4. Change in Curriculum

**College of Architecture**

Department of Architecture
BED in Environmental Design
Architectural Studies Option

New Courses

**ARCH 207. Architecture Design I. (1-6). 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: 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.

**ARCH 312. Design Journal. (0-2). Credit 1.** Production of a journal, in any combination of physical artifact or electronic blog, as specified by the instructor, that documents the student’s experience on a study abroad program, a professional internship, or other off-campus activity; journal reflects discipline-specific communication methods for the profession of architecture. Prerequisites: Upper division classification in the BED Architectural Studies Option and enrollment in CARC 301 or ENDS 494, or other off-campus program.

**ARCH 401. Design Creativity. (3-0). Credit 3.** Fundamental critical and creative thinking skills needed to participate in and create the future; how design can impact the physical environment and society. Prerequisite: Upper classification in Environmental Design.

**ARCH 407. Integrated Home Architecture Studio. (2-6). Credit 5.** Integrated and comprehensive design, fabrication, and construction of a house, including practical experience with various architectural systems and controls. Concurrent enrollment in ARCH 432 and ARCH 436. Prerequisites: ARCH 305, 331.

**ARCH 408. Experimental Home Architecture. (2-6). Credit 5.** Exploration of advanced and experimental topics in home architecture including off-the-grid homes, design for disassembly, industrialized construction, smart architecture, sustainable community design, and other topics. Prerequisites: ARCH 407, 431, 434.
ARCH 431. Integrated Structures. (2-0). Credit 2. Selection and economics of structural systems in the context of integrating structural systems into a building through good design; analysis and design of wood, steel, concrete, and composite systems and members in relation to building design. Concurrent enrollment in ARCH 405 and ARCH 435. Prerequisites: ARCH 305, 331.

ARCH 432. Integrated Home Structures and Construction. (1-2). Credit 2. Selection and economics of structural systems in the context of integrating residential structures through good design; analysis and design of wood, steel, concrete, and composite systems and members in relation to building design. Concurrent enrollment in ARCH 407 and ARCH 436. Prerequisites: ARCH 305, 331.

ARCH 435. Integrated Systems. (1-2). Credit 2. An understanding of how to integrate sustainable environmental systems into a building through good design; lectures are provided as a support to studio; systems faculty participate in studio critiques throughout the project. Concurrent enrollment in ARCH 405 and ARCH 431. Prerequisites: ARCH 305, 335.

ARCH 436. Integrated Home Architecture Systems. (1-2). Credit 2. An understanding of how to integrate sustainable environmental systems into a residence through good design; lectures are provided as a support to studio; systems faculty participate in studio critiques throughout the project. Concurrent enrollment in ARCH 407 and ARCH 432. Prerequisites: ARCH 305, 335.

ARCH 458. Cultural and Ethical Considerations for Global Practice. (3-0). Credit 3. Issues and relationships within the cultural, business, legal and political environments of global practice; differences in the construction contract, bidding and various forms of construction. Prerequisite: Junior or senior classification.

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.
Change in Courses

ARCH 305. Architecture Design I.

Course Title
From: Architectural Design I.
To: Architectural Design III.

Lecture, Lab, Credit Hours
From: (3-9). Credit 6.
To: (2-6). Credit 5.

Prerequisites
From: ENDS 205, 211, 231, 233, 250 and CARC 481.
To: ARCH 205 or 207; ARCH 206; ARCH 249; ARCH 250.

ARCH 405. Architecture Design II.

Course Title
From: Architectural Design II.
To: Architectural Design IV.

Lecture, Lab, Credit Hours
From: (3-9). Credit 6.
To: (1-6). Credit 4.

Course Description, Prerequisites
From: Theory and practice of architecture as art and science; manual and digital graphic techniques used in the analysis and synthesis of concepts unique to site design and spatial enclosure; understanding specific cultural, social and physical contexts; the application of theory to form and building systems, site analysis and development of design solutions integrating formally expressive visual ideas and functionally adept planning and design concepts.
Prerequisites: Upper-level classification in environmental design, construction science or landscape architecture; ARCH 305; CARC 301 or ENDS 494.

To: A comprehensive design studio focused on the integration of design theory with functionally sustainable environmental and structural systems; consideration of a project from site analysis and programming through design detailing. Concurrent enrollment in ARCH 431 and ARCH 435. Prerequisites: Upper level classification in the BED Architectural Studies Option; ARCH 305; CARC 301 or ENDS 494.
ARCH 406. Interdisciplinary Design III.

Course Title
From: Interdisciplinary Design III.
To: Architecture Design V.

Lecture, Lab, Credit Hours
From: (3-9). Credit 6.
To: (2-6). Credit 5.

