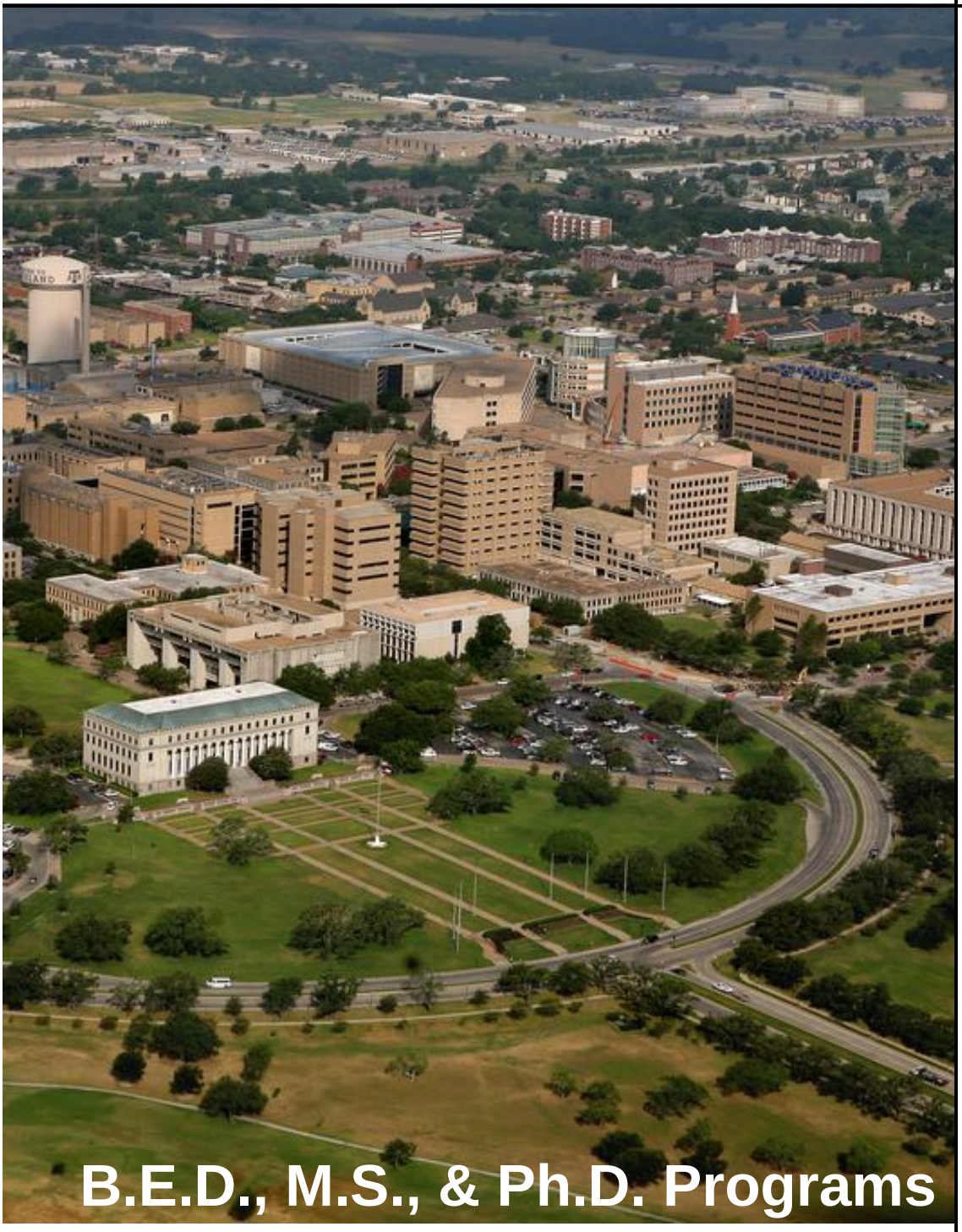
TEXAS A&M UNIVERSITY



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

in Architecture

2010 EXTERNAL REVIEW

TEXAS A&M UNIVERSITY

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

2010 EXTERNAL REVIEW

Jorge Vanegas
Dean, College of Architecture

Ward Wells
Head, Department of Architecture

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

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

Julie Rogers
Associate Department Head, Undergraduate Programs, B.E.D. Coordinator

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Introduction 1

Charge to Review Committee 1.1

"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."[1]

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.

[1] *Excerpted 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

History 2

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

History

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.

Formation of Degree Programs 2.3

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.

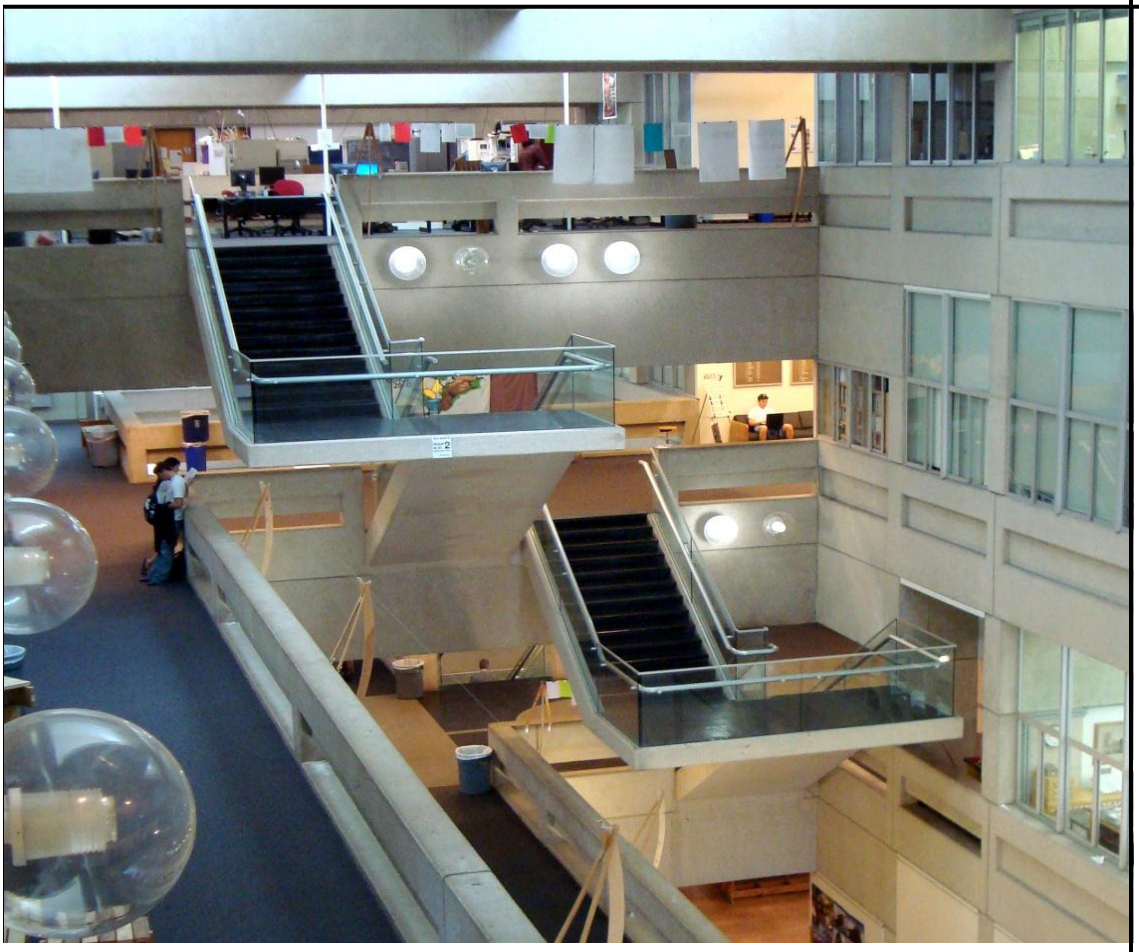
2.33 Ph.D. Program

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 3



Administration 3.1

Overview

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).

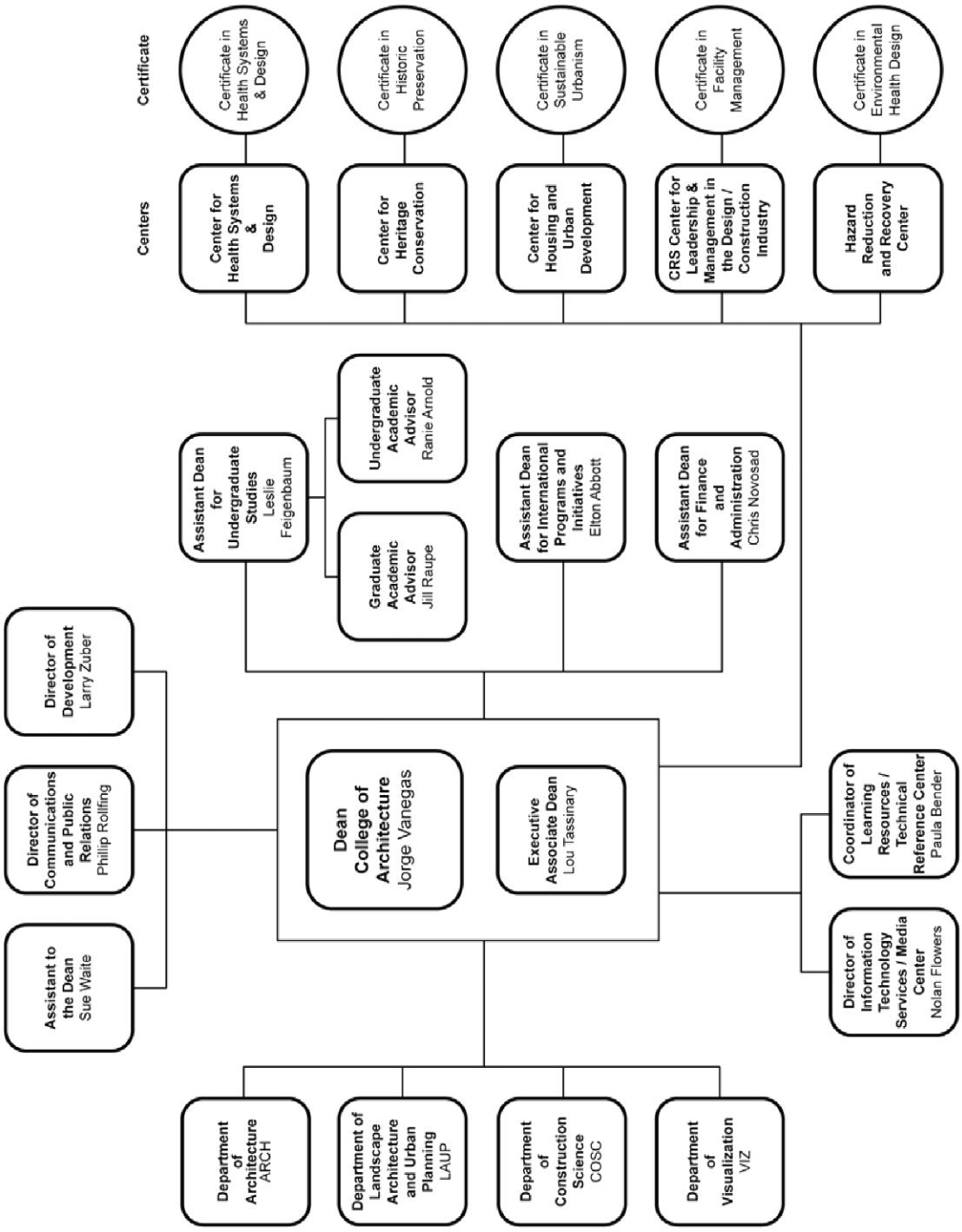
The administrative structure of the Department of Architecture is composed of the Department Head as well as the Associate Department Heads for the professional program, the research program, and the undergraduate program. The department is made of the Advisory Council, the DAAC, M.Arch, and the Ph.D/M.S 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

