use in the planning stages of new offices. •Identification of workspace variables that affect perceptions and preferences regarding the alternatives based on the proposed units of analysis (individual, interpersonal relations, and organizational). This research consisted of mixed methodology. It was a cross departmental study of needs and preferences of workers regarding key variable and choices of workspace types and workspace alternatives. The main research instrument was a four stage web based survey. The secondary component was focus groups. By tracking these declared needs, preferences and choices regarding workspace types and workspace alternatives it was possible to identify if they associate with demographic information, work performance, and the proposed units of analysis, within a given organizational structure. This information provided a substantial knowledge base for decision makers in the planning stage of relocation of people, and the allocation of space processes. This study provided decision makers in the above mentioned processes a tested methodology that enables the development of a proactive approach to innovative workspace planning. The results are relevant to designers, managers and facility managers as it provides a perspective to understand or identify potential space and layout improvements in existing and future workplaces based on the core activities of any given organization. Such information will allow managers to make informed decisions about future workspace changes, as well as planning new workspace alternatives to continually support the organization’s objectives.

Irina Solovyova  2008 PhD

THE ROLE OF THE AUTOBIOGRAPHICAL EXPERIENCES WITH EMOTIONAL SIGNIFICANCE OF AN ARCHITECT IN DESIGN CONJECTURING

The dissertation investigates the role of autobiographical memories with emotional significance in architectural design conjecturing. The dissertation is structured as a set of individual articles (chapters), each can be read independently. To set the background to the empirical research, an overview of models of the design process, intuition in design, memory, emotion and place are presented. The empirical research consists of comparison of two case studies. Ethnographic methods were used for data collection. Direct analysis, indirect analysis (content analysis of protocols) and analysis of language for affect were used to scrutinize the data. Findings clearly indicate the utilization of autobiographical memories with emotional significance in design conjecturing. The study describes the types of autobiographical memories with emotional significance and purpose of their use in design conjecturing. In general, the dissertation study indicated that half of thought content used by architects during design conjecturing comes from their autobiographical experience. At the same time, personal experiences of students are neglected in architectural education. Overview of the current status of architectural education leads to the argument that academia is due for a paradigm change. The dissertation provides suggestion on the direction of changes in design education.

Althea G. Arnold – 2008 Ph.D.

DEVELOPMENT OF A METHOD FOR RECORDING ENERGY COSTS AND USES DURING THE CONSTRUCTION PROCESS

Rising energy costs should be a concern to contractors, designers, and owners. It is difficult to make a quantity takeoff for energy usage because these costs are imbedded in the materials, equipment, or overhead costs. This research examines energy consumption during the construction process, sets forth methods for recording this energy consumption and establishes a program for the recording and analysis of this data. An energy study of electricity, gasoline, and diesel consumption was made for the construction of three buildings to determine what data was available. After available data was evaluated, and the Energy Data
Analysis program developed, three other construction sites were visited to determine how readily energy data can be recorded using the program. Four construction energy phases were identified from this research. The four phases are: (1) site clearing and preparation, (2) building structure, (3) interior finishes, and (4) commissioning. The main type of energy consumption during Phase 1 is diesel fuel for earth moving equipment. The energy uses for Phases 2 and 3 varied considerably among the projects studied and were difficult to quantify. However, the energy use during these phases was low compared to other phases and for many projects may not be economical to evaluate. During Phase 4, electrical energy demand was high due to Heating, Ventilation and Air Conditioning (HVAC) commissioning requirements and power up of all electrical power uses including lighting.

These few construction projects are not enough to make definitive conclusions about what percentage of the total project cost is spent on energy. This research found that construction energy costs vary during different phases of the building process and can be a significant part of that phase (as high as 5.7% of the cost). The Visual Basic program developed during this research will facilitate future energy studies on construction sites. When the program is applied to a project, it identifies and quantifies the energy use, and makes predictions as to which project tasks warrant further energy studies.

Lesa Rozmarek – 2008 MS

AN EXAMINATION OF THE PRE-DESIGN PROCESS DOCUMENTATION AND THE IMPACT ON THE RENOVATIONS OF THREE HISTORIC THEATERS

This thesis examines the pre-design documentation from the renovation of three historic theaters located in Detroit, Michigan. Two theaters hired architectural firms to produce a pre-design document. The third theater utilized a design-build approach to renovation. Interviews were conducted to review the approach and final outcomes. It became evident through the analysis of the documentation and interviews that it was beneficial in the renovation of a historic theater to have a comprehensive pre-design process that identifies: the nature of the pre-design document, the nature of the client, the nature of the pre-design team, and the scope of work and time available. It also became apparent that the organizational approach that would apply to most any document for a heritage building should follow the Problem Seeking format of: Form, Function, Time and Economy. Utilizing this format for a pre-design record should yield a document that is concise, comprehensive and flexible.

Narongpon Laiprakobsup – 2007 PhD

THE EMERGENCE OF THE ESSENCE

The study aims to develop the theory of in between place. The in betweens have been important elements in architectural design as transitional and reconciling realms. Architecture of place and its theories has been dominated the environmental design as place-making. However, the in between environments have not been clarified in significant, living place-forms for interval embodiment and systemic relationships between juxtaposing places. Through in between places, domains in juxtaposition will be comprehensively integrated as the whole. By a triangulation from three standpoints--phenomenological, embodied realism, and neo-structuralism--through case studies, the intrinsic characteristics and underlying essence of in between modes of place is identified.

The study argues that in between places present themselves as living forms of connectedness, embodied presence, and significant pauses. Distinctive in between presences of place emerge from three frameworks--synthesized presence of place and the in betweens, embodied presence of the in betweens, and presence of inbetween "Significant Forms." On presence of place and the in betweens, in between places reflect living forms of intervals as interconnecting mediums between neighboring places. As an interval place, inbetween places, based on embodied presence, can be defined as distinct body of
junctions by organized complexity of edges. According to Langer's term "Significant Form" of place, inbetween places convey the symbolic presence of associative, edging layers that clarify differences and spatial relations between environmental juxtapositions. From a framework triangulation, in between places manifest complex interval domains of associative junctions as fundamental composite presences of: (1) defined inbetween containments; (2) active edging junctions or layers of juxtaposition; and (3) associative layers with places in juxtaposition. The essential quality of concrete, interrelating junctions between places separates in between places from in between placeless-ness. In between places are intermediary domains creating vital and aesthetic links between places in juxtaposition; on the other hand, in between placeless-ness is deprived of a significant place of meaningful interactions with nearby realms. Thus, in between places turn out to be critical domains to develop comprehensive relationships between juxtaposing places, drawing different domains nearby to be bonded through the presence of adaptive, edging layers of places.

Jin Gyu Park – 2007 PhD
ENVIRONMENTAL COLOR FOR PEDIATRIC PATIENT ROOM DESIGN

Color has a large impact on our psychological and physiological responses. This study examines the value of color as a component in a healing environment for pediatric patient rooms by measuring color preferences among healthy children, pediatric patients, and design professionals. Environmental satisfaction is a significant mediator between the physical environment and children's health. Previous color preference studies have typically been done with small color chips or papers, which are very different from seeing a color applied on wall surfaces. A simulation method allowed for investigating the value of color in real contexts and controlling confounding variables. The findings of this study demonstrated that blue and green are the most preferred, and white the least preferred color, by both children and design professionals. Children's gender differences were found in that boys prefer red and purple less than girls. Pediatric patients reported lower preference scores for yellow than did healthy children. These findings lead to color application guidelines for designers to understand color more and eventually to create better environments for children and their families.

Sopa Visitsak – 2007 PhD
AN EVALUATION OF THE BIOCLIMATIC CHART FOR CHOOSING DESIGN STRATEGIES FOR A THERMOSTATICALLY-CONTROLLED RESIDENCE IN SELECTED CLIMATES

To be successful in sustainable building design, architects must consider energy efficient design strategies in the early design stage. Unfortunately, many architects still rely on simplified analysis, synthesis techniques, and historical examples. Although, building energy simulations are becoming more common in the design of buildings, architects rarely use simulation in the early design stage. The "Bioclimatic" charts have been used in the early design stage to define potential building design strategies to achieve indoor thermal comfort. Currently, many architects use the Givoni-Milne bioclimatic design chart (Milne and Givoni, 1979), which was developed based on principle reasoning and heuristics. There have been many attempts to develop computerized programs to further the bioclimatic analysis; however, there have been very limited efforts to test and evaluate the design strategies of the chart using simulations of a thermostatically-controlled building. Therefore, the purpose of this research is to promote comfortable buildings that reduce energy use through appropriate building design strategies. The objectives of the research are to develop a more accurate bioclimatic chart for a thermostatically-controlled residence by testing and evaluating the Givoni-Milne bioclimatic chart. The analysis is performed with DOE-2.1e program (Winkelmann, 1993) and TMY2 weather data (Marion and Urban, 1995) for several climates. To achieve these objectives, four
main tasks were accomplished: (1) investigate the Givoni-Milne Bioclimatic Chart using representative weather data from several climates, (2) analyze and modify the design strategy boundaries using DOE-2 program and TMY2 weather data to simulate the effects of varied conditions of a thermostatically-controlled residence in different climates, (3) compare these new design strategy boundaries to the original Givoni-Milne design strategy boundaries, and (4) develop general guidelines for the new bioclimatic chart.

In summary, there were some differences in the results from the Givoni-Milne bioclimatic chart and the DOE-2 simulation results. These results imply that without further modification, the G-M Chart may have only a limited use for a thermostatically-controlled residence. Therefore, to improve the usefulness of the bioclimatic chart the new bio-climatic chart for choosing design strategies for a thermostatically-controlled residence in the hot-humid climate of Houston, Texas, was developed. This new bioclimatic chart for a thermostatically-controlled residence will be a useful tool for architects and engineers in the early design stage. Similar versions of the new bioclimatic for other climates could then be developed.

You Kyoung Ahn – 2007 PhD

ADAPTIVE REUSE OF ABANDONED HISTORIC CHURCHES: BUILDING TYPE AND PUBLIC PERCEPTION

This study investigates the adaptive reuse of abandoned historic churches. Since churches serve as cultural heritage symbols, the public becomes concerned with maintaining the historic integrity of these buildings. More so, this phenomenon is accentuated when the church is recognized as a historic building by the National Register of Historic Places. Yet, more and more churches are abandoned due to decreases in congregation size and financial constraints that limit the maintenance of the churches. Adaptive reuse projects of these abandoned churches are often initiated to save and preserve these buildings.

This research focuses on the question: What is the public perception of critical architectural features of a historic church when it is adapted to a new function (new building type)? To support the importance of this question, the study integrates two major bodies of knowledge. The first body of literature is research conducted in cognitive science focusing on human perception of environments. The second body of literature is on historic preservation with a focus on adaptive reuse. The integration of these literature reviews is further demonstrated in the analysis of examples of past and recent adaptive reuse projects of religious buildings. Following this investigation, a conceptual model was developed to illustrate how research variables and hypotheses were made based on the findings from this literature review.

To test the research question and its hypotheses, two prototypes of historic churches were developed. Then, typologies of changes in the important architectural features (interior volume and light quality) of the churches were constructed from examples of adaptively reused historic churches listed in the National Register of Historic Places. These typologies were developed to represent various building types (e.g., community/cultural, institutional, commercial, and residential). Finally, an experiment was conducted to test public perceptions of acceptable and desirable degree of each reuse and the degree of retaining religious origins by use of these typologies.

The findings of this research illustrate the importance of public perception and building type in adaptive reuse projects. This in turn provides theoretical and practical implications for adaptive reuse projects in the field of historic preservation.

Jack Stenner – 2007 PhD

CRITICAL REFLECTION IN A DIGITAL MEDIA ARTWORK - PLAYAS: HOMELAND MIRAGE
The introduction of digital media into the working practice of artists has produced challenges previously unknown to the field of art. This inquiry follows an atypical model of artist-driven research derived from disciplines such as social science and education. Here, an artwork functions as a model that is self-reflective, integrating methodologies in a form that benefits art and science. Using Naturalistic Inquiry, including semi-structured interviews of fifteen participants, the work illustrates a process of creation, analysis and evaluation that places the values of the artist on equal footing with the needs of science. Recently, artists have begun using video game engines as a tool to produce 3D navigable spaces. Using the hybrid video game/installation Playas: Homeland Mirage as a case study, this research examines the impact of technology on the artwork and identifies a number of key issues related to the function of critical reflection in this environment. Rules-of-play were a fundamental pre-requisite to the stimulation of critically reflective experience. The human interface with software and hardware was also a primary factor in reflective experience. Based on participant evaluation and observation, the interface was altered in response to its effect on critical reflection, illustrating how choices in this area impact aesthetic experience. Those with experience in visual art were more likely to engage the work in a critically reflective manner than seasoned video game players who tended to be more interested in scoring and winning. These findings and others inform our understanding of the stimulation of critical reflection in immersive environments and show how we can sensitively integrate technology with meaningful evaluative methods.

By repurposing a video game in this manner, we learn about the nature of the video game and the nature of art. This research enables artists to gain a better understanding of the medium to more fully integrate technology within a meaningful practice. Conversely, other fields will benefit from a better understanding of the stimulation of meaning in immersive spaces and gain a comprehensive view of a work that strives to contribute to our culture on a deeper level than as simple entertainment. Ultimately, more fully understanding critical reflection in virtual environments will enable us to create enriched experiences that transcend space to create "real" or "virtual" place.

Mohammad Abdullah – 2007 PhD

AN EXAMINATION OF THE PERCEIVED NEED AND RECOMMENDED BODY OF KNOWLEDGE FOR ARCHITECTURAL INTERNSHIP PROGRAMS IN KUWAIT

This study stresses and reflects a professional concern for the state of architecture in Kuwait, with a specific emphasis on the development of competence of architectural students and recent graduates on professional knowledge areas/skills. Professional practice in Kuwait is perceived as a recent phenomenon that reflects the development of architecture and architects in the country. The apparent problem of the evolution of a professional base for the education and practice of architecture in Kuwait is the lack of professional development systems. Internship (being one professional development system) is not a requirement for graduation from the architectural program at Kuwait University or to practice architecture in Kuwait and to earn professional status. No formal internship model exists within the architectural field (education and practice) in Kuwait. Therefore, this study assesses the importance (perceived value, perceived need, and recommended time period) of internship programs in Kuwait and proposes recommended knowledge areas/skills for this architectural internship experience, before and after graduation from college. For the purpose of this study, the internship experience during college is defined as academic internship and the internship experience after graduation as practical training. The knowledge areas/skills recommended in this study could act as a base of information for designing local curricular guidelines for the initiation of future internship programs in Kuwait as integral parts of a professional architectural practice model. The study utilizes a descriptive survey design, which was quantitative in nature (utilizing a self-administered questionnaire) with an introduction of elements of qualitative research procedures (follow-up interviews) to support the objective data in a subjective manner. Based on the results of the study, four conclusions were drawn: (1) internship programs are perceived to be of value for students and recent graduates...
tes, (2) a perceived need exists for internship programs in Kuwait, (3) the recommended time period for an academic internship program ranges from 2-10 months and the recommended time period for a practical training program ranges from 1-2 years, and (4) agreement exists among the surveyed population on several knowledge areas/skills necessary for architectural internship programs in Kuwait.

Isilay Civan – 2007 PhD

ASSESSMENT AND ENHANCEMENT OF DECISION-MAKING MODELS USED FOR THE PRE-DEVELOPMENT STAGES OF OFFICE DEVELOPMENTS IN TURKEY

Real estate development involves many complex, dynamic, and uncertain elements. In the pre-development stage, greater uncertainties result from the fact that the space being considered has not yet been created. Considering both the inherent characteristics of the real estate and the inefficiency of the market it operates in, any aid in the investment decision process is believed to add to the quality of the end product. This being the case, most, if not all, of the development companies make office development decisions using some kind of a procedure in the pre-development stage. However low occupancy rates and long payback periods that are being faced, even by the most recently completed Class A office projects in Turkey, show that there are serious deficiencies in these applied procedures and that they lack the necessary and important components of project feasibility analysis, which are basically the market and financial feasibility analysis, that needs to be applied in the pre-development stage of the office development process. That is why this study's purpose is to explore and identify the deficiencies of the decision-making models currently used by Turkish real estate development companies in the pre-development stage of office development projects and to recommend necessary additions and/or deletions for the enhancement of these company models. To do so, this research involved interviews of ten office developers to identify their go/no-go decision processes in evaluating office developments in Istanbul, Turkey. The study has found that developers tend to fall under three different groups, each following different models: Group I includes exclusively construction companies, Group II includes mixed companies and Group III includes exclusively real estate investment companies. Furthermore, the research has found that similarities and differences among these three groups involve the following: While investment companies seek opportunities based on market research, decisions by construction companies are driven by the availability of land swaps. All three groups emphasize land availability and related title and land-use issues. Although unit-sale continues, there is a gradual shift to income property with the aid of improvement in the financial market, which is also reflected in the decision-making models being used.

Kayvan Madaninejad – 2007 PhD

CURVILINEARITY IN ARCHITECTURE: EMOTIONAL EFFECT OF CURVILINEAR FORMS IN INTERIOR DESIGN

People are becoming more aware of the relationships between the built environment and their physical and psychological well-being. This has encouraged numerous studies in the field of environment and behavior, and effects of architecture, urban design and architectural form on human response. In the realm of architectural form, some professionals, from "signature" architects to environmental and organic designers, are strong advocates of free-flowing curvilinear forms. They assume that the use of curvilinear forms is sympathetic to the body, mind and spirit, although there is little empirical research to confirm this claim. There is also little research on the topic of signature / star architects and their design methods. The purpose of this multi-method study was to investigate the emotional effects of curvilinear forms in interior architectural settings. The research involved qualitative and quantitative methodologies. In the qualitative phase, twelve signature architects, known for their use of curvilinear forms, were interviewed to examine the reasons and processes by which they
applied curvature in their work. They were also asked to talk about their design process. In the quantitative phase, two modified interior residential views were ranked on their emotional load by 230 non-architect and 75 architect students in card-sorting tasks. In each view, architectural forms gradually changed from fully rectilinear to fully curvilinear. The data from both phases of the research was analyzed. The dissertation concludes by discussing (a) factors that separate signature architects from others (b) how signature architects design (c) how and why designers utilize curvature in the built environment, and (d) different emotional responses of designers and non-designers in response to curvature in architectural settings. In general, quantitative data indicates that non-architects show significant positive response to curvilinear architectural forms. Nonarchitects found curvilinear forms to be pleasant, elevating and reducing stress. The strongest relationship was recorded between curvature and feminine qualities of architectural space, which was shared by both architects and non-architects.

**Jill Mulholland – 2007 PhD**

**LIGHT CELEBRATING PLACE, WEST TEXAS ROAD TRIP**

The dissertation explores the ability of light to embody and enhance the spirit of place in the Big Bend section of West Texas. A series of surveys and research investigated and then paired elements of light and place that were designed, installed or simulated, in four experiential case studies. The case studies were evaluated by published authors of light and place and the dissertation committee and deemed mostly successful. Light installations can be embodied and enhance the spirit of place, the installations which were experienced "live" did this most effectively.

**Rama Al-Rabady - 2006 PhD**

**HISTORIC PRESERVATION AND HERITAGE TOURISM IN TEXAS: AN INTEGRATED APPROACH TO SUSTAINABLE HERITAGE MANAGEMENT**

This study assesses the efforts of the State Historic Preservation Office in relating Historic Preservation (HP) with Heritage Tourism (HT) against principles of sustainability. It also seeks to contribute toward an integrated heritage management framework at the State Historic Preservation level that is based on theoretical principles and empirical study. The focus is on the heritage management practices as performed by the Texas Historical Commission (THC). This case offers good understanding about the relationship between two major interests involved in heritage management: HP and HT. It is used to conduct a constructive evaluation of the HP-HT relationship in terms of its 'existence' and 'effectiveness' guided by sustainability and good governance principles. The study uses qualitative research based on a constructivist paradigm. Data are gathered using three research methods: documents, in-depth interviews, and participant observation. Documents were collected about the THC's heritage management programs, including: the Texas Heritage Trails Program and the Visionaries in Preservation program. Ten in-depth interviews were conducted with state and regional stakeholders involved in activities related to these programs. Observation was made for the visionary process in Nacogdoches, Texas. Coding and categorizing for the interviews and documentary evidences were used as the fundamental analytic process. Coding included open coding, selective coding for core categories, and development of patterns and themes. This process assisted in identifying categories, properties, themes and the relationships between them that eventually helped in building a cohesive understanding of the HP-HT relationship as performed by the THC.

The research found that heritage management efforts of the THC are not consistent with sustainability and good governance principles. Effectiveness of these efforts is affected by factors of heritage management approaches, partnership building, capacity building attempts, strategic processes, authority devolution, and accountability relations. A new framework for integrated heritage management has been developed.
from this study to assist the state government in achieving not only good management but good governance, since it will guide the organizations to more closely align with the social and cultural realities of their communities and develop meaningful and responsive heritage management policies and strategies.

**Xiaobo Quan – 2006 PhD**

A COMPARATIVE EVALUATION OF HANDWASHING AND VISITATION AT THE OLD AND NEW CRITICAL CARE UNITS AT ST. JOSEPH REGIONAL HEALTH CENTER, BRYAN, TX

This study compares single-bed rooms and multi-bed rooms with respect to their ability to support and facilitate healthcare staff handwashing and family and friend visitation in intensive care settings. Staff handwashing contributes to nosocomial infection control by reducing contact transmission of infectious pathogens. Family and friend visitation, as a major source of social support for patients, helps to improve patient health outcomes and satisfaction.

Unobtrusive observation of nurse handwashing and family and friend visitation was carried out in three types of patient care areas--old multi-bed open bays, old small single rooms, and new large single rooms--in the old and new critical care units at St. Joseph Regional Health Center, Bryan, TX. A total of 24 nurses were observed and 2056 potential handwashing opportunities were recorded. Controlling for nurses' individual differences, the study found significantly higher handwashing compliance in new single rooms (47.0%) and old single rooms (36.8%) than in old open bays (27.0%). Consistent with the results of observation, medical records showed a significant decrease in nosocomial infection rates from the old unit to the new unit (averaging 11.25 and 6.25 infections per 1,000 patient days, respectively). Family and friend visitors stayed significantly longer (about 35% longer) in the old and new single rooms than in open bays. Patient and family respondents to questionnaire surveys reported fewer problems and higher satisfaction with the new unit.

The data strongly suggest that single-bed rooms with conveniently located handwashing equipment and more space and amenities for visitors should have high priority in programming and designing intensive care units and other healthcare facilities.

**Azza Al Zaabei – 2006 MS**

DEMONSTRATION AND ANALYSIS OF TANGIBLE HERITAGE MANAGEMENT STRATEGY USING GEOGRAPHICAL INFORMATION SYSTEMS FOR THE CITY OF AL-AIN, UNITED ARAB EMIRATES

The United Arab Emirates (UAE) is focusing on towards two paradoxical directions especially after the oil-boom. The first is the contemporary architectural development, while the second is the conservation of traditional dwellings and historical sites in the country. It is obvious that the management and planning towards the first direction are fully integrated and highly précised to be implemented efficiently, thus, unveiling a new façade of contemporary lifestyle to the world. But the second direction is lacking good strategic efforts for conservation, preservation methods and tourism promotion, especially among different authorities that are in charge of either management or implementation of conservation techniques. Therefore, the country started looking for solutions that initiate the right management strategy to be followed and improve the use and promotion of tangible heritage. In this research, I am taking the case of the city of Al-Ain since it has started taking the path and has established an agreement with UNESCO. Geographical Information Systems is used in this research as a tool to implement the major objectives and solutions for issues discussed in the agreement. In this research, the main issues that were discussed in the agreement were segregated and studied separately in terms of geographic extent, then, spatially represented on the map. Furthermore, they were analyzed using the different techniques in the
Geographical Information Systems software ArcGIS to demonstrate each issue and problem and study its expected results. It was clear from this research that these issues were clearly presented using the software and will aid in the decision making process, especially for stakeholders and different entities in the city of Al Ain.

**Jin Su Jeong – 2006 MS**

**WEB-BASED FEEDBACK SYSTEM: THE LIFE CYCLE MANAGEMENT AS CONTINUOUS MAINTENANCE OF APARTMENT FACILITY INFORMATION**

This research investigates the feasibility of web technology as a means of delivering facility information for better support of facility operations and maintenance. This study proposes a web-based feedback system as a pragmatic solution to the limitations of current facility management (FM) processes, increasing the efficiency of these processes via web technology. In practice, work orders and records are often misplaced, resulting in reduced efficiencies, redundancies, and time-consuming, costly tasks. This problem may be overcome by use of a system that stores information digitally and provides a web-based interface. The interface could allow operations personnel to create documentation, share and monitor work orders, provide feedback for service online, and facilitate communication between facility teams. The benefit for a FM department is that it can receive feedback on performance, which would improve the quality of service and build a record of practical experiences. In this research, the software was tested using two types of prototype testing: first, system testing to evaluate functionality, usability and capability; and second, a post-task questionnaire survey was conducted to test and review the concept, interface, and usability of the system. Facility Management Industry Advisor Council (FMIAC) members answered the questionnaires after using the system posted on the web. By using web-based feedback system, a facility web site can be created and maintained easily through a standard web browser. The questionnaires from the FMIAC members were analyzed to test research questions. The tests show that the software aids facilities managers in maintaining living documents of their facilities.

**Kwang Jun Lee – 2006 MS**

**THE WEB-BASED GRAPHIC SERVICE REQUEST SYSTEM FOR FACILITY MANAGEMENT OF APARTMENTS**

This research investigates the feasibility of web technology as a means of handling service requests for delivering high quality service in building operation and maintenance. This research proposes a web-based graphic service request (WGSR) system as a pragmatic solution to the limitations of current computerized maintenance management system (CMMS) processes. Service request process in CMMS was developed as text-based, so that it is hard for ordinary tenants to use. Therefore, when tenants have a problem in a facility, they prefer calling in service requests or going to the office instead of using the internet service request application. In practice, work orders and records are often misplaced - resulting in lower efficiency and customer satisfaction. This may be overcome by a system that states information digitally and provides a web-based Graphic Service Request (WGSR) interface. The interface allow customers to report environmental problems in the facility, trace their work order progress, view schedules for maintenance, and provide feedback for service online. The WGSR system is an end-user point-and-click graphical interface that allows residents to request service by selecting a problem fixture on a floor plan image. By using HTML image map tags and combination of location, part, and types of problem identification number, the resident's input produces a text-based problem report for Facility Management (FM) departments that allows them to service requests on the fly. To solve the complexity and inefficiency issues of CMMS, the user interface for the WGRS system consists of a perspective drawing or isometric drawing of each unit's plan. An empirical test of the system and post-task survey was conducted to determine the efficiency and usefulness of the system. The
analysis of the results shows the system to be efficient and convenient in several fields, including comprehensibility, navigability, simplicity, clarity, compatibility, and graphic appeal. This result shows that residents prefer to use the WGSR system and could reduce the effort needed to make and receive service request phone calls and input information into a database. The labor and time for daily work could be saved to recognize problems correctly and set the right schedule so that this could be used for preventive work and project work.

**Firas Aldouri – 2006 PhD**

**IMPACT OF UTILIZING 3D DIGITAL URBAN MODELS ON THE DESIGN CONTENT OF URBAN DESIGN PLANS IN US CITIES**

Some experts suggest that urban design plans in US cities may lack adequate coverage of the essential design aspects, particularly three-dimensional design aspects of the physical environment. Digital urban models and information technology tools may help designers visualize and interact with design alternatives, large urban data sets, and 3D information more effectively, thus correcting this problem. However, there is a limited understanding of the impact that these models may have on the quality of the design product and consequently hesitation about the appropriate methods of their usage. These suggest a need for research into how the usage of digital models can affect the extent with which urban design plans cover the essential design aspects. This research discusses the role digital models can play in supporting designers in addressing the essential design aspects. The research objective is to understand how the usage of digital models affects the coverage of the essential design aspects. The research applies a novel perspective of examining both the methods of modeling-supported urban design and the design content of urban design to attempt to reveal a correlation or causal relation. Using the mixed method approach, this research includes three phases. The first, literature review, focused on reviewing secondary sources to construct theoretical propositions about the impact of digital modeling on urban design against which empirical observations were compared. Using qualitative content analysis, the second phase involved examining 14 plans to assess their design content and conducting structured interviews with the designers of four selected plans. The third phase involved sending questionnaire forms to designers in the planning departments and firms that developed the examined plans. The analysis results were compared with the theoretical propositions and discussed to derive conclusions. The extent of design aspects coverage was found to be correlated with the usage of digital modeling. Computational plans appear to have achieved a higher level of design aspects coverage and a better translation of design goals and objectives. In those plans, 3D urban-wide design aspects were addressed more effectively than in conventional plans. The effective usage of the model's functions appears to improve the quality of the decision-making process through increasing designers' visualization and analytical capabilities, and providing a platform for communicating design ideas among and across design teams. The results helped suggest a methodological framework for the best practices of modeling usage to improve the design content.

**Amr Bagneid – 2006 PhD**

**THE CREATION OF A COURTYARD MICROCLIMATE THERMAL MODEL FOR THE ANALYSIS OF COURTYARD HOUSES**

This research is an effort to revive the use of courtyard housing clusters in a modern context, which were traditionally known for their distinctive passive cooling performance. The goal is to promote energy efficient design in hot-arid climates and temperate climates by reviving the use of courtyard housing clusters. The objective is to introduce a simplified thermal model that simulates the courtyard microclimate, which has been tested with actual field data from a case study house. The case study house was an indigenous
A courtyard house in Cairo, Egypt that was built around 1400 AD, having an area of about 5000 sq. ft. (i.e., comparable to the size of a single-family house) with heavy thermal mass. To accomplish this, a finite difference thermal network model was created for simulating the case study courtyard microclimate. The finite difference (FD) model showed validity as it calibrated very well against field data. This model allowed running parametric sensitivity studies on the courtyard thermal simulation factors: air change rates, thermal mass, solar absorption, wall and floor emissivity, ground temperature, cloud cover, and ambient air temperature. The results of the parametric analysis showed that the model was sensitive to variations in the air change rates, solar absorptivity, and ambient air (rooftop) temperatures. The courtyard microclimate model was then used in combination with thermal simulation software (DOE-2) to analyze the thermal performance of the case study house, which was also validated with measured field data. The DOE-2 program showed limitations when applied to the case study, non-conditioned building, and showed a convergence deficiency when simulating high thermal mass buildings. The DOE-2 program did not perform well in simulating the impact of changes in thermal mass as compared to previous published field measurements. The proposed combinations of the FD microclimate/DOE-2 simulation did not perform as well as the FD microclimate simulation. The FD courtyard microclimate simulation model with onsite data for calibration is advantageous in introducing for the first time the ability to perform computer simulations on any number of proposed courtyard design alternatives for reaching optimum thermal performance.