Course Description, Prerequisites
From: Innovative approaches to design emphasizing theory and practice of architecture as art and science; schematic design taken to a level of detail appropriate to design development; topics include the visualization of built environment; the selection and application of building and environmental systems, services, materials and connections; interior space configuration. Prerequisites: Upper level classification in environmental design, construction science or landscape architecture; ARCH 405 or VIST 405.*

To: Topical approaches to design, emphasizing theory and practice of architecture or related disciplines, such as urban design, interior design, health care design, etc. Prerequisites: Upper level classification in the BED Architectural Studies Option; ARCH 405.

ARCH 491. Research.

Course Title
From: Research.
To: Advanced Architecture Innovation Research.

Credit Hours
From: Credit 1 to 4.
To: Credit 1 to 6.

Course Description, Prerequisites
From: Research conducted under the direction of faculty member in architecture. May be repeated 2 times for credit. Prerequisites: Junior or senior classification and approval of instructor.

To: Research conducted under the direction of faculty member in the College of Architecture. May be repeated 2 times for credit. Prerequisite: Approval of instructor.
ENDS 105. Design Foundations I.

Lecture, Credit Hours
From: (1-4). Credit 3.
To: (2-4). Credit 4.

ENDS 106. Design Foundations II.

Lab, Credit Hours
From: (1-4). Credit 3.
To: (1-6). Credit 4.

ENDS 149. Survey of Architectural History I.

Course Prefix, Course Number
From: ENDS 149.
To: ARCH 249.

Course Title
From: Survey of Architectural History I.
To: Survey of World Architecture History I.

Course Description
From: A survey of the history of 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 plans that make up the total scope of the designed environment.
To: 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 plans that make up the total scope of the designed environment.

ENDS 150. Survey of Architectural History II.

Course Prefix, Course Number
From: ENDS 150.
To: ARCH 250.

Course Title
From: Survey of Architectural History II.
To: Survey of World Architecture History II.
Course Description, Prerequisite

From: A survey of the history of architecture and the human-designed and built environment from the 14th century to the present.

To: A survey of western and non-western architecture and the human-designed and built environment from the 14th century to the present.

ENDS 205. Environmental Design I.

Course Prefix

From: ENDS 205.

To: ARCH 205.

Course Title

From: Environmental Design I.

To: Architecture Design I.

Course Description, Prerequisites

From: 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. Concurrent enrollment in ENDS 211 is not allowed. Prerequisites: ENDS 102, 103, 105, 106, 115, 170; ENDS 149 or 150.*

To: 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.

ENDS 211. Design Detailing.

Course Prefix, Course Number

From: ENDS 211.

To: ARCH 206.

Course Title

From: Design Detailing.

To: Architecture Design II.
Course Description, Prerequisites

From: Explorations of the connections between design decisions and material choices with respect to issues of building envelope, structure and aesthetics; design detailing, material research, 2-D hand and computer drawing, and digital 3-D modeling. Prerequisite: ENDS 115 or 170.

To: 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: ENDS 105, 106, 115, 116.

ENDS 231. Architectural Structures I.

Course Prefix, Course Number

From: ENDS 231.
To: ARCH 331.

Course Title

From: Architectural Structures I.
To: Foundations Structures.

Lecture, Lab Hours

From: (2-2). Credit 3.
To: (3-0). Credit 3.

Course Description, Prerequisites

From: Introduction to the physical principles that govern classical statistics and strengths of materials through the design of timber and steel components of architectural structures; computer applications. Prerequisite: ENDS 106; MATH 142 or equivalent; PHYS 201 or approval of instructor or department head.

To: 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. Prerequisite: Upper level classification in the BED Architectural Studies Option; MATH 142 or equivalent; PHYS 201.
ENDS 233. Environmental Systems I.

Course Prefix, Course Number
From: ENDS 233.
To: ARCH 335.

Course Title
From: Environmental Systems I.
To: Foundations Systems.

Course Description, Prerequisites
From: Theory and applications of building energy use, envelope design, shading analysis, heating and cooling systems, lighting design and construction materials; design opportunities, calculations, equipment selection and component sizing as they relate to design. Prerequisites: ENDS 106; PHYS 201 or approval of instructor or department head.
To: Theory and applications of building energy use, envelope design, shading analysis, heating and cooling systems, lighting design and construction materials; design opportunities, calculations, equipment selection and component sizing as they relate to building design. Concurrent enrollment in ARCH 305. Prerequisites: Upper level classification in the BED Architectural Studies Option; PHYS 201.


Course Prefix, Course Number
From: ENDS 250.
To: ARCH 350.

Course Title
From: History of Modern Architecture.
To: History and Theory of Modern and Contemporary Architecture.