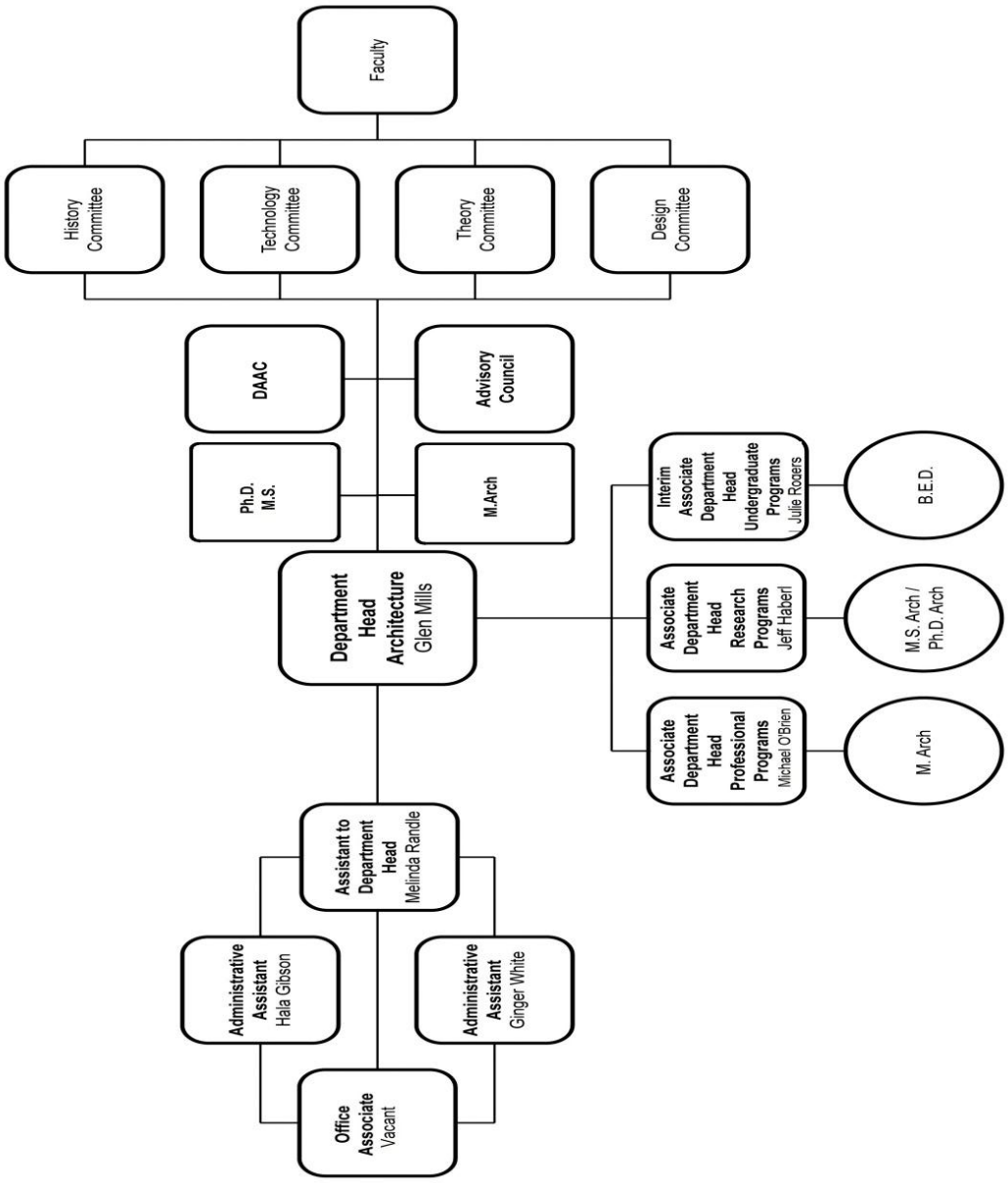
Overview

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

3.1.1 College of Architecture



3.1.2 Department of Architecture



3.2 Faculty

Overview

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

Title	Name	Tenure/Tenure Track	Undergraduate Faculty	Graduate Faculty	BED	MS	PhD
Professor							
	Clayton, Mark	X	X	X	X	X	X
	Downing, Frances	X	X	X	X	X	X
	Greer, John	X	X	X	X		
	Haberl, Jeff, Associate Department Head of Research	X	X	X	X	X	X
	Johnson, Robert	X	X	X	X	X	X
	Mann, George	X	X	X	X		
	Mills, Glen	X	X	X		X	X
	O'Brien, Michael	X	X	X	X		
	Paul, Vivian	X	X	X	X		
	Regan, Thomas	X	X	X	X	X	X
	Seidel, Andrew D.		X	X	X		X
	Shepley, Mardelle	X	X	X	X	X	X
	Tabb, Phillip	X	X	X	X	X	X
	Ulrich, Roger	X	X	X		X	X
	Vanegas, Jorge, Dean	X	X	X	X	X	X
	Warden, Robert	X	X	X	X	X	X
	Wells, Ward, Department Head	X	X	X			
	Woodcock, David	X	X	X	X	X	X
Assistant Professor							
	Beltran, Liliana	X	X	X		X	X
	Caffey, Stephen	X	X		X		
	Campagnol, Gabriela	X	X		X		
	Deyong, Sarah	X	X	X	X		
	Esquivel, Gabriel	X	X	X	X		
	Glowacki, Kevin	X	X	X	X		
	He, Weiling	X	X	X	X	X	X
	Klein, Nancy	X	X	X	X		
	Nichols, Anne	X	X	X	X	X	X
	Wagner, Logan	X	X	X	X		
	Yan, Wei	X	X	X	X	X	X
	Zhu, Xuemei	X	X		X		
Assistant Professor of Practice							
	Babe, Craig		X		X		
Associate Professor							
	Culp, Charles	X	X	X	X	X	X
	Geva, Anat	X	X	X	X	X	X
	Fisk, Pliny	X	X	X	X	X	X
	Hamilton, Kirk	X	X	X		X	X
	Lang, Peter	X	X	X	X		
	Miranda, Valerian	X	X	X	X	X	X
	Robert Schiffhauer	X	X	X	X		
	Rodiek, Susan	X	X	X	X	X	X
Associate Professor of Practice							
	Abbott, Elton		X		X		
Lecturer							
	Holliday, Shelley		X	X	X		

Title	Name	Tenure/Tenure Track	Undergraduate Faculty	Graduate Faculty	BED	MS	PhD
Senior Lecturer							
	Erminy, Marcel		X	X	X		
	Rogers, Julie		X	X	X		
Visiting Lecturer							
	Jackson, Meg		X		X		
Visiting Assistant Professor							
	Juan Carlos Baltazar Cervantes		X		X		
Professor Emeritus							
	Costa, Xavier		X				
	Maffei, Gerald	X	X	X	X		
	Roldan, Miguel		X				
Regents Professor							
	John Fairey	X	X	X	X		
	Rodney Hill	X	X	X	X		
Director & Executive Professor							
	Paolo Barucchieri		X		X		
Adjunct Professor							
	Paolo Bulletti						

3.3 Undergraduate Faculty

Overview

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
Prof. Craig Babe
Dr. Juan-Carlos Baltazar-Cervantes
Dr. Paolo Barucchieri
Prof. Paolo Bulletti
Dr. Liliana O. Beltran
Dr. Stephen Caffey
Dr. Gabriela Campagnol
Dr. Mark J. Clayton
Dr. Charles H. Culp
Dr. Sarah J. Deyong
Dr. Frances E. Downing
Prof. Marcel Erminy
Prof. Gabriel Esquivel
Prof. John G. Fairey
Prof. Pliny Fisk, III
Prof. Marcus Frings
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
Prof. Meg Jackson
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
Prof. Anton Passing
Prof. Erica Quinones
Prof. J. Tom Regan
Dr. Susan Rodiek
Dr. Julie S. Rogers
Prof. Miguel Roloxn
Prof. Robert J. Schiffhauer
Dr. Andrew D. Seidel
Dr. Mardelle M. Shepley
Prof. Suzanne Strum
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
Dr. Xuemei Zhu

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

3.3.3 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

Overview

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

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

3.4 Graduate Faculty

Overview

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
- 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

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.

3.4 Graduate Faculty

Overview

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

Professor	Number of Students
Ph.D. Program	
Dr. Robert B. Warden	4
Dr. Charles H. Culp	3
Dr. Jeff Haberl	11
Dr. Frances E. Downing	3
Dr. Anat Geva	2
Dr. Mark J. Clayton	2
Dr. Phillip J. Tabb	2
Prof. Richard R. Davison, Jr.	1
Dr. Mardelle M. Shepley	5
Dr. Susan Rodiek	3
Dr. Liliana O. Beltran	3
Dr. Wei Yan	1
Dr. Andrew D. Seidel	2
Dr. Robert E. Johnson	3
M.S. Program	
Prof. David G. Woodcock	1
Prof. D. Kirk Hamilton	1
Dr. Jorge A. Vanegas	1
Dr. Valerian Miranda	2
Dr. Robert B. Warden	1
Dr. Liliana O. Beltran	1

Vision and Goals 4

Department of Architecture Strategic Plan 2011-2015

4.1.1 Vision

The Department ofArchitecture 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.

4.1 Strategic Plan

Vision and Goals

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 engange 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 practioner
6. Strong foundations.
7. Excellent students:
    a. Professional and scholarly connection
    b. Local and international
8. Resources (faculty, facilities and finance).
9. Alumni participation.
10. Multidisciplinary College.
11. University-wide Interdisciplinary opportunities.
12. Size and diversity.

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[1]:-

- 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.

[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 practioners 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.

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		Elevate Our Faculty and Their Teaching, Research and Scholarship	Strengthen Our Graduate Programs	Enhance the Undergraduate Academic Experience	Build the Letters, Arts, and Sciences Core	Build on the Tradition of Professional Education	Diversify and Globalize the A&M Community	Increase Access to Knowledge Resources	Enrich our Campus	Build Community and Metropolitan Connections	Demand Enlightened Governance and Leadership	Attain Resource Parity with the Best Public Universities	Meet Our Commitment to Texas		Totals
STRENGTHS		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**		
1. Faculty		X	X	X	X	X			X	X	X		X		*9*
2. Commitment to teaching		X	X	X					X				X		*5*
3. Specialty expertise															
a. Sustainable design		X	X	X		X	X	X	X						*7*
b. Digital Design and Digital Fabrication		X	X	X	X	X	X	X	X	X			X		*10*
c. History		X	X	X		X		X	X				X		*7*
d. Technology		X	X	X		X	X	X	X	X		X	X		*10*
f. Health facilities design		X	X	X	X	X	X	X	X	X		X	X		*11*
g. Heritage preservation		X	X	X		X	X	X	X				X		*8*
h. Energy		X	X	X		X				X					*5*
i. Theory		X	X	X	X	X	X		X				X		*8*
4. Study Abroad program (undergraduate)		X	X				X	X	X		X	X			*7*
5. Support of practioners		X		X					X	X	X		X		*6*
6. Strong foundations		X		X					X	X	X		X		*6*
7. Excellent students															
a. Professional and scholarly connection						X	X		X						*3*
b. Local and international		X	X	X		X	X	X	X						*7*
8. Resources (faculty, facilities and finance)		X	X	X		X	X		X	X	X		X		*9*
9. Alumni participation		X	X	X		X	X		X		X				*7*
10. Multidisciplinary College		X	X	X		X	X		X						*6*
11. University-wide Interdisciplinary opportunities			X	X		X	X		X						*5*
12. Size and diversity															
Totals		*17*	*16*	*17*	*4*	*15*	*13*	*8*	*18*	*8*	*6*	*3*	*11*		

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

4.1.8 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[2]: -

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[3]. The following is a sample of these required competencies:

[2] Tanzer K (2007) What will the practice of architecture look like in 2025?, ACSA NEWS, vol. 37, no.1, September:2-4.

[3] See 'The Tuning Project' led by Constantin Spiridonidis of Aristotle University of Thessaloniki (www.enhsa.net).

- 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 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 practioners

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 4.2

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.[7]:

(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.

[7] Texas A&M University (1999). Vision 2020: Creating a Culture of Excellence. College Station: Texas A&M University.

4.2 Connection to the University's Strategic Plan, Vision 2020

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 inculcation 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 emphais 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

4.2 Connection to the University's Strategic Plan, Vision 2020

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. <u>*Attain Resource Parity with the Best Public Universities*</u>
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. <u>*Meet Our Commitment to Texas*</u>
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 4.3

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 Distinguisehd 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.**

	Average Student Evaluations Per Year										
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Undergraduate			4.24	4.16	4.15	4.36	4.26	4.33	4.33	4.37	
Graduate			4.24	4.12	4.46	4.07	4.45	4.39	4.44	4.50	
Total			4.24	4.14	4.31	4.22	4.36	4.36	4.39	4.44	

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.

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

* 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.

M.S. Program	2001	2002	2003	2004	2005	2006	2007	2008	2009
Applicants	24	25	18	21	28	13	15	13	3
Admitted*	18 (75%)	16 (64%)	15 (83%)	9 (43%)	22 (79%)	13 (100%)	11 (73%)	8 (62%)	3 (100%)
Denied	6	9	3	12	6	0	4	5	0
Enrolled*	8 (33%)	4 (16%)	10 (56%)	5 (24%)	5 (18%)	3 (23%)	3 (20%)	3 (23%)	2 (67%)
Total Enrollment	32	23	28	29	27	16	18	14	10

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

Ph.D. in Architecture 4.6

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

Vision and Goals

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.

Ph.D. Program	2001	2002	2003	2004	2005	2006	2007	2008	2009
Applicants	17	33	23	22	20	18	20	20	26
Admitted*	14 (82%)	30 (91%)	17 (74%)	10 (45%)	11 (55%)	16 (89%)	17 (85%)	20 (100%)	18 (69%)
Denied	3	3	6	12	9	2	3	0	8
Enrolled*	15 (88%)	12 (36%)	9 (39%)	6 (27%)	2 (10%)	4 (22%)	13 (65%)	17 (85%)	10 (38%)
Total Enrollment	80	99	112	115	112	95	85	90	96

* 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 Serach 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 ot 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 quesstionaires 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 quesstionaires 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 you 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

	Question									
Response	**1**	**2**	**3**	**4**	**4 a.**	**5**	**6**	**7**	**8**	**8 b.**
Yes	87	65	56	38	17		3	1	7	10
No	3	25	34	47	23		5	1	1	2
Accepted						30				

Program Components 5

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.