David Dubbelde – 2006 PhD

INFLUENCE OF CULTURE, FAITH, ENVIRONMENT, AND BUILDING TECHNOLOGY ON THE BUILT FORM: THE CASE OF NINETEENTH CENTURY CATHOLIC CHURCHES IN GALVESTON, TEXAS

Why do churches of the same faith built in the same location and era of time differ in their built form? The focus of this dissertation led to the identification of four variables that influence the built form. These are culture, faith, environment and building technology. The physical location (Galveston, Texas), Catholicism, and era of time (last half of the nineteenth century (19C)) are significant to the framework of this study. A single location held constant the physical environment-climate and topography. Catholicism held constant faith. The era of time exposed the study churches to the same, but evolving, built environment and building technology. Galveston, in particular, during the era of study, presented a dynamic confluence of these variables. The city emerged as the commercial entrepot and financial center for Texas. It was Texas's cultural capital and its most dynamic urban center boasting the most advanced architecture. It had the best newspapers and theater in the state and was the first city in Texas to provide electricity and telephones. During this era Galveston was a gateway for thousands of European Catholic immigrants, who brought to Texas a diversity of culture, traditions and skills. The Catholic Church chose Galveston as the place to reassert itself in America against a Protestant wave swept westward on a tide of settlement. A conceptual model illustrating the interaction of these variables among each other and on the built form was created. From this model two subordinate models were developed and three hypotheses were derived which test the assumption that variety in church form and construction is a function of culture. The research is a qualitative approach implementing a comparative analysis methodology of multiple cases-five Catholic churches (the study units). The data for the individual study units were analyzed against a set of criteria for each of the variables identified. A comparative analysis matrix was used to contrast these data between the variables and the study units from which conclusions were drawn. The results of this analysis demonstrated that of these variables culture was the most influential on the built form, thus supporting the research hypotheses. Therefore, it is concluded that the variety in the churches' built form was a function of culture.

Seongchan Kim – 2006 PhD
AN ANALYSIS OF INTERNATIONAL ENERGY CONSERVATION CODE (IECC)-COMPLIANT SINGLE-FAMILY RESIDENTIAL ENERGY USE

In 2001, the Texas State Senate passed Senate Bill 5 to reduce ozone levels by encouraging the reduction of emissions of NOx that were not regulated by the Texas Natural Resource Conservation Commission, including point sources (power plants), area sources (such as residential emissions), road mobile sources, and non-road mobile sources. For the building energy section, the Texas State Legislature adopted the 2000/2001 International Energy Conservation Code, as modified by the 2001 Supplement, as the state's building energy code. The 2000/2001 IECC is a comprehensive energy conservation code that establishes a standard for the insulation levels, glazing and cooling and heating system efficiencies through the use of prescriptive and performance-based provisions. Therefore, the purpose of this research is to improve the accuracy of a 2000/2001 IECC-compliant performance simulation using the DOE-2.1e simulation program to investigate the energy performance of a typical single-family house. To achieve this purpose, several objectives had to be accomplished, including: (1) the development of an IECC-compliant simulation model, (2) the development and testing of specific improvements to the existing code-traceable model, (3) the calibration and installation of sensors in a case-study house, (4) the validation of the improved simulation model with measured data from the case-study house, and (5) use the validated model to simulate the energy-conserving features of single-family residences that cannot be simulated with existing versions of the DOE-2.1e program. In order to create the code-traceable IECC-compliant simulation model, a base-case house simulation was created and the results calibrated with measured energy and environmental data from the case-study house. This was done in order to obtain an improved simulation model that would more accurately represent the case-study building. The calibrated model was then used to verify the accuracy of the improved simulation methods against previous models and measured data. After validation of the new simulation methodologies, the IECC simulation model was used to simulate different energy-conserving features for a single-family residence that could not be simulated with the previous version of the DOE-2 input file. Finally, areas for future work were identified in an effort to continue to improve the model.

Suk Kyung Kim – 2006 PhD

THE GATED COMMUNITY: RESIDENTS' CRIME EXPERIENCE AND PERCEPTION OF SAFETY BEHIND GATES AND FENCES IN THE URBAN AREA

The primary purpose of the study is to explore the connections between residents' perception of safety and their crime experience, and the existence of gates and fences in multi-family housing communities in urban areas. For cultivating discussions regarding the connections between gated community territory, safety, and crime experience, this study classifies apartment communities according to the conditions of their gating and fencing: gated communities, perceived gated communities, and non-gated communities. It investigates residents’ perceptions of safety and their opinions and managers' opinions on gated territory and safety. The major findings from the surveys are: Residents felt safer in gated communities than in non-gated communities. Residents' perceptions of safety in perceived gated communities were similar to those in gated communities. These results reflected the territoriality issue for improving residents' perceived safety in apartment communities. Residents' perceptions of safety in architectural spaces showed that residents' fear of crime in public and semi-public spaces must first be addressed in order to ease residents' fear of crime in an apartment territory. The reality of crime in apartment communities differed from residents' perceptions of safety. Gated community residents reported a higher crime rate than nongated community residents. In addition to gates and fences that define apartment territory, such elements as patrol services, bright lighting, direct emergency buttons, and visual access to the local police were indicated as the important factors for
improving residents' perceived safety. Some architectural factors and demographic factors exhibited
statistical correlations with residents' perceptions of safety. Those were types of communities, dwelling
floor level, educational attainment, family size, and annual income. For predicting residents' perceptions
of safety in their apartment territory, multiple regression models were
obtained and residents' neighborhood attachment was also considered in the multiple regression models.
The apartment community managers emphasized direct maintenance issues and residents' social contact
with neighbors for improving residents' perceived safety. In conclusion, design and managerial
suggestions for safer communities were proposed. For creating safer multi-family housing communities,
territoriality and related architectural conditions and managerial considerations and residents' participations are emphasized. The concept of community programming for safer multi-family housing
communities is suggested.

Hazem Rashed Ali Atta – 2006 PhD

COGENERATION AND COMMUNITY DESIGN: PERFORMANCE BASED MODEL
FOR OPTIMIZATION OF THE DESIGN OF U.S. RESIDENTIAL
COMMUNITIES UTILIZING COGENERATION SYSTEMS IN COLD CLIMATES

The integration of cogeneration technologies in residential communities has the potential of reducing
energy demand and harmful emissions. This study investigated the impact of selected design parameters
on the environmental and economic performances of cogeneration systems integrated into residential
communities in cold U.S. climates following a centralized or a decentralized integration approach.
Parameters investigated include: (1) density, (2) use mix, (3) street configuration, (4) housing typology,
(5) envelope and building systems' efficiencies, (6) renewable energy utilization, (7) cogeneration system
type, (8) size, and (9) operation strategy. Based on this, combinations of design characteristics achieving
an optimum system performance were identified.
The study followed a two-phased mixed research model: first, studies of residential community design
and three case studies of sustainable residential communities were analyzed to identify key design
parameters; subsequently, simulation tools were utilized to assess the impact of each parameter on
cogeneration system performance and to optimize the community design to improve that performance.
Assessment procedures included: developing a base-line model representing typical design characteristics
of U.S. residential communities; assessing the system performance within this model, for each integration
approach, using three performance indicators: reduction in primary energy use, reduction in CO₂
emissions; and internal rate of return; assessing the impact of each parameter on the system performance
through developing 46 design variations of the base-line model representing changes in these parameters
and calculating the three indicators for each variation; using a multi-attribute decision analysis
methodology to evaluate the relative impact of each parameter on the system performance; and finally,
developing two design optimization scenarios for each integration approach.
Results show that, through design optimization, existing cogeneration technologies can be economically
feasible and cause reductions of up to 18% in primary energy use and up to 42% in CO₂ emissions, with
the centralized approach offering a higher potential for performance improvements. A significant
correlation also existed between design characteristics identified as favorable for cogeneration system
performance and those of sustainable residential communities. These include high densities, high mix of
uses, interconnected street networks, and mixing of housing typologies. This indicates the higher potential
for integrating cogeneration systems in sustainable residential communities.*

Min-Young Seo – 2006 PhD

THERAPEUTIC AND DEVELOPMENTAL DESIGN: THE RELATIONSHIP
BETWEEN SPATIAL ENCLOSURE AND IMPAIRED ELDER-CHILD

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Social interaction and the availability of meaningful activities promote the physical and psychological well-being of children and older adults. The development of social interaction is closely related to physical and social environments that complement the therapeutic needs of cognitively impaired elders and the developmental needs of young children. This study examined the effects of the degree of spatial enclosure on social interaction between these two groups during physical exercise in an assisted living facility co-located with a childcare center. The multi-methodological approach allowed for triangulation and employed the following techniques: naturalistic observation, a Web-based and mail out survey, an experiment, semi-structured interviews, sequential analysis, nonparametric analysis, and content analysis. The findings of this study demonstrated that a semi-enclosed spatial plan most influenced the prosocial behavior of older adults and young children. These elder-child prosocial behaviors were likely facilitated by a perception of adequate personal space, openness, and possible spaces for prospect and refuge within the semi-enclosed spatial plan. Elder-child social interaction was positively influenced by several programmatic factors which gave participants some sense of control. These findings led to design recommendations for creating appropriate developmental and therapeutic environments for children and older adults in intergenerational care settings. Recommendations were that a satisfactory balance be maintained between openness and enclosure as these stimulate elder-child social interaction.

Suwon Song – 2006 PhD

DEVELOPMENT OF NEW METHODOLOGIES FOR EVALUATING THE ENERGY PERFORMANCE OF NEW COMMERCIAL BUILDINGS

The concept of Measurement and Verification (M&V) of a new building continues to become more important because efficient design alone is often not sufficient to deliver an efficient building. Simulation models that are calibrated to measured data can be used to evaluate the energy performance of new buildings if they are compared to energy baselines such as similar buildings, energy codes, and design standards. Unfortunately, there is a lack of detailed M&V methods and analysis methods to measure energy savings from new buildings that would have hypothetical energy baselines. Therefore, this study developed and demonstrated several new methodologies for evaluating the energy performance of new commercial buildings using a case-study building in Austin, Texas. First, three new M&V methods were developed to enhance the previous generic M&V framework for new buildings, including: (1) The development of a method to synthesize weather-normalized cooling energy use from a correlation of Motor Control Center (MCC) electricity use when chilled water use is unavailable, (2) The development of an improved method to analyze measured solar transmittance against incidence angle for sample glazing using different solar sensor types, including Eppley PSP and Li-Cor sensors, and (3) The development of an improved method to analyze chiller efficiency and operation at part-load conditions. Second, three new calibration methods were developed and analyzed, including: (1) A new percentile analysis added to the previous signature method for use with a DOE-2 calibration, (2) A new analysis to account for undocumented exhaust air in DOE-2 calibration, and (3) An analysis of the impact of synthesized direct normal solar radiation using the Erbs correlation on DOE-2 simulation. Third, an analysis of the actual energy savings compared to three different energy baselines was performed, including: (1) Energy Use Index (EUI) comparisons with sub-metered data, (2) New comparisons against Standards 90.1-1989 and 90.1-2001, and (3) A new evaluation of the performance of selected Energy Conservation Design Measures (ECDMs). Finally, potential energy savings were also simulated from selected improvements, including: minimum supply air flow, undocumented exhaust air, and daylighting.

Melanie Joseph – 2006 MS
A PATTERN LANGUAGE FOR SACRED SECULAR PLACES

"Pattern Language" is a term popularized by Christopher Alexander and his co-authors of the book A Pattern Language: Towns, Buildings, Construction, Sara Ishikawa, and Murray Silverstein in the late 1970's. Though intended to enable every citizen to design and construct their own home, pattern language never quite caught up with those in the field of architecture, mostly because of its lack of flexibility. The core idea of Alexander's pattern language was to arm architects, designers, and the common people with a tool that would empower them to make informed decisions related to designing places that would comply with their needs and wants. What architecture needs the most today is the ability to heal and invigorate. I believe that contemporary architecture lacks such places that enable occupants to connect and communicate with what is within and what is without. A number of studies have proven that universally sacred (a majority of which are religious in function) places are charged with energies that could contribute towards this process. The energies, also referred to as "patterns," are the energies unique to a place that make it special and sacred (not just in the religious context but also in the secular context). This thesis is an attempt to derive a new pattern language for the creation of sacred "secular" places like our homes and work places which draw from the pattern lists that have been proposed in four separate instances by authors including Christopher Alexander and Phillip Tabb. This new pattern list is aimed at providing architects and designers with a tool for creating secular places with an element of sacrality without having to taking on a religious meaning.

Fatima Al Nammari – 2006 PhD

SUSTAINABLE DISASTER RECOVERY OF HISTORIC BUILDINGS, THE CASE OF SAN FRANCISCO AFTER LOMA PRIETA EARTHQUAKE

Recovery from disaster is a challenging period for any community. Long-term recovery is important, especially in relation to the built heritage, but it is among the least explored phases of disaster. Identifying past problems is needed to reduce future recovery complications. This study investigates the long-term recovery of public and Non-Government Organizations (NGO) owned historic buildings after an earthquake in the light of chosen sustainability variables. It examines San Francisco after the 1989 Loma Prieta earthquake as a case study and analyzes time needs, community participation, and maintenance of historic character, to identify whether historic buildings faced special issues and the variables involved. The study uses different methods. It statistically compares data for a sample of public and NGO owned buildings in San Francisco and then analyzes the dynamics of recovery for three buildings that faced delays. The study has found that historic buildings faced delays in recovery but such delays were sometimes the results of major rehabilitation projects, thus having long-term benefits. There are many variables in the recovery process that delay historic buildings and can be addressed to reduce future delays, which are mostly results of the context, process, and players. Time needs for the recovery of buildings are affected by their function, damage level, and status. Also, the sustainability of the process needs to be addressed, mainly in terms of the way historic buildings are valued, and the degree to which such valuation allows them to be part of the heritage of the community at large.

Carmen Aroztegui Massera - 2006 PhD

THE CALABOZO: VIRTUAL RECONSTRUCTION OF A PRISON CELL BASED ON PERSONAL ACCOUNTS

The objective of my research is to create a visualization of a place based on personal experiences. My research addresses this issue through a case study: the visualization of a women's political prison located in Punta de Rieles, Uruguay, during the Uruguayan dictatorship (1973-85). In June of 2002, I went to Uruguay and interviewed nine female former political prisoners. I asked them to tell me stories about
what happened to them during their time in prison. My research aims at relating their experience of prison through a visualization of their stories. The challenge addressed by my research is the creation of a virtual reconstruction that can communicate the experience of prison through the integration of narrative, light modeling and sound. The proposed visualization is a video installation based on these women's personal experiences of the solitary confinement cell (calabozo).

SaraJane Eisen – 2006 PhD

THE HEALING EFFECTS OF ART IN PEDIATRIC HEALTHCARE: ART PREFERENCES OF HEALTHY CHILDREN AND HOSPITALIZED CHILDREN

Art is assumed to possess therapeutic benefits of healing for children, as part of patient-focused design in healthcare. Research on adult patients suggests that by infusing art into the healthcare setting, the design may reduce stress that could impede the healing process. Since the psychological and physiological well-being of children in healthcare settings is extremely important in contributing to the healing process, it is vitally important to identify what type of art supports stress reduction. Nature art was anticipated to be the most preferred and have stress-reducing effects on pediatric patients. The objective of this study was to investigate what type of art children prefer, and what type of art has potentially stress-reducing effects on pediatric patients. This study used a three-phase, multimethod approach: a focus group study, a randomized study, and a quasi-experimental study design. Findings from three phases were evaluated. The objective of Phase 1 was to discern what type of art school children prefer, Phase 2 focused on what type of art hospitalized children prefer and to compare these preferences identified in Phase 1. Phase 3 was a quasi-experimental study to determine if nature art has a potentially healing effect on pediatric patients when compared to abstract art or no art at all. The findings of this study demonstrate that nature art is the preferred type of art by children from age 5 to 17. But there were no significant differences among the three art intervention groups of pediatric patients. These findings led to design recommendations regarding what art should be placed in children's hospital rooms in order to create a stress-reducing, healing environment.

Bin Kang – 2006 PhD

EFFECTS OF OPEN SPACES ON THE INTERPERSONAL LEVEL OF RESIDENT SOCIAL CAPITAL: A COMPARATIVE CASE STUDY OF URBAN NEIGHBORHOODS IN GUANGZHOU, CHINA

China has experienced the rapid socioeconomic change that leads to the evolution of social and physical environment in urban neighborhoods. In recently built neighborhoods, residents lack mutual trust and a sense of community; the neighborhood open spaces have been improved but still do not function well for developing resident social capital. Social capital is a comprehensive concept for evaluating community development. The purpose of this study was to evaluate residents' social capital in China's urban context and to examine the relationships between social capital and neighborhood open spaces. The review of literature identified five interpersonal factors of social capital: social network, trust, security and safety, belongingness, and engagement, which were related to neighborhood physical environment. In the city of Guangzhou, two neighborhoods were selected as study fields and two hundred and fifty subjects were randomly selected in each neighborhood to participate in a questionnaire survey. More than 75% subjects returned questionnaires. Ten residents of them then participated in semi-structured interviews. Observation recorded residents' activities in open spaces. Data were analyzed by statistical methods and domain analysis strategy. The results of statistical examinations demonstrated that residents living with a large number of neighborhood open spaces had higher degrees of social capital than residents lacking open spaces; residents using open spaces frequently developed higher degrees of social capital than residents using open spaces less; residents who were satisfied with
their open spaces held higher degrees of social capital than those who were not satisfied with open spaces. Semi-structured interviews explained that well-designed open spaces attracted inhabitants to participate in outdoor activities, which encouraged social interaction among residents, enhanced their mutual trust, expanded social network, and strengthened belongingness to neighborhood. However, open spaces were found not to obviously improve resident engagement. Observations unveiled that a highly versatile and flexible outdoor space was the favorite place for residents of all ages.

Alene Reich – 2005 MS

UTILITAS AND VENUSTAS: BALANCING UTILITY AND AUTHENTICITY IN STEWARDSHIP OF OUR BUILT HERITAGE

This thesis examines the past, present, and potential future of the practice of Heritage Conservation. Beginning with ancient Roman Architect, Vitruvius, this study establishes a vocabulary for the ideals of preservation practice. Utilitas and venustas, as two of the defining features of good architecture, are also key features to consider in the stewardship of a historic building in active use. The data set used in this evaluation comes from a symposium given in November 2004 by the Association for Preservation Technology International (APT), the United States General Services Administration (GSA), and the United States National Park Service (NPS). Historical background is presented to give a context for the symposium, which includes foundations, policy, and practice in the United States. The Venice Charter, National Historic Preservation Act, NPS, and GSA have been chosen for the Literature Review to provide this background. With utilitas and venustas as additional criteria for evaluation, the symposium case studies were mined for examples of practice that could be used to make suggestions for the future. Based on these examples and the possibilities for improving practice, this study concludes that the United States should draft a new document outlining an updated philosophy and policy for preservation. Future research would serve to develop refinements of existing frameworks and to create a new standard for "best practice".

Joon Ho Choi – 2005 MS

STUDY OF THE RELATIONSHIP BETWEEN INDOOR DAYLIGHT ENVIRONMENTS AND PATIENT AVERAGE LENGTH OF STAY (ALOS) IN HEALTHCARE FACILITIES

This study investigates how indoor daylight environments affect patient Average Length of Stay (ALOS), by evaluating and analyzing daylight levels in patient rooms in comparison to their ALOS. The patient ALOS data were taken at one general hospital in Inchon, Korea and the other in Bryan, Texas, U.S.A.; physical, environmental and daylighting conditions were assessed at each building site. The gathered data were analyzed using SPSS statistical package to determine the trends in patients' length of stay in hospital wards with 95% and 90% statistical significances. The data were categorized based on the orientation of a patient room and were compared between different orientations and types of patient rooms in the same ward of each hospital. Selected hospital wards were classified based on their orientations and types of patient rooms. The other variables considered in the study were: the differences in daylighting environments (illuminance, luminance ratio, daylight factor, diversity and uniformity of illuminance), and physical environment properties of the patient rooms of each hospital, and how these affected patient ALOS in both locations (Inchon and Bryan). To analyze the daylighting environment, on-site measurements, RADIANCE simulations and physical scale model measurements were conducted. This study also investigated patients' feelings and opinions, and their preferences in daylighting environments with the questionnaire survey. Through this study, three hypotheses were tested and was evidence for the following conclusions. First, there may be a positive relationship between indoor daylight environments and ALOS. Second, seasonal weather differences
cause different indoor daylighting levels and may influence the length of patient hospitalization. Third, overall patient satisfaction and reactions to patient rooms may be related with indoor daylight environments. More controllable shading devices, naturally lighted indoor environments, and glare prevention create positive outcomes for patient ALOS and visual comfort. To increase the validity and confidence about the positive effects of daylight on human physiological conditions, further studies are necessary which provide more samples, facilities and other variables. This study was created as a basis for the development of recommendations for designing patient rooms in healthcare facilities and, as a result, should be used to achieve more effective healing environments.

Nancy Crowley – 2005 MS

THE INFLUENCE OF LOCAL AND IMPORTED FACTORS ON THE DESIGN AND CONSTRUCTION OF THE SPANISH MISSIONS IN SAN ANTONIO, TEXAS

San Antonio, Texas, is home to several eighteenth-century Spanish Franciscan missions, which represent some of the best examples of Spanish colonial mission architecture in the United States and which together comprise the city's historic Chain of Missions. This study traces the history of four of these missions: Mission Nuestra Senora de la Purismima Concepcion de Acuna, Mission San Jose y San Miguel de Aguayo, Mission San Juan Capistrano, and Mission San Francisco de la Espada. Founded by Franciscan friars, who traveled from Spain to Mexico and ultimately to Texas to christianize native populations of the Americas, and built by craftsmen transplanted from Mexico, the missions are an amalgam of diverse cultures and decades of evolving architectural styles. This study examines the cultural, religious, and environmental factors that influenced the design and construction of the original mission structures. Specifically, it analyzes the vernacular architecture of eighteenth-century Spanish and Mexican missions, as well as the traditions of local Native American groups of the period, and studies the effect of these cultures and San Antonio's environmental conditions on the resulting vernacular construction of the San Antonio missions. Each of the four missions in this study is examined within the context of three main factors: (a) the unique combination of broad cultural factors - both local and imported - that influenced the architectural forms of the missions; (b) the religious prescriptions of three cultural groups and their effect on the structure of the missions; and (c) the impact of the specific environmental conditions of the San Antonio area. The goal of this study was to identify the multiple forces that contributed to the creation of a vernacular architectural form-Spanish mission architecture-in Texas. The findings suggest that the design and construction of the San Antonio Missions were most strongly influenced by Mexican religious factors, followed by Spanish cultural factors. Environmental conditions of the area were not highly influential.

Mini Malhotra – 2005 MS

AN ANALYSIS OF MAXIMUM RESIDENTIAL ENERGY-EFFICIENCY IN HOT AND HUMID CLIMATES

Energy-efficient building design involves minimizing the energy use and optimizing the performance of individual systems and components of the building. The benefits of energy-efficient design, in the residential sector, are direct and tangible, provided that design strategies with a substantial combined energy and cost-saving potential are adopted. Many studies have been performed to evaluate the energy-saving potential and the cost effectiveness of various design options, and to identify conditions for optimizing the performance of building systems and components. The results of these studies, published in various resources, were analyzed discretely using different techniques, and were reported using different bases for comparison. Considering the complex interaction of, and energy flows through various building components, it is difficult to directly compare/combine the results from various studies to
determine the energy-saving potential of combination of strategies, and to select an appropriate set of strategies for making design decisions. Therefore, this thesis develops a comprehensive survey and analysis of energy-efficient design strategies and their energy-saving potential, in isolation as well as in combination, using a DOE-2 simulation model of a prototype house in the hot and humid climate of Houston, Texas. Optimized strategies that included building configuration, materials/assembly for building envelop components, and efficient mechanical and electrical systems, equipment and appliances, were applied in combination that could minimize the annual energy use. Application of these strategies is expected to allow downsizing systems and equipment and to confirm their operation at their rated performance, resulting in additional installation and operation cost savings. The study is concluded by outlining the procedures for selecting optimized set of strategies, and by developing guidelines for achieving maximum energy-efficiency in single family detached houses in hot and humid climates. Thus, this study will facilitate the selection of energy-saving measures for their individual or combined application for developing energy-efficient residences in hot and humid climates.

Upali Nanda – 2005  PhD

SENSTHETICS: A CROSSMODAL APPROACH TO THE PERCEPTION, AND CONCEPTION, OF OUR ENVIRONMENTS

This dissertation counters the visual bias, and the simplistic approach to the senses, in architectural thought, by investigating the connections among different sense modalities (sight, sound, smell, taste and touch). Literature from the cognitive sciences shows that sensory modalities are connected perceptually; what we see affects what we hear, what we smell affects what we taste, and so on. This has a direct impact on the perceptual choices we make in our day-to-day lives. A case study conducted in an urban plaza investigates the perceptual choices people make (or what they attend to) as they explore their physical environment. Results show that people construct subjective and embodied mental maps of their environments where sensory impressions are integrated with cognitive concepts such as emotions or object recognition. Furthermore, when one sense is muted (such as closing the eyes) other senses are prioritized. A theoretical framework termed as the "Sensthetic Model" is developed illustrating the interdependence of sensory, kinesthetic and cognitive factors, and the hierarchical and lateral relationship between sense-modalities. The latter is the focus of studies with architecture students in abstract thinking exercises: a) Hierarchical: Students perceive a hierarchy of senses (sensory order) when they think about different places. Vision is primary, but not always. Touch, classically relegated to the bottom of the hierarchy, is often higher in the hierarchy and coupled with sound. b) Lateral: Students associate colors with different sounds, smells, textures, temperatures, emotions and objects and cross over modalities conceptually, with a degree of consistency. There are more associations with emotions and objects (which are not constrained to a single sense-modality), than with purely sensory images. Finally, the theoretical model is further developed as a tool to think "across" modalities (crossmodally) based on the identification of sensory orders and sensory correspondences. By focusing on the sensory modalities (nodes) and the relationships among them (connections), the model serves as a conceptual tool for professionals to create sensory environments. This dissertation is an initial step beyond the aesthetics of appearance, towards the Sensthetics of experience.

Betina Martens Mogo – 2005  MS

An experimental setup to evaluate the daylighting performance of an advanced optical light pipe for deep-plan office buildings

- 600 -
This research focuses on an advanced optical light pipe daylighting system as a means to deliver natural light at the back of deep-plan office buildings (15ft to 30ft), using optimized geometry and high reflective materials. The light pipe configurations follow a previous study at the Lawrence Berkeley National Laboratory (Beltrán et al., 1997). The current system is designed for College Station, TX (lat: 30° 36'N), with predominantly mostly sunny sky conditions. This work consists of the monitoring of two scale models simulating a portion of a multi-story office building with open-plan configuration, with interior dimensions 30ft x 20ft x 10ft, built at 1:4 of its real scale, one of the models being the reference case and the other the test case where the light pipe system is placed. The main objectives of this thesis are (a) to examine this daylighting system comparative to the reference case, taking measurements for longer periods than the study at LBNL, as well as to collect detailed data of its performance under different weather conditions and with different materials; (b) to evaluate the visual comfort and possible glare problems of the light pipe system through photographic evaluation and the conduction of a survey that provides people's opinions and suggestions about the daylighting system. The light pipe system demonstrated a higher performance than the reference case in terms of appropriate levels of light and people's preferences. The illuminance at the workplane level showed to be adequate with any of the two different diffusing materials used to spread the light into the room. The light pipe without a diffuser was the other condition observed to further understand the bounces of the sunbeam inside the reflective chamber and its consequences on the lighting output. Recommended standards for office spaces with VDT screens together with the analysis of the daylight system, led to preliminary suggestions on how to integrate the light pipe system in an open-plan office configuration. Further study is indicated to reach the complete potential of this advanced optical light pipe that ties illuminance quality with energy savings through the integration of daylight and electric light systems.

Siritip Harntaweewongsa – 2005 MS

THERMAL AND LIGHTING PERFORMANCE OF TOPLIGHTING SYSTEMS IN THE HOT AND HUMID CLIMATE OF THAILAND

This study evaluated the potential of toplighting systems in the hot and humid tropics by using Bangkok, Thailand (latitude 13.7°N) as a test location. The analysis tested both the thermal and lighting performance of three toplighting systems. Toplighting, designed for use in one-story buildings or on the top floor of taller buildings, yields a uniformly distributed light throughout a space. However, in lower latitude locations, where there is no heating period, heat gain is a critical design issue since it significantly affects the annual energy consumption of the building. Accordingly, the decision to use toplighting in these locations needs to be carefully examined before any design considerations occur. In this study, the thermal and lighting performance of three toplighting systems were compared. For the thermal performance, total cooling loads, heat gains and losses, and interior temperature were evaluated. The lighting performance parameters examined were daylight factor, illuminance level, light distribution, and uniformity. EnergyPlus was used as the thermal analysis tool, and RADIANCE, along with a physical scale model, was used as the lighting performance analysis tool. The sky conditions tested were overcast, clear sky, and intermediate sky. Results have shown that, for locations with hot and humid climates with variable sky conditions such as Bangkok, Thailand, the roof monitors perform better than the other two systems in terms of the thermal and lighting performance. With similar cooling loads, the roof monitor provides better illuminance uniformity than the skylights and lightscoops, with adequate illuminance level (at mostly higher than 500 lux).