Course Description, Prerequisites
From: Development of modern architecture in the 20th century; materials, structure, social and economic changes as well as architectural theory. Prerequisites: ENDS 149 and 150 or approval of instructor or department head.
To: Development of modern and contemporary architecture in the 20th and 21st centuries; materials, structure, social and economic changes as well as architectural theory. Prerequisites: ENDS 149, 150 or ARCH 249, 250.
ENDS 291. Research.

Course Title
From: Research.
To: Research in Architecture Innovation.

Course Description, Prerequisites
From: Research conducted under the direction of faculty member in environmental design. May be repeated 2 times for credit. Prerequisites: Freshman or sophomore classification and approval of instructor.
To: Research conducted under the direction of faculty member in the College of Architecture. May be repeated 2 times for credit. Prerequisites: Approval of instructor.

ENDS 329. The American House I.

Course Prefix
From: ENDS 329.
To: ARCH 329.

Course Title
From: American House I.
To: American House.

Course Description, Prerequisites
From: Pre-industrial domestic architecture in America; analysis of prototype based on contemporary documentation with an emphasis on vernacular building types and native arts; vision of the ideal life of the period as evidenced in original drawings and place within the framework of variants that impact form (climate, economics, soci-cultural factors, materials and technology). Prerequisites: ENDS 150.
To: Domestic architecture in America; analysis of prototype based on contemporary documentation with an emphasis on vernacular building types and native arts; vision of the ideal life of the period as evidenced in original drawings and place within the framework of variants that impact form (climate, economics, soci-cultural factors, materials and technology). Prerequisites: ARCH 250.
DATE: November 27, 2007

TO: Sandra Williams

FROM: Leslie Feigenbaum
Assistant Dean, Architecture

RE: Curriculum Additions and Changes

Attached are the 120 hour proposed revisions to the Bachelors of Environmental Design for both the Architectural Studies and Visual Studies option. I would appreciate these items being on the December UCC agenda.

Please let me know if you need any additional information.

Copies:
Dr. Mark Clayton
Environmental Design Degree – Architectural Studies Option
120 Hour Curriculum

Purpose of the Curriculum Change
The purpose of the proposed changes to the Bachelor of Environmental Design degree, presented on the following pages, is to meet the following objectives:

1. To comply with the Texas state law (61.0515) requiring university bachelor degree programs to require no more than 120 credit hours;

2. To reflect requirements and recommendations of the National Architectural Accreditation Board (NAAB);

3. To respond to critical dialogue that considered the existing degree, from members of the professional community, faculty and students; and to reflect current trends in both the profession and the pedagogy of architecture and architectural studies.

4. To concentrate university core curriculum in the first two years of study.

5. To rationalize course numbers and prefixes to better reflect the position of each course in the curriculum.

Background Information
The motivation for these curricular changes came originally from the state mandate to reduce the number of required hours from 135 to 120. However, once discussion was underway to redesign the curriculum, an in-depth inquiry into the nature of the degree program ensued, and continued over a three year period. Primary discussion took place in the Department of Architecture Academic Affairs Committee, which also sought input from all faculty, primarily through “caucuses” that formed around faculty research interests: architectural history; technology; and design studio primarily. Over the course of the first half of 2007, the new curriculum evolved into its current form. This is a curriculum that prepares students to enter a professional degree in architecture, without duplicating courses that can be taken at the master’s degree level (professional practice, for example). It is also a curriculum that has been conceptualized, and coordinated from the freshman year through completion of the professional master’s degree in architecture, although that is not the only path to which the BED will lead. Many students will opt to exit the track after completion of the BED to enter allied professions or other graduate programs. It is also a curriculum that is centrally formed around design studio, and in that way reconfirms studio as the primary learning environment for students of environmental design and architecture.

Significant changes to the degree plan:

1. University core curriculum is concentrated in the freshman and sophomore years.

2. In the first year BED students take a design studio and a design communications course as their only CARC coursework. The studio has increased from 3 hours to 4 hours, incorporating ENDS 102 Design Foundations Lecture I into ENDS 105, and ENDS 103 Design Foundations Lecture II into ENDS 106. In the spring semester, ENDS 106 Design Foundations Studio and ENDS 116 Design Communications are linked with one instructor teaching both courses.

3. Architectural history has been moved to the second and third years from the first and second, with the intent of improving comprehension, and enabling students to link it more closely to their design studios and off campus experience.
Lecture course content, from courses no longer required, is integrated into the design studios. Foundation studios have increased from 3 hours to 4 hours. Upper division studios have decreased from 6 hours to 5 hours.

A new fourth year studio has been created, the "integrated studio", that is four hours, but is linked to a further four required hours in integrated systems and structures.

Directed electives have grown from 3 to 4, and the number of elective menus has increased from 3 to 5. This includes menus in Research and in Home Architecture, which have the potential in the future to become two further options for the BED degree.