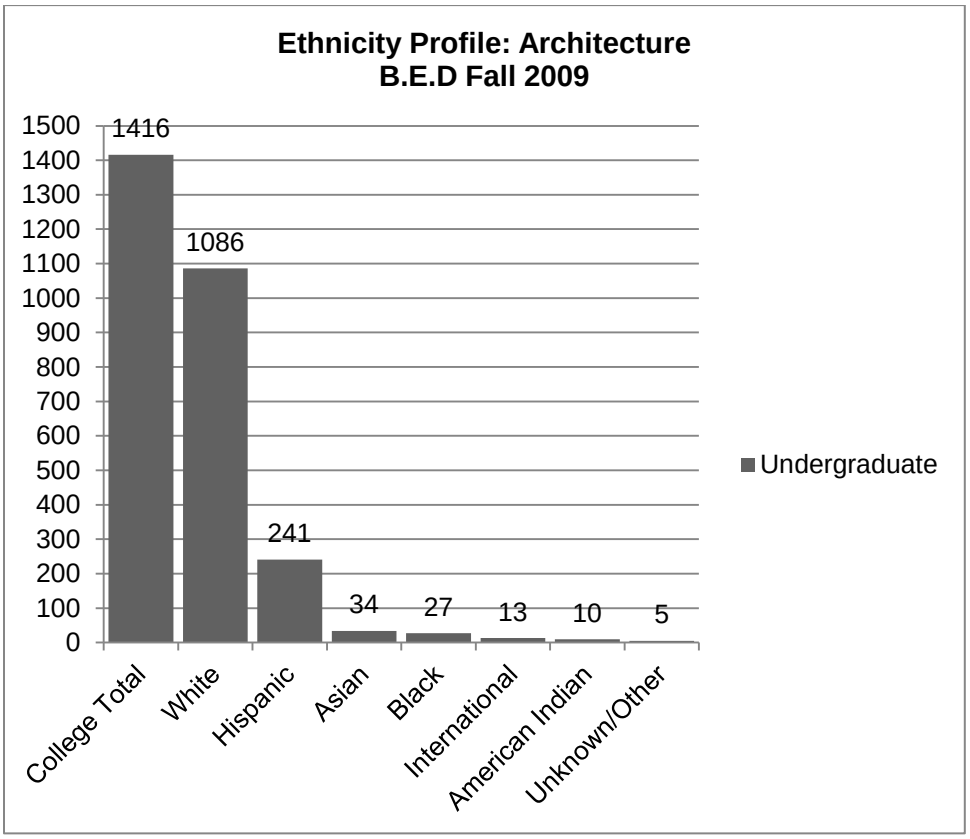


Figure 5.1

5.1 Education

Program Components

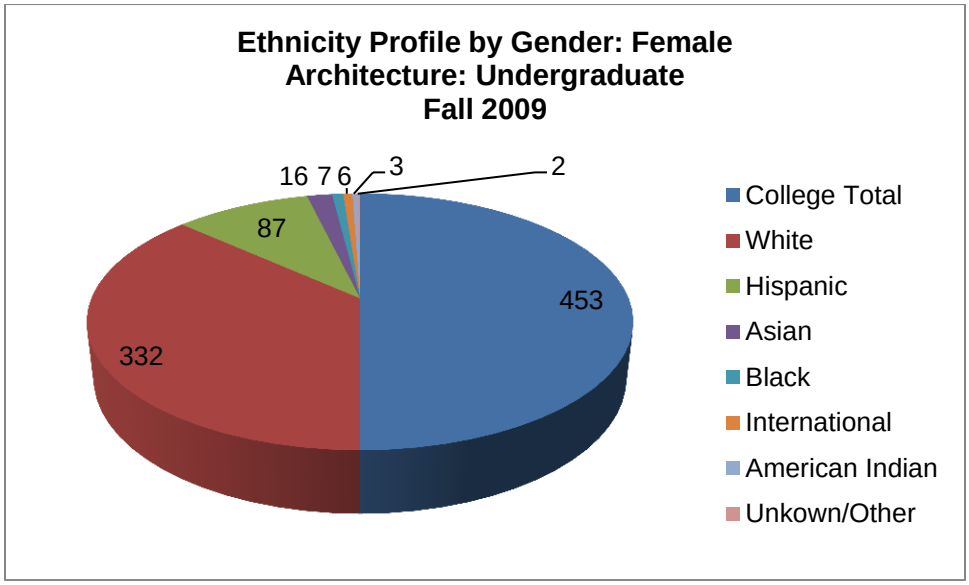


Figure 5.2

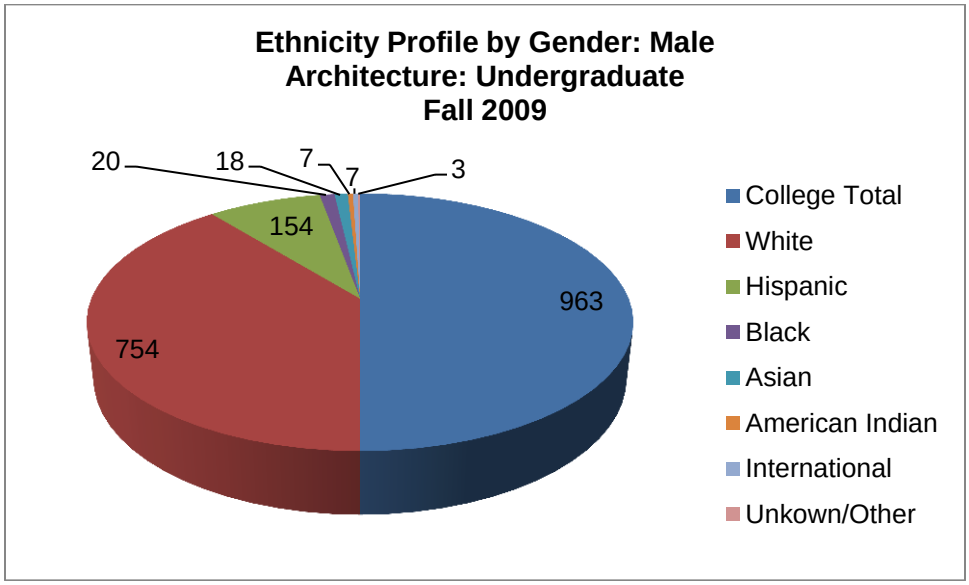


Figure 5.3

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

Program Components

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.

Program Components

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.

Semester	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**Credit Hours**
Core Courses	ENDS 105 (4) ENDS 115 (3)	ENDS 106 (4) ENDS 116 (3)	ARCH 205 (4) ARCH 212 (3) ARCH 249 (3)	ARCH 206 or ARCH 207 (4) ARCH 250 (3) CARC 481 (1)	ARCH 305 (5) ARCH 331 (3) ARCH 335 (3) ARCH 350 (3)	ARCH 312 (1) CARC 301 (5) Or ENDS 494	Senior Design Sequence (8)	Senior Design Sequence (5)	(65)
Required			PHYS 201 (4) POLS 206 (3)	POLS 207 (3)			Kinesiology (1)	Kinesiology (1)	(12)
Electives	Communic-ations Elective (3) History Elective (3) Mathemati cs Elective (3)	History Elective (3) Mathemat-ics/ Logic Elective (3) Natural Science Elective (4)		Communic-ations Elective (3) Directed Elective (3)		Directed Elective (3) Elective (3)	Directed Elective (3) Elective (3)	Directed Elective (3) Elective (3)	(43)
Credit Hours	(16)	(17)	(17)	(17)	(14)	(12)	(15)	(12)	**120**

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

Freshman Year		
Fall Semester		
ENDS 105	Design Foundations I	4 hours
ENDS 115	Design Communication Foundations	3 hours
	Communications Elective	3 hours
	History Elective	3 hours
	Mathematics elective	3 hours
		16 hours
Spring Semester		
ENDS 106	Design Foundations II	4 hours
ENDS 116	Design Communication Foundations II	3 hours
	History Elective	3 hours
	Mathematics/Logic Elective	3 hours
	Natural Science Elective	4 hours
		17 hours
	Total, Freshman Year:	**33 hours**
Sophomore Year		
Fall Semester		
ARCH 205	Architecture Design I	4 hours
ARCH 212	Social and Behavioral Factors in Design	3 hours
ARCH 249	Survey of World Architecture History I	3 hours
PHYS 201	College Physics	4 hours
POLS 206	American National Government	3 hours
		17 hours
Spring Semester		
ARCH 206 / 207	Architectural Design II	4 hours
ARCH 250	Survey of World Architecture History II	3 hours
CARC 481	Seminar (Semester Away Prep)	1 hours
POLS 207	State and Local Government	3 hours
	Communications Elective	3 hours
	Directed Elective	3 hours
		17 hours
	Total, Sophomore Year:	**34 hours**
Junior Year		
Semester at Home (can be done fall or spring):		
ARCH 305	Architectural Design III	5 hours
ARCH 331	Foundations Structures	3 hours
ARCH 335	Foundations Systems	3 hours
ARCH 350	History and Theory of Modern and Contemporary Architecture	3 hours
		14 hours
Semester Away (mandatory - can be done fall or spring):		
ARCH 312	Design Journal	1 hours
CARC 301 / ENDS 949	Field Studies / Internship	5 hours
	Directed Elective	3 hours
	Elective	3 hours
		12 hours
	Total, Junior Year:	**26 hours**

Program Components

Senior Year

Fall Semester:

Senior Design Sequence: Architectural Studies Option (also commits student to spring courses)

ARCH 405	Architectural Design IV, Integrated Studio	4 hours
ARCH 431	Integrated Structures	2 hours
ARCH 435	Integrated Systems	2 hours
	Directed Elective	3 hours
	Elective	3 hours
	Kinesiology	1 hours
		15 hours

or

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

ARCH 407	Integrated Home Architecture Studio	4 hours
ARCH 432	Integrated Home Structures and Construction	2 hours
ARCH 436	Integrated Home Architecture Systems	2 hours
	Directed Elective	3 hours
	Elective	3 hours
	Kinesiology	1 hours
		15 hours

or

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

ARCH 491	Advanced Architectural Innovation and Support Courses	8 hours
	Directed Elective	3 hours
	Elective	3 hours
	Kinesiology	1 hours
		15 hours

Spring Semester:

Senior Design Sequence: Architectural Studies Option

ARCH 406	Architectural Design V	5 hours
	Directed Elective	3 hours
	Elective	3 hours
	Kinesiology	1 hours
		12 hours

or

Senior Design Sequence: Home Architecture Option

ARCH 408	Experimental Home Architecture	5 hours
	Directed Elective	3 hours
	Elective	3 hours
	Kinesiology	1 hours
		12 hours

or

Senior Design Sequence: Research Option

ARCH 491	Advanced Architectural Innovation and Support Courses	5 hours
	Directed Elective	3 hours
	Elective	3 hours
	Kinesiology	1 hours
		12 hours
	Total, Senior Year:	**27 hours**

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. Integrally related to ENDS 106. Prerequisites: ENDS 115 and concurrent enrollment in ENDS 106.

ARCH 205. Architecture Design I. (2-6). Credit 4. Issues and methods in designing environments for human habitation and well-being; projects addressing site, functional planning, spatial ordering, form generation through a recognition of the synthesis of space, structure, use and context; reinforcement of appropriate graphic and model building techniques. Prerequisites: ENDS 105, 106, 115, 116.

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

Program Components

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 imployment; departmental internship coordinator required; post-approval ecvaluation 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.

POLS 206. American National Government. (3-0). Credit 3. Survey of Amreican national government, politics, and constitutional development.

POLS 207. State and Local Government. (3-0). Credit 3. Survey of state and local government and politics with special reference to the constitution and politics of Texas.

5.1.11 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

Course Number	Course Name	Hours
ARCH 329	The American House	3
ARCH 345	History of Building Technology	3
ARCH 401	Design Creativity	3
ARCH 430	History of Ancient Architecture	3
ARCH 434	The Role of Sculpture and Painting in Ancient Architecture	3
ARCH 440	History of Renaissance Architecture	3
ARCH 441	Baroque and Rococo Architecture	3
ARCH 489	Special Topics in Design Methods	3
ARCH 489	Special Topics in Visual Cultures of Islamic South Asia	3
ARTS 330	The Arts of America	3
ARTS 335	The Art and Architecture of Rome	3
ENDS 101	Design Process	3
ENDS 260	Comparative Theory in the Built and Virtual Environments	3
LAND 240	History of Landscape Architecture	3

Category II: Context

Course Number	Course Name	Hours
ARCH 310	Site Planning and Design	3
URSC 301	Urban & Regional Planning (500 sections ONLY)	3
URSC 340	Housing & Community	3
URSC 370	Health Systems Planning	3
URSC 450	Emergency Management Principles	3
URSC 461	Urban Issues	3
URSC 470	Health Systems Planning & Policy	3
LAND 310	Landscape Theory	3
GEOG 306	Introduction to Urban Geography	3
GEOG 311	Cultural Geography	3
GEOG 330	Resources and the Environment	3
GEOG 402	Interpretation of Cultural Landscapes	3
GEOG 406	Geographic Perspectives on Contemporary Urban Issues	3
RENR 375	Conservation of Natural Resources	3

Category III: Design Communication

Course Number	Course Name	Hours
ARTS 203	Graphic Design I	3
ARTS 212	Life Drawing	3
ARTS 304	Graphic Design II	3
ARTS 305	Painting I	3
ARTS 308	Sculpture	3
ARTS 310	Digital Photography	3
ARTS 311	Black & White Photography	3
ARTS 312	Color Photography	3
ARTS 353	Color Theory	3
ARTS 489	Special Topics in Digital Painting	3
GEOG 390	Principals of Geographic Information Systems	3
VIST 374	Multimedia Design	3
VIST 474	Designing for the Web	3

Category IV: Tectonics

Course Number	Course Name	Hours
ARCH 327	Conceptual Structural Analysis	3
ARCH 421	Energy Conservation in Residential Architecture	3
ARCH 433	Architectural Lighting	3
ARCH 489	Special Topics in Making Architecture (will be ARCH 330 in Fall 2010)	3
COSC 253	Construction Materials and Methods I	3
COSC 254	Construction Materials and Methods II	3

Category V: Design Practice

Course Number	Course Name	Hours
ARCH 446	Introduction to Historic Preservation	3
ARCH 451	Strategies in Architectural Management	3
ARCH 452	Alternative Careers in Architecture	3
ARCH 457	Ethics and Professional Practice	3
ARCH 458	Cultural Ethical Global Practices	3
ARCH 463	Elements of Interior Architecture	3
ARCH 489	Special Topics in Environmental Responsibilities and Design (will be ENDS 112 in Fall 2010)	1

Free Electives:

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

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/

5.1.13 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 Univeristy. 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.

5.2.1 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-

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

Figure 5.

5.2 Education

Program Components

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.