Young No Kim – 2005 MS

A WEB-BASED TIMESHEET TOOL FOR THE DESIGN STUDIO
This research is related to time management and the use of timesheets in architectural design education. It focuses on the role of Web-based timesheets in the architectural design studio. The main purpose of the research is to explore whether Web technology is helpful in increasing compliance with time documentation and can determine which student behaviors and habits can be observed with Web-based timesheets in architectural design education. In time management, using timesheets is a common method to analyze time usage. However, a traditional timesheet is usually focused on the investigator's (teacher or employer) perspective. Therefore active participation is hardly expected and data analysis is not easily offered to participants as useful information in real time. To overcome the identified problems, Web technology may be useful. For this research, a pilot software tool was developed and tested in design studios at several grade levels. Research was focused on empirical observation to determine which student work patterns and behaviors can be observed with a Web-based timesheet tool. The Web-based timesheet tool was successfully fielded in the design studio and the utility of the Web-based timesheet tool was observed. By analyzing the collected data from the experiments with this Web-based timesheet tool, it was possible to observe various work patterns and behaviors and to develop insights in the students' design process. Analysis of log data gave interesting insights into students' work patterns and design behaviors. Web technology was helpful in increasing the value of the timesheet in architectural design education.

Jaya Mukhopadhyay – 2005 MS

ANALYSIS OF IMPROVED FENESTRATION FOR CODE-COMPLIANT RESIDENTIAL BUILDINGS IN HOT AND HUMID CLIMATES

This thesis presents an analysis of energy efficient residential windows in hot and humid climates. To accomplish this analysis, the use of accurate simulation tools such as DOE-2.1e is required, which incorporates the results from the WINDOW-5.2 simulation program to assess accurate fenestration performance. The thesis also investigates the use of optimal glazing types, which, for future applications, could be specified in the code to reduce annual net energy consumption to zero. Results show that combinations of low-E and double pane, clear-glazed windows, which are optimally shaded according to orientation are the best solution for lowering both annual energy consumption and peak electricity loads. The study also concludes that the method used to model fenestration in the simulation program plays an important role in accurately determining the effectiveness of the glazing option used. In this particular study, the use of the WINDOW-5.2 program is highly recommended especially for high performance windows (i.e., low-E glazing). Finally, a discussion on the incorporation of super high performance windows (i.e., super low-E, ultra low-E and dynamic/switchable glazing) into the IECC code concludes that these types of glazing strategies can reduce annual net energy use of the window to zero. Future work identified by this thesis includes a more extensive examination of the passive solar potential of high performance fenestration, and an examination of the appropriate methods for specifying these properties in future versions of the IECC code. This implies that future specifications for fenestration in the IECC code could aim for zero net annual energy consumption levels from residential fenestration.

Samer Al-Ratrout – 2005 PhD

FEASIBILITY STUDY OF USING OPTICAL MOIRÉ INTERFEROMETRY TECHNIQUE FOR FINE-GRAN SIZE SURFACE RELIEF IN HERITAGE RECORDING

In order to prepare for the prospective need for heritage 3D recording, the main objective of this research was to investigate a new depth measuring method that can reduce identified limitations of current point-to-point measuring approaches. The limitations were time-money consumption, intrusiveness, accuracy assumption and efficiency. In many disciplines other than heritage recording, optical moiré interferometry
techniques (OMIT) are well developed as a measuring method and are considered fast, non-intrusive, accurate, and efficient. Based on these considerations, this research hypothesized that OMIT, as a measuring method, is feasible with respect to time-consumption and accuracy in acquiring depth measurement for fine-grain surface relief for historic recording. To test this hypothesis, a feasibility investigation was carried in which OMIT was used for surface relief topographic recording. This goal was approached by performing a comparison study between the OMIT measuring method as the investigated method and the hand measuring method as the control method. For each method, the comparison required performing eight experimental samplings of relief recording for a pre-designed physical model surface. The data collected from the hand measuring samples were the depth measurements of predefined points on the model surface and the time consumption for both measuring and data preparing processes. The data collected from the OMIT measuring samples were moiré dark fringes generated on the model surface and the time-consumption for both moiré generating and data preparing processes. For measurement accuracy evaluation, the collected depth data were prepared in the form of topographic contour drawings. For the OMIT feasibility evaluation, a comparison was carried out to examine the resulting topographic contour drawings for depth measurement accuracy level and measuring process time-consumption. In conclusion, the OMIT method showed higher depth measurement accuracy levels and lower process time-consumption than the hand method. The OMIT method also demonstrated less intrusiveness and more efficiency. This superiority validates the feasibility of using fine-grain surface relief for heritage recording purposes. Finally, the observed advantages of the OMIT method were presented to establish potentials for future developments and investigations. The observed limitations of the method were also pointed out to establish trends for recommendations and further studies.

Eberhard Laepple – 2005 PhD

EXPLORING PROJECT COLLABORATION SYSTEMS IN THE BUILDING INDUSTRY

The use of Web-Based-Collaboration-Systems (WBCS) continues to grow as part of information technology development in the Architecture-Engineering-Construction (AEC) industry. WBCS provide different media channels to support collaboration across geographical distributed teams. However, many companies are still hesitant to integrate WBCS. This research provides an understanding of how WBCS are used in practice. Most distinctively, it obtained practice data from several major US architecture firms and examined about 30,000 transactions produced during actual design and planning projects as practicing architects, engineers and consultants used WBCS. The study investigated what information was used and exchanged among participants during the different design stages. This was related to the different media channels of WBCS. The raw project data has been coded and transformed into secondary data through computer-supported content analysis. Based upon categories from previous literature, such as communication, coordination and design theories, the data has been analyzed for sender, receiver, channel and content of information transmitted. The content has been characterized into work tasks, information handling behavior and design activities. Additional interviews with industry professionals produced information that had not been documented through WBCS and that corroborated the analytical findings. The combination of theory, quantitative, and qualitative analysis has been synthesized into a portrait of WBCS usage that was validated through triangulation. The analysis of digital records of design communication from practice through content analysis is a new research methodology in AEC. The evidence supporting design methods theory shows the changes in tasks and information handling in regards to the project phases. It indicates that the most frequent loops of design activity are Evaluation-Analysis-Synthesis and Evaluation-Synthesis-Evaluation. It documents the actual usage of WBCS based on descriptive statistics and Markov models. WBCS was used primarily as a document repository and calendaring tool. The remote team members used it more frequently than centrally located participants. The study shows the limitations of WBCS: none of the verbal communication was captured.
More significant, the entire email exchange took place outside the WBCS. WBCS was used very extensively, if the implementation of the system supported the organizational structure and vice versa.

Jeong Han Woo – 2005 MS

SHARING TACIT DESIGN KNOWLEDGE IN A DISTRIBUTED DESIGN ENVIRONMENT

Throughout the life-cycle of a design project, architects rely heavily on their tacit design knowledge to support design decisions. Tacit knowledge is highly personal and implicit. As such, it encompasses expertise, intuitive understanding, and professional insight formed as a result of experience. Due to its implicit nature, tacit design knowledge is typically shared only among colleagues who work in the same office through face-to-face interactions. With emerging Computer-Mediated Communication (CMC) technologies, designers face new opportunities for capturing and reusing tacit design knowledge. However, there is no accepted CMC strategy for sharing tacit design knowledge in the Architecture, Engineering, and Construction (AEC) industry. This research investigates the impact of tacit design knowledge on design performance in a distributed design environment supported by CMC software. The software was developed and tested in three design studios in which design students sought advice from experts in remote locations. It provides tools for showing images, such as drawings and renderings, and for engaging in a written dialogue (chat session). The written and graphic artifacts of the conversation are stored in a Web-accessible database. The chat sessions included the identification, clarification, and explanation of real problems. Dialogue records provide evidence of a significant influence upon the students' approach to conceptual design. Content analysis of the comments from the experts provides qualitative evidence for the software's effectiveness. The participants shared past experience, professional recommendations, and intuitive expectations. In follow-up surveys, most participants reported that their experience with the software was very enjoyable and the software is well-designed to support sharing of design knowledge. This research also suggests that tacit design knowledge may be confidently captured and shared through careful strategic implementation of CMC technology in a distributed design environment. Demographic and attitudinal surveys of the participants suggest that enabling factors for sharing tacit design knowledge include knowledge sharing attitude, just-in-time expertise matching, and timing of the communication.

Rima Al Ajlouni – 2005 PhD

DEVELOPMENT AND EVALUATION OF A DIGITAL TOOL FOR VIRTUAL RECONSTRUCTION OF HISTORIC ISLAMIC GEOMETRIC PATTERNS

For the purpose of cultural heritage preservation, the task of recording and reconstructing visually complicated architectural geometrical patterns is facing many practical challenges. Existing traditional technologies rely heavily on the subjective nature of our perceptual power in understanding its complexity and depicting its color differences. This study explores one possible solution, through utilizing digital techniques for reconstructing detailed historical Islamic geometric patterns. Its main hypothesis is that digital techniques offer many advantages over the human eye in terms of recognizing subtle differences in light and color. The objective of the study is to design, test and evaluate an automatic visual tool for identifying deteriorated or incomplete archaeological Islamic geometrical patterns captured in digital images, and then restoring them digitally, for the purpose of producing accurate 2D reconstructed metric models. An experimental approach is used to develop, test and evaluate the specialized software. The goal of the experiment is to analyze the output reconstructed patterns for the purpose of evaluating the digital tool in respect to reliability and structural accuracy, from the point of view of the researcher in the context of historic preservation. The research encapsulates two approaches within its methodology; Qualitative approach is evident in the process of
program design, algorithm selection, and evaluation. Quantitative approach is manifested through using mathematical knowledge of pattern generation to interpret available data and to simulate the rest based on it. The reconstruction process involves induction, deduction and analogy. The proposed method was proven to be successful in capturing the accurate structural geometry of the deteriorated straight-lines patterns generated based on the octagon-square basic grid. This research also concluded that it is possible to apply the same conceptual method to reconstruct all two-dimensional Islamic geometric patterns. Moreover, the same methodology can be applied to reconstruct many other pattern systems. The conceptual framework proposed by this study can serve as a platform for developing professional softwares related to historic documentation. Future research should be directed more towards developing artificial intelligence and pattern recognition techniques that have the ability to supplement human power in accomplishing difficult tasks.

Cassandrea Hager – 2005 PhD

DEVELOPING STANDARDS FOR UNDERGRADUATE UNIVERSITY CONSTRUCTION EDUCATION INTERNSHIP PROGRAMS

Personally observed variability among construction education internship programs prompted this investigation. The schools of construction that form the Associated Schools of Construction (ASC) encourage its members to provide curricula that produces qualified professionals for the construction industry. There is agreement within ASC that a practical component along with classroom curriculum is needed for construction students’ education (Senior, 1997). Although construction programs have different ways of accomplishing this experiential component, most do have some sort of internship or cooperative program (Chapin, et al., 2003). Construction internships vary greatly from one program to the next - in length, supervision, academic deliverables, and whether credit is earned. No common set of internship field experience standards or best-practices guidelines have been developed for construction education. This study was divided into three subproblems. Subproblem One describes the status of construction internship programs currently administered in selected American undergraduate universities. Subproblem Two identifies elements that students, companies and schools perceive to support valuable, satisfying internship experiences. And, Subproblem Three incorporates findings from Subproblems One and Two to identify common elements to provide a structure for construction internship programs, in order to develop a set of guidelines for construction education internship programs. Three constituencies were surveyed: 1) university undergraduate construction programs, 2) construction companies, and 3) students of the respective construction programs. The school survey utilized ASC membership rosters to survey 91 schools, with 56 participating (62%). The company survey randomly sampled 200 of the Top 400 U.S. Construction Companies listed in Engineering News Record's ENR Sourcebook 2003, with 75 participating (37.5%). The student survey had 31 students from eleven schools in nine different states voluntarily participate. Univariate analyses on only one variable at a time served to describe the survey population, and by extension, the population from which the sample was selected. The data were analyzed utilizing frequency percentages and summary averages including mode and mean. Based on the findings of this study, it was concluded that a set of “best-practices” guidelines were needed for construction education internship programs. A set of best practices guidelines for developing construction education internship programs are provided.

Tanya Komas – 2005 PhD

HISTORIC BUILDING DOCUMENTATION IN THE UNITED STATES, 1933-2000: THE HISTORIC AMERICAN BUILDINGS SURVEY, A CASE STUDY
The objective of the study was to gain new insight into archival building documentation in the United States since 1933 focusing on Historic American Buildings Survey (HABS) as a case study. It sought to help explain how individuals with different levels of involvement with the HABS program, and throughout its entire history, understood the development, current operational context, and future direction of HABS. Seven general philosophical and practical issues were explored: 1) how HABS documentation standards were understood and applied, 2) the relative values of the process and products of documentation, 3) the understanding and application of the objective and subjective natures of the documentation process, 4) whether the mission of the program had changed with changes in the operation of the program since its inception, 5) the role of technology in the process of HABS documentation and how it shapes the end products, 6) defining broader historical epochs with the goal of adding to existing understandings of the history of the program, and 7) the causes and effects of HABS drawing style changes over time.

Sakkara Rasisuttha – 2005 PhD

AN INVESTIGATION OF METHODS FOR REDUCING THE USE OF NON-RENEWABLE ENERGY RESOURCES FOR HOUSING IN THAILAND

The purpose of this research is to develop methods that reduce energy consumption in a residential building in a hot and humid climate region (Thailand) using efficient architectural building components and renewable energy (solar energy) to produce electricity, domestic hot water, and supplemental cooling by night sky radiation. Improving the architectural building components, including building materials, is an option to reduce energy consumption in a building. Using renewable energy sources is another option to reduce the consumption of non-renewable energy. In residential buildings, solar energy has been utilized for space heating and domestic hot water using active solar collector systems and for generating electricity using photovoltaic (PV) systems. One photovoltaic system, the hybrid photovoltaic-thermal (PV-T) collector system, has been developed by several researchers over the last 20 years. The hybrid photovoltaic-thermal (PV-T) collector system is a combination photovoltaic (for producing electricity) and solar thermal collector (for producing hot water). Theoretical and experimental studies of this collector have highlighted the advantages of the hybrid PV-T collector system over separate systems of PV and solar collector in terms of system efficiency and economics. Unfortunately, very little experimental data exists that demonstrates the advantages of a combined system. Therefore, one of the objectives of this study conducted was an experimental study of this system as an auxiliary energy source for a residential building. Night sky radiation has also been studied as a cooling strategy. However, no attempt so far could be found to integrate it to a hybrid PV-T collector system. The night sky radiation strategy could be operated with the hybrid PV/T collector system by using existing resources that are already present in the solar system. The integration of the night sky radiation into the hybrid PV-T collector system should yield more productivity of the system than the operation of the Hybrid PVT system alone. The research methods used in this work included instrumentation of a case-study house in Thailand, an experimental PV-T collector system, and a calibrated building thermal simulation. A typical contemporary Thai residential building was selected as a case-study house. Its energy use and local weather data were measured and analyzed. Published energy use of Thai residential buildings was also analyzed as well to determine average energy consumption. A calibrated computer model of the case-study building was constructed using the DOE-2 program. A field experiment of the thermal PV system was conducted to test its ability to simultaneously produce electricity and hot water in the daytime, and shed heat at night as a cooling strategy (i.e., night sky radiation). The resultant electricity and hot water produced by the hybrid PV-T collector system helped to reduce the use of non-renewable energy. The cooling produced by the night sky radiation also has potential to reduce the cooling load. The evaluation of the case-study house and results of the field experiment helped to quantify the potential reduction of energy use in Thai residential buildings. This research provided the following benefits: 1) experimental results of a hybrid PV-T solar
Kwanchai Roachanakana – 2005 PhD

A CASE STUDY OF COST OVERRUNS IN A THAI CONDOMINIUM PROJECT

Construction managers confront many problems. Still, this industry plays a vital role in the healthy growth of the economy of many countries throughout the developed and developing world. Effective management of construction projects has been a major research subject in the last century due to the importance of this industry and the amount of money it attracts. One critical problem facing construction managers is inefficient cost control procedures, particularly in developing regions of the world. Since the end of the Second World War, the use of sophisticated cost control procedures in managing and controlling project costs have been accepted and applied widely in many parts of the world such as the United States and the United Kingdom. These procedures are important in a growing economy to ensure delivery of projects on time and within budget, but they are equally important during an economic recession when project viability becomes marginal. In the early 1990s, the construction industry in Thailand played a critical role during a period of strong economic growth. Construction cost control was not a major concern as developers rushed to capitalize on the booming market. In the late 1990s, the economy of Southeast Asia sank into recession. Project cost control became a critical issue for the developers as well as the construction companies in managing construction projects. A significant number of projects in Thailand in the late 1990s had significant cost overruns. Cost overruns had been a problem during the high growth period in the early 1990s, but demand overcame the problems created by poor cost control. The use of good project cost control procedures has become a concern of project investors and construction companies in Thailand since the recession of the late 1990s. Project managers and developers are now aware that the failure of a cost control system or use of a poor system can lead to project failure. Project cost control methods need to be improved in Thailand to ensure that owners and contractors manage construction costs and meet project goals on time and within budget. In this study, project cost controls in the United States and Thailand will be examined. These procedures will be analyzed to identify their similarities and differences. The causes and solutions for cost overruns in the two countries will also be examined. The results from the study will illustrate how the project cost control procedures used in the United States can be applied to the construction industry in Thailand to improve the procedures used by Thai contractors.

Byoungsoo Ahn – 2005 MS

DAYLIGHTING SYSTEMS FOR THE KUWAIT NATIONAL MUSEUM

Daylight has a deteriorating effect on the museum objects. For this reason, usually museums totally block the daylight. This research is the part of restoration works of Kuwait National Museum (KNM), which was destroyed during the Gulf War in 1990. The purpose of this research is to investigate the lighting performance of the top lighting and side shading devices in KNM. This research will cover daylighting systems for Building 3 and 4 of the KNM. Daylighting systems are evaluated by using the scale model and Desktop RADIANCE, a lighting simulation program. This research will present how to make use of daylight in museum buildings while protecting museum objects from the harmful portion of daylight.

Umesh Atre – 2005 MS
This research investigates the effects of daylighting in an existing elementary school in College Station, Texas. The conclusions are generalizable to similar school designs in hot and humid climates. This study focuses on the trends observed in the building's heating, cooling, and lighting energy consumption due to daylighting, and the overall effect on total energy consumption. Skylights with 1% to 10% glazing surface to floor area and clerestories from 2 ft to 8 ft glazing height were analyzed to formulate balanced daylighting designs that could provide for decreased electricity and gas energy consumption and increased daylight illuminance levels and energy cost savings. Classroom and Library areas inside the case study school building were analyzed using walk-throughs and daylight factor measurements to understand existing lighting conditions and the potential for daylighting. Physical scale models of the study spaces with and without daylighting alternatives were built for daylight factor and daylight penetration analysis. Computer simulation models were created for the base case and all proposed daylighting designs for building energy performance evaluation using the DOE-2 building energy simulation program. Daylight factors from the actual spaces, physical model measurements, and computer simulation outputs were studied for trends in interior daylight illuminance levels. Annual energy consumption analyses were performed using DOE-2 and involved heating, cooling, and electrical energy use comparisons of all proposed designs with the base case. One design each from the skylight and clerestory cases, and an overall design based upon the performance criteria are proposed for the existing school building. The building energy analyses suggested that a considerable reduction in artificial lighting and total electricity use could be achieved through proper sizing of skylights and clerestories. Heating energy use stayed almost constant in all cases. Considering all different trends in energy use, all the proposed cases perform better than the base case in terms of total energy savings. The spaces analyzed constituted 15% of total school area, and projected savings would be much higher if daylighting could be applied to the entire school building.

Sonia Punjabi – 2005 MS

DEVELOPMENT OF AN INTEGRATED BUILDING DESIGN INFORMATION INTERFACE

This research recognizes the need for building simulation/performance tools that can easily be integrated into the building design process. The study examines available simulation tools and attempts to determine why these tools are not used by building designers/architects. Findings confirm that the complexity of simulation tools created by scientists, who are more technically oriented, discourages use by architects who are more visually oriented people. The evaluation and analysis of available simulation tools suggests a thorough research methodology for creating a new front-end interface that solves current usage problems. The research is limited to the interface design of the new front-end which is named Integrated Building Design Information Interface (IBDII). The new front end provides an interface that allows designers to make more informed decisions during the design process while providing a front-end that supports AutoCAD and permits a user interface where the mode of input is graphical and not numerical. Criteria for the new front-end interface enable the development of a series of mock-up interface designs that are responsive to the needs of architects. A working graphical user interface of the building information prototype is created and is then put through an empirical user testing. The usability testing establishes the usefulness, effectiveness, likeability and learnability of the developed interface design. The testing includes six factors which act as indicators of usability and provide suggestions for future developments. The testing evaluation ascertains that the interface is easy to learn and use. Findings also show that the best feature of integrated building design information front-end is its interface design and there is room for improvement in the way input is selected.
Hilal Ozcan PhD 2004

HEALING DESIGN: A PHENOMENOLOGICAL APPROACH TO THE RELATION OF THE PHYSICAL SETTING TO POSITIVE SOCIAL INTERACTION IN PEDIATRIC INTENSIVE CARE UNITS IN THE UNITED STATES AND ....

This study examines the impact of the physical setting in the care and healing process of hospitalized children, their families, and the caregivers in two selected pediatric intensive care units (PICUs) in the U.S. and Turkey. A holistic, cross-cultural, comparative, and naturalistic approach emphasized the importance of the total (i.e., physical, social, cultural, spiritual, organizational, political) environment and quality of life to health and healing. Information was gathered through qualitative methods such as participant observations, behavioral maps, in-depth interviews, and floor plan analysis. Despite some universal features of the PICU atmosphere, the value and place ascribed to pediatric critical care in Turkey and the U.S. present different worldviews. Field studies revealed social interaction as a universal healing function despite its cultural specificity stemming from socio-cultural, ethnic, economic, and religious differences between different groups. Crowding, parental absence, and over-stimulation, which stem from the lack of individual patient rooms, and organizational problems related with human resources and staffing shortage play against the critically ill child’s deep need to heal in the Turkish PICU. Despite spatial limitations, informal social interactions and cooperative relationships among caregivers, their devotion, and their ability to adapt to the existing physical and social environment enable care delivery. While staffing shortage continues to be a crucial problem in the U.S. model, specialization of labor and the systemic organization in general support care delivery, reducing the importance of informal social interactions and cooperation among caregivers.

However, emphasizing the role of the family in the child’s care, social interaction is also identified as a healing function in this setting. Therefore, despite the significant role the physical setting may play in healing, social interaction is found to be more important for improving patient outcomes and the well-being of families and caregivers. The study focuses on six healing design interventions to increase the chances for positive social interaction and collaboration. These are programmatic (provisional, scale, locational), functional, ambient, symbolic, social and psychological interventions.

Rebecca Rowe MS 2004

CAN HISTORIC NEIGHBORHOODS COMPETE? ANALYSIS OF AND RECOMMENDATIONS FOR LOCAL INCENTIVES FOR OWNER-OCCUPIED HISTORIC HOUSING

This research study sets out to determine what incentives and programs are being utilized throughout the country and in Texas to keep historic residential neighborhoods maintained and vibrant. For this purpose, federal, state and local programs have been surveyed to discover what programs are being utilized and which might be successful in Texas cities. Also surveyed were prospective homebuyers to determine what incentives and maintenance assistance could induce them to purchase, or to consider purchasing, an older home versus a new home in a builder community. The responses of the prospective homebuyers’ survey indicates that there is a good deal of interest in older homes among prospective homebuyers. A program to assist them should be based on education, making pertinent information and resources available, and providing financial relief for those purchasing and rehabilitating an older or historic home.

Yong-Hoon Sung PhD 2004

DEVELOPMENT OF A COMPREHENSIVE COMMUNITY NOX EMISSION REDUCTION TOOLKIT (CCNERT)
The main objective of this study is to research and develop a simplified tool to estimate energy use in a community and its associated effects on air pollution. This tool is intended to predict the impacts of selected energy conservation options and efficiency programs on emission reduction. It is intended to help local government and their residents understand and manage information collection and the procedures to be used. This study presents a broad overview of the community-wide energy use and NOx emissions inventory process. It also presents various simplified procedures to estimate each sector's energy use. In an effort to better understand community-wide energy use and its associated NOx emissions, the City of College Station, Texas, was selected as a case study community for this research. While one community might successfully reduce the production of NOx emissions by adopting electricity efficiency programs in its buildings, another community might be equally successful by changing the mix of fuel sources used to generate electricity, which is consumed by the community. In yet a third community low NOx automobiles may be mandated. Unfortunately, the impact and cost of one strategy over another changes over time as major sources of pollution are reduced. Therefore, this research proposes to help community planners answer these questions and to assist local communities with their NOx emission reduction plans by developing a Comprehensive Community NOx Emissions Reduction Toolkit (CCNERT). The proposed simplified tool could have a substantial impact on reducing NOx emission by providing decision-makers with a preliminary understanding about the impacts of various energy efficiency programs on emissions reductions. To help decision makers, this study has addressed these issues by providing a general framework for examining how a community's non-renewable energy use leads to NOx emissions, by quantifying each end-user's energy usage and its associated NOx emissions, and by evaluating the environmental benefits of various types of energy saving options.

Krisanee Muendej  MS  2004

PREDICTIONS OF MONTHLY ENERGY CONSUMPTION AND ANNUAL PATTERNS OF ENERGY USAGE FOR CONVENIENCE STORES BY USING MULTIPLE AND NONLINEAR REGRESSION MODELS

Thirty convenience stores in College Station, Texas, have been selected as the samples for an energy consumption prediction. The predicted models assist facility energy managers for making decisions of energy demand/supply plans. The models are applied to historical data for two years: 2001 and 2002. The approaches are (1) to analyze nonlinear regression models for long term forecasting of annual patterns compared with outdoor temperature, and (2) to analyze multiple regression models for the building type regardless of outdoor temperature. In the first approach, twenty four buildings are categorized as base load group and no base group. Average temperature, cooling efficiencies, and cooling knot temperature are estimated by nonlinear regression models: segment and parabola models. The adjusted r-square results in good performance up to ninety percent accuracy. In the second approach, the other selected six buildings are categorized as no trend group. This group does not respond to outdoor temperature. As the result, multiple a regression model is formed by combination of variables from the nonlinear models and physical building variables of cooling efficiency, cooling temperature, light bulbs, area, outdoor temperature, and orientation of fronts. This model explains up to sixty percent of all convenience stores' data. In conclusion, the accuracy of prediction models is measured by the adjusted r-square results. Among these three models, the multiple regression model shows the highest adjusted r-square (0.597) over the parabola (0.5419) and segment models (0.4806). When the three models come to the application, the multiple regression model is best fit for no trend data type. However, when it is used to predict the energy consumption with the buildings that relate to outdoor temperature, segment and parabola model provide a better prediction result.

Byoungsoo Ahn  MS  2004
DAYLIGHTING SYSTEMS FOR THE KUWAIT NATIONAL MUSEUM

Daylight has a deteriorating effect on the museum objects. For this reason, usually museums totally block the daylight. This research is the part of restoration works of Kuwait National Museum (KNM), which was destroyed during the Gulf War in 1990. The purpose of this research is to investigate the lighting performance of the top lighting and side shading devices in KNM. This research will cover daylighting systems for Building 3 and 4 of the KNM. Daylighting systems are evaluated by using the scale model and Desktop RADIANCE, a lighting simulation program. This research will present how to make use of daylight in museum buildings while protecting museum objects from the harmful portion of daylight.

Abey George  MS  2004

REMOTE COLLABORATION IN THE DESIGN STUDIO

Information technology offers many tools for promoting collaboration and communication in architectural design. A growing number of companies and individuals are adopting computer-based techniques to facilitate remote collaboration between geographically distributed teams. Thus, it is important to investigate the use of technology in developing collaborative tools for architects, especially as required training in architectural education. This research explores the feasibility of augmenting communication in the design studio using a web-based collaboration tool. A prototype was developed for an integrated system that allows for streaming media, real-time collaboration, and multi-way video, audio and text messaging, tailored specifically to the needs of a distributed architectural design studio. The Collaborative Online Architectural Design Studio (COADS) is based on a three-tier client-server structure consisting of an interface tier, an application-logic tier and a data tier. COADS allows role-based participation for students and teachers, facilitating collaboration over design sketches and presentations using personal computers equipped with a microphone and a web-cam. The system was developed and subjected to usability testing in a design studio consisting of graduate-level students of architecture. The participants were required to use COADS for conducting peer evaluations of designs for their class project and subsequently, to answer a questionnaire assessing the usability of the system. The analysis showed that COADS has definite advantages as a tool to augment communication in the design studio. The biggest advantage was that participants could get immediate feedback about their designs from their peers, irrespective of their location. COADS was also relatively easy to set up on end-user machines and provided an integrated point for accessing relevant studio resources from a single location. The disadvantages were mostly due to the limitations of the hardware on end-user machines such as small screen sizes, low quality microphones and web-cams. Further, the collaborative whiteboard within COADS lacked essential tools, such as pan/zoom and erase/undo tools, which reduced its usability. In conclusion, systems such as COADS can effectively augment communication within the architectural design studio. However, they need to be integrated closely with the course structure, right from the introductory stage of the project to the final presentation stage.