Students may opt out of studio in their fourth year, having determined they do not wish to continue with pre-professional studies.

The ENDS prefix is retained for first year studies, which are commonly taken by students from throughout the college. The ARCH prefix is used for second year studies and above.

Many course numbers have been changed to more appropriately reflect the year in which they are taken.

Proposed 120 Hour Credit Hour Degree Program - Catalog 131

Courses Eliminated from the current Architectural Studies Option: Catalog 130

| ENDS 102 | Design Foundations Lecture II | 1 Credit Hour* |
| ENDS 103 | Design Foundations Lecture II | 1* |
| ENDS 170 | Computer Techniques | 3** |
| ENDS 211 | Design Detailing | 4*** |
| COSC 253 | Construction Materials & Methods I | 3*** |
| ENDS 311 | Photography I | 3** |
| COSC 254 | Construction Materials & Methods II | 3 |
| ARCH 457 | Ethics & Professional Practice | 3**** |

*Now integrated into ENDS 105 and 106. Course remains in catalog as elective.
**Now ENDS 116, combining digital and manual techniques in visual communication.
***Now incorporated into ARCH 205 and 206.
****Now part of an elective menu of professional practice courses.

Deletion: 21 credit hours

Existing courses on the current Architectural Studies Option that require changes in course credit hours, title, prerequisites or content.

<table>
<thead>
<tr>
<th>WAS</th>
<th>NOW IS</th>
<th>TITLE</th>
<th>HRS BEFORE</th>
<th>HRS AFTER</th>
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12 of 155 E
ENDS 233  ARCH 335  Environment. Syst. I  3  3  
ARCH 305  ARCH 305  Arch. Design III  6  5  
ARCH 331  ARCH 431  Integrated Struct. Syst  3  2  
ARCH 334  ARCH 435  Integrated Environ. Systems  3  2  
CARC 301  CARC 301  Field Studies  6  5  
ENDS 494  ARCH 494  Internship  6  5  
ARCH 405  ARCH 405  Architecture Design IV**  6  4  
ARCH 407  ARCH 407  Architecture Design IV**  6  4  
ARCH 406  ARCH 406  Architecture Design V***  6  5  
ARCH 408  ARCH 408  Architecture Design V***  6  5  
ARCH 491  ARCH 491  Research***  1-6  5  

*Students take two of these three studios in their second year.  
**Students take one of these options in their fourth year, fall semester  
***Students take one of these options in their fourth year, spring semester  

Deletion: 7 hours  
Addition: 2 hours  

Course Additions: New Courses  
ARCH 212  Social and Behavioral Factors in Design (W)*  3 credit hours  
ARCH 312  Design Journal (W)  1 credit hour  
ARCH 407  Architectural Design IV: Home Architecture**  4 credit hours  
ARCH 408  Architectural Design V: Home Architecture**  5 credit hours  

*Satisfies university core curriculum requirement, allows deletion of 3 hours core curriculum  
**These new courses are alternatives, and do not add hours to the proposed curriculum  

Deletion: 3 hours  
Addition: 4 hours  

Other Additions to Curriculum:  
Directed Elective IV  3 credit hours  
Free Elective III  3 credit hours  

Addition: 6 hours  

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<th>Cr Hr</th>
<th>% of Total Degree Plan</th>
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<td>Visual Comm.</td>
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<td>Directed Electives</td>
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## List of Attachments
Department of Architecture – Bachelor of Environmental Design Degree – Architectural Studies Option – Catalog 131 (2008-2009)

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<th>Course</th>
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<td>Construction Materials &amp; Meth. I</td>
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<td>COSC 254</td>
<td>Construction Materials &amp; Meth. II</td>
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<td>ENDS 311</td>
<td>Photography I</td>
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<td>ARCH 457</td>
<td>Ethics &amp; Professional Practice</td>
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**Courses eliminated from the current Architecture Studies Option (Catalog 130)**

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<th>Existing Courses on current Architectural Studies Option that require changes in title, credit hours, and/or content</th>
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<tbody>
<tr>
<td>ENDS 105 Design Foundations I</td>
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<td>ENDS 106 Design Foundations II</td>
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<td>ENDS 205 Architectural Design I, II</td>
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<td>ENDS 149 Arch. History I</td>
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<td>ENDS 150 Arch. History II</td>
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<td>ENDS 250 History of Modern Arch.</td>
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<td>ENDS 231 Architectural Structures I</td>
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<td>ARCH 334 Environmental Systems II</td>
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<td>ARCH 305 Architectural Design I</td>
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<td>ARCH 405 Architecture Design II</td>
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<td>ARCH 406 Architectural Design III</td>
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**Course Additions: New Courses**

| ARCH 207 Architectural Design I, II                               | n/c                  |                                                                           |
| ARCH 212 Social and Behavioral Factors in Design                 | +3                   | Alternative to ARCH 205, 206                                             |
| ARCH 312 Design Journal                                          | +1                   | Counts also for University Core Curriculum; Writing Intensive             |
| ARCH 407 Architectural Design IV: Home Architect                  | n/c                  | Writing Intensive, linked to CARC 301 or ARCH 494                         |
| ARCH 408 Architectural Design V: Home Architect                  | n/c                  | Alternative to ARCH 405                                                  |