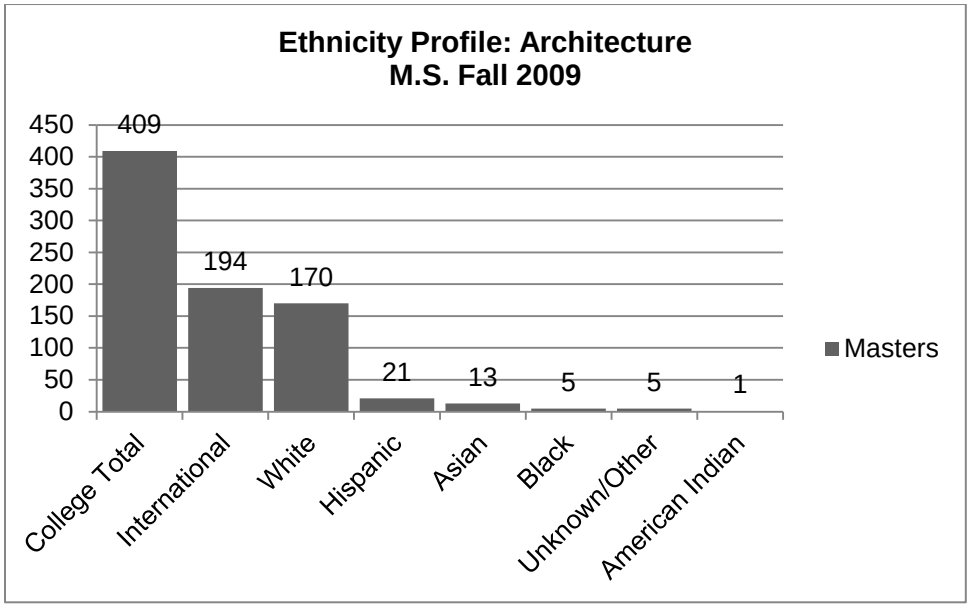


Figure 5.5

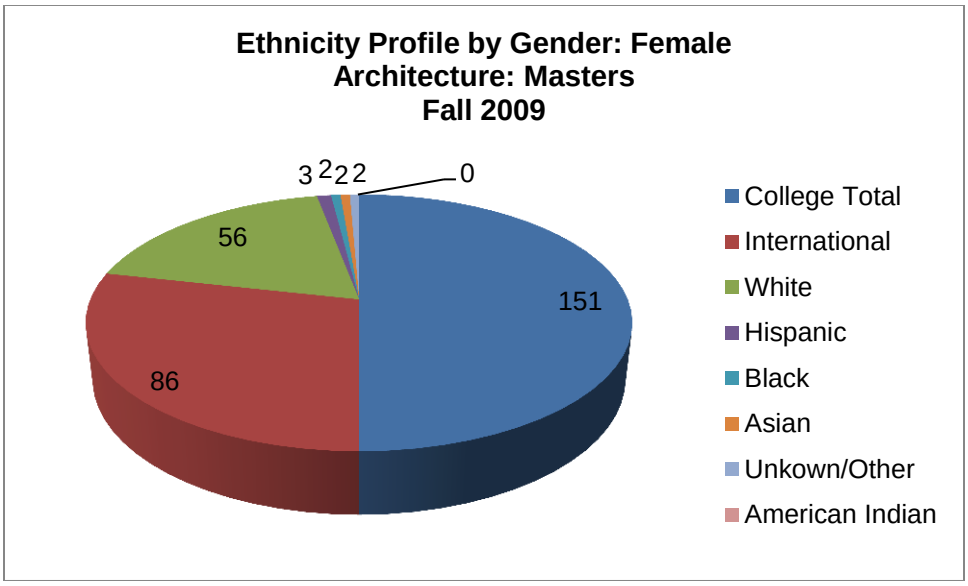


Figure 5.6

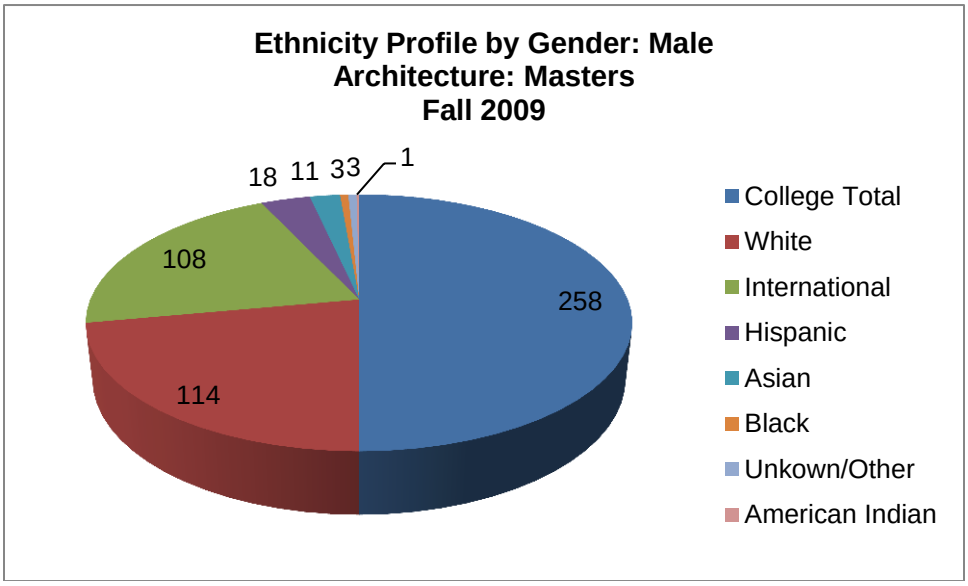


Figure 5.7

5.2 Education- M.S. Program

Education Tables- M.S. Program

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.