Scott Arvin  PhD 2004

PHYSICALLY BASED MECHANICAL METAPHORS IN ARCHITECTURAL SPACE PLANNING

Physically based space planning is a means for automating the conceptual design process by applying the physics of motion to space plan elements. This methodology provides for a responsive design process, allowing a designer to easily make decisions whose consequences propagate throughout the design. It combines the speed of automated design methods with the flexibility of manual design methods, while adding a highly interactive quality and a sense of collaboration with the design.
The primary assumption is that a digital design tool based on a physics paradigm can facilitate the architectural space planning process. The hypotheses are that Newtonian dynamics can be used (1) to define mechanical metaphors to represent the elements in an architectural space plan, (2) to compute architectural space planning solutions, and (3) to interact with architectural space plans. I show that space plan elements can be represented as physical masses, that design objectives can be represented using mechanical metaphors such as springs, repulsion fields, and screw clamps, that a layout solution can be computed by using these elements in a dynamical simulation, and that the user can interact with that solution by applying forces that are also models of the same mechanical objects. I present a prototype software application that successfully implements this approach. A subjective evaluation of this prototype reveals that it demonstrates a feasible process for producing space plans, and that it can potentially improve the design process because of the quality of the manipulation and the enhanced opportunities for design exploration it provides to the designer. I found that an important characteristic of this approach is that representation, computation, and interaction are all defined using the same paradigm. This contrasts with most approaches to automated space planning, where these three characteristics are usually defined in completely different ways. Also emerging from this work is a new cognitive theory of design titled ‘dynamical design imagery,’ which proposes that the elements in a designer's mental imagery during the act of design are dynamic in nature and act as a dynamical system, rather than as static images that are modified in a piecewise algorithmic manner.

Victor Kootin-Sanwu  PhD 2004

AN ANALYSIS OF LOW COST, ENERGY EFFICIENT HOUSING FOR LOW-INCOME RESIDENTS OF HOT AND HUMID CLIMATES

The purpose of this research is to develop methods that will enable the reduction of owning and operating costs of low-income housing in the hot-humid climates of the U.S. The objectives include investigating various scenarios that will enable the implementation of cost-effective construction of low-income housing using volunteer labor. The research uses a case study approach where a base-line energy use is established using a comparative Princeton Score Keeping Method (PRISM) analysis and measurements from a case study house. A prototype house is then simulated with the DOE-2 building simulation program, and the energy savings calculated by comparing simulated energy and water conservation design measures (E&WCDMs) with the calibrated baseline energy simulation. The cost and maintenance of the house are analyzed with the real costs of construction of a case study house in Bryan/College Station, Texas. To accomplish the objectives of the research the following tasks are performed: (1) Develop a monthly baseline using a PRISM analysis of 28 Habitat houses in Bryan/College Station, Texas. (2) Use various sensors to instrument and measure 15-minute energy use and environmental data from the case study house. (3) Develop a detailed, calibrated building energy simulation model of the case study house using a specially modified version of the DOE 2.1e building energy simulation program. (4) Determine the costs of a case study Habitat house using volunteer labor. (5) Determine the best selection of energy and water conservation design measures (E&WCDMs) that take into account Habitat's volunteer labor and low-interest mortgage rates. (6) Use a calibrated building energy simulation model to evaluate the E&WCDMs to determine the projected energy use. (7) Minimize the life-cycle costs using the American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE) annualized life-cycle cost method. In summary, the research aims to help reduce the costs of a Habitat house by carefully selecting and analyzing energy and water reducing design options that can be installed cost effectively by volunteer labor.

Vinod Srinivasan PhD  2004
MODELING HIGH-GENUS SURFACES

The goal of this research is to develop new, interactive methods for creating very high-genus 2-manifold meshes. The various approaches investigated in this research can be categorized into two groups--interactive methods, where the user primarily controls the creation of the high-genus mesh, and automatic methods, where there is minimal user interaction and the program automatically creates the high-genus mesh. In the interactive category, two different methods have been developed. The first allows the creation of multi-segment, curved handles between two different faces, which can belong to the same mesh or to geometrically distinct meshes. The second method, which is referred to as "rind modeling", provides for easy creation of surfaces resembling peeled and punctured rinds.

The automatic category also includes two different methods. The first one automates the process of creating generalized Sierpinski polyhedra, while the second one allows the creation of Menger sponge-type meshes.

Efficient and robust algorithms for these approaches and user-friendly tools for these algorithms have been developed and implemented.

Amitava Sinharay   MS 2003

ADAPTING THE BUILDING SYSTEM INTEGRATION METHOD TO PORTRAY ARCHITECTURAL ORGANIZATIONS

This thesis primarily deals with the adaptation of a theory from one context and its application in another context. In this case the "building systems integration theory" which has been introduced in the context of buildings, in the book Building Systems Integration Handbook (Rush, 1986), is adapted to the context of architectural organizations. The hypothesis of this research is that "building system integration principles can be applied to architectural business organizations." Building system integration theory defines four fundamental systems within buildings and five levels of integration ranging from unified to remote. It further defines an abstract two dimensional diagrammatic language that is referred to as a "ball diagram" for portraying the system integration within a building. Using the building system as an analogue to organizational structure, I have redefined the five levels of integration in the vocabulary of an organization and formulated seven systems in an organization on the basis of my literature review. I surveyed five prominent architectural firms in Texas (three Matrix organizations, and two Studio organizations) and discussed their project handling methods with their principals in charge, with the intention of investigating the degree of contact between personnel, their meeting patterns, and the reporting structure. This has helped me to identify the levels of integration between systems in each organization and eventually represent the working process of these firms using the diagrammatic language introduced in BSIH. The resulting diagrams, which primarily represent the production/delivery segment of the organizations, reveal organizational structures during the project cycle as well as certain characteristics of a Matrix or Studio. Due to the limited scope of the survey done initially, some shortcomings were noticed in the diagramming method including the absence of any representation of the client and the user in the diagrams. Despite certain shortcomings owing to the scale of the investigation, it is felt that the diagramming method portrayed here is a novel yet effective idea to represent organizations and the levels of integration between systems in an organization that contributes to the production of a cohesive organizational design theory.

Piljae Im   MS 2003

A METHODOLOGY TO EVALUATE ENERGY SAVINGS AND NOX EMISSIONS REDUCTIONS FROM THE ADOPTION OF THE 2000 INTERNATIONAL ENERGY CONSERVATION CODE (IECC) TO NEW RESIDENCES IN ...
Currently, four areas of Texas have been designated by the United States Environmental Protection Agency (EPA) as non-attainment areas because they exceeded the national one-hour ground-level ozone standard of 0.12 parts-per-million (ppm). Ozone is formed in the atmosphere by the reaction of Volatile Organic Compounds (VOCs) and Nitrogen Oxides (NOx) in the presence of heat and sunlight. In May 2002, The Texas State Legislature passed Senate Bill 5, the Texas Emissions Reduction Plan (TERP), to reduce the emissions of NOx by several sources. As part of the 2001 building energy performance standards program which is one of the programs in the TERP, the Texas Legislature established the 2000 International Energy Conservation Code (IECC) as the state energy code. Since September 1, 2001, the 2000 IECC has been required for newly constructed single and multifamily houses in Texas. Therefore, this study develops and applies portions of a methodology to calculate the energy savings and NOx emissions reductions from the adoption of the 2000 IECC to new single family houses in non-attainment and affected counties in Texas. To accomplish the objectives of the research, six major tasks were developed: 1) baseline data collection, 2) development of the 2000 IECC standard building simulation, 3) projection of the number of building permits in 2002, 4) comparison of energy simulations, 5) validation and, 6) NOx emissions reduction calculations. To begin, the 1999 standard residential building characteristics which are the baseline construction data were collected, and the 2000 IECC standard building characteristics were reviewed. Next, the annual and peak-day energy savings were calculated using the DOE-2 building energy simulation program. The building characteristics and the energy savings were then crosschecked using the data from previous studies, a site visit survey, and utility billing analysis. In this thesis, several case study houses are used to demonstrate the validation procedure. Finally, the calculated electricity savings (MWh/yr) were then converted into the NOx emissions reductions (tons/yr) using the EPA's eGRID database. The results of the peak-day electricity savings and NOx emissions reductions using this procedure are approximately twice the average day electricity savings and NOx emissions reductions.

Hoonsik Seo PhD 2003

PREDICTING ANNUAL WATER SAVINGS FROM RETROFITTING SUPPLY VALVES IN A UNIVERSITY CLASSROOM/OFFICE BUILDING BY MEANS OF ACOUSTIC OBSERVATION

The United States uses about 4.8 billion gallons of water every day to flush waste. Since toilets and urinals account for nearly one-third of building water consumption, the potential for savings in this area is significant. Efficient water use can have major environmental, public health, and economic benefits by helping to improve water quality, maintain aquatic ecosystems, and protect drinking water resources. The Energy Policy Act of 1992 established water conservation standards for the manufacture of four types of plumbing fixtures: water closets, kitchen and lavatory, faucets, showerheads, and urinals. However, most research has been focused on toilet water consumption in the residential environment. Therefore, the research examining the water savings in the commercial environment, which also includes urinals and lavatories, is long overdue. This study has developed and tested an inexpensive system to monitor water usage in a commercial building. The study also investigated the water consumption of automatic flush valves and automatic lavatories to study potential water savings in those areas. In this study, overall water consumption followed the same patterns as GPF. It was highest for the tune-up phase with new 4.5 GPF diaphragms replacing the old 3.5 GPF diaphragms, and was 21,843 gallons. Next came the as is phase with 16,116 gallons, not including the lavatories. The automatic valve phase consumption was 11,504 gallons. The best performance was once more the low consumption phase with 8,715 gallons. This phase caused water consumption to be 40% less that the automatic valve phase when lavatories were not included and 32% less when they were. It appears that the most desirable configuration to minimize water consumption in this study was manual, low consumption valves in water closets and urinals along with the automatic lavatory valve sets.
Audrey Tinker – PhD 2003

THE AUSTIN GREEN BUILDING PROGRAM: AN ANALYSIS OF THE PROGRAM'S EFFECTIVENESS

Current water shortages in the United States and Texas are expected to only worsen so that by 2050, approximately 40% of both U.S. and Texas residents will live in areas of water scarcity (U.S. House Committee, 2003; Texas Water Development Board, 2003). In response to these grim projections, both lawmakers and environmentalists are calling for conservation measures so that future shortages or costly new supply initiatives are avoided. One area where substantial consumption decreases could be made is the municipal sector, which is projected to account for 35% of all water consumed in Texas by 2050 (Texas Water Development Board, 2002). Both organizations and voluntary programs have been established to reduce water consumption in this area. One of the largest and most innovative programs in the state is the Austin Green Building Program (AGBP). It was the first program of its kind in the U.S. that rates new homes and remodels in regards to five categories related to sustainability: energy efficiency, water efficiency, materials efficiency, health and safety and community (City of Austin, 2001). This research identified the factors (weather, home size, lot size, appraised value, and existence of a pool) that effect water consumption for residences qualifying as "Austin Green Homes", and identified those green features or designs that had the greatest effect on water consumption, that were most commonly included, and the reasons why contractors incorporated them. Non-green features such as temperature, rainfall, home and lot size, appraised value and a pool seemed to have the greatest impact on water consumption, from an analysis of R2 values, albeit a positive relation for each variable. When green features were investigated, findings showed that different features were effective in reducing water consumption for different builders and in many cases, water-conserving features actually led to increased use. Finally, results showed that large builders incorporated fewer water-related green features in their homes and achieved lower star ratings in general than small green builders.

Nayarat Rungchareonrat – MS 2003

AN ANALYSIS OF ENERGY REDUCTIONS FROM THE USE OF DAYLIGHTING IN LOW-COST HOUSING

This research focuses on energy reductions from the use of daylighting in residential buildings located in hot and humid climates. The proposed research studied the effectiveness of different daylighting strategies and assessed their performance in enhancing natural lighting in the space without causing excessive heat gain problems in the building. The goal of using effective daylighting strategies is to protect the interior from direct sunlight during the cooling season, and deliver indirect light into the building interior to reduce the need for supplemental lighting. The concern about using daylighting is that, while reducing the solar heat gains, it also reduces the amount of daylight needed to supplement interior lighting. Therefore, the objective of this study is to explore the effectiveness of daylighting strategies that balance the solar heat gain reduction and daylight utilization and result in electrical energy savings in building. The study was performed using a physical scale model for the Daylight Factor studies and the DOE-2 energy simulation computer program for simulating models of a case study Habitat for Humanity house with and without applied daylighting. The case study building was used to represent the typical energy end-use patterns in the single-family residence in hot and humid climates. Illuminance data was measured at different points in the model under actual overcast sky conditions to obtain the Daylight Factors of the proposed daylighting models, which were then compared to the basecase building. The annual energy analysis was conducted using the DOE-2 energy simulation program. Results are reported in terms of the annual heating, cooling, and electrical energy uses with each device in place, as compared to the baseline building.
Kwan Yong Lee  PhD  2003

THE IMPACT OF VISUAL CONNECTION WITH NATURE ON SOCIAL INTERACTION IN FACILITIES FOR THE ELDERLY

Social activities positively influence psychological health during childhood and adult years, as well as in later life. The design of the physical environment within elderly living facilities is an important factor in promoting social activities among the residents. Physical environments should respond to the social needs of older adults, and social interactions and social support may be enhanced by therapeutic designs. Visual connection with nature or the outdoors may be a significant factor in supporting health outcomes. Views of nature are significantly important to the elderly in terms of emotional restorative support, fostering social interactions, and enhancing health outcomes. This study investigated the relationship between social interactions and visual connections with nature or the outdoors in the main entrance areas of facilities for the elderly. This study used a multi-method approach: a questionnaire, behavior mapping including casual field behavior observations, and a quasi-experiment with a design intervention. As a result, the findings of this study were classified according to the following environmental themes: 1) space for social interactions, 2) physical environments and social environments, and 3) impacts of visual connection with nature on social interactions. The findings of this study demonstrate that access to nature in the main lobby area is beneficial to fostering social relationships between residents and promoting good overall social life in facilities for the elderly. In addition, physical characteristics of openness, the quality of the outside view, and satisfaction with the main lobby significantly influenced social relationships between residents and their overall social life. These findings led to design recommendations regarding elderly living facilities in order to create quality institutional living environments.

Inchul Soh  PhD  2003

THE ACQUISITION AND ANALYSIS OF TIME MANAGEMENT PERCEPTION IN THE ARCHITECTURAL DOMAIN

Architectural practice simultaneously demands several abilities from architects. Architects are required to have not only appropriate skills and techniques in building design, but also the ability to manage self, team, and project in a systematic manner. The significance of the role of management, especially in terms of performance, has already received considerable attention in many disciplines. Among the many dimensions in management, researchers and practitioners agree that the role of time management is critical. In the architectural domain, however, time management has received little attention regardless of its need and usefulness. Under these circumstances, it may be considered necessary for academics to promote the notion of time management and eventually provide time management training as a part of the regular curriculum. Since studies of time management in the architectural domain are extremely rare, the research of time management in architectural practice and the development of a training framework are required prior to introduction into the regular curriculum. This research has acquired preliminary information about existing conditions and awareness regarding time management in the architectural domain. This research mainly focuses on several questions: To what extent do groups of academics and professionals have awareness and knowledge of time management? To what extent can the aptitude levels of scheduling technique be correlated to the patterns of knowledge and awareness of time management? To what extent can the necessity of time management education recognized by the participants be correlated to the patterns of knowledge and awareness of time management? Data have been collected through comprehensive questionnaires submitted to academics and professionals as well as through interviews. By means of statistical analysis, the hidden patterns, deficiencies and relationships in attitudes regarding time management have been revealed. The statistica
analysis has produced the evidence supporting the following conclusions: 1. In general, time management performance was higher in professionals although both groups revealed a lack of knowledge in planning and scheduling techniques. 2. The present study also revealed that there is a significant positive relationship between practical experience and self-discipline. 3. The findings of the study suggest that the dimension of time management in general should be given special consideration when designing time management training in an architectural program.

Mohammad Abdullah MS 2003

RE-EXAMINATION OF THE CURRENT ARCHITECTURAL CURRICULUM AT KUWAIT UNIVERSITY

As we enter the twenty-first century, it is impossible to ignore that society is growing increasingly more complex. As each year passes, this increasingly complex world requires architects who can contribute to larger, more interdisciplinary teams. Architects play an important role in shaping the future of the world. However, the only production factories of architects, the schools of architecture, are frequently accused of producing architects unable to meet the expectations of the profession and society in general. Architectural education is in desperate need of change and improvement, primarily through reforming the heart of the architectural education–its curriculum. This study reviews the existing program of the Department of Architecture at Kuwait University, with specific emphasis on its curriculum. In addition, it outlines the factors affecting the degree of integration between the curriculum's components, assures that the program is providing the education needed to prepare for professional practice, and, consequently, recommends new educational approaches for the development of the department's architectural curriculum. The architectural program at Kuwait University will be reviewed in two ways. First, survey procedures, questionnaires and interviews are utilized as part of a case study designed to gather the relevant data for the study. Second, the structure of the curriculum's offerings is compared to professional degree programs of selected academic institutions in the United States and Saudi Arabia. Based on the results of the study, several conclusions are drawn. These conclusions concern four categories: (1) weak subjects in the curriculum needing considerable improvement, (2) fair subjects needing some improvement, (3) strong areas with no or minimal need for improvement, and (4) additional subjects lacking in the program, which need to be implemented in order to further the development of the architectural curriculum at Kuwait University. The challenges, visions of the program's future, and several areas requiring further study are also identified as a result of the survey and the conclusions drawn from the study.

Keda Wang MS 2003

THE AESTHETIC PRINCIPLES OF SOUNDSCAPE IN ARCHITECTURAL DESIGN AND BUILT ENVIRONMENT

This thesis is an attempt to establish a practical way for architectural designers to take advantage of the relationship between soundscape and architectural aesthetics. The whole study aides in providing a structural framework by which architectural designers could incorporate acoustic elements into their design, with aesthetic concerns rather than for practical purpose. The discussions of soundscape and architecture forms are organized in the order of point, line, plane and space to present my personal observations on the issue. Three graphic systems are developed based on the previous researches of soundscape to visualize the coexistence of sonic identities and visual identities in built environment and how both of them interact to create a multi-sensory experience for visitors. Among the three systems, the Soundscape Map system is particularly introduced to demonstrate some case studies where soundscape elements are successfully employed to strengthen the construction of architectural spaces and forms. The goal of this research is to open a door for architectural researchers to discover the interconnection
between soundscape and architecture, with the hope that the graphic systems introduced could be useful for effective designs with soundscape concerns in built environment.

Atch Sreshthaputra PhD 2003

BUILDING DESIGN AND OPERATION FOR IMPROVING THERMAL COMFORT IN NATURALLY VENTILATED BUILDINGS IN A HOT-HUMID CLIMATE

The goal of this research was to develop new techniques for designing and operating unconditioned buildings in a hot-humid climate that could contribute to an improvement of thermal performance and comfort condition. The recommendations proposed in this research will also be useful for facility managers on how to maintain unconditioned buildings in this climate. This study investigated two unconditioned Thai Buddhist temples located in the urban area of Bangkok, Thailand. One is a 100-year-old, high-mass temple. The other is a 5-year-old, lower-mass temple. The indoor measurements revealed that the thermal condition inside both temples exceed the ASHRAE-recommended comfort zone. Surprisingly, the older temple maintained a more comfortable indoor condition due to its thermal inertia, shading, and earth contacts. A baseline thermal and airflow model of the old temple was established using a calibrated computer simulation method. To accomplish this, HEATX, a 3-D Computational Fluid Dynamics (CFD) code, was coupled with the DOE-2 thermal simulation program. HEATX was used to calculate the airflow rate and the surface convection coefficients for DOE-2, and DOE-2 was used to provide physical input variables to form the boundary conditions for HEATX. In this way calibrated DOE-2/CFD simulation model was accomplished, and the baseline model was obtained. To investigate an improved design, four design options were studied: 1) a reflective or low-solar absorption roof, 2) R-30 ceiling insulation, 3) shading devices, and 4) attic ventilation. Each was operated using three modes of ventilation. The low-absorption roof and the R-30 ceiling insulation options were found to be the most effective options, whereas the shading devices and attic ventilation were less effective options, regardless of which ventilation mode was applied. All design options performed much better when nighttime-only ventilation was used. Based on this analysis, two prototype temples were proposed (i.e., low-mass and high-mass temples). From the simulation results of the two prototypes, design and operation guidelines are proposed, which consist of: 1) increased wall and ceiling insulation, 2) white-colored, low-absorption roof, 3) slab-on-ground floor, 4) shading devices, 5) nighttime-only ventilation, 6) attic ventilation, and 7) wider openings to increase the natural ventilation air flow windows, wing walls, and vertical fins.

Leena Mulye MS 2002

HBDR: A CASE-BASED TOOL FOR ORGANIZING ARCHITECTURAL INFORMATION ON HISTORIC BUILDING DESIGNS

Learning about previous design projects is a very important part of the study of architecture as well as the process of design. Historic preservation, a branch of architecture, is not an exception to this rule. In the field of historic preservation, information regarding previous design projects is available in the form of historic photographs, measured drawings, details, descriptive text and notes. This information is currently available from different sources. It must be organized to enable effective use for the student community. Case-based representation and learning systems can be used to arrange and define the case study information. In this research, I have collected and categorized information about previous historic building designs. As a part of the research, I have developed software through which the information can be made available to students at one platform. The software also captures student's comments about each case, which may be beneficial to the student's learning experience. The software has been tested by graduate students in a historic presentation course. The tests show that the software aids students in obtaining answers more quickly and with greater accuracy than paper-based descriptions of cases.
Archana Thiagarajan  MS  2002

COLOR THEORY TOOL: AN INSTRUCTIONAL AID

This thesis primarily deals with the conceptualization, design and evaluation of an instructional learning tool. The focus of the instructional aid is to bring an understanding of the theory of color to students in art, architecture and visualization sciences. The tool designed encompasses a series of both informative and interactive experiments. These experiments help explain the nuances of color. The primary objective of the research was to build a tool that is easy to use, effective in the process of learning and fun to work with.

Sagara Udomwech  MS  2002

BOUNDARIES AND GUIDELINES FOR TREATMENT AS FACTORS IN THE SUCCESS OF HISTORIC DISTRICTS: COMPARATIVE CASE STUDIES IN Galveston, Houston, and Bangkok

This research is a study of historic districts and how guidelines and boundaries help the establishment and the success of the historic districts. Success and ingredients for the success of historic districts were also analyzed and identified. Two case studies from the United States and one from Thailand were used to develop the understanding of the use of boundaries and design guidelines for historic districts. These three case studies are the Strand/Mechanic Historic area of Galveston, Texas, the Main Street/Market Square of Houston, Texas, and Tatien/Pgklong-Talad of Bangkok, Thailand. Several methods including Delphi investigation, personal observation, interviews and day trips to all of the study areas were used for data collection. Literature review provided information and theoretical evidence. The data and information from the literature review provided an opportunity to test the hypotheses of this study. The study offers an understanding of historic districts, their design guidelines and boundaries, and develops knowledge in the use of guidelines and boundaries that could be used effectively in the establishment and success of historic districts, especially in Thailand. The major finding of this study is that zoning alone is not the factor to establish boundaries for a historic district. However, clear boundaries, supported by clearly established land-use policies, are critical to the success and establishment of a historic district. Supportive design guidelines are also important factors that encourage the success of historic districts. The success of any historic district cannot be measured only by the amount of money or economic gain. According to the Delphi group, the satisfaction of the residents towards the area is more important. The main issues that affect the use of boundaries and guidelines in historic district directed from this study were as follows: · Understanding both the area and the needs of the residents · Preparing and providing historic district awareness among the residents · Carefully defining boundaries of the districts · Establishing a set of guidelines according to the type and level of users · Refining and updating both boundaries and guidelines when needed.

Kenneth Parker  PhD 2002

DETERMINATION OF MAXIMUM FLOW RATE IN A BUILDING WATER SUPPLY SYSTEM BY MEANS OF ACOUSTIC OBSERVATION

The pipe sizing criteria in use today was developed by Roy B. Hunter and published in the BMS65 report in December of 1940(Hunter, 1940). Hunter developed the fixture unit as a method to establish the load-producing effect of plumbing fixtures. Hunter developed his methodology with the probability of fixture
use. No actual count of fixture use was involved. Recent developments in computer technology have made it possible to use a voice-recognition program in a PC to distinguish a particular plumbing fixture in normal use in a building. A sensor to attach to the water supply pipes has been developed to retrieve the noises made by the actuation of the plumbing fixtures. The computer is trained to recognize the retrieved noise from the pipes and record the time and location of the fixture event. The development of the technology has allowed the researchers to determine the amount of water used by an individual fixture in place without dismantling or disruption of the installation. Digital recording of the sound track provides a log that allows for the determination of simultaneous events. It is with the simultaneous events that the maximum momentary demand can be calculated.

**Verrick Walker  PhD 2002**

**EFFECTS OF HOUSING CHARACTERISTICS AND NEIGHBORHOOD RACIAL COMPOSITION ON JUDGEMENTS OF MARKET VALUE AND PREFERENCE**

A major reason for continued racial residential segregation in the U.S. is that many Whites avoid neighborhoods with substantial numbers of non-Whites, Blacks in particular. This avoidance appears to be partly due to stereotypic beliefs associating declining housing values with Black residents. Given limited empirical evidence of a simple link between Blacks and low housing values, however, these observations raise a number of questions. In particular, is neighborhood racial composition perceived to be more relevant than housing characteristics to housing values and, correspondingly, preferences to live in houses? If so, is this always the case? To address these questions, the present study examined whether market value estimates and preference ratings for a set of 24 houses would be affected by information that the houses were located in a predominantly Asian, Black, Latino, or White neighborhood (neighborhood racial composition condition). The houses varied in a systematic and controlled manner in terms of size (small or large) and style (American Vernacular, Deconstructionist, Dutch Colonial, Georgian, Greek Revival, Modern, Neo-French Eclectic, Neo-Tudor, Neo-Victorian, Pueblo, Spanish Colonial, and Trailer). Market value estimates were expected to vary by neighborhood racial composition condition in a manner consistent with common stereotypes, and preference ratings were in turn expected to correspond to market value estimates. It was further anticipated that house size and style would influence judgments, both independent of and in combination with information about neighborhood racial composition. The study findings were generally consistent with expectations, with some important exceptions. Notably, preference ratings did not correspond to market value estimates, and house size and style did not interact with neighborhood racial composition condition to affect market value estimates. These findings suggest that stereotypic beliefs cued by information about neighborhood racial composition affected participants' perceptions of market value, even when considering architectural characteristics of houses relevant to assessments of market value. They also suggest that housing facade characteristics influenced perceptions of market value and preferences to live in houses. Finally, they suggest that considerations other than housing facade characteristics and housing values influenced preferences to live in houses.

**Pattarayut Chulsukon  MS 2002**

**DEVELOPMENT AND ANALYSIS OF A SUSTAINABLE, LOW ENERGY HOUSE IN A HOT AND HUMID CLIMATE**

This study examines the lifetime building energy consumption of a typical house in Bangkok, Thailand. The lifetime building energy consumption is composed of three major components: 1) the energy used during building construction (embodied energy), 2) the energy used in building operation (annual energy), and 3) the energy used during building demolition (demolition energy). For the embodied energy and the
Energy used during building demolition analyses, the reference data from reliable sources both in the U.S. and the UK were compared. For the annual energy analysis, the DOE-2 computer energy simulation program was the major analysis tool. The annual energy use of different materials and design strategies were compared based on the DOE-2 simulations. The best energy performances from each comparison were selected to design a new energy efficient house. The results from all three components were combined and compared to a typical American house. Finally, design guidelines for sustainable low energy houses in hot and humid climates were developed.

Ju Hong Kim  MS  2002

Technology : MACHINE AND ITS INTERPRETATION IN ARCHITECTURE

The objective of this study is to develop a comprehensive theory for the relationship between architecture and technology and to examine the interpretation of technology when it is applied to architecture. In architecture, 'art and craft' and 'doing and saying (presentation)' are closely interwoven. It is sensitive to the external environment in nature, and its boundary has been actively changed. The nineteenth century brought the sudden alteration of culture with the collaboration between science and its applied means or knowledge - "technology". Subsequently, in the twentieth century, the new culture has transformed our normal life style and we can perceive the development of civilization sensuously. The machine as a product of industrial civilization and the symbol of technology has generated new meanings and tradition in tune with this historical trend. Therefore, this study will center on the concept 'technology', which is one of the conspicuous factors in the formation of modern architecture, and it will investigate the relationship between technology and architecture.

Aparna Varadharajan  MS  2002

STUDY OF APPROACHES TO QUALITY IN THE ARCHITECTURAL PROFESSION

Quality, as defined by the researcher, is a holistic concept of satisfaction of all the participants in architectural design: clients, users and professionals. This thesis analyzes what quality implies to architects. At the onset, it explores the various facets of design quality and the numerous quality models propounded by theorists. This compilation of information is classified based on their orientation towards each of the participant groups. The research then investigates the state of quality issues and processes in a section of the architectural profession, represented by five of the fifteen largest architectural firms in the world. The case studies consisted of interviews with members of the firm and documented evidence. These findings are correlated with the theoretical positions and analyzed for discrepancies. The study brings to light the disparity in the attitudes of the industry, theorists and the researcher on the basic definition of quality and the importance of quality issues in architectural design.

Bruce Bockhorn  PhD  2002

ISSUES IN SELECTING ARCHITECTURE AS A COLLEGE MAJOR: INCREASING THE NUMBER OF PRACTITIONERS THROUGH EXPANDED PARTICIPATION BY FEMALES AND MINORITIES

The architectural profession has experienced major changes in its product delivery methods through technological innovations such as Computer Aided Design and Drafting (CADD) and visual graphics. Concurrently it faces a looming crisis involving its most valuable element: personnel. To meet the demands of a growing state population during the next five years, employment projections indicate a need
to educate, train and license a 20% increase above the 10,021 current practitioners in order to perform regulated design activities. While other professional occupations are experiencing increases in their ranks, the architectural profession in Texas witnessed a steady decline in the number of new licenses issued during the recently completed decade. The profession must also address its workforce composition, which has not been substantially altered during this time period to reflect the changing demographics of the society that it serves. Given these shifts in the architectural paradigm, the profession must clearly improve its public awareness to increase the pool of student applicants available to the state's college architectural programs. These potential increases in human capital will afford the profession the opportunity to successfully recruit the best and brightest candidates in a very competitive environment. In this research, incoming freshman and transfer students at the state's accredited architecture programs were surveyed using a written questionnaire to learn the influences causing them to select this college major. The objective was to gain improved insight into recruitment, along with identifying issues critical to increase future retention and registration. The research also sought means that these educational programs could combine resources and work together for their collective and individual betterment. Most importantly, the research specifically sought to identify possible measures to increase outreach and recruitment among females and minorities so that the profession can fill the rising number of new positions and more closely resemble the new societal demographics. The research findings indicate that the reasons any ethnic group or either gender would be inclined to enter the architecture profession are more similar than different. We must use these results to successfully recruit the next generation of practitioners that will shape our physical environment.