Note: Attachment E
### List of Attachments

**Department of Architecture – Bachelor of Environmental Design Degree – Architectural Studies Option – Catalog 131 (2008-2009)**

<table>
<thead>
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<th>Courses Satisfying University Core Curriculum Requirements</th>
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<tr>
<td>ARCH 249  World Architecture History I</td>
<td>Attachments 1 &amp; 2</td>
<td>Previously ENDS 149 Arch. History I, Humanities Requirement</td>
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<td>ARCH 250  World Architecture History II</td>
<td>Attachments 1 &amp; 2</td>
<td>Previously ENDS 150, Internat'l &amp; Cultural Diversity Requirement</td>
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<tr>
<td>CARC 301  Field Studies in Design</td>
<td>Attachments 1 &amp; 2</td>
<td>International &amp; Cultural Diversity Requirement, if Study Abroad</td>
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<tr>
<td>ARCH 494  Internship</td>
<td>Attachments 1 &amp; 2</td>
<td>International &amp; Cultural Diversity Requirement, if Internship</td>
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<tr>
<td>COMM ELE  Communications Elective</td>
<td>Attachments 1 &amp; 2</td>
<td>Communication Requirement</td>
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<tr>
<td>ENDS 115  Design Communications Foundations</td>
<td>Attachments 1 &amp; 2</td>
<td>Visual and Performing Arts Requirement</td>
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<tr>
<td>ENGL 104  Composition and Rhetoric</td>
<td>Attachments 1 &amp; 2</td>
<td>Communication Requirement</td>
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<td>KINE 198  Health and Fitness Activity</td>
<td>Attachments 1 &amp; 2</td>
<td>Kinesiology Requirement</td>
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<tr>
<td>KINE 199  Required physical Activity</td>
<td>Attachments 1 &amp; 2</td>
<td>Kinesiology Requirement</td>
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<td>MATH 151  Engineering Math I</td>
<td>Attachments 1 &amp; 2</td>
<td>Mathematics Requirement</td>
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<td>MATH 152  Engineering Math II</td>
<td>Attachments 1 &amp; 2</td>
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<td>NAT SCI  Natural Science Elective</td>
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<td>Natural Science Requirement</td>
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<td>PHYS 201  College Physics</td>
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<td>Natural Science Requirement</td>
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<td>POLS 206  American National Government</td>
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<td>US History &amp; Political Science Requirement</td>
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<td>POLS 207  State &amp; Local Government</td>
<td>Attachments 1 &amp; 2</td>
<td>US History &amp; Political Science Requirement</td>
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<td>ARCH 212  Social &amp; Behavioral Factors in Design</td>
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<td>Social and Behavioral Sciences Requirement</td>
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<td>US History  US History Elective</td>
<td>Attachments 1 &amp; 2</td>
<td>US History &amp; Political Science Requirement</td>
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<tr>
<td>ARCH 212  Social &amp; Behavioral Factors in Design</td>
<td>Attachments 1 &amp; 2</td>
<td>US History &amp; Political Science Requirement</td>
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<tr>
<td>ARCH 312  Design Journal</td>
<td>Attachments 1, 2, &amp; Writing Intensive (&quot;W&quot;) Course</td>
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<td></td>
<td>Attachments 1, 2 &amp; Writing Intensive (&quot;W&quot;) Course</td>
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ENDS 115  Design Communication Foundations I
ENDS 105  Studio
ENDS 116  Design Communication Foundations II
ENDS 106  Studio
ARCH 249 World History of Architecture I
ARCH 212 Social and Behav. Factors in Design W
ARCH 250 World History of Architecture II
CARC 481 Semester Away Seminar
ARCH 312 Design Journal W
CARC 301
ARCH 305 Studio
ARCH 331 Architectural Structures I
ARCH 335 Environmental Systems I
ARCH 431 Integrated Structures
ARCH 435 Integrated Systems
ARCH 405 Studio
ARCH 406 Studio
Kines.
Kines.
Struct. Systems
EC Systems
Arch 605
Prof. Practice
History/ Theory
Arch 606
Graduate Directed Elective
Arch 607
Graduate Directed Elective
Graduate Directed Elective
Free Elective
Free Elective
Final Study Proposal
Free Elective
Free Elective

Red Letters indicate new courses.
8-Nov-07

**BED 120 Hour Curriculum Architectural Studies**

**Directed Elective Menus – Architecture, Research & Home Architecture Tracks**

**Students must select four electives from at least three categories.**
Note: students have three additional free electives that can be taken from any department on campus.