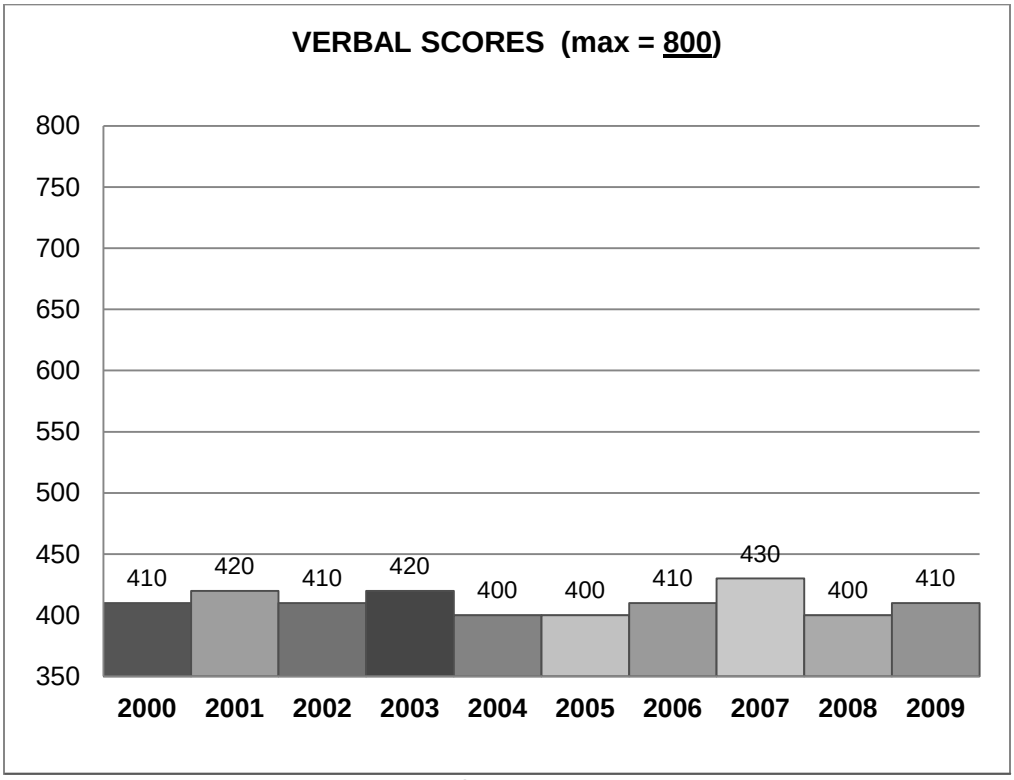


Figure 5.8

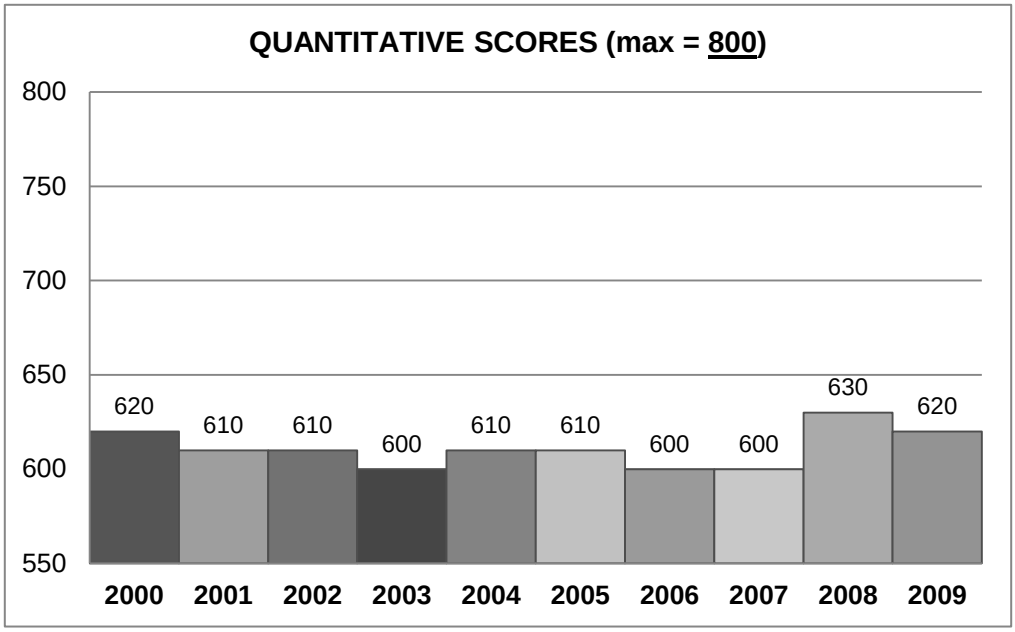


Figure 5.9

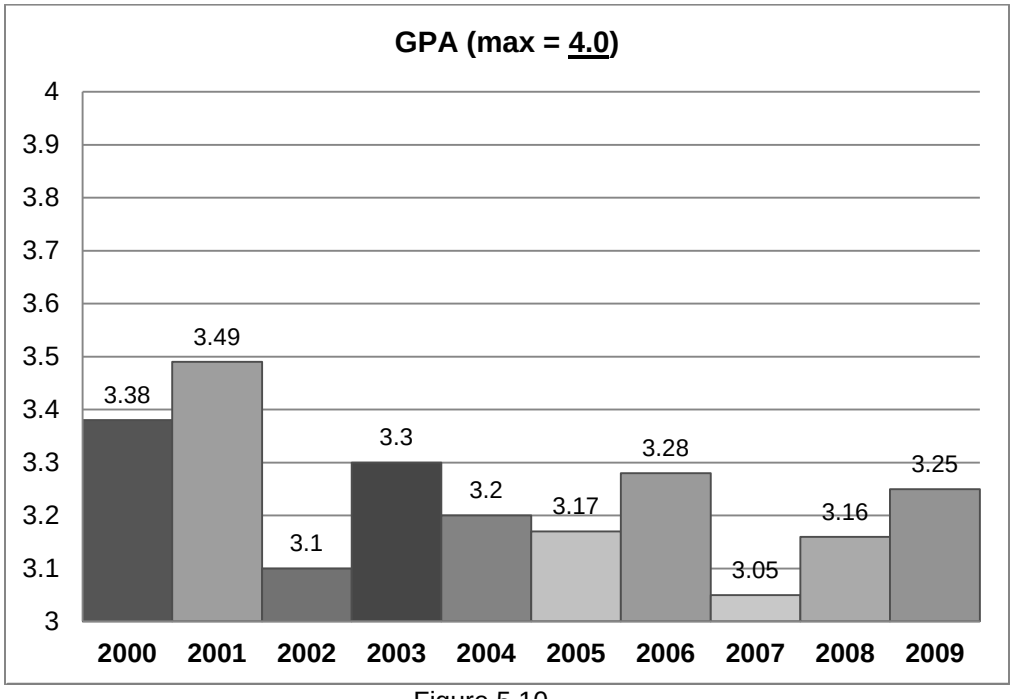


Figure 5.10

5.2 Education- M.S. Program

Program Components

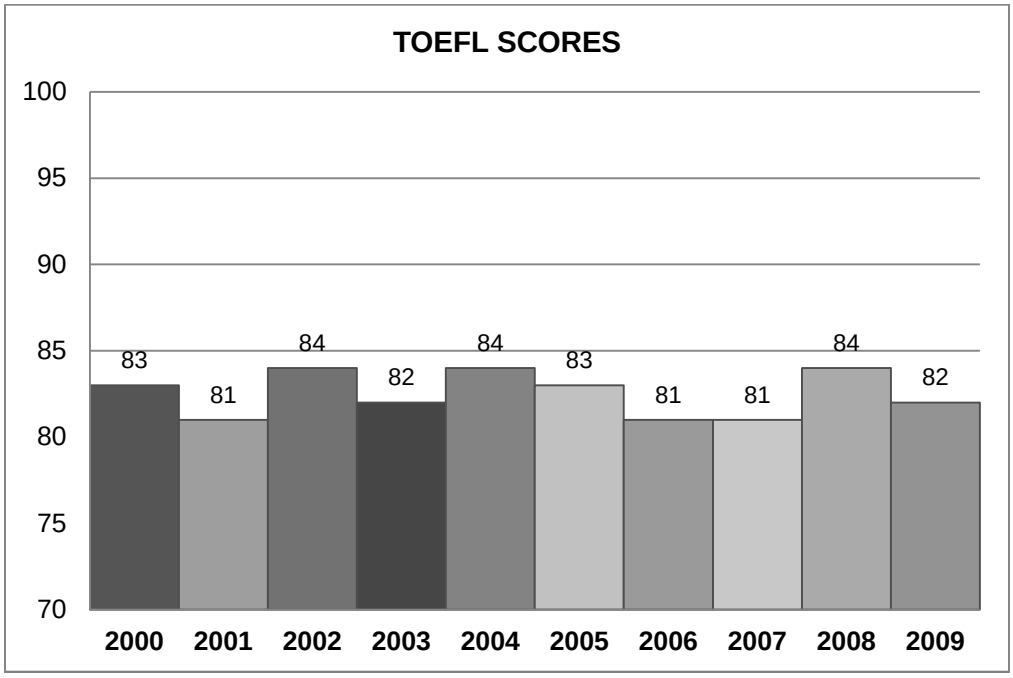


Figure 5.11

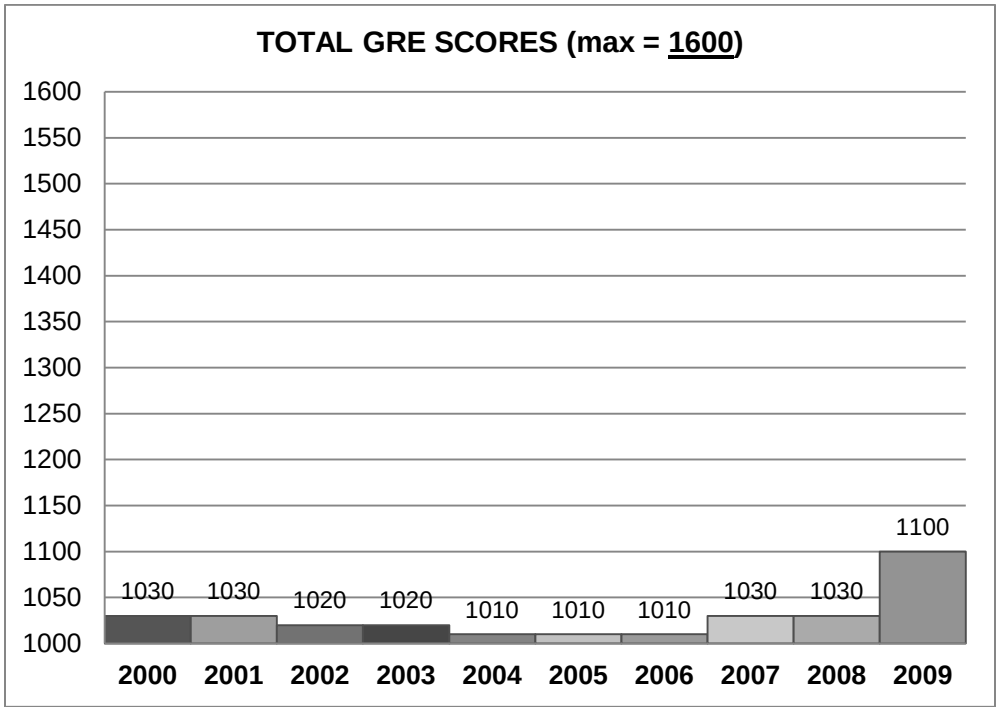
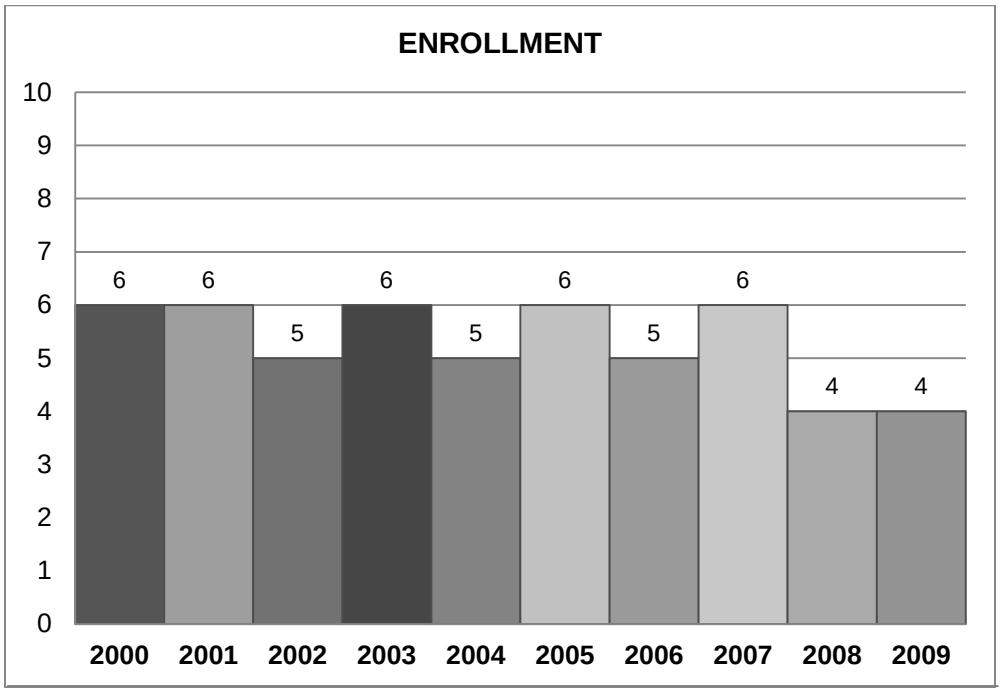


Figure 5.12


ENROLLMENT
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2005
2006
2007
2008
2009

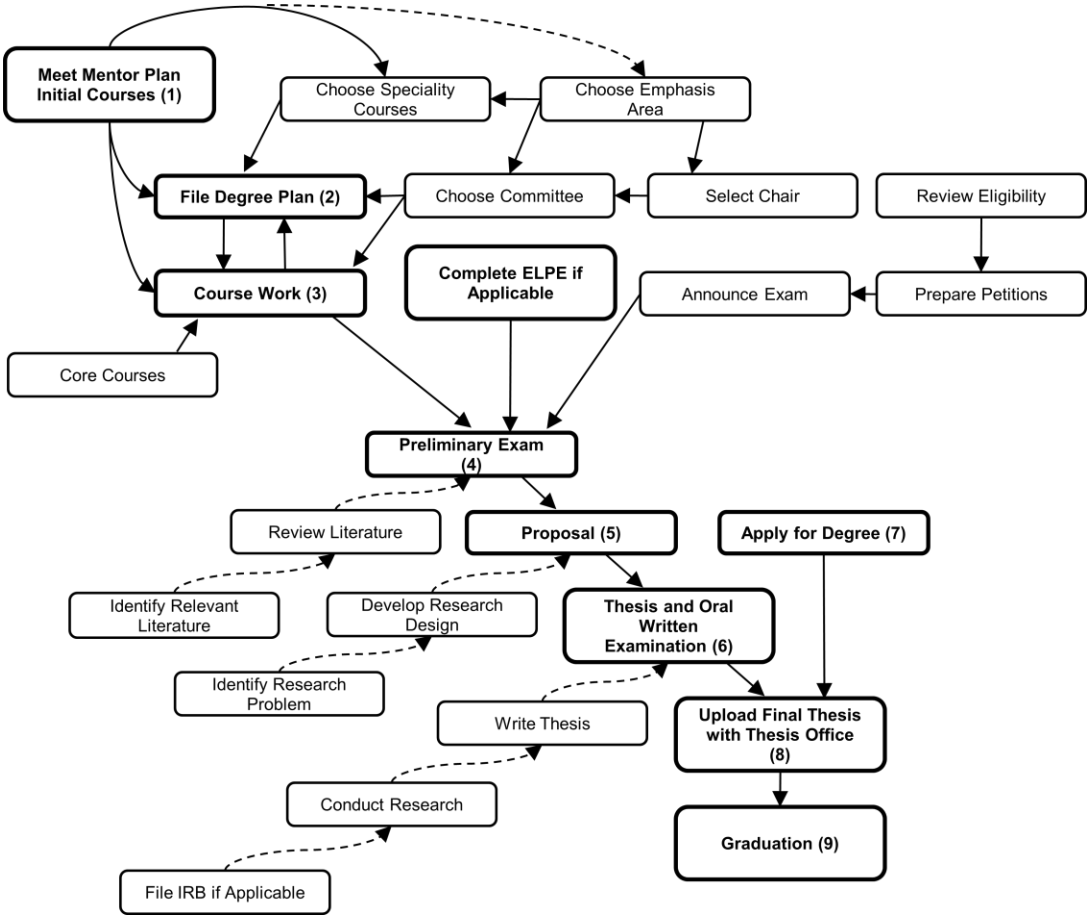
Figure 5.13

5.2 Education- M.S. Program

Program Components

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.

				Credit Hours
Core Courses	CARC 601 Foundations in Research (3) CARC 698 Writing for Publications (3)			(6)
Pattern of Study Courses / Electives		Major Area of Emphasis (9) Minor or Supporting Areas of Emphasis (6) Free (3)		(18)
Thesis			ARCH 685 Thesis Proposal Preparations (2) Thesis Research (6)	(8)
Credit Hours				**(32)**

5.2 Education- M.S. Program

Program Components

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

Core Courses		
CARC 601	Foundation of Research	3 hours
CARC 698	Writing for Publications	3 hours
		6 hours
Pattern of Study Courses		
Electives	Major area of emphasis	9 hours
Electives	Minor or supporting area of study	6 hours
Electives	Free	3 hours
		18 hours
Thesis		
ARCH 685	Thesis Proposal Preparations	2 hours
ARCH 691	Thesis Research	6 hours
		8 hours
	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 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.

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.

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.

5.3.1 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 is 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-

Scores	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
TOEFL	90	92	89	90	87	86	87	80	90	92
Quantitative	640	650	660	670	640	620	670	660	650	660
Verbal	430	510	530	450	410	430	440	460	420	450
Total GRE	1070	1110	1190	1120	1050	1050	1110	1120	1070	1140
GPA	3.61	3.53	3.66	3.6	3.57	3.61	3.49	3.54	3.64	3.54
Accepted Students		3	23	15	9	11	16	15	18	16
Enrollment	35	43	52	56	57	53	38	36	44	44

Figure 5.14

5.3 Education- Ph.D. Program

Program Components

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.

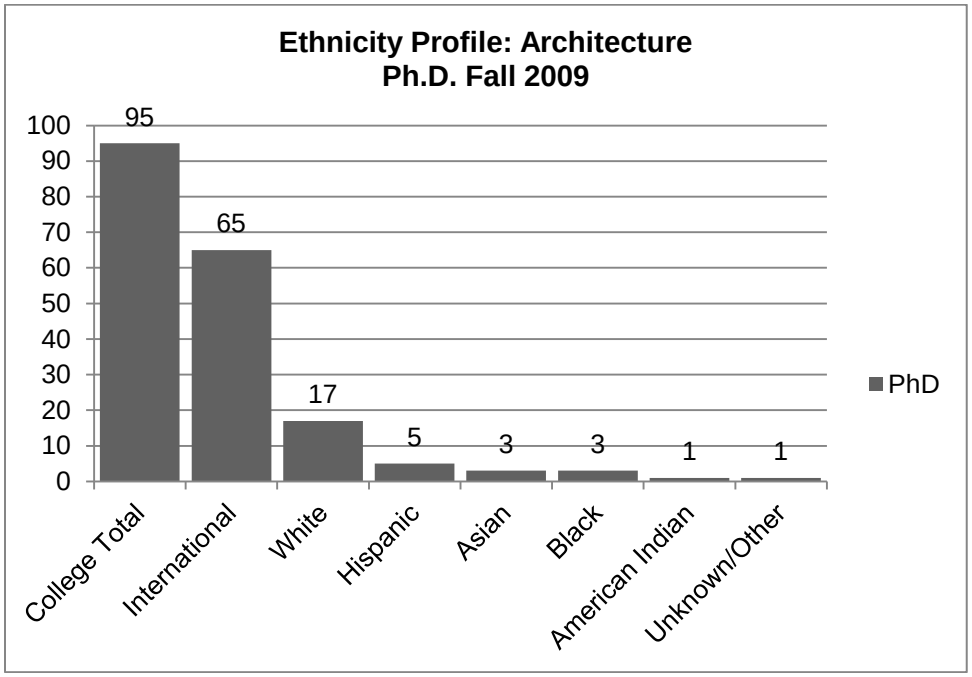


Figure 5.15

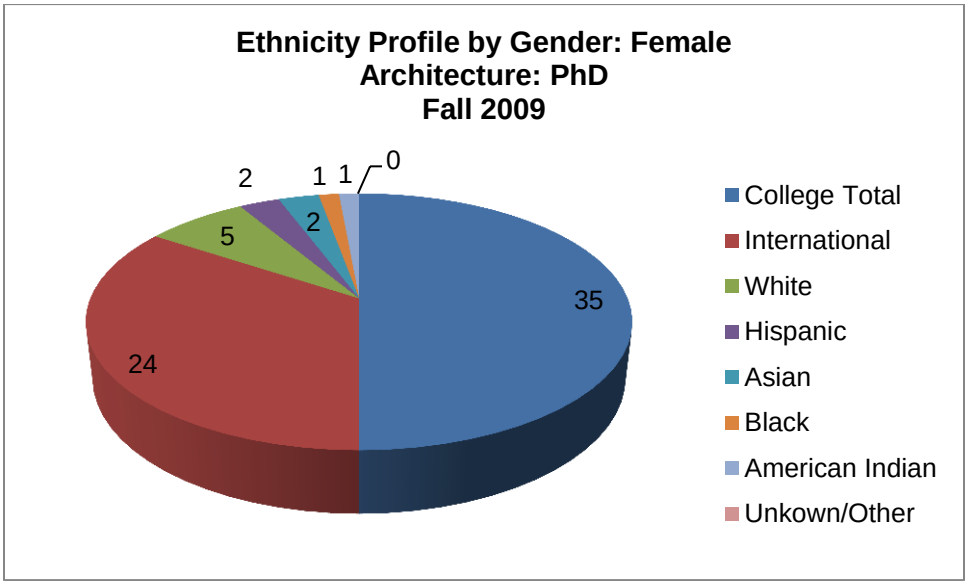


Figure 5.16

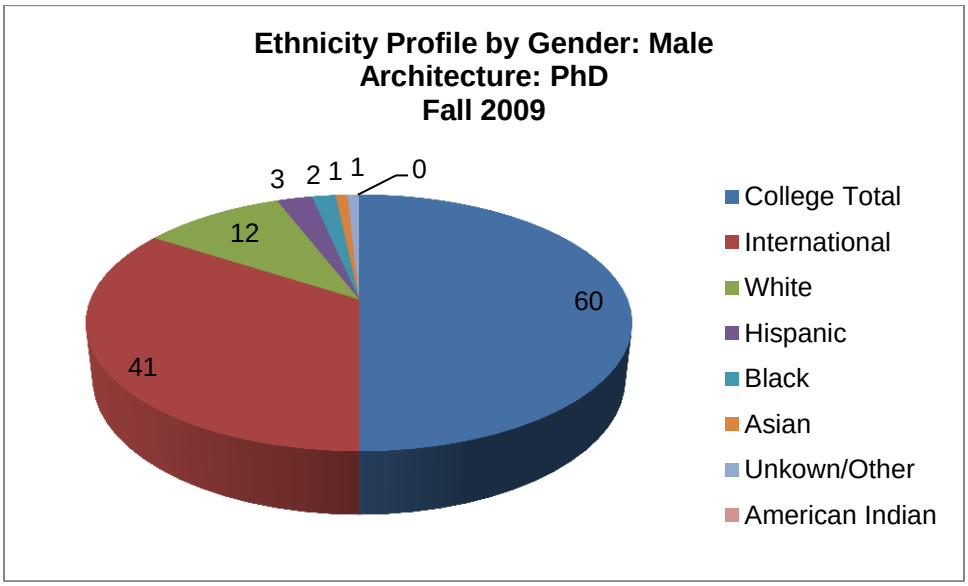


Figure 5.17

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.