Luis Nunez Urquiza PhD 2002

STRUCTURAL PHENOMENOLOGY OF MEXICAN LOCI

In the context of a Post-Modern age, with the decay of old paradigms and the emergence of new ones, it seems appropriate to re-examine the way man-made places are being built. On the one hand, urban growth concentrates population and economical resources in few places, producing high regional imbalances. Many places throughout the world are on the verge of ecological disaster. Most of third world countries present high economic and residential segregation in urban and rural places. Globalization superimposes the same models onto different cultures, substituting uniform worldwide patterns for local characteristics. Modern architecture has been criticized for not producing meaningful contexts. All this has given origin to an anonymous "placelessness". On the other hand, the different disciplines whose concern is man-made places seem to be separated. Philosophers, politicians, geographers, sociologists, urban planners, and architects approach the phenomenon of place only from their particular point of view, producing a fragmented result. This dissertation proposes an integrative approach that considers man-made places in all their implications in human affairs. This study adopts a phenomenological standpoint searching for the essences of phenomena as they present to consciousness and experience; and an anthropological-structuralist stance, in the sense that man's innate perception and re-creation of the world derive from subconscious structures formed by binary oppositions. In its first part, this work shows that when the built environment is considered as real "Loci" (the integrative view of man-made places) we find oppositions such as openness-closedness, conservation-consumption, natural-artificial, organic-rational, centralism-federalism, integration-segregation, introversion-extroversion, urban-rural, global-local, sacred-profane, high-low, Genius loci-Zeitgeist, and attachment-detachment. These structures of place are essential and valid for all Loci and reflect the structures that pervade the whole field of human culture. In the second part, the theoretical framework is applied to a particular region in the Mexican Highlands, using ethnography and cartography as the fieldwork method. Four major tendencies are identified in that region in terms of binary oppositions: increasing segregation, pervading centralism, relativistic urbanization, and timeless Genius loci. The conclusion suggests that structural phenomenology may be considered as a viable common ground for the different disciplines that are responsible for the built environment.
Ricarda Cepeda  MS  2002

DISASTER MITIGATION AND RECOVERY PLANNING FOR HISTORIC BUILDINGS: GUAM AS A CASE STUDY

The purpose of this research is to examine the mitigation and recovery methods of seismic and typhoon planning for retaining the historic structures of Guam. To understand the efficiency of the current preservation methods and to document successful approaches for future use in extending their useful life are goals of this study. The study includes background information on Guam's environment and the natural disasters that can critically alter or damage the structures. The end result will benefit the professionals practicing preservation in tropical locations whose aim is to promote continuous life of historic buildings by preventing damage to or, in some cases, restoring or rehabilitating these historic structures.

Stephen Chambers  PhD  2002

THE DEVELOPMENT OF A PROJECT MANAGEMENT INFORMATION SYSTEM FOR SMALL CONSTRUCTION FIRMS

Construction is one of the most information-dependent industries, with its diversity of forms of information. The amount of information generated and exchanged during a project life-term is enormous even for a small-sized construction project. The amount and type of information generated during the course of a project is enormous. Timely and accurate information is imperative for project managers -- information that is required to make decisions, which directly affect the economic success of failure of a project. There has long been a need for tools to streamline the job of information management for construction project managers. This study intends to assist project managers for small construction firms in organizing and streamlining their information, through the use of a Project Management Information System template that includes the components of estimating, bidding, subcontractor and vendor tracking, contract tracking, cost accounting, and project profitability. The Project Management Information System was built around the concept of 'Keep it Simple'. This in turn relates to a main objective in the development of the template that the project manager is required to enter information only once during the logical course of a construction project. Modeling structures and objectives were considered, integrated, and built into the Project Management Information System template. This template was modeled for small contractors who perform less than $25 million of business per year. The validation of the template was performed through the use of a validation presentation and survey to both large and small contractors. The results of that validation show that 93% of the small contractors responding to the survey felt that this PMIS template would both increase the efficiency of the project management process and increase the profitability of their respective construction firms.

Richa Dayal  MS  2001

USE OF INFORMATION TECHNOLOGY IN FACILITY MANAGEMENT PRACTICES - A CASE STUDY

This study deals with the use and effects of Information Technology (IT) in the field of Facilities Management (FM). The positives and negatives related to the use of IT were identified, and the reasons for using IT in those organizations were analyzed. A case study was used to develop an understanding of the context in which IT was used. In addition, the case study aided in understanding the impact of human factors in the acceptance of new technology. Ethnographic methods such as personal observation,
interviews, day-to-day interactions, proxemics (socially defined distance between people) and kinesics (body language) were used for data collection. The literature review provided the theoretical evidence. This theoretical evidence, as well as practical evidence, provided an opportunity to test the hypotheses of this study. Being a part of the culture of an organization allowed the researcher exposure to many more concerns related with the use of technology. These have been discussed as areas where further research can reveal many more new findings. This study provided a great opportunity not only to understand the use of IT in FM but also develop a skill set that could be used effectively in the FM industry. Usage of the different IT systems used was learned before analysis, so that views of other users could be interpreted correctly and in an unbiased manner. The major finding of this study is that information technology alone does not help in facility management practice. The effect of IT on FM is dependent on the design as well as implementation of the technology, which means that it includes, besides, the technology used, the people as well as the process involved. Four main issues that affect the use of IT in FM that surfaced from this study were as follows: Recognizing the optimum workflow automation, training of users and compatibility of a technology, refining work processes, upgrading the technology to suit the change in needs. Research into the impacts of human factors on the use of technology can yield valuable results with regard to the above-mentioned issues.

**Neelu Shah  MS  2001**

**COSTSTUDIO: A WEB-BASED COST ESTIMATION TOOL FOR ARCHITECTURAL DESIGN STUDIOS**

The advent of computers has had a tremendous impact on every field of study. Their phenomenal computing power and storage capabilities, along with the ability to "network" and share information, afford tremendous possibilities. The Internet has become the single largest source for the dissemination and sharing of information. Academia has proactively seized the opportunity to review existing educational methodology and devise methods that use the power of computers and networking to improve knowledge transfer and create a better learning experience for students. Online accredited degrees offered by virtual universities epitomize the impact of technology on the field of education. The vertical impact of a broader and deeper educational experience in every academic field has been complimented by a horizontal impact on all the fields, as they continue to discover areas of overlap and foster interdisciplinary learning. Architecture is one of the fields that has benefited tremendously by advances in information technology. Computers have replaced traditional manual drafting techniques, design techniques and storage of information. Not only do these tools provide the means of doing things better and faster, but they also enhance the learning process. The current research focuses on a cost estimation tool that accentuates knowledge of the cost estimation process for architectural students and audits the student's usage of the tool by recording each interaction in an auditing database. Cost estimation, traditionally, has received more focus by construction engineers. However, it holds considerable significance for architects who must evaluate the cost feasibility of their designs. CostStudio, an online web-based cost estimation tool, was developed for architecture students to fulfill these needs. The tool was developed in Java using Java Server Pages and component based Java Beans technology with a pure Java based database at the backend. The research effort focuses on educating architectural students and studying the impact and acceptance of such tools among students.

**Kameshwari Viswanadha  MS  2001**

**DIGITAL CHARRETTE: A WEB BASED TOOL TO SUPPLEMENT THE ADMISSION PROCEDURE TO GRADUATE ARCHITECTURAL DEGREE PROGRAMS**
The NAAB (National Architectural Accrediting Board), as an evaluator of architectural education in the United States, has established both graduate architectural curriculum criteria and student performance criteria expected to be fulfilled by the student at the time of graduation. To fulfill these standards set by the NAAB, the graduate selection committees of architecture schools require the ability to predict graduate design studio performance of the applicants. Also, the high percentage of international applicants suggests the necessity of a standardized evaluation tool. This research presents a standardized web based testing environment titled 'Digital Charrette' that would contribute toward the fair evaluation of applicants to graduate architectural degree programs. Spatial ability is related to design and visualization skills, a part of the NAAB criteria, and is also associated with design studio performance of architecture students. The Digital Charrette is a VRML environment within which spatial exercises are administered. It is designed to supplement the current admission procedure and would enable the selection of students with a greater potential to perform well in graduate architectural design studios. This research is also an attempt to understand the implications of using virtual three-dimensional environments for such testing purposes. The ability of this web based tool to predict student performance in architectural design studios is investigated. Finally, user reactions to testing in a virtual three-dimensional environment and timed tasks are included in this study.

Anuradha Mukherji   MS 2001

THE HOLY LIGHT: A STUDY OF NATURAL LIGHT IN HINDU TEMPLES IN THE SOUTHERN REGION OF TAMILNADU, INDIA (7TH CENTURY AD TO 17TH CENTURY AD)

Ge Xia   MS 2001

E-BUSINESS AND ORGANIZATIONAL PARTNERSHIPS IN CORPORATE REAL ESTATE : A CASE STUDY

Pornpen Ratanamonkasem  MS 2000

PROTOTYPING A WEB-BASED ARCHITECTURAL PROJECT ARCHIVAL SYSTEM (APAS)

Robert Brinkman   MS 2000

OBSERVATIONS ON THE HISTORIC DOCUMENTATION PROCESS

Debra Harris   PhD 2000

ENVIRONMENTAL QUALITY AND HEALING ENVIRONMENTS: A STUDY OF FLOORING MATERIALS IN A HEALTHCARE TELEMETRY UNIT

The purpose of this study was to investigate the impact of flooring finish materials on the environmental quality of patient rooms and explore the relationship of environmental quality and human response. Specifically, this research focused on the flooring finish materials in telemetry unit patient rooms at a regional health center.

An interdisciplinary multiple methodology was used to build a protocol for evaluating interior finish materials. The objectives are: (a) to measure physical criteria of the flooring finish materials for the development of an Indoor Environmental Quality (IEQ) index; and (b) examine the IEQ index as it relates to patient and staff perceptions, preferences, comfort, and biological responses to their environment.
The results found that healthcare staff preferred VCT over carpet for the flooring choice in patient rooms citing ease of maintenance as their reason. Patients preferred carpet in their patient rooms citing comfort, slip-resistance, and less noise as the reasons for their choice.

Healthcare staff perceived patient rooms with VCT to be more clean and attractive, have better odor, ventilation, air movement, and fresher air. Staff perceived rooms with carpet to be more comfortable and have less noise and glare, fewer temperature shifts, and better temperatures. Patients perceived patient rooms with VCT to be more clean, have better ventilation and fresher air, but rooms with carpet to have better temperatures.

The results of the indoor environmental conditions indicated that VCT had a higher level of glare and a higher level of bacteria in the air samples. No significant differences were found in the levels of noise, temperature, carbon dioxide, and total volatile organic compounds.

The study determined whether the indoor environmental conditions of the patient rooms were consistent with patient and staff preferences, physical comfort, biological response, and satisfaction. The specification of appropriate flooring materials in patient room environments depends on the composition of the material, its impact on the environmental conditions of the room, and the comfort and satisfaction of the patients.

Additional research should focus on the materiality of flooring products, the effect of carpet on the indoor relative humidity, and exposure to volatile organic compounds and microorganisms.

Richard Burt  PhD  2000

AN INVESTIGATION INTO THE FACTORS AFFECTING THE ACCURACY OF CLOSE RANGE DIGITAL PHOTOGRAHMETRY FOR THE MEASUREMENT OF HISTORIC ADOBE WALL RUINS

Structures constructed from unbaked earth, of which adobe is one of several forms, are found in abundance throughout the world. Like all structures they are subject to deterioration through time. The main causes of deterioration for adobe structures are the eroding effects of wind, rain, insects and animals. The preservation of historic adobe structures requires careful attention and evaluation of several factors, but the main concern is the loss of material due to erosion. In order to evaluate the condition and calculate the amount of erosion, accurate measurement of the structures is required. Digital photogrammetry was identified as a suitable method of measurement. The development of a theoretical model identified several factors that were hypothesized to have an effect on the accuracy and precision of digital photogrammetry.

An experiment was conducted to investigate how these factors affected the accuracy and precision. The experiment involved measuring a model wall that represented an eroded adobe wall using digital photogrammetry and comparing the measurements with measurements obtained using a measurement method whose accuracy and precision was assumed to be perfect. Multiple regression models were developed to identify which factors affected the accuracy and precision and the magnitude of the effect. Based on the results of the multiple regression models, recommendations were made for field measurement and for further research.
THE GRADUATE CERTIFICATE IN ENVIRONMENTAL HAZARD MANAGEMENT

Offered by

The College of Architecture
and
The Hazard Reduction and Recovery Center
Texas A&M University
THE GRADUATE CERTIFICATE IN ENVIRONMENTAL HAZARD MANAGEMENT

Part I: Program Description

Part II: Criteria and Course Requirements

Part III: A. Approved Courses for the Certificate
           B. Program Faculty
           C. Approved Courses in the College of Architecture
           D. Approved Courses Outside the College of Architecture
           E. Model Degree Plan for Master of Urban Planning Students
           F. Model Degree Plan for Master of Construction Science Students

           A. Model Degree Plan for Master of Architecture Students
           H. Degree Plan for Students Outside the College of Architecture

Part IV: Summary of Steps Required to Obtain the Certificate

Part V: Policy for Maintaining Student Records
PART I: Program Description

Purpose
Environmental Hazard Management (EHM) is a cross-disciplinary program that has been designed to provide students with an understanding of the interrelationship between the built environment, social systems, and extreme environmental events. These events may be natural, technological, or even terror related events. The EHM Program consists of a series of courses that are open to students from any graduate degree program at Texas A&M University. The EHM Certificate has four tracks from which a student may choose to specialize. These tracks include: Hazard Mitigation Planning, Emergency Management Planning, Environmental Hazards Management Planning, and Disaster Health Systems Planning.

The EHM Certificate Council
The EHM Certificate Council is comprised of at least three (3) faculty who are expert in the field and are appointed by the Dean of the College of Architecture to advise on all matters relating to the program.

The Graduate Advisory Committee for each student, with the oversight of degree coordinators, department heads, and the Office of Graduate Studies, is responsible for the academic program of the student. However, the EHM Certificate Council is charged with ensuring that students recommended for the certificate have met content standards.

The program can be accomplished within the minimum number of hours required for any of the graduate degrees offered within the College of Architecture. However, the fit with programs in other colleges will need to be assessed on a case-by-case basis. Moreover, the student’s Graduate Advisory Committee might require, or the student may choose to take, additional hours not on the degree plan in order to meet the requirements for the certificate.

The EHM Certificate
The EHM Certificate Program is to be awarded after completion of a prescribed program of study, and must be signed by the head of the student’s academic department and the dean of the college. The certificate contains the seal of the university and appropriate text. It will normally be presented at college ceremonies prior to the official university graduation exercises.

PART II: Criteria and Course Requirements
The College of Architecture will award the EHM Certificate to students meeting the criteria listed below:

1. All students should declare an intent to seek the EHM Certificate at the time of filing a Degree Plan, but in any event must submit an application as soon as possible after filing a Degree Plan. Application forms are available from the EHM Program Office, which is located in the Hazard Reduction & Recovery Center, and also are available in the Graduate Programs Office of the COA.
2. The student must complete a minimum of fifteen (15) credit hours of course work in EHM. The courses must be applicable toward a graduate degree in the College of Architecture, but may not necessarily be included on the student’s degree plan. Courses may be taken from the following four tracks:

Hazard mitigation planning
- PLAN 649: Organizational and Community Response to Crises and Disasters,
- ARCH 622: Sustainable Building Design Technology,
- PLAN 647: Disaster Recovery and Hazard Mitigation, and
- PLAN 656: Housing and Community Facilities.

Emergency Management Planning
- PLAN 649: Organizational and Community Response to Crises and Disasters,
- PLAN 650: Disaster Response Planning,
- PLAN 647: Disaster Recovery and Hazard Mitigation, and
- PLAN 616: Analyzing Risk/Hazard and Public Policy.

Environmental Hazards Management Planning
• PLAN 647: Disaster Recovery and Hazard Mitigation, and
• PLAN 616: Analyzing Risk/Hazard and Public Policy
• PLAN 641: Environmental Planning
• PLAN 651: Coastal and Marine Protected Areas

Disaster Health Systems Planning
• PLAN 649: Organizational and Community Response to Crises and Disasters,
• PLAN 650: Disaster Response Planning,
• PLAN 631: Health Systems Planning and Policy
• PLAN 634: Environmental Health Policy and Planning

At least three (3) credit hours of course work with EHM content must be from outside the student’s major
department.

3. The student must complete a professional study, thesis, or dissertation with an EHM focus approved by the
EHM Certificate Advisory Council if this is required by the student’s major program. Up to three credits taken
in support of the professional study, thesis, or dissertation can count toward the 15 hour requirement in EHM
course work.

4. On completion of all the requirements for the graduate degree, the student will receive an EHM Certificate
signed by the Dean and the appropriate Department Head.

The student’s Graduate Advisory Committee remains the primary body for recommending the degree plan content.
Courses required or intended for the EHM Certificate may be used in the degree plan with the concurrence of the
Graduate Advisory Committee. Students also may add courses beyond their normal degree requirements in order to
fulfill the EHM Certificate requirements. Students are encouraged to consult with their Graduate Advisory
Committee and a member of the EHM Certificate Council as they develop their degree plans.

PART III-A: Approved Courses for the Certificate
The EHM Certificate Council lists pre-approved courses, inside and outside the COA, that meet the requirements for
EHM content. The list, together with associated syllabi and names of instructors, will be on file in the EHM
Program Office, which is located in the Hazard Reduction & Recovery Center.

Students who identify a course not on the list of pre-approved courses, or who wish to transfer courses from another
institution, must submit a written statement that clearly describes how a course lacking prior approval is related to
the student’s EHM course of study. This written statement, supported by a copy of the course syllabus, will be
reviewed by the EHM Certificate Council. Where a course has a generic topic (for example a design studio in
architecture, or a capstone studio course in land development or planning), the written statement of the EHM content
and the student’s specific role in working with that content must be co-signed by the course instructor. Courses not
acceptable for use toward a graduate degree at Texas A&M University will not be approved under any
circumstances. The EHM Certificate Council may seek input from faculty concerning course content and/or the
specific contribution of a student in a course with team activity.

Where the EHM Certificate Council makes a negative finding as to applicability of a course, or a final project, the
finding will be made in writing with copies to the student, student file, and chair of the student’s Graduate Advisory
Committee. Appeals against findings of the EHM Certificate Council will be made to the academic dean of the
College of Architecture.

PART III-B: Program Faculty
The following Faculty Fellows and staff of the Hazard Reduction & Recovery Center have special expertise
appropriate to Environmental Hazard Management and should be considered for inclusion on Guidance Committees:

• Sherry Bame, Landscape Architecture & Urban Planning
• David Bilbo, Construction Science
• Samuel Brody, Landscape Architecture & Urban Planning
• John Giardino, Geography
• Charles Graham, Construction Science
- Michael Lindell, Landscape Architecture & Urban Planning
- John M. Nichols, Construction Science
- Carla Prater, Landscape Architecture & Urban Planning
- Walter Gillis Peacock, Landscape Architecture & Urban Planning
- Jon Rodiek, Landscape Architecture & Urban Planning
- George Rogers, Landscape Architecture & Urban Planning
- Norris Stubbs, Civil Engineering
- Dan Sui, Geography
- Dennis Wenger, Landscape Architecture & Urban Planning
- Douglas Wunneburger, Landscape Architecture & Urban Planning

**PART III-C: Other Approved Courses in the College of Architecture**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 614</td>
<td>Planning and Technological Change</td>
</tr>
<tr>
<td>PLAN 625</td>
<td>Geographical Information Systems in Landscape and Urban Planning</td>
</tr>
<tr>
<td>PLAN 626</td>
<td>Advanced GIS in Landscape Architecture and Urban Planning</td>
</tr>
<tr>
<td>PLAN 641</td>
<td>Problems of Environmental Planning Administration</td>
</tr>
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</table>

**PART III-D: Approved Courses Outside the College of Architecture**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>FRSC 651</td>
<td>Geographic Information Systems</td>
</tr>
<tr>
<td>FRSC 652</td>
<td>Advanced Topics in Geographic Information Systems</td>
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<tr>
<td>GEOG 619</td>
<td>Human Impact on the Environment</td>
</tr>
<tr>
<td>GEOG 660</td>
<td>GIS-Based Spatial Analysis and Modeling</td>
</tr>
<tr>
<td>GEOG 665</td>
<td>GIS-Based Spatial Analysis and Modeling</td>
</tr>
<tr>
<td>GEOG 676</td>
<td>Natural Hazards</td>
</tr>
<tr>
<td>GEOG 696</td>
<td>Geomorphology and Remote Sensing</td>
</tr>
<tr>
<td>RENR 664</td>
<td>Coastal Zone Management</td>
</tr>
<tr>
<td>SOC 1 620</td>
<td>Human Ecology</td>
</tr>
<tr>
<td>CHEN 655</td>
<td>Process Safety Engineering</td>
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<td>CHEN 657</td>
<td>Environmental Risk Analysis</td>
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<td>CVEN 603</td>
<td>Environmental Management</td>
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<td>CVEN 682</td>
<td>Environmental Remediation of Contaminated Sites</td>
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<td>JOUR 634</td>
<td>Risk and Crisis Reporting</td>
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<td>JOUR 640</td>
<td>Science and Technology Broadcasting</td>
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<td>LDEV 673</td>
<td>International Development Planning</td>
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<td>RLEM 616</td>
<td>Fire and Natural Resources Management</td>
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<td>SENG 672</td>
<td>Safety Engineering in Facilities Design</td>
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<td>SENG 674</td>
<td>System Safety Engineering</td>
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<tr>
<td>SENG 677</td>
<td>Fire Protection Engineering</td>
</tr>
<tr>
<td>VAPH 632</td>
<td>Public Health Concepts</td>
</tr>
</tbody>
</table>

**Note:** Other courses may be identified over time. In all cases, their inclusion in the EHM program will be based on an assessment of the EHM content. Students are encouraged to seek advice and approval before adding such courses onto a degree plan with the intent of using them for the EHM Certificate.
## PART III-E: Model Degree Plan for Master of Urban Planning Students

### Fall Semester I
- **Plan 640**: Law & Legislation Related to Planning 3
- **Plan 661**: Information & Communication 3
- **Plan 665**: Plan Making 3
- **Plan 649**: Community & Organizational Response to Hazards 3

### Spring Semester I
- **Plan 613**: Planning Methods & Techniques 3
- **Plan 658**: Plan Implementation 3
- **Plan 664**: Planning Theory & History 3
- **Plan 650**: Disaster Response Planning 3

### Summer
- **Professional Internship**: 2

### Fall Semester II
- **Plan 662**: Applied Planning I 3
- **Plan 647**: Disaster Recovery and Hazard Mitigation 3
- **Plan**: Elective 3

### Spring Semester II
- **Plan 654**: Planning Administration and Management 1
- **Plan 685**: Problems: Professional Synthesis Paper 2
- **Plan 663**: Applied Planning II 3
- **Plan 681**: Seminar 1
- **Plan**: Elective 3

### Minimum Hours Standard Degree
48

* EHM classes in *italics*
PART III-F: Model Degree Plan for Master of Construction Science Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Fall Semester I</td>
<td>COSC 681</td>
<td>Seminar</td>
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<tr>
<td></td>
<td>COSC 690</td>
<td>Construction Science Research</td>
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</tr>
<tr>
<td></td>
<td>STAT 651</td>
<td>Research Statistics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PLAN 647</td>
<td>Disaster Recovery and Hazard Mitigation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Spring Semester I</td>
<td>COSC 630</td>
<td>Systems Approach to Construction Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COSC 621</td>
<td>Construction Project Scheduling</td>
<td>3</td>
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<td>COSC</td>
<td>Elective</td>
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<td></td>
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<td></td>
<td>9</td>
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<tr>
<td>Fall Semester II</td>
<td>COSC 693</td>
<td>Research Proposal Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PLAN 656</td>
<td>Housing and Community Facilities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COSC</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Spring Semester II</td>
<td>ARCH 622</td>
<td>Sustainable Building Design Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COSC</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COSC</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Minimum Hours</td>
<td></td>
<td>Standard Degree</td>
<td>36</td>
</tr>
</tbody>
</table>

* EHM classes in *italics*
* Entrance into the Graduate Program in Construction Management may require some leveling or prerequisite courses before core curriculum courses can be taken. These will be determined on a case-by-case basis depending upon the prior education and experience of applicants and will follow departmental standards.
PART III-G: Model Degree Plan for Master of Architecture Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester I</td>
<td>ARCH 605</td>
<td>Design I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 431</td>
<td>Design Structure Elements</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH 633</td>
<td>Environmental Systems III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Spring Semester I</td>
<td>ARCH 606</td>
<td>Design II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 631</td>
<td>Structural Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH</td>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Summer</td>
<td>EHM</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fall Semester II</td>
<td>ARCH 607</td>
<td>Design III</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PLAN 689</td>
<td>Disaster Recovery and Hazard Mitigation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PLAN 656</td>
<td>Housing and Community Facilities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH 622</td>
<td>Final Study Prep</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Spring Semester II</td>
<td>ARCH 693</td>
<td>Professional Study</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 657</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH 622</td>
<td>Sustainable Building Design Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Minimum hours standard degree 52

* EHM classes in italics
PART III – H: Degree Plan for Students Outside the College of Architecture

Students seeking an EHM Certificate from graduate programs not listed above should consult with their Degree Coordinators and a member of the EHM Certificate Council.

PART IV: Summary of Steps Required to Obtain the EHM Certificate

Students are strongly encouraged to meet with a member of the EHM Certificate Council prior to filing an application and completing a degree plan.

Step One: Initial Application for the Certificate. At the time a degree plan is filed, the student will complete an Initial Application for the EHM Certificate and attach to it a copy of the Degree Plan signed by the student’s Graduate Advisory Committee and the head of the student’s department. The EHM Certificate Council will review the Initial Application for compliance with the requirements for content. Initial Applications for an EHM Certificate submitted after filing a degree plan can usually be expected to require a revision of the degree plan and may delay timely progress toward degree completion.

Step Two: Review of the Final Application. Master’s level students must provide the EHM Certificate Council with an abstract and any supporting justification as may be required to evaluate the topical relevance to EHM of their professional study, professional paper, or thesis, if such a product is required in their degree program. This information must be submitted after the manuscript has been approved by the student’s Graduate Advisory Committee. Doctoral students must provide the EHM Certificate Council with an abstract and any supporting justification as may be required to evaluate the topical relevance to EHM of their dissertation. This information must be submitted after the defense of the dissertation proposal. The EHM Certificate Council will review the Final Application for compliance with the requirements for content and forward its recommendation to the COA Graduate Programs Office.

Step Three: Issue of the Certificate. At the time the student is approved for receipt of a relevant graduate degree, the COA Graduate Programs Office will review the approved certificate courses and advise the Dean of the COA of successful completion. The Dean of the COA will then authorize the granting of the EHM Certificate.

PART V: Policy for Maintaining Student Records

Official EHM Certificate Program records consist of the Application, a copy of the approved Degree Plan (and any subsequent Petitions that may impact the previously approved program), an Abstract of the final project topic, and any official correspondence. These records will be kept in the official student folders in the COA Graduate Programs Office. For reference purposes the COA Graduate Programs Office will create and maintain a database showing all students who have received, or are currently enrolled in, the EHM Certificate Program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Program</th>
<th>Date Of Application</th>
<th>Date Of Actions For Each Step Above</th>
<th>Title Of Project, Paper, Thesis, Or Dissertation</th>
<th>Name Of Chair Of Graduate Advisory Committee</th>
<th>Date Of Degree/Certificate Awarded</th>
<th>Permanent/Current Address/E-Mail</th>
<th>Employment Data</th>
</tr>
</thead>
</table>

This database will be accessible by the EHM Program Office, which also maintains hardcopy files for developing data on the career histories, addresses, email address, etc. of certificate holders and current students. Student grades will not be available outside the COA Graduate Programs Office, and personal data will not be released, except in
accordance with state law and university guidelines.

APPLICATION FOR ADMISSION TO THE
ENVIRONMENTAL HAZARD MANAGEMENT PROGRAM

Student Information:

Name: ___________________________________________ Student ID Number: ________________

Address: ________________________________________________________________

Phone(s): ___________________________ Email: ________________________________

Date of application: _______________________________

Degree Information:

Department: ________________________________________________________________

Degree Program: (please circle)

Doctoral Degree
Ph.D. (ARCH) Ph.D. (URSC) Ph.D. (Other) ____________________________

Master’s Degree
M.ARCH MS(Arch) MLA MUP MSLD MS(COMG) MS(VIZA)
MA/MS (Other) ____________________________

Chair of Graduate Advisory Committee: __________________________________________

Expected completion date: __________________________________________

Please attach a preliminary description or final abstract of dissertation, final study, thesis, or professional report or paper:
# Student Degree Plan for the Environmental Hazard Management Certificate

List the courses you propose to meet the Environmental Hazard Management Certificate requirements.

<table>
<thead>
<tr>
<th>Department Abbreviation</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

________________________________________  ______________________________________
Signature of Student                              Date

**Approval Recommended:**

________________________________________  ______________________________________
Environmental Hazard Management Certificate Council                              Date

<table>
<thead>
<tr>
<th>Graduate Programs Office</th>
<th>EHM Program Office</th>
<th>Student</th>
<th>Chair, Student’s Graduate Advisory Committee</th>
</tr>
</thead>
</table>
The Certificate in Facility Management

Approved: August 1999
Revised: October 29, 2009
PART I: General Description

Purpose

The certificate in facility management provides students in any graduate degree program at Texas A&M University an opportunity to develop a body of knowledge in facility management that will further their career goals. The certificate assumes that facility management is a cross-disciplinary field. The program is designed to ensure that students gain a sense of mutual respect for others in the field and an appropriate awareness, understanding, and ability within a specific body of knowledge.

The Facility Management Certificate Council

The Council for the Certificate in Facility Management (the Certificate Council) is comprised of not less than three (3) faculty with expertise in the field, and is appointed by the Dean of the College of Architecture to advise on all matters relating to the program.