### Category I: Architectural History/Theory

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<td>ARCH 260</td>
<td>Comparative Theory in the Built and Virtual Environments</td>
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<tr>
<td>ARCH 329</td>
<td>The American House</td>
<td>3</td>
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<tr>
<td>ARCH 345</td>
<td>History of Building Technology</td>
<td>3</td>
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<tr>
<td>ARCH 353</td>
<td>Color Theory</td>
<td>3</td>
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<tr>
<td>ARCH 430</td>
<td>History of Ancient Architecture</td>
<td>3</td>
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<tr>
<td>ARCH 434</td>
<td>The Role of Sculpture and Painting in Ancient Architecture</td>
<td>3</td>
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<tr>
<td>ARCH 437</td>
<td>Great Medieval Cathedrals</td>
<td>3</td>
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<tr>
<td>ARCH 440</td>
<td>History of Renaissance Architecture</td>
<td>3</td>
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<td>ARCH 441</td>
<td>Baroque and Rococo Architecture</td>
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<td>ARTS 330</td>
<td>The Arts of America</td>
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<td>ARTS 335</td>
<td>The Art and Architecture of Rome</td>
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<td>LAND 240</td>
<td>History of Landscape Architecture</td>
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### Category II: Context

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<tr>
<td>ARCH 310</td>
<td>Site Planning and Design</td>
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<td>PLAN 356</td>
<td>Housing &amp; Community</td>
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<td>PLAN 365</td>
<td>Intro to Planning</td>
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<td>PLAN 414</td>
<td>Sustainable Communities</td>
<td>3</td>
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<td>Urban Issues</td>
<td>3</td>
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<td>URSC 305</td>
<td>Urban Analytical Methods</td>
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<td>URSC 325</td>
<td>Introduction to GIS in Urban and Regional Studies</td>
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<td>URSC 454</td>
<td>Neighborhood Revitalization</td>
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<td>URSC 469</td>
<td>Urban Infrastructure</td>
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<td>LDEV 467</td>
<td>Land Development</td>
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<tr>
<td>LAND 310</td>
<td>Landscape Theory</td>
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<tr>
<td>GEOG 306</td>
<td>Intro to Urban Geography</td>
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<td>GEOG 311</td>
<td>Cultural Geography</td>
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<td>GEOG 330</td>
<td>Resources and the Environment</td>
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<td>GEOG 402</td>
<td>Interpretation of Cultural Landscapes</td>
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<td>Geographic Perspectives on Contemporary Urban Issues</td>
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### Category III: Tectonics

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<td>Conceptual Structural Analysis</td>
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<td>ARCH 345</td>
<td>History of Building Technology</td>
<td>3</td>
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<td>ARCH 421</td>
<td>Energy Conservation in Residential Architecture</td>
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<td>ARCH 433</td>
<td>Architectural Lighting</td>
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### Category IV: Design Practice

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<td>Introduction to Historic Preservation</td>
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<tr>
<td>ARCH 451</td>
<td>Strategies in Architectural Management</td>
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<td>ARCH 452</td>
<td>Alternative Careers in Architecture</td>
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<tr>
<td>ARCH 457</td>
<td>Ethics and Professional Practice</td>
<td>3</td>
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<tr>
<td>ARCH 463</td>
<td>Elements of Interior Architecture</td>
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<td>COSC 463</td>
<td>Construction Law &amp; Ethics</td>
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### Category V: Design Communication

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<td>Photography II</td>
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<td>ARCH 370</td>
<td>Virtual Architecture</td>
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<td>ARCH 372</td>
<td>Creating Digital Environments</td>
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<td>ARCH 374</td>
<td>Multimedia Design and Development</td>
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<td>ARCH 375</td>
<td>Foundations of Visualization</td>
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<td>ARCH 470</td>
<td>Digital Rendering</td>
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<td>ARCH 474</td>
<td>Designing for the Web</td>
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<td>ARTS 203</td>
<td>Graphic Design I</td>
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<td>ARTS 304</td>
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<td>Painting I</td>
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<td>Geographic Information System Application</td>
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### Category VI: Research

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<td>ENDS 291</td>
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<td>Research (may be repeated twice for credit)</td>
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# Category VII: Eco-Home Architecture