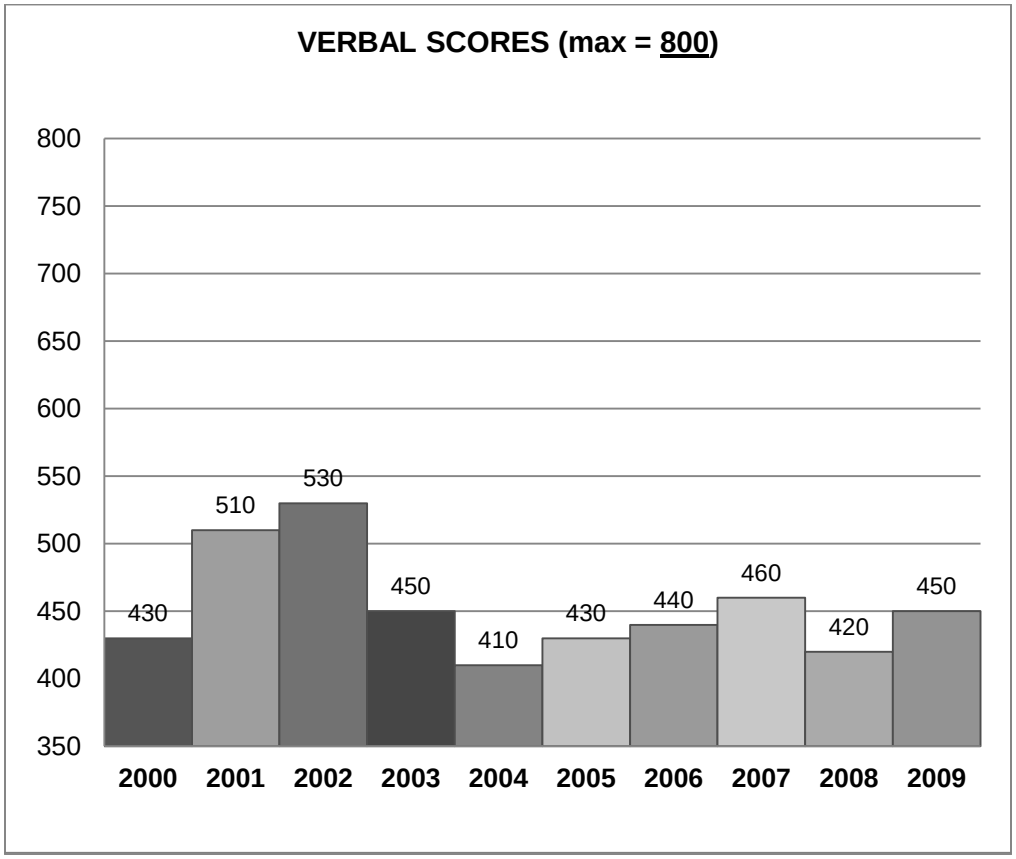


Figure 5.18

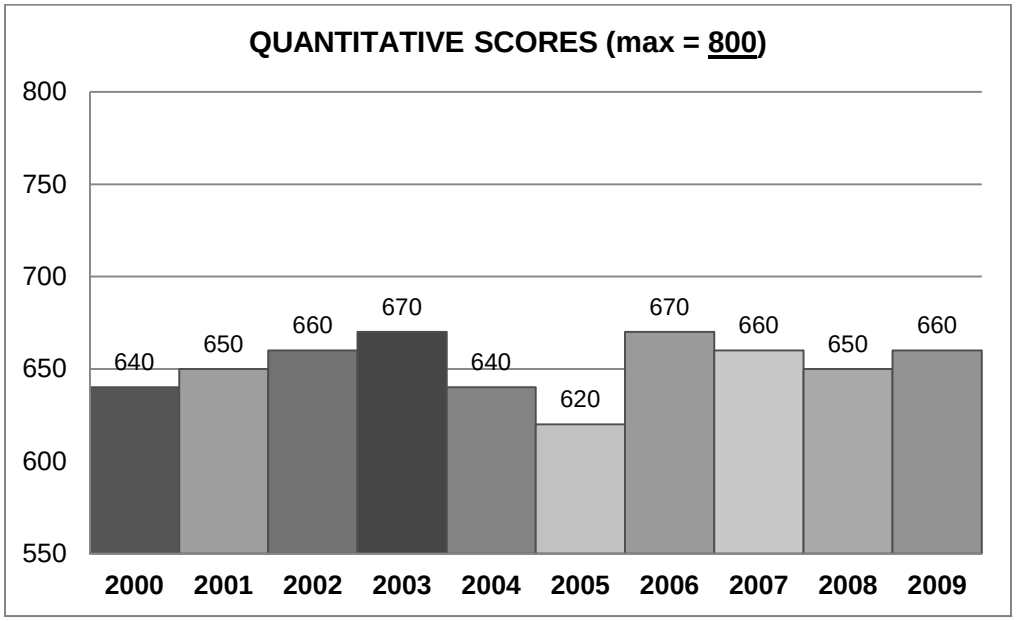


Figure 5.19

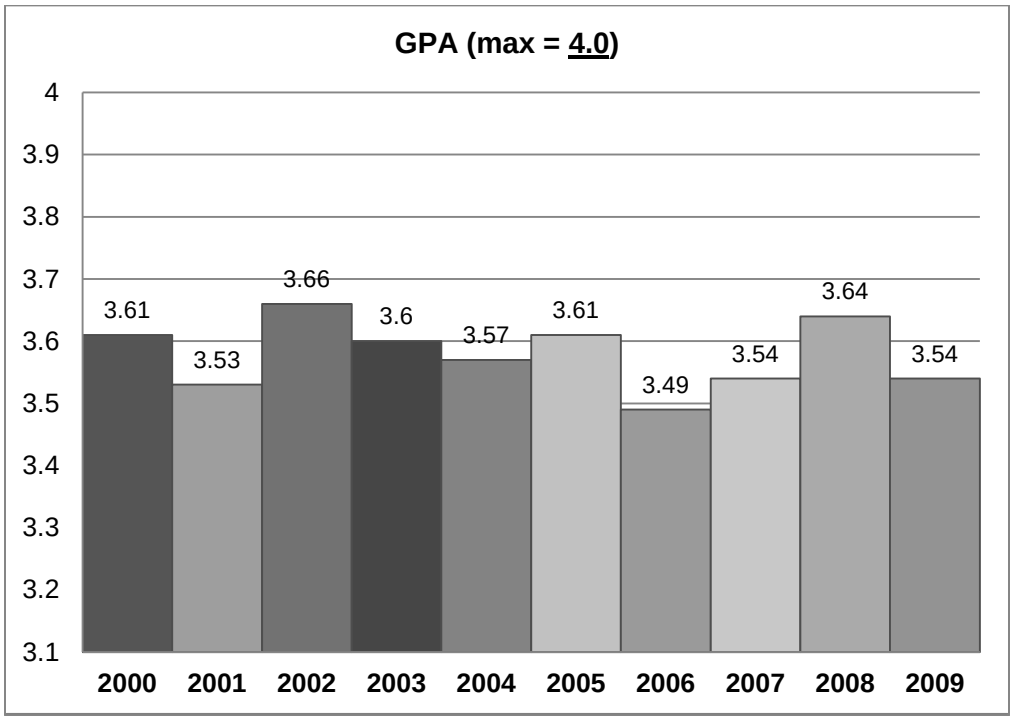


Figure 5.20

5.3 Education- Ph.D. Program

Program Components

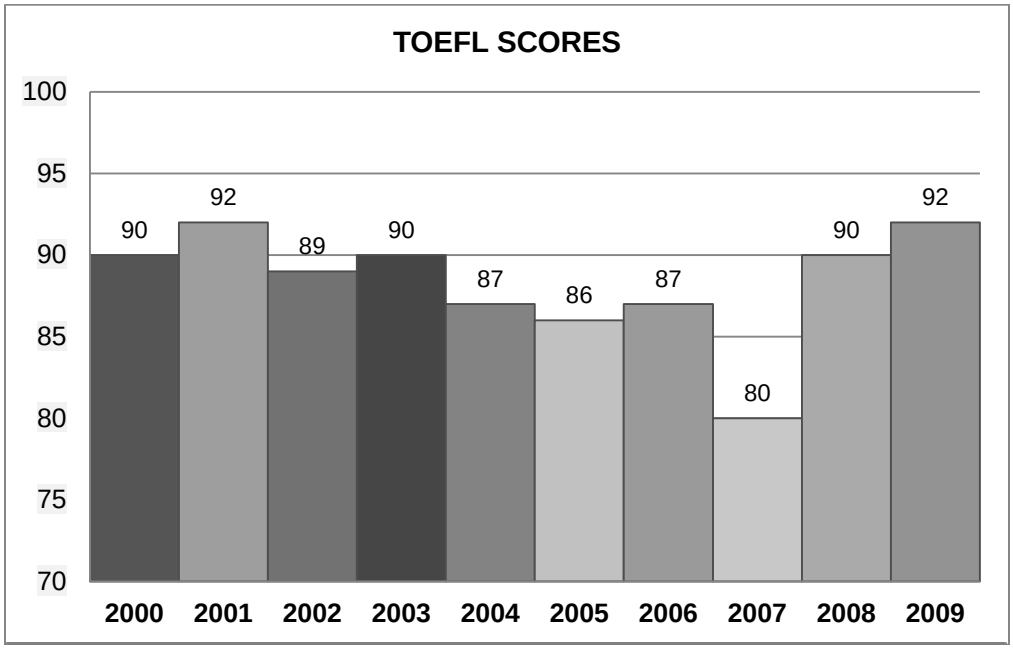


Figure 5.21

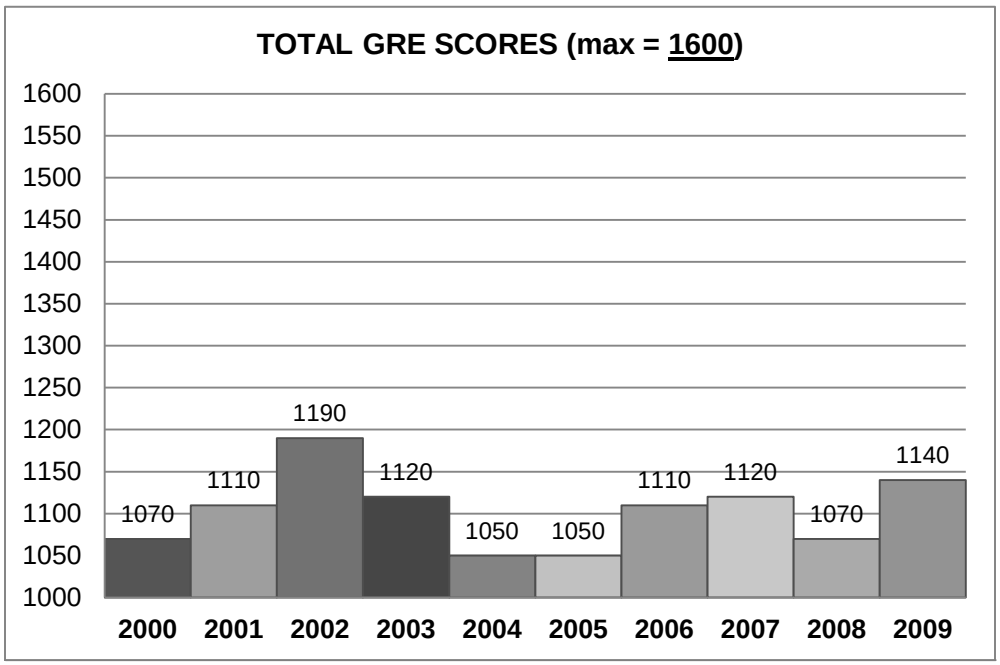
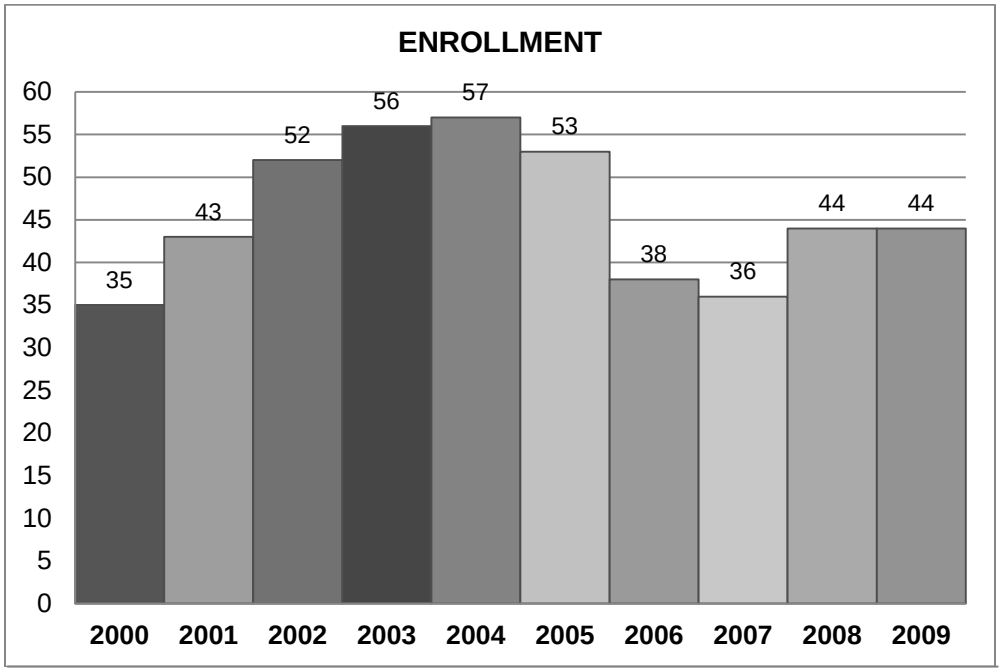


Figure 5.22


ENROLLMENT
60
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44
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2001
2002
2003
2004
2005
2006
2007
2008
2009

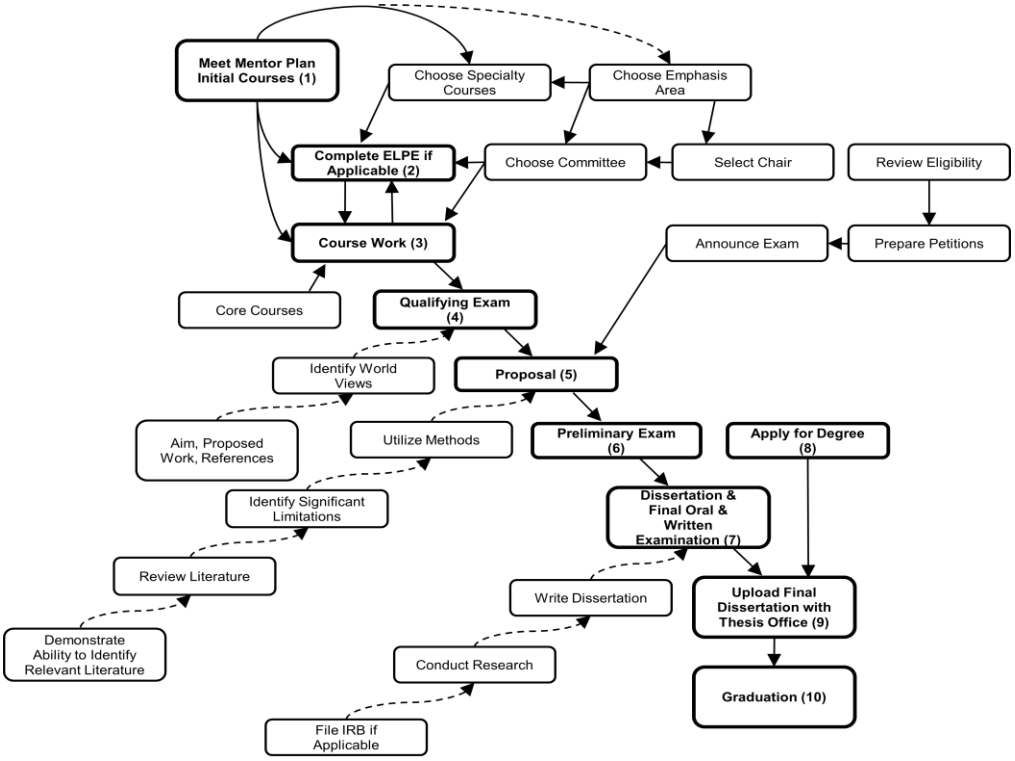
Figure 5.23

5.3 Education- Ph.D. Program

Program Components

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 Reccommendations 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 couses 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 taked 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.