The Graduate Advisory Committee for each student, with the oversight of degree coordinators, department heads, and the Office of Graduate Studies, is responsible for the academic program of the student. However, the Certificate Council is charged with ensuring that students recommended for the certificate have met content standards.

The program can be accomplished within the minimum number of hours required for the degree; however, additional hours may be required by the student’s Graduate Advisory Committee, and students may choose to take additional hours not on the degree plan in order to meet the requirements for the certificate.

The Certificate

The Certificate in Facility Management was approved by the College of Architecture Executive Committee in August, 1999.

The certificate is awarded after the completion of the program, and must be signed by the head of the student’s academic department and the dean of the college. The certificate contains the seal of the university and appropriate text. It will normally be presented at college ceremonies prior to the official university graduation exercises. The cost of producing and framing the certificates is covered by the Office of the Dean.
PART II: Criteria and Course Requirements

The College of Architecture will award the certificate in Facility Management to students who meet the criteria listed below:

5. Any student admitted to a graduate degree program offered in the College of Architecture should declare the intent to seek the Certificate in Facility Management at the time of filing a Degree Plan. (See Part VI for a copy of the application form). Application forms are also available in the Graduate Programs Office of the College.

6. The student must complete a MINIMUM of fifteen (15) credit hours of course work with facility management content as follows:
   a. The courses MUST be applicable toward a graduate degree at Texas A&M University, but may not necessarily be included on the student’s degree plan.
   b. COSC 670, Introduction to Facility Management, is required.
   c. A capstone course of at least 3 credit hours must be approved by the Certificate Council. This capstone course may be a final study, thesis or research paper that is taken as part of the student’s normal degree program.
   d. At least three (3) credit hours of course work with facility management content MUST be from outside the student’s major field.
   e. At least two (2) courses must be taken from one of the four major elective areas:
      1) Operations and Maintenance,
      2) Finance and Real Estate,
      3) Planning, Project Management, Technology, or
      4) Human and Environmental Factors.

7. On completion of all requirements for the degree, the student will receive a Certificate in Facility Management signed by the Dean and the appropriate Department Head.

The student’s Graduate Advisory Committee remains the primary body for recommending the degree plan content. Courses required or intended for the Certificate in Facility Management may be used in the degree plan with the concurrence of the Graduate Advisory Committee. Students may also add other courses in order to fulfill the Certificate requirements. Students are encouraged to consult with their Graduate Advisory Committee AND a member of the Certificate Council as their degree plan is being developed. A written statement should be provided to explain why courses not on the list of approved
courses should be allowed toward the certificate. The content relating to Facility Management emphasis for the certificate should be clearly demonstrated.

**Transfer of Credit**

The transfer of credit from another university must meet the following criteria:

1. The credit hours to be transferred must have been accepted by a graduate program at Texas A&M University and must be listed in the degree plan for that graduate program.
2. The credit hours to be transferred must not exceed six credit hours.
3. The credit hours to be transferred must meet all other criteria of the facility management degree program."
PART III: A. Approved Courses for the Certificate

Approved Courses and Course Content

The Certificate Council will make available a list of courses, inside and outside the College of Architecture, that meet the requirements for facility management content. The list, and associated syllabi and names of instructors, will be on file in the office of the CRS Center, 418 Building C.

Where a student identifies a course not on the list, or wishes to transfer a course from another institution, the syllabus and specific reference to facility management content MUST be submitted to the Certificate Council for review. Courses not accepted for use toward a graduate degree at Texas A&M University may not be used toward the certificate.

If a course has a generic topic (for example a design studio in architecture or a capstone studio course in land development or planning), the facility management content and the student’s specific role in working with that content must be stated in a supporting letter from the student and submitted with the application. The letter should be co-signed by the instructor of the course.

As a general practice, a member of the Certificate Council who also serves as a chair of a student’s Graduate Advisory Committee will not provide signature approval at any step in the application process. The Certificate Council may seek input from faculty concerning course content and/or the specific contribution of a student in a course with team activity.

Where the Certificate Council makes a negative finding as to the applicability of a course, or a final project, the finding will be made in writing with copies to the student, student file, and chair of the student’s Graduate Advisory Committee. Appeals against findings of the Certificate Council will be made to the academic dean of the College of Architecture, whose decision will be final.
The College of Architecture
Texas A&M University

Certificate in Facility Management

awarded to

Student

in recognition of the completion of a program of study in Facility Management approved by the faculty as a part of the requirements for the degree of

xxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxx
Dean of the College

Head of the Department

Month Year

- 645 -
PART III:  B. Faculty

The following is a list of some faculty members in the area of facility management.

Liliana O. Beltran, PhD., Assistant Professor of Architecture

* David L. Bilbo, Ph.D., Clark Professor of Construction Science

*David E. Claridge, Ph.D., Leland Jordan Professor of Mechanical Engineering & Director of Energy Systems Laboratory

Mark J. Clayton, Ph.D., Associate Professor of Architecture, Executive Associate Dean

Jose Fernandez-Solis, Ph.D., Assistant Professor of Construction Science

* Jeff S. Haberl, Ph.D., Professor of Architecture; Assoc. Director of Energy Systems Lab

Nancy L. Holland, Ph.D., Associate Professor of Construction Science

* Robert E. Johnson, AIA, D.Arch., Professor of Architecture; Bullock Endowed Chair

*Sarel Lavy, Assistant Professor of Construction Science and Associate Director, CRS Center

*Valerian Miranda, Ph.D., Associate Professor of Architecture; Director, CRS Center & Chair, Certificate Council

Andrew D. Seidel, Ph.D., Professor of Architecture and Landscape Architecture and Urban Planning

Geoffery Booth, Associate Professor of Landscape Architecture and Urban Planning

Mardelle M. Shepley, D.Arch, Professor of Architecture

* Ward V. Wells, Professor of Architecture

David G. Woodcock, FAIA, Professor of Architecture and Director, Center for Historic Preservation

* Paul K. Woods, Ph.D., Associate Professor of Construction Science

* = member of the Facility Management Certificate Council
PART III:  
C. List of Courses Offered in the College of Architecture Relevant to the Facility Management Certificate

College of Architecture CAPSTONE Facility Management Courses  
*(One must be selected to fulfill requirements for the certificate)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 691/693</td>
<td>Research/Professional Study</td>
<td>3 *</td>
</tr>
<tr>
<td>COSC 691/693</td>
<td>Research/Professional Study</td>
<td>3 *</td>
</tr>
<tr>
<td>LDEV 691/693</td>
<td>Research/Professional Study</td>
<td>3 *</td>
</tr>
</tbody>
</table>

* A maximum of 3 credit hours in these courses may be counted towards the FM certificate.  
(Other university disciplines may use equivalent research)

**Required Facility Management Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 670</td>
<td>Facilities Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVE AREA 1: Operations and Maintenance**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 619</td>
<td>Applied Solar Energy</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 621</td>
<td>Energy Optimization in Building Design</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 634</td>
<td>Architectural Lighting</td>
<td>3</td>
</tr>
<tr>
<td>COSC 663</td>
<td>Sustainable Construction</td>
<td>3</td>
</tr>
<tr>
<td>MEEN 436</td>
<td>Principles of Heating, Ventilation and Air Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>MEEN 437</td>
<td>Principles of Building Energy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MEEN 664</td>
<td>Energy Management in Commercial Buildings</td>
<td>3</td>
</tr>
<tr>
<td>MEEN 665</td>
<td>Application of Energy Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVE AREA 2: Finance and Real Estate**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDEV 661</td>
<td>Development and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 662</td>
<td>Land Development Law</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 664</td>
<td>Market Analysis for Development</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 667</td>
<td>Design and Development Economy</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 640</td>
<td>Accounting Concepts and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>FINC 635</td>
<td>Financial Management for Non-Business</td>
<td>3</td>
</tr>
</tbody>
</table>
## ELECTIVE AREA 3: Planning, Project Management, Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 642</td>
<td>Data Processing in Environmental Design</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 652</td>
<td>Facility Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 663</td>
<td>Interior Architecture</td>
<td>3</td>
</tr>
<tr>
<td>COSC 620</td>
<td>Construction Operations</td>
<td>3</td>
</tr>
<tr>
<td>COSC 621</td>
<td>Adv Topics Construction Proj Sched and Proj Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>COSC 622</td>
<td>Construction Resources</td>
<td>3</td>
</tr>
<tr>
<td>COSC 624</td>
<td>Project Acquisition and Control</td>
<td>3</td>
</tr>
<tr>
<td>COSC 672</td>
<td>Introduction to FM Data Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 655</td>
<td>Survey of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

## ELECTIVE AREA 4: Human and Environmental Factors

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 646</td>
<td>Historic Preservation Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 660</td>
<td>Design Programming</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 676</td>
<td>Survey of Human Behavior and Design</td>
<td>3</td>
</tr>
<tr>
<td>COSC 664</td>
<td>Construction Safety Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 630</td>
<td>Behavior in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

## ELECTIVES: Internships

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 684</td>
<td>Professional Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>COSC 684</td>
<td>Professional Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
PART III: D. Model Degree Plan for Master of Architecture Students Seeking a Certificate in Facility Management

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester I</td>
<td>ARCH 605</td>
<td>Design I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 631</td>
<td>Architectural Structures III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COSC 670</td>
<td><em>Introduction to Facility Management (Req’d for FM)</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Spring Semester I</td>
<td>ARCH 606</td>
<td>Design II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 633</td>
<td>Environmental Systems III</td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td>ARCH ---</td>
<td>Architectural History</td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Summer</td>
<td>ARCH 684</td>
<td>Professional Internship</td>
<td>3</td>
</tr>
<tr>
<td>or Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester II</td>
<td>ARCH 607</td>
<td>Design III</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 685</td>
<td>Directed Studies (Final Study Prep)</td>
<td>*1</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Spring Semester II</td>
<td>ARCH 693</td>
<td><em>Professional Study (Final Study) (Req’d for FM)</em></td>
<td>**6</td>
</tr>
<tr>
<td></td>
<td>ARCH 657</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Minimum hours standard degree **52**

Required classes for the facility management certificate are in *italics*.

* Possible facility management electives, at least one of which must be a course outside the Department of Architecture with facility management content. For a list of these courses please refer to section III.C.

** Students must complete a capstone Professional Study or Thesis with a Facility Management focus that is approved by the Facility Management Certificate Council. Although this is a 6 credit hour course, only 3 credit hours may be counted toward the FM certificate.
### PART III: E. Model Degree Plan for Master of Science in Architecture
Students Seeking a Certificate in Facility Management

#### Fall Semester I
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARC 601</td>
<td>Foundations of Research</td>
<td>3</td>
</tr>
<tr>
<td>COSC 670</td>
<td>Introduction to Facility Management (Req’d for FM)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Major Area (Facility Management)</td>
<td>*3</td>
</tr>
<tr>
<td>Elective</td>
<td>Minor Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

#### Spring Semester I
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Course (ENGL 660 or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Major Area (Facility Management)</td>
<td>*4</td>
</tr>
<tr>
<td>Elective</td>
<td>Minor Area</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 685</td>
<td>Directed Studies (Final Study Prep)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

#### Fall Semester II
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ARCH 691</td>
<td>Thesis Research (Req’d for FM)</td>
<td><strong>6</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Minimum hours standard degree: **32**

---

Required classes for the facility management certificate are in *italics*.

**Possible facility management electives, at least one of which must be a course outside the Department of Architecture with facility management content. For a list of these courses please refer to section III.C.**

**Students must complete a capstone Professional Study or Thesis with a Facility Management focus that is approved by the Facility Management Certificate Council. Although this is a 6 credit hour course, only 3 credit hours may be counted toward the FM certificate.**
PART III: F. Model Degree Plan for Master of Science in Construction Management Students Seeking a Certificate in Facility Management

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester I</td>
<td>COSC 690</td>
<td>Theory of Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>STAT 651</td>
<td>Statistics in Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COSC 681</td>
<td>Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td>COSC 670</td>
<td><em>Introduction to Facility Management (Req’d for FM)</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Spring Semester I</td>
<td>COSC Elective</td>
<td></td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td>COSC 693</td>
<td>Research Proposal Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Fall Semester II</td>
<td>COSC Elective</td>
<td></td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td>*COSC 693</td>
<td>Professional Paper (Req’d for FM)</td>
<td>**3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>*3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Minimum hours standard degree</td>
<td></td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

Required classes for the facility management certificate are in *italics*.

* Possible facility management electives, at least one of which must be a course outside the Department of Construction Science with facility management content. For a list of these courses please refer to section III.C.

** Students must complete a capstone Professional Study or Thesis with a Facility Management focus that is approved by the Facility Management Certificate Council.

_The Department of Construction Science also requires the following:_
18 credit hours must have the COSC prefix
6 credit hours must not have the COSC prefix (excluding statistics)
PART III: G. Model Degree Plan for Master of Science in Land Development Students Seeking a Certificate in Facility Management (45 Credit Program)

Fall Semester I
- LDEV 664  Market Analysis for Development *3
- LDEV 667  Design Development Economy *3
- LDEV 677  Residential Project Development 3
- **COSC 670  Introduction to Facility Management (Req’d for FM) **3

Spring Semester I
- FINC 639  Real Estate Development Analysis *3
- LDEV 662  Development Law *3
- LDEV 678  Commercial Project Development 3
- LDEV 663  Project Management *3

Summer
- LDEV 687  Development Analysis and Feasibility I, and 3
- LDEV 688  Development Analysis and Feasibility II 3
- **LDEV 693  Professional Study (Req’d for FM) **3

Fall Semester II
- LDEV Elective Course 1 (Environmental Issues) 3
- Leveling Course 3
- Elective Course 2 *3
- Elective Course 3 *3

Minimum hours standard degree 45

Required classes for the facility management certificate are in *italics.*

* Possible facility management electives, at least one of which must be a course outside the Department of LAUP with facility management content. For a list of these courses please refer to section III.C.

** Students must complete a capstone Professional Study or Thesis with a Facility Management focus that is approved by the Facility Management Certificate Council.
PART III: H. Other Degree Plans

Students seeking a Certificate in Facility Management from other graduate degree programs should consult with their Degree Coordinator and their Graduate Advisory Committee.
PART IV: Steps Toward Obtaining the Certificate

Approved by the College Research and Interdisciplinary Council, 9 April 2003

Students who are interested in obtaining a Facility Management Certificate are encouraged to contact the CRS Center, and set up an initial meeting with the Director or Associate Director prior to filling out an application and completing a degree plan.

**Step One: Application for the Certificate.** At the time of filing a degree plan the student will complete an Application for the Facility Management Certificate and attach to it a copy of the degree plan signed by the student’s Graduate Advisory Committee and the head of the student’s department. The Certificate Council will evaluate the application for compliance with the requirements for content and inform the student in writing of its conclusion.

**Step Two: Review of the Application.** At the time a professional study, professional paper, thesis, or dissertation abstract is approved by the Graduate Advisory Committee, the student will provide the proposal and/or other supporting document as may be required, to the Certificate Council for its approval of certificate content. The Certificate Council will inform the student in writing about the outcome of its review.

**Step Three: Issue of the Certificate.** At the time the student is approved for receipt of the degree, the Graduate Programs Office will review the approved certificate courses and advise the dean of the College of successful completion. Students who submitted a proposal or other supporting documentation in Step Two must:

1. submit a final abstract that has been approved by their Graduate Advisory Committee. This abstract submission must occur not later than ONE MONTH prior to the date of commencement.
2. submit their entire professional paper, thesis or dissertation electronically using Adobe Acrobat to the facility management certificate program.

When all requirements are met, the dean will authorize the granting of the certificate.
PART V: Policy for Maintaining Student Records for Certificate Programs

Official Facility Management Certificate records consist of the Application, copy of the approved Degree Plan (and any subsequent Petitions that may impact the previously approved program), an Abstract (see attached application form) of the final project topic, and any official correspondence.

1. These records will be kept in the official student folders in the CRS Center in the College of Architecture.

2. For reference purposes the CRS Center will create and maintain a database showing all students who have received, or are currently enrolled in, a certificate program.

The database should indicate:

- NAME
- DEGREE PROGRAM
- DATE OF APPLICATION
- DATE OF ACTIONS FOR EACH STEP ABOVE
- TITLE OF PROJECT, PAPER, THESIS, OR DISSERTATION
- NAME OF CHAIR OF GRADUATE ADVISORY COMMITTEE
- DATE OF DEGREE/CERTIFICATE AWARDED
- PERMANENT/CURRENT ADDRESS/E-MAIL
- EMPLOYMENT DATA

This database should be accessible by the certificate program office, which may also maintain hard copy files as may be deemed appropriate for developing data on the career histories, addresses, email address, etc. of certificate holders and current students.

Student grades will not be available outside the Graduate Programs Office, and personal data will not be released, except in accordance with state law and university guidelines.
PART VI:
Student Application and Course Plan for Certificate in Facility Management

Date of Application to Certificate Program: ________________________________

Student Information
Name: ___________________________ Student ID Number: ________________
Address: ______________________________________________________________
Phone(s): ___________________________ Email: ___________________________

Degree Information
Department: ________________________________
Degree Program (please circle)
Ph.D. ARCH URSC M.ARCH MLA MUP MS(Arch) MSLD MS(COMG) MS(VIZA) MS(ME)
Chair of Graduate Advisory Committee: ___________________________________________
Expected completion date: _______________________________________________________

Please provide the following items:
I. A copy of the approved proposal of the dissertation, thesis, final study, or professional paper that clearly demonstrates the significance of the research to the field of facility management. This must be submitted to the facility management certificate council before you begin your research or final study.

II. When you submit your proposal (part I) and before you begin your research or final study, you must also include a separate document that answers the following four questions:
   1. What aspect of facility management does the proposed work impact? Please list.
   2. How does the proposed work relate to the state-of-the-art in facility management?
   3. Why is the proposed work significant to a facility manager?
   4. If the results of the proposed work are adopted by a facility manager, how would the impact be measured (i.e., time savings, money savings, energy savings, etc.).

III. A final abstract as was filed with the dissertation, thesis, final study or professional paper and the final dissertation, thesis, final study or professional paper in electronic format (MS Word or Adobe Acrobat).

Application parts I and II must be submitted before you begin your research.

Application part III must be submitted after you complete your research in order for you to receive your certificate.

This completed application must be submitted to:
Dr. Valerian Miranda, Chair, FM Certificate Program
CRS Center (Room 006), Williams Administration Building
**Student Course Plan for FM Certificate**

List below proposed courses to meet FM Certificate requirements.

<table>
<thead>
<tr>
<th>Department Abbreviation</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC</td>
<td>670</td>
<td>Introduction to Facility Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total hours listed for credit

c) **REQUIREMENTS:** A minimum 15 credit hours of courses, distributed as follows:
   a) COSC 670, Introduction to Facility Management
   b) a capstone course of at least 3 credit hrs,
   c) at least 2 courses of 3 credit hours each from one of the 4 major elective areas,
   d) at least 3 credit hours of course work outside your major field of study.

d) In unusual cases, when a student identifies a course not on the list or wishes to transfer a course from another institution, the syllabus and specific reference to facility management content MUST be submitted for review. Courses not accepted for use toward a graduate degree at Texas A&M University may not be used toward the certificate.

e) Where a course has a generic topic (for example a design studio in architecture or a capstone studio course in planning) the facility management content and the student’s specific role in working with that content must be stated in a supporting letter from the student submitted with the application and signed by the instructor.

f) **IMPORTANT:** Please attach a copy of your approved degree plan, as approved and signed by your Graduate Advisory Committee.

---

Signature of Student  
Date

**Approval Recommended:**

Facility Management Certificate Council  
Date

Distribution:  
<table>
<thead>
<tr>
<th>Grad Programs Office</th>
<th>Certificate Office</th>
<th>Student</th>
<th>Chair, Student’s Graduate Advisory</th>
</tr>
</thead>
</table>

- 657 -
THE CERTIFICATE IN
HEALTH SYSTEMS & DESIGN

PART I: General description of the Center for Health Systems & Design Certificate program

PART II: Application process

PART III: Courses and sample degree plans

A. Approved courses for the CHSD Certificate

B. Courses and requirements

C. Sample degree plan for M.Arch students

D. Sample degree plan for MLA students

PART IV: The Certificate Council and Faculty Fellows lists

PART V: Policy for maintaining records for certificate programs

PART VI: Student Application form for CHSD certificate
PART I: GENERAL DESCRIPTION OF HSD CERTIFICATE

The Certificate in Health Systems & Design (HSD) provides students in any graduate degree program at Texas A&M University with an opportunity to develop a body of knowledge in health design that will further their career goals. The Certificate emphasizes a cross-disciplinary perspective, yet also ensures that students develop an in-depth understanding and ability within a specific body of knowledge.

The College of Architecture Executive Committee approved the Certificate in Health Systems & Design in July 1998. The Certificate is awarded after completion of the program, and must be signed by the head of the student’s academic department and the dean of the college. The Certificate contains the seal of the university and appropriate text. It will normally be presented at college ceremonies prior to the official university graduation exercises. The Office of the Dean covers the cost of producing and framing the certificates.

The program can be accomplished within the minimum number of hours (15) required for the degree; however, additional hours may be required by the student’s Graduate Advisory Committee, and students may choose to take additional hours not on the degree plan in order to meet the requirements for the certificate.

PART II: APPLICATION PROCESS

Students are encouraged to meet with a member of the Health Design Certificate Council prior to filing an application and completing a degree plan.

Step One: Application for the Certificate. At the time of filing a degree plan, the student will complete an Application for the Certificate in Health Systems & Design and attach to it a copy of the Degree Plan signed by the student’s Graduate Advisory Committee and the head of the student’s department. The Certificate Council will review the application for compliance with the requirements for content. It is recommended that students arrange for a consultation with a member of the CHSD council or the CHSD administrative assistant, prior to the formal submission of their degree plan, to confirm that he/she has registered for the appropriate courses to be eligible for the certificate.

Step Two: Review of the Application. Once a professional study, professional paper, thesis, or dissertation topic is approved by the Graduate Advisory Committee, the student will provide an abstract and supporting justification, if required, to the Certificate Council. In the case of doctoral students, the qualifying exam should be presented to the Certificate Council so that the committee can evaluate its relevance prior to further development of the topic. The Certificate Council will review the application for compliance with the requirements for content.
Step Three: Issuance of the Certificate. When the student has been approved for receipt of the degree, the Graduate Programs Office will review the approved certificate courses and advise the dean of the College of successful completion. The dean will then authorize the granting of the certificate.

PART III: COURSES AND SAMPLE DEGREE PLANS

III-A: Approved Courses for the HSD Certificate

The HSD Certificate Council will make available a list of courses, inside and outside the College of Architecture, that meet the requirements for HSD content. The list, and associated syllabi and names of instructors will be on file in the office of the Center for Health Systems and Design.

When a student wishes to select a course which is not on the list, or wishes to transfer a course from another institution, the syllabus and specific reference to health design content MUST be submitted to the HSD Certificate Council for review. Courses not accepted for use toward a graduate degree at Texas A&M University may not be used toward the certificate.

When a course has a generic topic (for example a design studio in architecture, or a capstone studio course in land development or planning) the HSD content and the student’s specific role in working with that content, must be stated in a supporting letter from the student submitted with the application. The letter should be co-signed by the Instructor of the course.
III-B: Courses and Requirements

The following summarizes the minimum requirements for the certificate in Health Systems & Design. Currently only 15 credit hours are required, although beginning in Spring 2009, the requirements will increase to 16 credit hours. Although these hours will qualify the student to receive the CHSD certificate, students are encouraged to take as many courses as possible.

REQUIRED Courses for All CHSD Candidates (7 credit hours)

ARCH 660 (3 cr)  OR - COSC 670, LAND 661, PLAN 631, LDEV 687/688, PMSB 604, CPSY 677 (depending on major; for majors not addressed on this list, preapproval must be obtained for the requisite course)

ARCH 675 (3 cr)  Health Design and Research

ARCH 681/ENDS 481  (1 cr)  Architecture for Health Lecture Series

Final study (6 cr)  ARCH 693, LAND 693, PLAN 693, COSC 693 (depending on major) LDEV 665/693

ELECTIVE Courses (6 credit hours)

Two courses must be taken, one within the student’s department and one outside of the student’s department. The course within the student’s department must be taken with a faculty member who is a faculty fellow in the Center for Health Systems & Design, listed in Part III-B of this packet. Most programs allow graduate students to include two 300- or 400-level courses in their graduate degree plan. Such courses should be outside of the student’s major.

ARCH 624  Theory of Placemaking
ARCH 674  Typologies of Contemporary Hospital Design
ARCH 676  Human Behavior and Design
ARCH 674  Typologies of Contemporary Hospital Design
ARCH 677  Neuroscience and Architecture
ARCH 689  Foundations of Healthcare Architecture
ARCH 689  Facilitation for Planners and Designers
CARC 601  Research Foundations
CARC 602  Research Foundations
EPSY 647  Adult Development and Aging
HLTH 334  Women’s Health
HLTH 353  Drugs and Society
HLTH 631  Community and Public Health
HLTH 660  Health Issues in Aging, Dying and Death
LAND 640  Research Methods in Landscape Architecture
LAND 661  Visual Quality Analysis for Design and Planning
LDEV 661  Environment and Development
LDEV 671  Sustainable Development
PHPM 601  Rural Public Health Systems
PHPM 605  Introduction to Health Policy And Management
PHSB 603  Social and Behavioral Determinants Of Health
PHSB 610  Community Organization and Assessment
PLAN 633  Planning for Healthy Communities
PLAN 634  Environmental Health Policy and Planning
PSYC 607  Experimental Psychology
PSYC 307  Developmental Psychology
PSYC 320  Sensation and Perception
PSYC 340  Psychology of Learning
PSYC 360  Health Psychology and Behavioral Medicine
PSYC 407  Behavioral Disorders of Children
PSYC 489  Special Topics in Art and Cognition
PSYC 610  Organizational Psychology
PSYC 615  Perceptual Processes
PSYC 639  Pediatric Psychology
SOCI 489  Special Topics in the Sociology of Death and Dying

Others electives are possible. Please request approval.
### III – C: Sample Degree Plan for Master of Architecture Students Seeking a Certificate in Health Systems & Design

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester I</strong></td>
<td>ARCH 605</td>
<td>Design I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 675</td>
<td>Health Design and Research</td>
<td>3*</td>
</tr>
<tr>
<td></td>
<td>ARCH 631</td>
<td>Structural Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Spring Semester I</strong></td>
<td>ARCH 606</td>
<td>Design II (therapeutic environments)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 633</td>
<td>Environmental Control</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH ----</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH ----</td>
<td>Architectural History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td>ARCH 684</td>
<td>Professional Internship or Health Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>CARC ----</td>
<td>(alternatively, taken year II)</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester II</strong></td>
<td>ARCH 685</td>
<td>Proposal</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TAMU ----</td>
<td>Electives (e.g., ARCH 607)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 657</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Spring Semester II</strong></td>
<td>ARCH 693</td>
<td>Final Study (review in Spring)</td>
<td>6**</td>
</tr>
<tr>
<td></td>
<td>TAMU ----</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Minimum hours for standard degree</td>
<td></td>
<td></td>
<td>52</td>
</tr>
</tbody>
</table>

* Required courses for the HSD Certificate in *italics*

** The student must also complete a Professional Study, Thesis, or Dissertation with a health focus approved by the HSD Certificate Advisory Committee
### III – D: Sample Degree Plan for Master of Landscape Architecture Students Seeking a Certificate in Health Systems & Design

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester I</strong></td>
<td>LAND 620</td>
<td>Open Space Development (I)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>LAND 640</td>
<td>Research Methods in Landscape Arch</td>
<td>3***</td>
</tr>
<tr>
<td></td>
<td>RLEM 602</td>
<td>Ecology and Land Uses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH 675</td>
<td>Health Design and Research</td>
<td>3*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td><strong>Spring Semester I</strong></td>
<td>LAND 621</td>
<td>Open Space Development (II)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>LAND 693</td>
<td>Final Study Proposal</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>LAND 661</td>
<td>Visual Quality Analysis for Design and Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH ----</td>
<td></td>
<td>3*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
<td>Professional Internship</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester II</strong></td>
<td>LAND 693</td>
<td>Final Study</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CARC</td>
<td>Health Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TAMU ----</td>
<td>Health Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Spring Semester II</strong></td>
<td>LAND 693</td>
<td>Final Study</td>
<td>5**</td>
</tr>
<tr>
<td></td>
<td>LAND 646</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TAMU ----</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Minimum hours for standard degree 45

* Required courses for the HSD Certificate in *italics*

** The student must also complete a Professional Study, Thesis, with a Health focus approved by the HSD Certificate Advisory Committee

*** LAND 640 is required for all MLA students
PART IV: THE CERTIFICATE COUNCIL AND FACULTY FELLOWS LISTS

The Council for the HSD Certificate (the HSD Certificate Council) is comprised of no fewer than three (3) faculty with expertise in the field, and is appointed by the Dean of the College of Architecture to advise on all matters relating to the program.

The Graduate Advisory Committee for each student, with the oversight of degree coordinators, department heads, and the Office of Graduate Studies, is responsible for the academic program of the student. However, the HSD Certificate Council is charged with ensuring that students recommended for the Certificate have met content standards.

As a general practice, a member of the HSD Certificate Council who also serves as chair of a student’s Graduate Advisory Committee will not provide signature approval at any step in the application process. The Certificate Council may seek input from faculty concerning course content and/or the specific contribution of a student in a course with team activity.

When the Certificate Council makes a negative finding as to applicability of a course or a final project, the finding will be made in writing with copies to the student, student file, and chair of the student’s Graduate Advisory Committee. Appeals against findings of the Certificate Council will be made to the academic dean of the College of Architecture, whose decision will be final.