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<td>ARCH 327</td>
<td>Conceptual Structural Analysis</td>
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</tr>
<tr>
<td>ARCH 329</td>
<td>The American House</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 334</td>
<td>Environmental Systems II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 345</td>
<td>History of Building Technology</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 421</td>
<td>Energy Conservation in Residential Architecture</td>
<td>3</td>
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<tr>
<td>ARCH 431</td>
<td>Architectural Structures II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 433</td>
<td>Architectural Lighting</td>
<td>3</td>
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<tr>
<td>ARCH 463</td>
<td>Elements of Interior Architecture</td>
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<td>COSC 275</td>
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<td>COSC 353</td>
<td>Construction Project Management</td>
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<td>COSC 440</td>
<td>Interdisciplinary Capstone</td>
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<td>COSC 441</td>
<td>Residential Construction</td>
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<td>COSC 442</td>
<td>Commercial Construction</td>
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<td>ENDS 116</td>
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<td>ARCH 205</td>
<td>ARCH Studio I, II</td>
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</table>

1 Students take two studios in the second year from 205, 206, or 207, in any order.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 206</td>
<td>ARCH Studio I, II</td>
<td>4</td>
<td>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 on the research of materials, methods, scale, craft, and technique as instruments of design, fabrication and production. Focus on investigation and thought processes, formation of ideas from concept to final product, and future impact on the physical environment and society. Concurrent enrollment in ENDS 205 or ENDS 207 not permitted. Prerequisites: ENDS 106 and ENDS 116.</td>
</tr>
<tr>
<td>ARCH 207</td>
<td>ARCH Studio I, II</td>
<td>4</td>
<td>Design computing is explored for its potential as a medium for design thinking and communication, and for its impact and influence on the design process and the making of architecture. Computing theories, systems, methods, and current and future trends will be investigated through creative thinking, design innovation, problem solving and creation with the use of digital media. Concurrent enrollment in ENDS 205 or ENDS 206 not permitted. Prerequisites: ENDS 106 and ENDS 116.</td>
</tr>
<tr>
<td>ARCH 212</td>
<td>Social &amp; Behavioral Factors in Design* W</td>
<td>3</td>
<td>An examination of the theory and history behind the study of human behavior as it affects, and is affected by the physical environment, with particular emphasis upon the ways built environment can be shaped to improve the quality of human experience. This is a Writing Intensive course.</td>
</tr>
<tr>
<td>ARCH 249</td>
<td>Arch. History I</td>
<td>3</td>
<td>A survey of the history of 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 plans that make up the total scope of the designed environment.</td>
</tr>
<tr>
<td>ARCH 250</td>
<td>Arch. History II</td>
<td>3</td>
<td>A survey of the history of architecture and the human-designed and built environment from the 14th century to the present. Prerequisite: ARCH 249.</td>
</tr>
<tr>
<td>CARC 281</td>
<td>Study Abroad Seminar</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td>ARCH 305</td>
<td>Arch. Design 5</td>
<td>5</td>
</tr>
<tr>
<td>ARCH 331</td>
<td>Architectural Structures I</td>
<td>3</td>
<td>Introduction to the physical principles that govern classical statistics and strengths of materials through the design of architectural structures; computer applications. Introduces students to basic concepts of static and strength of materials from a holistic point of view, so that material is presented in the context of architectural ideas and examples. The course begins with the calculation of loads and supporting reactions and then considers in succession the behavior of hangers, trusses, beams, columns, suspension cables, arches, and frames.</td>
</tr>
<tr>
<td>ARCH 335</td>
<td>Environmental Systems I</td>
<td>3</td>
<td>Theory and applications of building energy use, envelope design, shading analysis, heating and cooling systems, lighting design and construction materials; design opportunities, calculations, equipment selection and component sizing as they relate to design.</td>
</tr>
<tr>
<td>ARCH 350</td>
<td>History &amp; Theory of Modern Architecture*</td>
<td>3</td>
<td>Development of modern architecture in the 20th century; materials, structure, social and economic changes as well as architectural theory. Prerequisite: ARCH 250.</td>
</tr>
<tr>
<td>CARC 301</td>
<td>Arch. Design 6 (Study Abroad)</td>
<td>5</td>
<td>Design innovation in international and domestic environments away from the Texas A&amp;M University campus; emphasis on the cultural, social, economic, geographical, climatic and technological factors influencing design solutions for human needs.</td>
</tr>
<tr>
<td>ARCH 312</td>
<td>Design Journal* W</td>
<td>1</td>
<td>Production of a journal, in digital or analog form, reflecting student's experience on study abroad or internship. This</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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</tr>
<tr>
<td>ARCH 494</td>
<td>Arch. Design 6 (Internship)</td>
<td>5</td>
<td>Practical experience in an office of design allied professionals; 18-week internship with a minimum of 720 hours; continuous employment; departmental pre-approval through the departmental internship coordinator required; post-approval evaluation conducted following the internship. May not be repeated for credit.</td>
</tr>
<tr>
<td>ARCH 405</td>
<td>Arch. Design 7</td>
<td>4</td>
<td>An upper division studio with a focus on the production on a project that integrates sustainable structural and thermal systems in a comprehensive building design. This studio provides opportunity to develop understanding of the ways structure and systems are integrated with architecture. The studio takes a project from site analysis, through programming and site design, through building design, to detail design, over the course of the semester. Prerequisite: ARCH 305. <strong>This course must be taken in conjunction with ARCH 435 and ARCH 431.</strong></td>
</tr>
<tr>
<td>ARCH 431</td>
<td>Integrated Structures</td>
<td>2</td>
<td>This course provides opportunity for students to gain an understanding of how to integrate structural systems into a building through good design. Lectures are provided as a support to studio; structures faculty participate in studio critiques throughout the project. Must be taken in conjunction with ARCH 405 and ARCH 435. Prerequisite: ARCH 305, ARCH 331.</td>
</tr>
<tr>
<td>ARCH 435</td>
<td>Integrated Systems</td>
<td>2</td>
<td>This course provides opportunity for students to gain an understanding of how to integrate sustainable thermal into a building through good design. Lectures are provided as a support to studio; systems faculty participate in studio critiques throughout the project. Must be taken in conjunction with ARCH 405 and ARCH 431. Prerequisite: ARCH 305, ARCH 333.</td>
</tr>
<tr>
<td>ARCH 406</td>
<td>Arch. Design 8</td>
<td>5</td>
<td>An upper division studio that focuses on a particular building or design typology, including, but not limited to health care</td>
</tr>
</tbody>
</table>