Semester	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**Credit Hours**
Core Courses	ARCH 690 (3)	Inquiry (3) Interpret (3)					(12)
Major Area	CARC 601 (3)	CARC 698 (3)	TBD (9)	TBD (3)			(18)
Minor Area		TBD (3)	TBD (3)	TBD (4)			(10)
Seminar	ARCH 681 (1)	ARCH 681 (1)					(2)
Research				Research (4)	Research (4) Proposal	Research (9)	(22)
Degree Plan / Exams		Degree Plan	Qualifying Exam	Preliminary Exam Proposal	Dissertation	Dissertation Defense*	
Credit Hours	(10)	(13)	(12)	(11)	(9)	(9)	(64)

TBD = To Be Decided by Student's Advisor and Committee
**Defense occurs in the 6th or final semester.*

5.3 Education- Ph.D. Program

Program Components

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.

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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 Faulty 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.

5.4.2 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 dissention 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 by 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 Illiniois, Tennessee, Virginia, Washington D.C., Jordan and Pennslyvania, as well as 14 other locations at (1.8%).

Ph.D. and M.S. Graduates by Location		
Location	**Number**	**Percent**
Texas	20	35.7%
Michigan	4	7%
Alabama	3	5.2%
Thailand	3	5.2%
Illinois	2	3.6%
Tennessee	2	3.6%
Virginia	2	3.6%
Washington, DC	2	3.6%
Jordan	2	3.6%
Pennsylvania	2	3.6%
Florida	1	1.8%
Kuwait	1	1.8%
Nevada	1	1.8%
New York	1	1.8%
Minnesota	1	1.8%
United Nations	1	1.8%
Canada	1	1.8%
New Hampshire	1	1.8%
Mexico	1	1.8%
Wisconsin	1	1.8%
California	1	1.8%
Africa	1	1.8%
England	1	1.8%
Massachusetts	1	1.8%
Totals	**56**	**100%**

Ph.D. and M.S. Graduates by Industry		
Industry	**Number**	**Percent**
Assistant Professor	24	37%
Ph.D. Student	3	5%
Researcher	2	3%
Senior Consultant	2	3%
Lecturer	2	3%
Visiting Assistant Professor	1	1.5%
Architect	1	1.5%
Programmer	1	1.5%
Building Energy Analyst	1	1.5%
Associate Professor	1	1.5%
Historic Preservation Consultant	1	1.5%
Assistant Dean for International Affairs	1	1.5%
Project Manager/Urban Planner	1	1.5%
Postdoc	1	1.5%
Executive Director	1	1.5%
Director of Research	1	1.5%
Industrial Professor	1	1.5%
Director/Concrete Industry Management	1	1.5%
Student	1	1.5%
Software Engineer	1	1.5%
Program Assistant	1	1.5%
Faculty	1	1.5%
President	1	1.5%
Technical Project Associate	1	1.5%
UX Manager	1	1.5%
Senior Associate, Programmer, Planner	1	1.5%
Business Consultant	1	1.5%
Associate Professor/Director	1	1.5%
Creative Design Manager	1	1.5%
Senior User Interaction Designer	1	1.5%
CEO	1	1.5%
Head/McWhorter School of Building Science	1	1.5%
Historian	1	1.5%
Adjunct Faculty	1	1.5%
Agent	1	1.5%
Research Associate	1	1.5%
Senior Software Engineer	1	1.5%
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

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 faculuty 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 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 *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.

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 *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.

Director:
Oscar Munoz- Deputy Director
Website: http://archone.tamu.edu/chud/

5.6.3 *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.

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:

Application Term	Application Opening Date	Application Closing Date
Spring 2011	August 1, 2010	October 15, 2010
Summer/Fall 2011	August 1, 2010	January 15, 2011

Domestic Freshmen Deadline for all Documents to be Received:

Spring 2011: October 15, 2010
Summer/Fall 2011: January 15, 2011

When to Apply as International Freshmen:

Application Term	Application Opening Date	Application Closing Date
Spring 2011	April 1, 2010	August 1, 2010
Fall 2011	August 1, 2010	January 15, 2011

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.

5.7 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.

Program Coordinators

Dr. Julie Rogers, Assoc. Dept Head
For Undergraduate Programs
jrogers@archmail.tamu.
979.847.9479

Academic Advisor

Ranie Arnold
ranie@tamu.edu
979.845.2639

Admission Information for Graduates 5.8

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.

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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 Philosphy 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.

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:

College of Architecture

DEPARTMENT OF ARCHITECTURE

TEXAS A&M UNIVERSITY

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

Langford A
3137 TAMU
College Station, TX 77843-3137

Tel. 979.845.1015 - Fax 979.862.1571
http://archone.tamu.edu/architecture

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

Program Components

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.

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 acheivement, 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

Program Components

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 6

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.

<u>122/119 Equipment and Software</u>

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

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

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

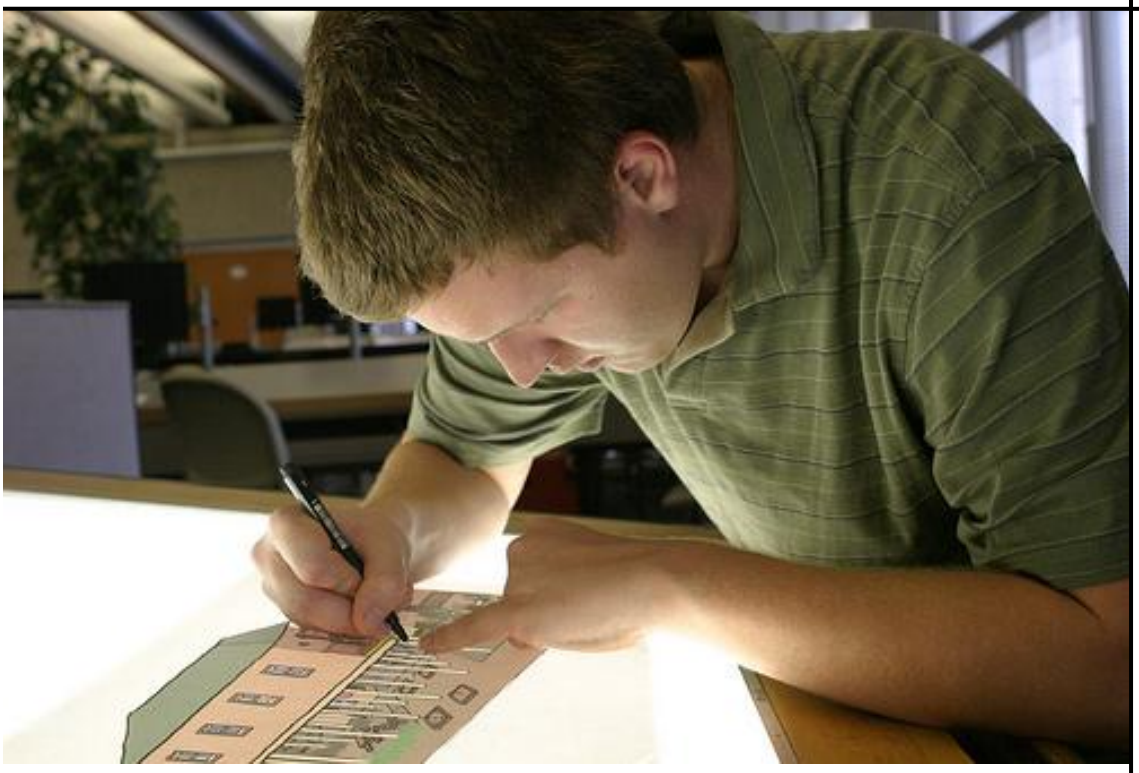
6.4.1 Communications

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



7.1.1 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

Affiliations

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.

Fiscal Information 8

Department of Architecture

Salary Budget Allocation FY 09-10 8.1

The following are the average salary allocations for all faculty and staff in the College of Architecture for the Fiscal Year 2009-2010.

Rank	Average
Professors	101,464.49
Associate Professors	68,646.65
Assistant Professors	57,289.09
Senior Lecturers	57,137.94
Non Tenure Faculty	38,437.98
Administrative Staff	33,099.33

Texas A&M University
University Summary
AAUDE 2009-2010 Salary Data: Vision 2020 Peers

College	Faculty Rank	Texas A&M Avg Salary	Texas A&M FTE	Peer Group Avg Salary		Peer Group FTE	Rel. Mkt*
Agriculture & Life Sciences	Professor	$104,955	148	$124,814	(1)	1155	0.84
	Assoc Professor	$70,979	78	$86,220	(1)	536	0.82
	Assist Professor	$62,035	73	$75,876	(1)	417	0.82
	All Ranks	***$85,613***	***299***	***$102,798***	***(1)***	***2107***	***0.83***
Architecture	Professor	$109,720	37	$111,652	(1)	178	0.98
	Assoc Professor	$79,009	28	$73,175	(1)	187	1.08
	Assist Professor	$62,554	31	$58,474	(1)	137	1.07
	All Ranks	***$85,532***	***96***	***$83,258***	***(1)***	***502***	***1.03***
Business Administration	Professor	$181,354	53	$199,548	(1)	455	0.91
	Assoc Professor	$151,035	23	$148,442	(1)	222	1.02
	Assist Professor	$141,760	26	$146,215	(1)	379	0.97
	All Ranks	***$164,425***	***102***	***$174,430***	***(1)***	***1056***	***0.94***
Education	Professor	$108,977	44	$114,362	(1)	323	0.95
	Assoc Professor	$79,153	38	$78,448	(1)	264	1.01
	Assist Professor	$67,042	37	$65,231	(1)	197	1.03
	All Ranks	***$86,415***	***119***	***$87,617***	***(1)***	***784***	***0.99***
Engineering	Professor	$136,448	156	$138,778	(1)	1991	0.98
	Assoc Professor	$96,985	87	$98,835	(1)	852	0.98
	Assist Professor	$81,863	131	$83,515	(1)	770	0.98
	All Ranks	***$108,149***	***374***	***$110,130***	***(1)***	***3613***	***0.98***
Geosciences	Professor	$102,035	49	$131,940	(1)	426	0.77
	Assoc Professor	$75,742	22	$83,679	(1)	158	0.91
	Assist Professor	$61,931	22	$70,697	(1)	153	0.88
	All Ranks	***$86,328***	***93***	***$106,036***	***(1)***	***737***	***0.81***
Liberal Arts	Professor	$113,152	138	$132,324	(1)	2466	0.86
	Assoc Professor	$72,068	106	$82,073	(1)	1535	0.88
	Assist Professor	$66,429	110	$71,368	(1)	1035	0.93
	All Ranks	***$86,332***	***354***	***$98,336***	***(1)***	***5036***	***0.88***
Science	Professor	$127,223	148	$132,538	(1)	1774	0.96
	Assoc Professor	$80,532	54	$85,470	(1)	506	0.94
	Assist Professor	$74,526	49	$75,158	(1)	553	0.99
	All Ranks	***$106,890***	***251***	***$111,210***	***(1)***	***2833***	***0.96***
Texas A&M University	Professor	$122,548	773	$134,802	(1)	8768	0.91
	Assoc Professor	$83,308	436	$89,275	(1)	4259	0.93
	Assist Professor	$74,488	479	$78,488	(1)	3641	0.95
	All Ranks	***$98,774***	***1688***	***$107,063***	***(1)***	***16668***	***0.92***

* TAMU average salary divided by peer average salary
(1) Peer averages are weighted by TAMU faculty distribution