Current Council members are:

Mardelle Shepley (mshepley@archmail.tamu.edu)
Kirk Hamilton (khamilton@tamu.edu)
Susan Rodiek (Rodiek@tamu.edu)
Roger Ulrich (Ulrich@archmail.tamu.edu)
George Mann (gmann@archmail.tamu.edu)

Associated Faculty Fellows at Texas A&M University

Elton Abbott (ARCH)
Sherry Bame (LAUP)
Liliana Beltran (ARCH)
Leonard Berry (MKTG)
John Bryant (COSC)
Charles Culp (ARCH)
Nancy Dickey (HSC)
Michael Duffy (ED PSYCH)
Pliny Fisk (ARCH)
Jeff Haberl (ARCH)
Debra Harris (architect)
PART V: POLICY FOR MAINTAINING STUDENT RECORDS FOR CERTIFICATE PROGRAMS

Official HSD Certificate records consist of the following: the Application; copy of the approved Degree Plan (and any subsequent Petitions that may impact the previously approved program); an Abstract of the final project topic (see attached application form); and any official correspondence.

- Records of the names of the students who have been awarded a certificate are kept in the Dean’s Office. The official certificate application is on file in the Center for Health Systems & Design.
- For reference purposes the Graduate Programs Office will create and maintain a database showing all students who have received, or are currently enrolled in, a certificate program in the College of Architecture. A database of students enrolled in the CHSD certificate program is also maintained by the Center for Health Systems & Design.

The database should indicate:

NAME
DEGREE PROGRAM
DATE OF APPLICATION
DATE OF ACTIONS FOR EACH STEP ABOVE
TITLE OF PROJECT, PAPER, THESIS, OR DISSERTATION
NAME OF CHAIR OF GRADUATE ADVISORY COMMITTEE
DATE OF DEGREE/CERTIFICATE AWARDED
PERMANENT/CURRENT ADDRESS/E-MAIL
EMPLOYMENT DATA
This database should be accessible by the HSD Certificate program office, which may also maintain hardcopy files as may be deemed appropriate for developing data on the career histories, addresses, email address, etc. of Certificate holders and current students.

Student grades will not be available outside the Graduate Programs Office, and personal data will not be released, except in accordance with state law and university guidelines.
PART VI: Application for Certificate

Name ____________________________________________

UIN ____________________________________________

Date ____________________________________________
STUDENT APPLICATION AND COURSE PLAN FOR
CERTIFICATE IN HEALTH SYSTEMS & DESIGN (HSD)
(Note: the application form consists of two pages. Please attach a copy of your degree plan and an abstract of your final study, if available. These documents must be submitted before the application can be approved. You are encouraged to apply as soon as you decide to work toward earning the certificate.)

Date of Application to Certificate Program:____________________________________

Student Information

Name: ___________________________ Student ID Number_____________

Address: ___________________________________________________________________
_________________________________________________________________________

Phone(s): __________________________ Email:________________________

Degree Information

Department: _____ ARCH _____ LAUP _____ COSC _____ VIZ

Degree Program: (please circle)
Ph.D.-ARCH Ph.D.-URSC M.ARCH MLA MUP MS(Arch) MSLD MS(COMG) MS(VIZA)

Chair of Graduate Advisory Committee (if known): ____________________________

Expected completion date: __________________________

Please provide a preliminary description or final abstract of final study, thesis, dissertation, or professional report or paper:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
List below the 16 hours of proposed courses to meet HSD Certificate requirements.

<table>
<thead>
<tr>
<th>Department Abbreviation</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>675</td>
<td>Health Design and Research</td>
<td>3</td>
</tr>
<tr>
<td>ARCH</td>
<td>660</td>
<td>Design Programming (required for M.Arch students only)</td>
<td>3</td>
</tr>
<tr>
<td>ARCH</td>
<td>481/681</td>
<td>Architecture for Health Lecture Series</td>
<td>1</td>
</tr>
<tr>
<td>Final Study</td>
<td>693</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Total hours listed for credit

- **Note:** In unusual cases, when a student identifies a course not on the list or wishes to transfer a course from another institution, the syllabus and specific reference to health systems and design content MUST be submitted for review. Courses not accepted for use toward a graduate degree at Texas A&M University may not be used toward the Certificate.
- Where a course has a generic topic (for example a design studio in architecture or a capstone studio course in planning) the health content and the student’s specific role in working with that content must be stated in a supporting letter submitted with the application and signed by the instructor.

Signature of Student

Date

Approval Recommended:

Health Systems and Design Certificate Council

Date

Distribution:

<table>
<thead>
<tr>
<th>Grad Programs Office</th>
<th>Certificate Office</th>
<th>Student</th>
<th>Chair, Student’s Graduate Advisory Committee</th>
</tr>
</thead>
</table>
THE CERTIFICATE IN HISTORIC PRESERVATION

The attached information is organized under the following headings:

Part I: General Description of Historic Preservation Program
   I. Historic Preservation Certificate Sample

Part II: Historic Preservation Certificate Requirements

Part III: A. Approved Courses for the Historic Preservation Certificate
   II. Faculty
   III. List of Courses Offered in the College of Architecture Relevant to the Certificate in Historic Preservation
   IV. Model Degree Plan for Master of Architecture Students
   V. Model Degree Plan for Master of Landscape Architecture Students
   VI. Model Degree Plan for Master of Urban Planning Students
   VII. Model Degree Plan for Other College of Architecture Graduate Degree Students

Part IV: Summary of Steps Toward Obtaining the Certificate

Part V: Policy for Maintaining Records for Certificate Programs

Part VI: Student Application for Historic Preservation Certificate

THE CERTIFICATE IN HISTORIC PRESERVATION
PART I: General Description

Purpose

The Certificate in Historic Preservation provides students in any graduate degree program in the College of Architecture at Texas A&M University an opportunity to develop a body of knowledge in historic preservation that will further their career goals. The certificate assumes that historic preservation is a cross-disciplinary field, and the program is designed to ensure that students gain a sense of mutual respect for others in the field, and appropriate awareness, understanding, and ability within a specific body of knowledge.

The Historic Preservation Certificate Council

The Council for the Certificate in Historic Preservation (the Certificate Council) is comprised of no fewer than three (3) faculty with expertise in the field, and is appointed by the Dean of the College of Architecture to advise on all matters relating to the program.

The Graduate Advisory Committee for each student, with the oversight of degree coordinators, department heads, and the Office of Graduate Studies, is responsible for the academic program of the student. However, the Certificate Council is charged with ensuring that students recommended for the certificate have met content standards.

The program can be accomplished within the maximum number of hours required for the degree; however additional hours may be required by the student’s Graduate Advisory Committee, and students may choose to take additional hours not on the degree plan in order to meet the requirements for the certificate.

The Certificate

The Certificate in Historic Preservation was approved by the College of Architecture Executive Committee in July 1998.

The certificate is awarded after completion of the program, and must be signed by the head of the student’s academic department and the dean of the college. The certificate contains the seal of the university and appropriate text. It will normally be presented at college ceremonies prior to the official university graduation exercises. The cost of producing and framing the certificates is covered by the Office of the Dean.
PART III: Criteria and Course Requirements

The College of Architecture will award the Certificate in Historic Preservation to students meeting the criteria listed below:

1. Any student admitted to a graduate degree program offered in the College of Architecture should declare the intent to seek the Certificate in Historic Preservation at the time of filing a Degree Plan. (See Part VI for a copy of the application form.) Application forms are also available in the Graduate Programs Office of the College.

2. The student must complete a MINIMUM of fifteen (15) credit hours of course work with historic preservation content. The courses MUST be applicable toward a graduate degree in the College of Architecture, but may not necessarily be included on the student’s degree plan. ARCH 646 Theory and Practice of Preservation (3 credit hours) is required. At least three (3) credit hours of course work with historic preservation content MUST be from outside the student’s major field.

3. On completion of all the requirements for the degree, the student will receive a Certificate in Historic Preservation signed by the Dean and the appropriate Department Head.

The student’s Graduate Advisory Committee remains the primary body for recommending the degree plan content. Courses required or intended for the Certificate in Historic Preservation may be used in the degree plan with the concurrence of the Graduate Advisory Committee. Students may also add courses in order to fulfill the Certificate requirements. Students are encouraged to consult with their Graduate Advisory Committee AND a member of Certificate Council as their degree plan is being developed. A written statement should be provided to explain why courses not on the list of approved courses should be allowed toward the certificate. The content relating to Historic Preservation emphasis for the certificate should be clearly demonstrated.
PART III – A: Approved Courses for the Certificate

Approved Courses and Course Content

The Certificate Council will make available a list of courses, inside and outside the College of Architecture, that meet the requirements for historic preservation content. The list, and associated syllabi and names of instructors, will be on file in the office of the Historic Preservation Program (Historic Resources Imaging Laboratory).

Where a student identifies a course not on the list, or wishes to transfer a course from another institution, the syllabus and specific reference to historic preservation content MUST be submitted to the Certificate Council for review. Courses not accepted for use toward a graduate degree at Texas A&M University may not be used toward the certificate.

Where a course has a generic topic (for example a design studio in architecture, or a capstone studio course in land development or planning) the historic preservation content and the student’s specific role in working with that content, must be stated in a supporting letter from the student submitted with the application. The letter should be co-signed by the Instructor of the course.

As a general practice, a member of the Certificate Council who also serves as chair of a student’s Graduate Advisory Committee will not provide signature approval at any step in the application process. The Certificate Council may seek input from faculty concerning course content and/or specific contribution of a student in a course with team activity.

Where the Certificate Council makes a negative finding as to applicability of a course, or a final project, the finding will be made in writing with copies to the student, student file, and chair of the student’s Graduate Advisory Committee. Appeals against findings of the Certificate Council will be made to the academic dean of the College of Architecture, whose decision will be final.
Certificate in Historic Preservation

awarded to

Student

in recognition of the completion of a program of study in Historic Preservation approved by the faculty as a part of the requirements for the degree of

xxxxxxxxxxxxxxxxxxxxxxxxx

Dean of the College

Head of the Department

Month Year
## PART III – B: Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrol D. Claycamp</td>
<td>Professional Engineer. Structural design for preservation, construction management.</td>
</tr>
<tr>
<td>Mark J. Clayton</td>
<td>Computer applications to documentations, reconstruction, renovation, and urban renewal.</td>
</tr>
<tr>
<td>Fred A. Forgey</td>
<td>Land development. Tax investment financing, market analysis, feasibility analysis.</td>
</tr>
<tr>
<td>Valerian Miranda</td>
<td>Architect. Documentation and computer applications to preservation, practice and research.</td>
</tr>
<tr>
<td>Vivian L. Paul</td>
<td>Architectural historian. Recording and analysis techniques and technology of historic structures, with a focus on the Gothic cathedral in France.</td>
</tr>
<tr>
<td>David L. Pugh</td>
<td>Planner and Attorney. Environmental and preservation law.</td>
</tr>
<tr>
<td>Robert O. Segner</td>
<td>Construction methods and contract procedures for preservation work.</td>
</tr>
<tr>
<td>Guillermo Vasquez</td>
<td>Architect. Preservation practice and computer applications.</td>
</tr>
<tr>
<td>Nancy J. Volkman</td>
<td>Landscape Architect. Research and consulting on the preservation and interpretation of historic and cultural resources.</td>
</tr>
<tr>
<td>Robert B. Warden</td>
<td>Architect. Documentation techniques and computer applications.</td>
</tr>
<tr>
<td>Charles W. White</td>
<td>Architectural Historian. Ancient architecture and archaeology.</td>
</tr>
<tr>
<td>Ward V. Wells</td>
<td>Interior design and component selection, space planning and adaptive use design.</td>
</tr>
</tbody>
</table>

The following Fellows of the Historic Resources Imaging Laboratory have special expertise appropriate to historic preservation studies:

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia A. Grider</td>
<td>Anthropology. Folk Law, material culture.</td>
</tr>
<tr>
<td>Jonathan M. Smith</td>
<td>Geography. Cultural geography.</td>
</tr>
<tr>
<td>Alston V. Thoms</td>
<td>Anthropology. Environmental archaeology, Cultural resource management</td>
</tr>
</tbody>
</table>
**PART III – C: List of Courses Offered in the College of Architecture Relevant to the Historic Preservation Certificate**

**Courses offered in the College of Architecture**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 646</td>
<td>Philosophy and Practice of Preservation</td>
<td>3</td>
<td>required</td>
</tr>
<tr>
<td>ARCH 647</td>
<td>Recording Historic Buildings</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ARCH 648</td>
<td>Preservation Technology for Buildings</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARCH 685</td>
<td>Direct Studies</td>
<td>1</td>
<td>or tba</td>
</tr>
<tr>
<td>ARCH 689</td>
<td>SP TPS in…</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARCH 691</td>
<td>Research for Thesis or Dissertation</td>
<td>6</td>
<td>or tba</td>
</tr>
<tr>
<td>ARCH 693</td>
<td>Professional Study</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAND 600</td>
<td>Preservation Planning for Historic Landscapes</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LAND 685</td>
<td>Direct Studies</td>
<td>1</td>
<td>or tba</td>
</tr>
<tr>
<td>LAND 689</td>
<td>ST TPS in…</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LAND 691</td>
<td>Research for Thesis or Dissertation</td>
<td>tba</td>
<td></td>
</tr>
<tr>
<td>LAND 693</td>
<td>Professional Study</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>LDEV 681</td>
<td>Seminar (professional paper required)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LDEV 687</td>
<td>Development Analysis and Feasibility I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LDEV 688</td>
<td>Development Analysis and Feasibility II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PLAN 643</td>
<td>Preservation Law</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PLAN 681</td>
<td>Seminar (professional report)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PLAN 685</td>
<td>Direct Studies</td>
<td>tba</td>
<td></td>
</tr>
<tr>
<td>PLAN 689</td>
<td>SP TPS in Heritage Planning and Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PLAN 691</td>
<td>Research</td>
<td>tba</td>
<td></td>
</tr>
<tr>
<td>PLAN 693</td>
<td>Professional Study</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### Courses Offered Outside the College of Architecture

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 605</td>
<td>Conservation of Archaeological Resources I</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 606</td>
<td>Conservation of Archaeological Resources II</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 608</td>
<td>Folklife and Material Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 645</td>
<td>Cultural Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 605</td>
<td>Processes in Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 307</td>
<td>Methods of Environmental Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>RPTS 636</td>
<td>Travel and Tourism</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: Other courses may be identified over time. In all cases, their inclusion in the Certificate in Historic Preservation program will be based on an assessment of the Historic Preservation content. Students are encouraged to seek advice and approval before adding such courses onto a degree plan with the intent of using them for the Certificate.*

---

**PART III - D: Model Degree Plan for Master of Architecture Students**
# Seeking a Certificate in Historic Preservation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester I</td>
<td>ARCH 605</td>
<td>Design I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 631</td>
<td>Architectural Structures II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH ---</td>
<td>Architectural History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Spring Semester I</td>
<td>ARCH 606</td>
<td>Design II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 646</td>
<td><em>Theory &amp; Practice of Historic Preservation</em></td>
<td><em>3</em></td>
</tr>
<tr>
<td></td>
<td>ARCH 633</td>
<td>Environmental Systems II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Summer</td>
<td>ARCH 684</td>
<td>Professional Internship</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>ARCH 647</td>
<td>Recording Historic Buildings</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Fall Semester II</td>
<td>HP Elective</td>
<td></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td></td>
<td>ARCH 685</td>
<td>Directed Studies</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Spring Semester II</td>
<td>ARCH 693</td>
<td>Professional Study</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 657</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>52</td>
</tr>
</tbody>
</table>

* Required classes for the facility management are in *italics.*

** One of the electives must be a course outside the Department of Architecture with Historic Preservation content
**PART III – E: Model Degree Plan for Master of Landscape Architecture**  
**Students Seeking a Certificate in Historic Preservation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester I</strong></td>
<td>LAND 620</td>
<td>Open Space Development I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>LAND 640</td>
<td>Research Methods in Land. Arch.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RLEM 602</td>
<td>Ecology Land Uses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>Spring Semester I</strong></td>
<td>LAND 621</td>
<td>Open Space Development II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>LAND 693</td>
<td>Professional Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ARCH 646</td>
<td><em>Theory &amp; Practice of Historic</em></td>
<td><em>3</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Preservation</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>LAND 684</td>
<td>Professional Internship</td>
<td>4</td>
</tr>
<tr>
<td><strong>Fall Semester II</strong></td>
<td>LAND 693</td>
<td>Professional Studies</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>LAND 240</td>
<td>History of Landscape Architecture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td><strong>Spring Semester II</strong></td>
<td>LAND 646</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LAND 693</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

Minimum hours standard degree **45**

* Required classes in *italics.*
PART III - F: Model Degree Plan for Master of Urban Planning Students
Seeking a Certificate in Historic Preservation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I</td>
<td>PLAN 640</td>
<td>Law &amp; Legislation Related to Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PLAN 661</td>
<td>Information &amp; Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PLAN 665</td>
<td>Plan Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

| Spring I | ARCH 646    | Theory & Practice of Historic Preservation        | 3     |
|          | PLAN 613    | Planning Methods & Techniques                     | 3     |
|          | PLAN 658    | Plan Implementation                               | 3     |
|          | PLAN 664    | Planning Theory & History                         | 3     |
|          |             |                                                   | 12    |

|          |              | Professional Internship                          | 2     |

| Fall II  | PLAN 662    | Applied Planning I                               | 3     |
|          | HP Elective |                                                   | 3     |
|          | HP Elective |                                                   | 3     |
|          | HP Elective |                                                   | 3     |

| Spring II| PLAN 654    | Planning Administration and Management           | 1     |
|          | PLAN 685    | Problems: Professional Synthesis Paper           | 2     |
|          | PLAN 663    | Applied Planning II                              | 3     |
|          | PLAN 681    | Seminar                                           | 1     |
|          | PLAN 643    | Preservation Law                                  | 3     |
|          |             |                                                   | 10    |

Minimum hours standard degree **48**

* Required classes in *italics.*
PART III – G: Students seeking a Certificate in Historic Preservation from other graduate degree programs of the College of Architecture should consult with their Degree Coordinator and their Graduate Advisory Committee.
PART IV: Summary of Steps Toward Obtaining the Certificate

Students are encouraged to meet with a member of the Historic Preservation Certificate Council prior to filing an application and completing a degree plan.

**Step One: Application for the Certificate.** At the time of filing a degree plan the student will complete an Application for the Certificate in Historic Preservation and attach to it a copy of the Degree Plan signed by the student’s Graduate Advisory Committee and the head of the student’s department. The Certificate Council will review the application for compliance with the requirements for contents.

**Step Two: Review of the Application.** At the time a professional study, professional paper, thesis, or dissertation abstract is approved by the Graduate Advisory Committee the student will provide an abstract, and any supporting justification as may be required, to the Certificate Council. In the case of Doctoral Students, dissertation topic approval takes place at the dissertation defense. The qualifying exam should also be presented to the certificate council so that the committee can evaluate its relevance prior to further development of the topic. The Certificate Council will review the application for compliance with the requirements for content.

**Step Three: Issue of the Certificate.** At the time the student is approved for receipt of the degree, the Graduate Programs Office will review the approved certificate courses and advise the dean of the College of successful completion. The dean will then authorize the granting of the certificate.
PART V: Policy for Maintaining Student Records for Certificate Programs

Official Historic Preservation records consist of the Application, copy of the approved Degree Plan (and any subsequent Petitions that may impact the previously approved program), an Abstract (see attached application form) of the final project topic, and any official correspondence.

- These records will be kept in the official student folders in the Graduate Programs Office of the College of Architecture
- For reference purposes the Graduate Programs Office will create and maintain a database showing all students who have received, or are currently enrolled in, a certificate program.

The database should indicate:

NAME
DEGREE PROGRAM
DATE OF APPLICATION
DATE OF ACTIONS FOR EACH STEP ABOVE
TITLE OF PROJECT, PAPER, THESIS, OR DISSERTATION
NAME OF CHAIR OF GRADUATE ADVISORY COMMITTEE
DATE OF DEGREE/CERTIFICATE AWARDED

PERMANENT/CURRENT ADDRESS/E-MAIL
EMPLOYMENT DATA

This database should be accessible by the certificate program office, which may also maintain hard copy files as may be deemed appropriate for developing data on the career histories, addresses, email addresses, etc. of certificate holders and current students.

Students grades will not be available outside the Graduate Programs Office, and personal data will not be released, except in accordance with state law and university guidelines.
PART VI:
STUDENT APPLICATION AND COURSE PLAN FOR
CERTIFICATE IN HISTORIC PRESERVATION

Date of Application to Certificate Program: ________________________________

Student Information

Name: ___________________________________________ Student ID Number: ___________
Address: ____________________________________________
____________________________________________________
____________________________________________________
Phone(s): __________________________________________ Email: ______________________

Degree Information

Department: _____________________________________________

Degree Program (please circle)
Ph.D. ARCH URSC M.ARCH MLA MUP MS(Arch) MSLD MS(COMG) MS(VIZA)

Chair of Graduate Advisory Committee: ________________________________

Expected completion date: ________________________________

Please provide a preliminary description or final abstract of dissertation, final study thesis, or professional report or paper.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# STUDENT COURSE PLAN FOR HP CERTIFICATE

List below proposed courses to meet HP Certificate requirements.

<table>
<thead>
<tr>
<th>Department Abbreviation</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ARCH</td>
<td>646</td>
<td>Theory and Practice of Historic Preservation</td>
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- **Note:** In unusual cases, when a student identifies a course not on the list or wishes to transfer a course from another institution, the syllabus and specific reference to facility management content MUST be submitted for review. Courses not accepted for use toward a graduate degree at Texas A&M University may not be used toward the certificate.
- Where a course has a generic topic (for example a design studio in architecture or a capstone studio course in planning) the facility management content and the student’s specific role in working with that content must be stated in a supporting letter from the student submitted with the application and signed by the instructor.
- **IMPORTANT:** Please attach a copy of your approved degree plan, as approved and signed by your Graduate Advisory Committee.

Signature of Student

Date

Approval Recommended:

---

Historic Preservation Certificate Council

Date

Distribution:

<table>
<thead>
<tr>
<th>Grad Programs Office</th>
<th>Certificate Office</th>
<th>Student</th>
<th>Chair, Student’s Graduate Advisory</th>
</tr>
</thead>
</table>
THE GRADUATE CERTIFICATE IN SUSTAINABLE URBANISM

Part I: Program Description

Part II: Criteria and Course Requirements

Part III: A. Approved Courses for the Certificate
          B. Program Faculty
          C. Approved Courses in the College of Architecture
          D. Approved Courses Outside the College of Architecture
          E. Model Degree Plan for Master of Urban Planning Students
          F. Model Degree Plan for Master of Construction Science Students
          G. Model Degree Plan for Master of Landscape Architecture Students
          H. Model Degree Plan for Master of Architecture Students
          I. Model Degree Plan for Students Outside of the College of Architecture

Part IV: Summary of Steps Required to Obtain the Certificate

Part V: Policy for Maintaining Student Records
PART I: Program Description

Purpose

Sustainable Urbanism is a new framework for interdisciplinary planning and design of contemporary settlements. It explores sustainability and urban design in a rapidly urbanizing world by focusing on the processes that shape the form and function of the built environment in its full complexity - infrastructures, land developments, built landscapes, and facilities - that collectively make up metropolitan regions.

Sustainable urbanists at Texas A&M are members of innovative learning and practitioner communities that investigate and apply collaborative practices to design and plan sustainable urban settlements that are livable, equitable, energy efficient, ecologically sound, and prosperous.

The Sustainable Urbanism Certificate Program addresses the integration and interdependence of these aspects of the built urban environment:

- Land use and urban design
- Energy, materials, and wastes
- Land, air, water, and fire
- Ecosystems, habitats, and biodiversity
- Infrastructure and transportation networks
- Healthy communities and public health
- Pedestrian environments and livable places
- Natural hazards and extreme events
- Social and economic justice and accessibility

Sustainable Urbanism is an interdisciplinary program of the Center for Housing and Urban Development that generates and disseminates new knowledge of the relationships among sustainability, cities, and the environmental design professions. The Sustainable Urbanism program serves a wide array of lifelong learning:

- Graduate students
- Mid-career professionals
- People seeking a career change
- Leaders seeking to transform their organizations and communities
- Policy makers and politicians seeking to improve their jurisdictions

The Sustainable Urbanism Certificate Council

The Sustainable Urbanism Certificate Council is comprised of at least six (6) standing graduate faculty members who are expert in the field and are appointed by the Dean of the College of Architecture to advise on all matters relating to the program. They are appointed to represent all the academic departments participating in the certificate, and the Center for Housing and Urban Development (CHUD).
The Graduate Advisory Committee for each student, with the oversight of degree coordinators, department heads, and the Office of Graduate Studies, is responsible for the academic program of the student. However, the Sustainable Urbanism Certificate Council is charged with ensuring that students recommended for the certificate have met content standards.

The program can be accomplished within the minimum number of hours required for any of the graduate degrees offered within the College of Architecture, save the Master of Science degrees in Architecture and Land Development. The fit with programs in other colleges will need to be assessed on a case-by-case basis. Moreover, the student's Graduate Advisory Committee might require, or the student may choose to take, additional hours not on the degree plan in order to meet the requirements for the certificate.

PART II: Criteria and Course Requirements

The College of Architecture will award the Sustainable Urbanism Certificate to students meeting the criteria listed below:

1. The student declares his or her intent to seek the Sustainable Urbanism Certificate at the time of filing a Degree Plan. Application forms are available from the Graduate Programs Office in the College of Architecture, and are also available at CHUD and from the Certificate Program Chair.

2. The student must complete a minimum of eighteen (18) credit hours of course work in Sustainable Urbanism, which includes a six (6) credit hour collaborative studio. The courses must be applicable toward a graduate degree in the College of Architecture. At least one course must be outside the student's major discipline. Students select one course from each of the principles, practices, and policies categories, and one elective, selected from any of those three categories listed in Part III-B, Curriculum. All sustainable urbanism certificate students also must select the collaborative studio.

3. The student must complete a professional study, thesis, or dissertation with a Sustainable Urbanism focus approved by the Sustainable Urbanism Certificate Council, as required by the student's degree program. The credit hours taken in support of the professional study, thesis, or dissertation are over and above the 18 hour requirement in Sustainable Urbanism course work. The Professional Study or Capstone Project is an independent individual or team project that satisfies the requirements of the student's degree program(s). To earn a Sustainable Urbanism Certificate, the Chair of the student's graduate committee, and at least one other member, must be from the Sustainable Urbanism Program faculty. A student may choose to conduct a Professional Study working on a problem being engaged by an approved sustainable urbanism studio, as long as the student's work is identifiable as his or her own individual product.

4. On completion of all the requirements for the graduate degree, the student will receive a Sustainable Urbanism Certificate signed by the Dean and the appropriate Department Head. The student's Graduate Advisory Committee remains the primary body for recommending the degree plan content. Courses required or intended for the Sustainable Urbanism Certificate may be used in the degree plan with the concurrence of the Graduate Advisory
Committee. Students also may add courses beyond their normal degree requirements in order to fulfill the Sustainable Urbanism Certificate requirements. Students are encouraged to consult with their Graduate Advisory Committee and a member of the Sustainable Urbanism Certificate Council as they develop their degree plans. Students select one course from each of the Principles, Practices, and Policies Categories, plus one course from any of the three categories, plus the collaborative studio.

**Principles - History and Theory**

- **Structure and Function of Cities**
  - PLAN 610 Van Zandt Fall
- **Planning for Healthy Communities**
  - PLAN 633 Sweeney Spring
- **Theory of Placemaking**
  - ARCH 624 Tabb Spring
- **Concepts in Ecological Design and Planning**
  - PLAN 689 Ndubisi Spring
- **Sustainable Urbanism**
  - PLAN 675 Neuman Spring
- **Development Process**
  - LDEV 667 Giusti Fall
- **Sustainable Systems in Civil Engineering**
  - CVEN 689 Brumbelow Summer
- **Sociable Impacts of Tourism**
  - RPTS 626 Jamal Spring
- **Heritage Tourism**
  - RPTS 646 Jamal Fall
- **Sustainable Construction**
  - COSC 663 Fernandez-Solis Fall, Spring

**Practices - Methods and Skills**

- **Site Planning and Design**
  - ARCH 689/310 Tabb Spring
- **Sustainable Systems**
  - ARCH 621 Fisk Fall
- **Environment and Development**
  - LDEV 661 Anderson Spring
- **Sustainable Development**
  - LDEV 671 Brody Spring
- **Landscape Architecture Site Development**
  - LAND 612 Li Fall
- **Neighborhood Revitalization**
  - PLAN 629 Van Zandt Spring
- **Storm Water Management**
  - LAND 689 Li Fall
- **Housing Production**
  - COSC 662 TBD Spring
- **Construction Practices**
  - COSC 601 Fernandez Solis Fall, Spring
- **Water Resources Planning and Management**
  - CVEN 664 Brumbelow Fall

**Policies - Analysis and Evaluation**

- **Theory & Practice of Historic Preservation**
  - ARCH 646 Woodcock Spring
- **Urban Infrastructure Planning**
  - PLAN 669 Neuman Fall
- **Design Sustainable Transportation**
  - PLAN 673 Dumbaugh Spring
- **Visual Quality Analysis**
  - LAND 661 Ulrich Fall
- **Environmental Planning**
  - LAND 641 Brody Spring
- **Design and Active Living**
  - LAND/PLAN 689 Lee Fall

**Design and Planning Studios**

- **Sustainable Urbanism Studio**
  - Various* Various Fall, Spring
PART III-A: Approved Courses for the Certificate

Students who identify a course not on the list of pre-approved courses, or who wish to transfer courses from another institution, must submit a written statement that clearly describes how a course lacking prior approval is related to the student's Sustainable Urbanism course of study. This written statement, supported by a copy of the course syllabus, will be reviewed by the Sustainable Urbanism Certificate Council. Where a course has a generic topic (for example a design studio in architecture, or a capstone studio course in land development or planning), the written statement of the Sustainable Urbanism content and the student's specific role in working with that content must be co-signed by the course instructor. Courses not acceptable for use toward a graduate degree at Texas A&M University will not be approved under any circumstances.

PART III-B: Program Faculty

The following Faculty Fellows and staff of the Center for Housing and Urban Development have special expertise appropriate to Sustainable Urbanism and are eligible to serve on Graduate Committees:

Robin Autenreith - Civil Engineering  
Elise Bright - Urban Planning  
Sam Brody - Urban Planning  
Kelly Brumbelow - Civil Engineering  
Charles Culp - Architecture  
Eric Dumbaugh - Urban Planning  
* Jose Fernandez Solis - Construction Science  
* Pliny Fisk - Architecture and Landscape Architecture  
Jeff Haberl - Architecture  
* Chang-Shan Huang - Landscape Architecture  
Tazim Jamal - Recreation Parks and Tourism Science  
Chanam Lee - Landscape Architecture  
Ming-Han Li - Landscape Architecture  
Glen Mills - Architecture  
* Jody Naderi - Landscape Architecture  
Forster Ndubisi - Landscape Architecture and Urban Planning  
* Michael Neuman - Urban Planning  
Jon Rodiek - Landscape Architecture  
Miguel Roldan - Architecture (Barcelona studio instructor)  
Scott Shafer - Recreation Parks and Tourism Science  
Donald Sweeney - Urban Planning  
* Phillip Tabb - Architecture  
Roger Ulrich - Architecture and Landscape Architecture  
* Jorge Vanegas - Architecture  
Shannon Van Zandt - Urban Planning  
David Woodcock - Architecture  
Tom Woodfin - Landscape Architecture  
* Certificate Council Members

PART III-C: Other Approved Courses in the College of Architecture
Approved sections of Land 620/621, LDEV 687/688, Plan 662/663, and Arch 605606/607 satisfy this course. “Approved” sections must be taught by a sustainable urbanism faculty fellow and be at the urban scale. Urban Design studios in approved study abroad programs (Barcelona, Santa Chiara) also qualify.

PART III-D: Other Approved Courses Outside the College of Architecture

- GEOG 616  Urban Geography
- GEOG 619  Human Impact on the Environment
- RPTS 646  Heritage Tourism
- RPTS 626  Social Impacts of Tourism
- SOCI 620  Human Ecology
### Part III- A: Model Degree Plan for Master of Urban Planning Students

#### Fall Semester I
- **PLAN 604** Planning Methods I 3
- **PLAN 610** Structure and Function of Cities 3
- **PLAN 664** Planning Theory & History 3
- **PLAN 669** *Urban Infrastructure Planning* 3
  SubTotal: 12

#### Spring Semester I
- **PLAN 613** Planning Methods II 3
- **PLAN 658** Plan Implementation 3
- **PLAN 640** Law & Legislation Related to Planning 3
- **PLAN 675** *Sustainable Urbanism* 3
  SubTotal: 12

#### Summer
- Professional Internship 1

#### Fall Semester II
- **ARCH 689** *Placemaking* 3
- **PLAN 693** Professional Study 2
- **PLAN** Elective or Free Elective 3
- **PLAN** Elective or Free Elective 3
  SubTotal: 11

#### Spring Semester II
- **PLAN 662** *Applied Planning I* 3
- **PLAN 663** *Applied Planning II* 3
- **PLAN 689** *Sustainable Transportation* 3
- **PLAN** Elective or Free Elective 3
  SubTotal: 12

---

Minimum Hours Standard Degree: 48

* SUSTAINABLE URBANISM courses in italics
### Part III- B: Model Degree Plan for Master of Science in Construction Management

<table>
<thead>
<tr>
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<th>Course Title</th>
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<td>STAT 651</td>
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<td>PLAN 610</td>
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<td>COSC 621</td>
<td>Construction Project Scheduling</td>
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<td>COSC 662</td>
<td>Contemporary Housing Production</td>
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<td>ARCH 646</td>
<td><em>Historic Preservation</em></td>
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<td>COSC 670</td>
<td>Introduction to Facilities Management</td>
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<td>ARCH 689/310</td>
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<td>COSC 693</td>
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<td>PLAN 662/663</td>
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</table>

Minimum Hours Standard Degree: **36**

* SUSTAINABLE URBANISM courses in italics
** Model Degree Plan is for non-thesis option
*** Entrance into the Graduate Program in Construction Management may require some leveling or prerequisite courses before core curriculum courses can be taken. These will be determined on a case-by-case basis depending upon the prior education and experience of applicants and will follow departmental standards.
# Part III- C: Model Degree Plan for Master of Landscape Architecture Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
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<td><strong>Fall Semester I</strong></td>
<td>LAND 620</td>
<td>Open Space Development I</td>
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<td>LAND 640</td>
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<td>RLEM 602</td>
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<td>Development of Landscape Architecture</td>
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<td>LAND 646</td>
<td>Professional Practice</td>
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<td><strong>PLAN 689</strong></td>
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Minimum Hours Standard Degree: 52

* SUSTAINABLE URBANISM courses in italics
### Part III- D: Model Degree Plan for Master of Architecture Students

<table>
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<tr>
<td>ARCH 605</td>
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<td>ARCH 631</td>
<td>Structure Elements III</td>
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<td>ARCH 657</td>
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</table>

**Minimum Hours Standard Degree:** 52

* SUSTAINABLE URBANISM courses in italics

Professional Studies will be an independent project conducted as part of the spring collaborative studio, unless otherwise approved by the M. Arch. degree coordinator and the Sustainable Urbanism Certificate Council.
### Part III- E: Model Degree Plan for Master of Science in Architecture Students

<table>
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<th>Semester</th>
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<td>Minor Elective</td>
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<td></td>
<td>PLAN 610</td>
<td><em>Structure and Function of Cities</em></td>
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<td></td>
<td><strong>SubTotal:</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Spring Semester I</strong></td>
<td>ARCH 646</td>
<td><em>Historic Preservation</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COSC 662</td>
<td><em>Sustainable Housing Production</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PLAN 662/663</td>
<td><em>Collaborative Studio</em></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH 685</td>
<td>Thesis Proposal Preparation</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>SubTotal:</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td><strong>Fall Semester II</strong></td>
<td>ARCH 691</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ARCH Minor Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARCH 689</td>
<td><em>Placemaking</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>SubTotal:</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Minimum Hours Standard Degree:** 32  
**Actual Degree Plan with Sustainable Urbanism Certificate Courses:** 37

* SUSTAINABLE URBANISM courses in italics
### Part III- F: Model Degree Plan for Master of Science in Land Development Students

#### Fall Semester I
- **LDEV 664**  
  Market Analysis for Development  
  **3**
- **LDEV 667**  
  Design and Development Economy  
  **3**
- **FINC 635**  
  Financial Management  
  **3**
- **PLAN 669**  
  *Urban Infrastructure Planning*  
  **3**

SubTotal: **12**

#### Spring Semester I
- **LDEV 668**  
  Land Development Practice  
  **3**
- **PLAN 640**  
  Law and Legislation re. Planning *  
  **3**
- **FINC 639**  
  Real Estate Development Analysis  
  **3**
- **ACCT 640**  
  Accounting Concepts and Procedures  
  **3**

SubTotal: **12**

#### Summer Semester
- **LDEV 661**  
  Development and the Environment **  
  **3**
- **LDEV 671**  
  Sustainable Development  
  **3**
- **LDEV 687**  
  Development Feasibility and Design I  
  **3**
- **LDEV 688**  
  Development Feasibility and Design II  
  **3**

SubTotal: **12**

#### Fall Semester II
- **LDEV 693**  
  Professional Study  
  **3**
- **PLAN 610**  
  *Structure and Function of Cities*  
  **3**

SubTotal: **6**

#### Spring Semester II
- **COSC 662**  
  *Housing Production*  
  **3**
- **PLAN 662/663**  
  *Collaborative Studio*  
  **6**

SubTotal: **9**

Minimum Hours Standard Degree: **42**

Actual degree plan with Sustainable Urbanism Certificate courses: **51**

* SUSTAINABLE URBANISM courses in italics
** LDEV 662 Land Development Law may be substituted or app. alternate
*** Entrance into the Graduate Program in Construction Management may require some leveling or prerequisite courses before core curriculum courses can be taken.

These will be determined on a case-by-case basis depending upon the prior education and experience of applicants and will follow departmental standards.
Students seeking a Sustainable Urbanism Certificate who are in graduate programs not listed above should consult with their Degree Coordinators and a member of the Sustainable Urbanism Certificate Council.
Part IV: Summary of Steps Toward Obtaining a Certificate

**Step One:** Students meet with a member of the Sustainable Urbanism Certificate Council prior to filing an application and completing a degree plan.

**Step Two:** *Initial Application for the Certificate.* At the time a degree plan is filed, the student will complete an Initial Application for the Sustainable Urbanism Certificate and attach to it a copy of the Degree Plan signed by the student’s Graduate Advisory Committee and the head of the student’s department. The application is retained on file at the CARC Graduate Programs Office, CHUD, and the Certificate Program's Director's Office. The Sustainable Urbanism Certificate Council will review the Initial Application for compliance with the requirements for content. If an initial application for a Sustainable Urbanism Certificate is submitted after filing a degree plan, then the student may need to revise the degree plan, which may delay timely progress toward degree completion.

**Step Three:** *Review of the Final Application.* Master’s level students must provide the Sustainable Urbanism Certificate Council with an abstract and any supporting justification as may be required to evaluate the topical relevance to Sustainable Urbanism of their professional study, professional paper, or thesis, if such a product is required in their degree program. This information must be submitted after the manuscript has been approved by the student’s Graduate Advisory Committee. Doctoral students must provide the Sustainable Urbanism Certificate Council with an abstract and any supporting justification as may be required to evaluate the topical relevance to Sustainable Urbanism of their dissertation. This information must be submitted after the defense of the dissertation proposal. The Sustainable Urbanism Certificate Council will review the Final Application for compliance with the requirements for content and forward its recommendation to the College of Architecture Graduate Programs Office.

**Step Four:** *Granting of the Certificate.* At the time the student is approved for receipt of a relevant graduate degree, the College of Architecture Graduate Programs Office will review the approved certificate courses and advise the Dean of the College of Architecture of successful completion. The Dean of the College of Architecture will then authorize the granting of the Sustainable Urbanism Certificate.
Part V:  Policy for Maintaining Student Records for Certificate Programs

Official Sustainable Urbanism Certificate Program records consist of the Application, a copy of the approved Degree Plan (and any subsequent Petitions that may impact the previously approved program), an Abstract of the final project topic, and any official correspondence. These records will be kept in the official student folders in the College of Architecture Graduate Programs Office. For reference purposes the College of Architecture Graduate Programs Office will create and maintain a database showing all students who have received, or are currently enrolled in, the Sustainable Urbanism Certificate Program.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Program</td>
</tr>
<tr>
<td>Date Of Application</td>
</tr>
<tr>
<td>Date Of Actions For Each Step Above</td>
</tr>
<tr>
<td>Title Of Project, Paper, Thesis, Or Dissertation</td>
</tr>
<tr>
<td>Name Of Chair Of Graduate Advisory Committee</td>
</tr>
<tr>
<td>Date Of Degree/Certificate Awarded</td>
</tr>
<tr>
<td>Permanent/Current Address/E-Mail</td>
</tr>
<tr>
<td>Employment Data</td>
</tr>
</tbody>
</table>

This database will be accessible by the Sustainable Urbanism Program Office, which also maintains hardcopy files for developing data on the career histories, addresses, email address, etc. of certificate holders and current students. Student grades will not be available outside the College of Architecture Graduate Programs Office, and personal data will not be released, except in accordance with state law and university guidelines.
APPLICATION FOR SUSTAINABLE URBANISM PROGRAM

Name: ___________________________ Student ID Number: ___________________________
Address: ________________________________________________________________

Phone(s): ___________________________ Email: _________________________________
Date of Application: ________________________________
Degree Program (please circle)
Ph.D.(ARCH)  Ph.D. (URSC)  Ph.D. (Other) ARCH URSC M.ARCH MLA MUP
MS(Arch) MSLD MS(COMG) MS(VIZA) MS(ME)
Chair of Graduate Advisory Committee: ________________________________
Expected completion date: ________________________________

STUDENT DEGREE PLAN SUSTAINABLE URBANISM CERTIFICATE
List the courses you propose to meet the Sustainable Urbanism Certificate requirements.

<table>
<thead>
<tr>
<th>Department Abbreviation</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

TOTAL CREDIT HOURS

Signature of Student ___________________________ Date _________________

Sustainable Urbanism Certificate Council ___________________________ Date _________________

<table>
<thead>
<tr>
<th>Certificate Chair</th>
<th>Sustainable Urbanism Program Office</th>
<th>Student</th>
<th>Dean’s Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Neuman</td>
<td>CHUD ORIGINAL ConnieLee Leach</td>
<td>Retain one copy</td>
<td>Error! Contact not defined.</td>
</tr>
</tbody>
</table>

NOTE: Students are responsible for delivering a copy of the signed application form to each of the offices listed above in the boxes.
3.9 DEGREE INFORMATION
About the Thesis Office

Each master's thesis option and doctoral candidate must prepare an electronic thesis, dissertation or record of study (ETD). As part of the Office of Graduate Studies, the Thesis Office is available to help you through this process.

We provide advice and handouts during the writing process, and we publish the Thesis Manual, which includes rules for format. We also hold an extensive pre-submittal review as you prepare to defend and format the final version of your document. After the manuscript is submitted electronically, we review your document for university formatting standards.

- What Is an ETD?
- What Do You Need To Do?
- Pre-Submittal Conference
  - The pre-submittal conference is designed to provide guidance on the preparation, submission, and review of the ETD. Students are highly encourage to review the online pre-submittal conference before the writing phase of their degree program. Students should schedule a face-to-face pre-submittal conference after the oral defense has been scheduled.
- Deadline Day
- FAQs

December 2010 Graduates

Submittal process for December 2010 is now open.

- October 22: Last day to submit thesis/dissertation (and signed Approval Form) for review to graduate in December 2010.
- December 1: Last day to meet all Thesis Office requirements for graduation in December 2010.

If you intend to finish your thesis and clear early to avoid registering for December 2010 semester, you will need to submit by August 13 and clear by September 3. Call us if you have questions about this.

May 2011 Graduates

Submittal process for May 2011 will be open beginning December 1, 2010.

- March 25: Last day to submit thesis/dissertation (and signed Approval Form) for review to graduate in May 2011.
- April 27: Last day to meet all Thesis Office requirements for graduation in May 2011.

If you intend to finish your thesis and clear early to avoid registering for May 2011 semester, you will need to submit by January 3 and clear by January 24. Call us if you have questions about this.
Calendars and Deadlines

Each student is responsible for knowing the specific deadlines which are applicable for your academic career.

Be familiar with the "Dates and Deadlines" section of the OGS website. http://ogs.tamu.edu/calendar. On the calendar page, you will find the deadlines calendar for the current semester, as well as upcoming semesters.

These calendars include the following deadlines and more:

- Class registration dates
- Last day to file degree plan
- Deadlines to apply for degree
- Thesis/Dissertation proposal deadline
- Dates for preliminary exam or final examination
- Last date for thesis/dissertation corrections
- Commencement/graduation dates

It is each student's responsibility to know the specific deadlines which are applicable for your academic career. Failure to meet deadlines may result in the postponement of receipt of the degree.

Following are the deadlines to file your specific degree plan by college.

<table>
<thead>
<tr>
<th>College</th>
<th>Master</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>During 2nd regular semester</td>
<td>During 4th regular semester</td>
</tr>
<tr>
<td>Architecture</td>
<td>Block after 18 completed hours</td>
<td>Block after 30 completed hours</td>
</tr>
<tr>
<td>Bush School</td>
<td>During 3rd regular semester</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Business</td>
<td>MBA Block after 9 completed hours</td>
<td>Block after 48 completed hours; PPA Students NOT blocked</td>
</tr>
<tr>
<td>Education</td>
<td>Block after 15 completed hours</td>
<td>Block after 36 completed hours</td>
</tr>
<tr>
<td>Engineering</td>
<td>Block after 9 completed hours</td>
<td>Block after 36 completed hours</td>
</tr>
<tr>
<td>Geosciences</td>
<td>Before the start of the 3rd regular semester</td>
<td>Before the start of the 4th regular semester</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Before registration in the term following the term in which student has registered for 20 or more hours</td>
<td>In the term following the term in which student has registered for 60 or more hours</td>
</tr>
<tr>
<td>Science</td>
<td>13 completed hours</td>
<td>During 4th regular semester</td>
</tr>
<tr>
<td>Vet. Medicine</td>
<td>No later than the end of the 2nd semester</td>
<td>No later than the end of the 4th semester</td>
</tr>
</tbody>
</table>
Full-Time Status, Registration Requirements and Continuous Registration

It is important to know your full-time status requirement, registration requirements and maintain continuous registration at a certain point in your graduate student career.

**Full-Time Status**

Although individual colleges may have higher requirements, you are considered a full-time student if you are registered for a minimum of nine semester credit hours during a fall or spring semester, or six semester credit hours during the summer.

**Continuous Registration**

If your graduate degree program requires a thesis, dissertation, internship, or record of study, and you have completed all course work on your degree plan (other than 691, 684, or 692), you must register continuously until all degree requirements have been met. You can satisfy the continuous registration requirement by registering In Absentia or in residence. Please see the Graduate Catalog for more information.

Non-thesis option students who have completed all of the course work listed on their degree plan do not have to maintain continuous enrollment.

**Registration Requirements:**

**Assistantships/Fellowship Holders**

Students holding assistantships or fellowships must be registered for a minimum of nine semester hours during a fall or spring semester, or six semester hours during the summer. Assistantships terminate upon failure to maintain the minimum registration requirement.

**In Absentia Registration**

In order to qualify for In Absentia registration, you must not have access to or use of facilities or properties belonging to or under jurisdiction of The Texas A&M University System at any time during the semester or summer term for which you are enrolled. “Facilities” includes human resources and services such as those provided by graduate advisory committee members responding to drafts of theses, dissertations, or records of study, or other academic materials. If you register In Absentia you may enroll for a minimum of one and a maximum of four credit hours of 691, 684, 685 or 692. Your department or college may have additional or higher requirements. International students should check with International Student Services before registering in this manner. To register In Absentia, the student should contact his or her department.

**International Students**

International students should check with the International Student Services Office to determine the minimum number of hours required depending on the type of visa held.

**Maximum Schedule**

Graduate students may enroll for a maximum of 15 hours during a regular semester, six hours for a five-week summer term and 10 hours for a 10-week summer semester. Requests to exceed the maximum schedule must be made through your dean.
Degree Plan and Checklist

Know the important elements and steps to establish your degree plan.

See the Graduate Catalog for specific limits on course work. Students must complete and file their degree plans with OGS prior to the deadline imposed by the student's college or intercollegiate program (or by dates announced in the OGS calendar, whichever comes first). Students should submit their degree plan using the online Degree Plan Submission System located at http://ogsdpss.tamu.edu. The proposed degree plan must be approved by the advisory committee, chair of the department or intercollegiate faculty and OGS.

Transfer of Credit

If you are in a master's degree program you may transfer a maximum of 12 semester hours of courses or one third of the total hours of the degree plan, which ever number is greater, from an approved institution upon the advice of your advisory committee. If you are in a doctoral degree program, there is no University limit on the number of hours of transfer credit which may be allowed. You should consult with your department and advisory committee for departmental restrictions.

Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or better will be considered for transfer credit if, at the time the courses were completed, the student was in degree-seeking NOTES status at Texas A&M University or at the institution at which the courses were taken and if the courses would be accepted for credit toward a similar degree for students in degree-seeking status at the host institution. Extension courses are not acceptable for graduate credit.

Course work without formal grades or with grades other than letter grades (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit. Transfer credit for course work from any college or university must be shown in semester credit hours or equated to semester credit hours. You must have an official transcript sent directly from the university in which the transfer course work was taken to the Texas A&M Office of Admissions and Records. Transfer courses are not included in the calculation of the GPR.

Degree Plan Checklist

__ Submit your degree plan through the online Degree Plan Submission System located at http://ogsdpss.tamu.edu.

__ Make certain that you have fulfilled all conditions of admissions, particularly the submission of final transcripts from your degree-granting institution(s).

__ Make sure all required official test scores and transcripts have been received by the Office of Graduate Admissions.

__ Enter all courses to be applied to your degree. Do not list any course that has been used toward another degree.

__ Confirm eligibility of any transfer courses

__ Be sure to observe all the requirements and limitations on use of the course work in the Graduate Catalog, general University requirements, degree requirements, program requirements, and any limitations identified for specific courses.

__ Make sure to submit the degree plan after is has cleared all required audits within the online Degree Plan Submission System.
Advisory Committees and Graduate Faculty

Learn about graduate faculty and setting up your advisory committee.

Advisory Committees

Soon after enrolling for graduate course work, and after consulting with your department head, you need to choose a faculty member to chair your advisory committee. The chair will help you select the remainder of your advisory committee.

A master’s advisory committee must consist of at least three members of the graduate faculty with the exception of non-thesis option students in the Mays Business School, students in the Master of Agribusiness program, students in the NOTES Human Resource Development Program in the Department of Educational Administration & Human Resource Development, students in Master of Engineering programs and students in the Master of Computer Science program. The chair must be on the graduate faculty in your department or intercollegiate faculty and at least one of the members must be on the graduate faculty in a department other than your major department.

A doctoral advisory committee must consist of at least four members of the graduate faculty. The chair must be on the graduate faculty in your department or intercollegiate faculty and at least one of the members must be on the graduate faculty in a department other than your department. Your committee chair, who usually has immediate supervision of your research and thesis, is responsible for calling required meetings of the committee and any other meetings deemed necessary. The committee has responsibility for the proposed degree plan, the research proposal, the preliminary examination (for doctoral students only), the thesis or dissertation, and the final examination.

Graduate Faculty

To be on your advisory committee, faculty members must also be members of the graduate faculty. The graduate faculty is composed of members, associate members, and adjunct members. Members of the graduate faculty may chair, cochair, or serve as a member of advisory committees. Associate and adjunct members may serve as co-chair with a member of the graduate faculty as the other co-chair, or as a member of an advisory committee. Associate and adjunct members may not serve as a chair of an advisory committee.

Special appointments may be added to your committee. A special appointment is an extra member of an advisory committee only, and may not chair or co-chair the advisory committee. The Texas A&M University System has established a System Graduate Faculty. Members of the System Graduate Faculty may serve as co-chair or as a member of your advisory committee. Please see the Graduate Catalog for more information.

Intercollegiate Faculty

Texas A&M University has formed intercollegiate faculties to permit graduate students to utilize faculty expertise in emerging interdisciplinary programs to span the following academic areas: agribusiness, biotechnology, engineering systems management, food science and technology, genetics, materials science and engineering, molecular and environmental plant sciences, nutrition, reproductive biology, toxicology, and water management and hydrological science.

To pursue a degree in an interdisciplinary program, a student must be admitted to that program, and a member of that faculty must serve as chair of the student’s advisory committee.
Preliminary and Final Examinations

Learn about procedures for preliminary and final examinations.

Exam schedules must be arranged so that all members of your advisory committee can be present. Substitutions should be requested only as an absolute necessity. Unless emergency circumstances exist, the individual member of the Advisory Committee who will be absent should make arrangements for a substitution.

If a member must be absent from any scheduled examination, he or she should arrange with a member of the graduate faculty from his or her department to sit at the examination as a substitute and list the name of the substitute on the Request and Announcement of the Final Examination. Only one substitution is allowed.

No substitutions for the chair of the committee will be approved. If a chair cannot attend a scheduled examination, or if two (or more) members of an advisory committee must be absent, the examination must be rescheduled.

Preliminary Examination For Doctoral Students

A preliminary examination is required of Ph.D. and Ed.D. students. The preliminary examination has a written portion and/or an oral portion unless otherwise recommended by your advisory committee. The preliminary examination in the D.Eng. program takes the form of an advisory committee review and approval of the D.Eng. internship proposal plus any academic examinations required by the advisory committee.

The exam is given no earlier than a date when you are within approximately six credit hours of completion of the formal course work (i.e., all course work on the degree plan except 681, 684, 690, 691, and 692 courses) or no later than the end of the semester following the completion of the formal course work on the degree plan.

Prior to scheduling the preliminary examination with the other committee members, the committee chair will review with you the eligibility criteria, using the Preliminary Examination Checklist to ensure that you are eligible for the examination.

The following list of eligibility requirements applies:

• Student is registered at Texas A&M University for the semester during which any portion of the preliminary examination may fall.
• If the entire examination falls between semesters, the student must be registered for the term immediately preceding the exam.
• An approved degree plan, which was submitted to the Office of Graduate Studies at least 90 days prior to the first written examination, must be on file.
• Student’s cumulative GPR is at least 3.000.
• Student’s degree plan GPR is at least 3.000.
• Any English language proficiency requirements have been satisfied.
• All committee members have scheduled or waived the written portion and agreed to attend the oral portion of the examination or have found a substitute. Only one substitution is allowed and, cannot be for the committee chair.
• At the end of the semester in which the exam is given, there are no more than 6 hours of course work remaining on the degree plan (except 681, 684, 690, 691 and 692). The head of the student’s department, or chair of the intercollegiate program, has the authority to approve a waiver of this criterion.
• The time span from the first written examination to the oral is no more than three weeks. (In cases of department-wide written examinations, this criterion is not applicable.) The head of the student’s
department, or chair of the intercollegiate program, has the authority to approve a waiver of this criterion.

The chair will report the results of the examination using the Report of Preliminary Examination form, with the signatures of all committee members, and the Preliminary Examination Checklist. These forms must be submitted to OGS within 10 working days of the scheduled oral examination date and at least 14 weeks prior to the date of the final examination.

After passing the required preliminary examination, you must complete all remaining requirements for the degree within four calendar years. Otherwise, you must repeat the examination. If you fail the preliminary examination, there is no obligation for a re-examination. At their discretion, the advisory committee and OGS may allow one re-examination when adequate time has passed to allow you to address inadequacies emerging from the first examination (normally six months).

**Final Examinations**

Students in programs requiring a final examination must pass the examination by the dates announced each semester or summer session in the OGS calendar. If you are in a program where an exemption may be allowed, you must submit your Request for Exemption from the Final Examination by the announced date.

In order to be eligible to take the exam, your cumulative and degree plan GPR’s must be at least a 3.00, or 3.25 for Doctor of Engineering students. You must not have any unabsolved grades of D, F, or U for any course listed on the degree plan. Additionally, all English proficiency requirements must be satisfied prior to scheduling the examination.

The request for permission to hold the final examination must be submitted to OGS at least 10 working days prior to the exam. The request and announcement of the Final Examination form may be downloaded from the OGS Web site. It also should include the signatures of approval of the committee chair and the department head, or chair of the intercollegiate program, certifying your eligibility for the exam. After OGS has approved the request, exam papers will be prepared and sent to the committee chair.

You must have completed all course work listed on the degree plan, with the exception of registered courses at the time of the exam. Doctoral students must be admitted to candidacy. OGS must have a thesis, dissertation, or record of study proposal on file if you are a doctoral student or in a thesis option master's program.

Thesis-option master’s candidates may petition to be exempt from their final examination provided their degree plan GPR is 3.50 or greater and they have the approval of the advisory committee, the head of their major department or chair of the intercollegiate faculty, and OGS.

Non-thesis option masters students may not be allowed to schedule their examination prior to the mid-point of the semester or summer term in which the student will complete all remaining courses on the degree plan. Double check with your department.

Students in the M. Eng., M.C.S., and M.Ed. in EPSY programs who are eligible for the final examination may submit the Request for Exemption from the Final Examination with the approval of the advisory committee and the department. All committee members should attend the final examination.

If one of the members cannot attend the examination, he or she must find an appropriate substitute. The committee chair may not be substituted.
Research Proposals

Graduate students must know research proposal requirements and procedures.

All thesis-option master’s degrees and all doctoral degrees must complete a research proposal. The research proposal is a description of the research that you intend to perform in a detailed, comprehensive thesis, dissertation, or record of study. The research proposal gives you an opportunity to demonstrate to your advisory committee your ability to successfully pursue your projected topic.

The completed research proposal must be submitted along with the properly signed original title page (available at http://ogs.tamu.edu/forms/student-forms). The title page should be signed by you, all members of your advisory committee, the head of your major department or the chair of your intercollegiate faculty. Filing the proposal is one of the requirements for admission to candidacy for the doctoral degree. See page 55 for a sample of a proposal title page.

A research proposal must be submitted to OGS at least 10 working days prior to the submission of the Request and Announcement of the Final Examination. If the research involves human or animal subjects, infectious biohazards or recombinant DNA, you must check with the Office of Research Compliance, Office of the Vice President for Research at (979) 458-1467 to ensure that all compliance responsibilities have been met. Additional information can be found at http://researchcompliance.tamu.edu/.

Proposal tips:

- Clearly state the objectives in terms that lend themselves to observation and/or measurement.
- State the nature of the problem clearly and specifically. Summarize pertinent previous research in this field, showing the relation of the material cited to the present problem. Document the summary with citations from the literature. This need not be a complete bibliography, but it should indicate that you have surveyed the state of knowledge in the proposed field.
- State the steps taken to achieve the objectives. The statement should indicate that the procedure has been thoroughly considered. Give the nature of the data and the procedure employed in the analysis of the data. The proposal should state clearly how the research is done and should indicate that an attempt will be made to explain the results in terms of past research.
Theses, Dissertations and Records of Study

Know the important elements of developing your thesis, dissertation or record of study.

As a Texas public institution, the research conducted at Texas A&M University is ultimately for the benefit of the public. To support this goal, all theses, dissertations, and records of study are available through the TAMU libraries. In addition, dissertations are microfilmed by UMI and are available from that source. The availability may be delayed temporarily only for patent/proprietary or publication issues. The Thesis Office is responsible for reviewing every thesis, dissertation, or record of study to ensure compliance with the University requirements. If you have any questions during the writing process, please call, e-mail, or visit the office. A review of your manuscript is recommended prior to submittal. As soon as your defense is scheduled, contact the Thesis Office for an appointment.

The content of the manuscript is guided by your advisory committee. But the Thesis Office, which evaluates about 1,000 manuscripts each year, provides guidance in format. You may contact the Thesis Office by phoning (979) 845-2225, by e-mailing thesis@tamu.edu, or by visiting the office located in Room 612 of the Sterling C. Evans Library. More information and instructions can be found at http://thesis.tamu.edu

It will be easier to satisfy the thesis/dissertation format requirements if you comply with them from the beginning. These requirements are detailed in the Thesis Manual which is available online at http://thesis.tamu.edu.

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