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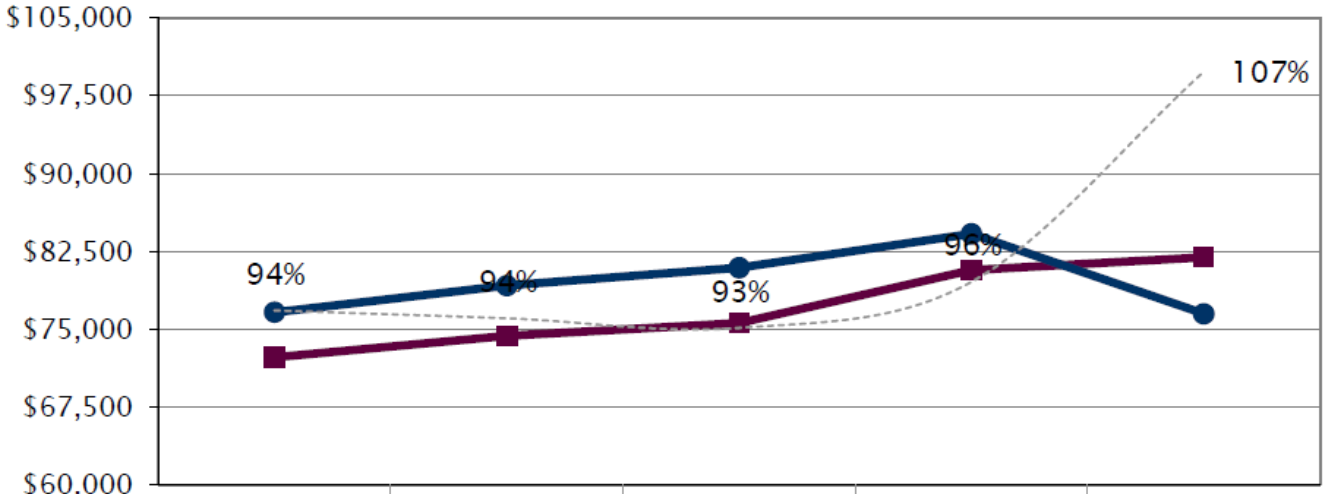
Texas A&M University
College of Architecture
Salaries for 2008-2009

DEPT	Faculty Rank	Texas A&M Avg. Salary	Texas A&M # Faculty	Peer Group Avg. Salary		Peer Group # Faculty	Rel. Mkt*
ARCH	Professor	$104,478	20	$114,524		84	0.91
	Assoc Prof	$80,207	8	$80,547		121	1.00
	Assist Prof	$61,050	14	$64,932		57	0.94
	All Ranks	$85,379	42	$91,521	(1)	262	0.93
COSC	Professor	$99,118	4	$112,444		8	0.88
	Assoc Prof	$72,140	8	$84,160		8	0.86
	Assist Prof	$63,462	9	$63,732		6	1.00
	All Ranks	$73,560	21	$80,793	(1)	22	0.91
LAUP	Professor	$122,139	8	$102,838		16	1.19
	Assoc Prof	$76,792	9	$72,900		21	1.05
	Assist Prof	$61,032	10	$62,855		19	0.97
	All Ranks	$84,391	27	$78,050	(1)	56	1.08
VIZA	Professor	$95,956	3				
	Assoc Prof	$95,976	2				
	Assist Prof	$60,849	5				
	All Ranks	$78,407	10		(1)		
COLLEGE	Professor	$107,172	35	$101,799	(1)	108	1.05
	Assoc Prof	$77,847	27	$73,102	(1)	150	1.06
	Assist Prof	$61,590	38	$55,557	(1)	82	1.11
	All Ranks	$81,933	100	$76,479	(1)	340	1.07

Texas A&M Salaries vs Aggregated College Peer Groups

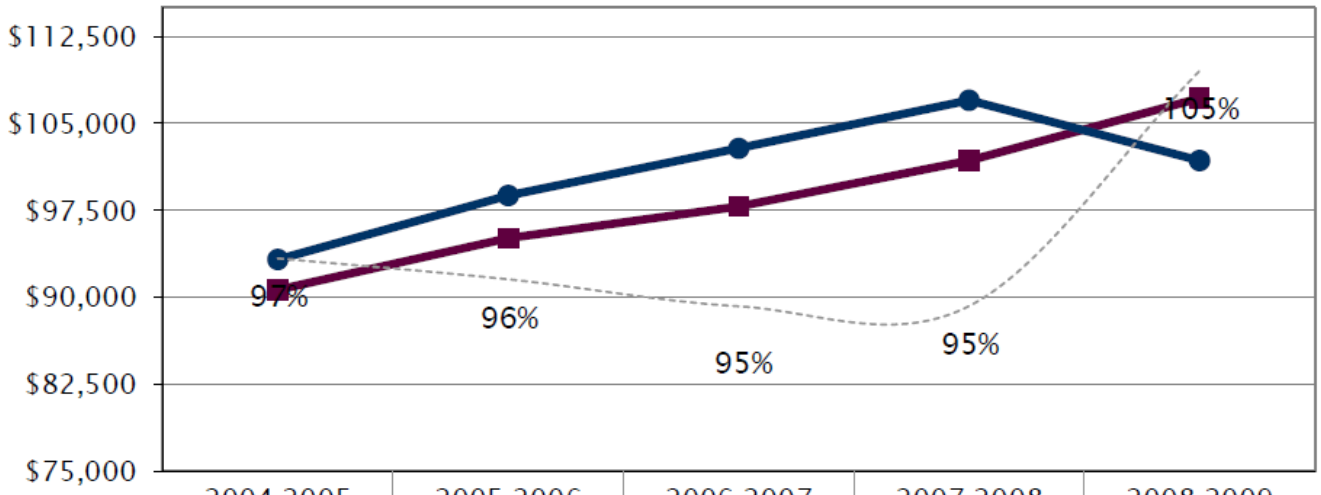
College of Architecture

All Ranks



	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
TAMU	$72,278	$74,364	$75,573	$80,699	$81,933
Peer Avg	$76,627	$79,190	$80,921	$84,183	$76,479
% of peer	94%	94%	93%	96%	107%

Professor

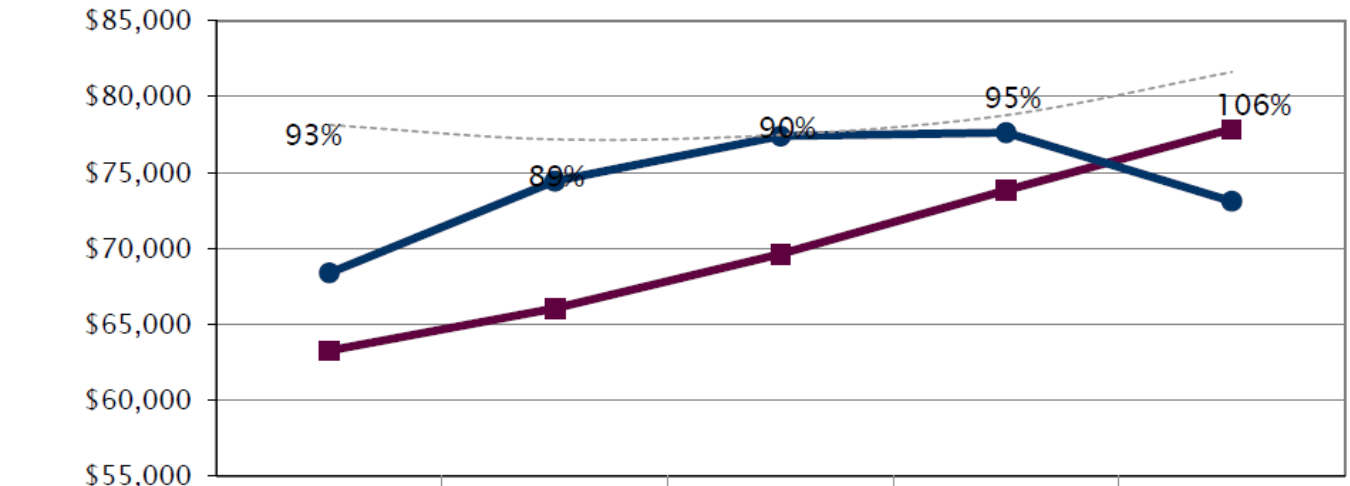


	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
TAMU	$90,642	$95,111	$97,833	$101,792	$107,172
Peer Avg	$93,268	$98,785	$102,856	$107,003	$101,799
% of peer	97%	96%	95%	95%	105%

Texas A&M Salaries vs Aggregated College Peer Groups

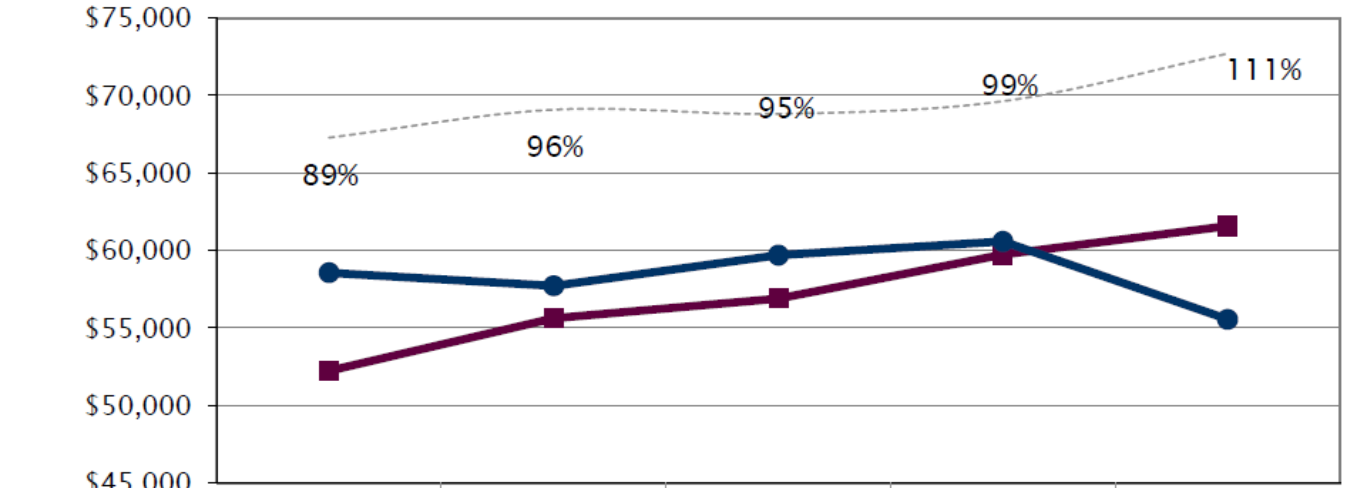
College of Architecture

Associate Professor



	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
TAMU	$63,262	$66,035	$69,612	$73,825	$77,847
Peer Avg	$68,380	$74,429	$77,398	$77,619	$73,102
% of peer	93%	89%	90%	95%	106%

Assistant Professor



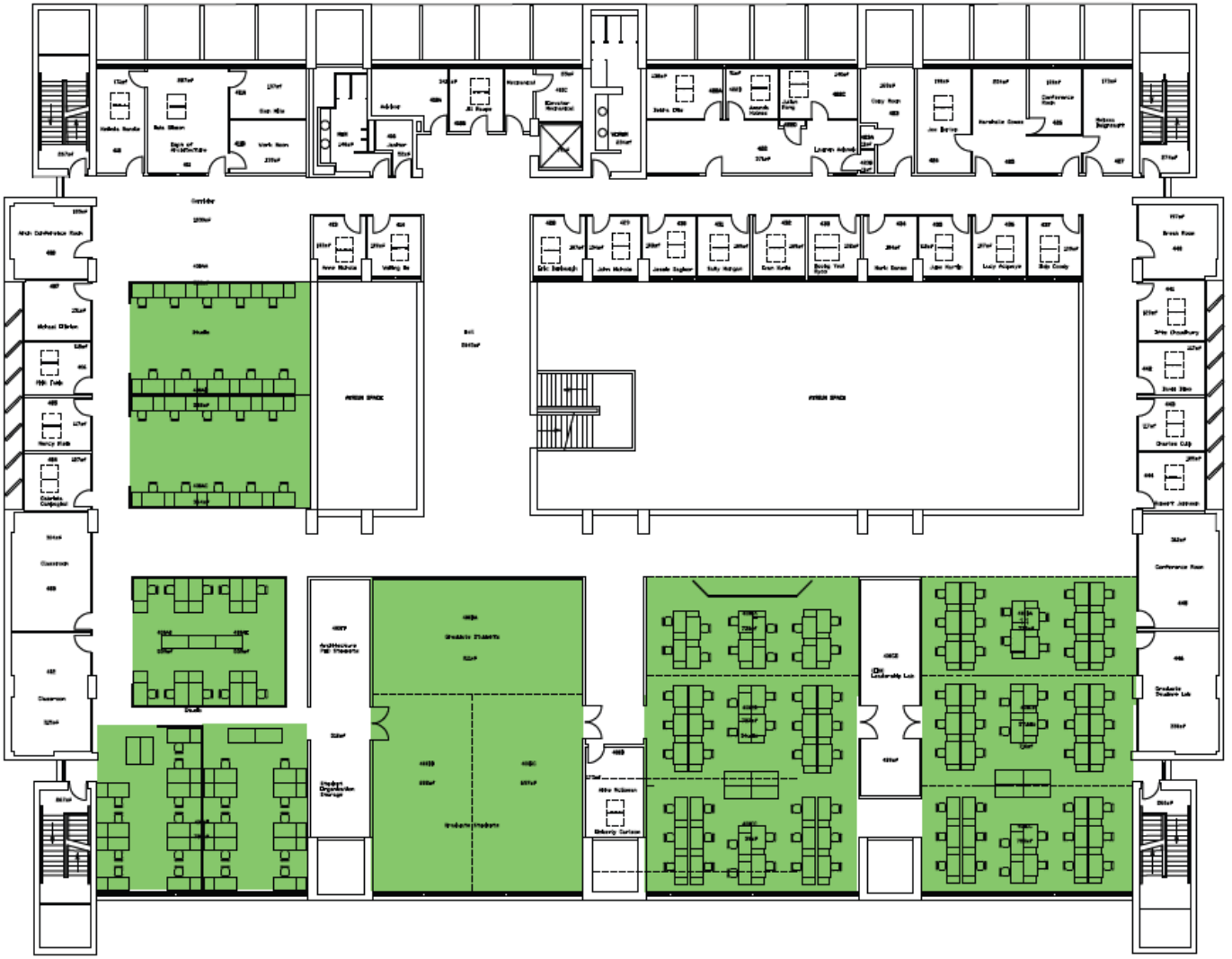
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
TAMU	$52,227	$55,638	$56,905	$59,736	$61,590
Peer Avg	$58,570	$57,723	$59,703	$60,592	$55,557
% of peer	89%	96%	95%	99%	111%

Floor Plans 9

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 Architecutre studio locations. In Langford C, the three green rooms provide additional studio space. Finally, the Pavilion houses two addition rooms for studio use.

Langford A, 1st Floor
Department of Architecture Studio Locations
Spring 2010

Langford A, 4th Floor
Department of Architecture Studio Locations
Fall 2010



Langford C, 2nd Floor
Department of Architecture Studio Locations
Fall 2010

Pavilion, 1st Floor
Department of Architecture Studio Locations
Fall 2010