**BED Architectural Studies**

**Course Descriptions**

**120 Hour Curriculum**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 407</td>
<td>Home Architecture Studio 7</td>
<td>4</td>
<td>Integrated Home Design. Integrated and comprehensive, design, fabrication and construction of a house, including practical experience with various architectural systems and controls. Must be taken in conjunction with ARCH 432 and ARCH 434.</td>
</tr>
<tr>
<td>ARCH 408</td>
<td>Experimental Home Architecture Studio</td>
<td>5</td>
<td>Experimental Home Architecture. Exploration of advanced and experimental topics in home architecture including off-the-grid homes, design for disassembly, industrialized construction, smart architecture, sustainable community design, and other topics.</td>
</tr>
<tr>
<td>ARCH 432</td>
<td>Integrated Home Structures &amp; Construction</td>
<td>2</td>
<td>Integrated Home Structures and Construction. Integrated design of structural systems as they apply to residential architecture; load calculations, sizing, and selection of members; fabrication and erection methods; disassembly techniques. Must be taken in conjunction with ARCH 407 and ARCH 434.</td>
</tr>
<tr>
<td>ARCH 435</td>
<td>Integrated Home Architectural Systems</td>
<td>2</td>
<td>Integrated Home Architectural Systems. Integrated design of energy, environmental, control, habitability, entertainment, security, fire protection, water, waste disposal, and other systems within the context of practical design and construction of a house. Must be taken in conjunction with ARCH 407 and ARCH 432.</td>
</tr>
<tr>
<td>ENDS</td>
<td>Design Process</td>
<td>Electives</td>
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<tr>
<td>ARCH 101</td>
<td>Research</td>
<td>ARCH 310 Site Planning and Design</td>
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<tr>
<td>ARCH 291</td>
<td>Comparative Theory in the Built and Virtual Environments</td>
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<td>ARCH 260</td>
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### Design Process

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<tr>
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<tbody>
<tr>
<td>ARCH 310</td>
<td>Site Planning and Design</td>
</tr>
<tr>
<td>ARCH 311</td>
<td>Site Planning and Design II</td>
</tr>
<tr>
<td>ARCH 312</td>
<td>Site Planning and Design III</td>
</tr>
<tr>
<td>ARCH 327</td>
<td>Site Planning and Design IV</td>
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</table>

### Electives

<table>
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<th>Description</th>
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<tbody>
<tr>
<td>ARCH 310</td>
<td>Site Planning and Design</td>
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<tr>
<td>ARCH 311</td>
<td>Site Planning and Design II</td>
</tr>
<tr>
<td>ARCH 312</td>
<td>Site Planning and Design III</td>
</tr>
<tr>
<td>ARCH 327</td>
<td>Site Planning and Design IV</td>
</tr>
</tbody>
</table>

### Course Descriptions

- **Fundamental Design Process**: Issus and theories relevant to design resolution and creation of new ideas. Creative incubation and future impact on physical environment and society. May be repeated two times for credit.
- **Comparative Theory in the Built and Virtual Environments**: Introduction of cultural theory and environmental design. Theory of special concepts and ideas relevant to application to buildings and urban design. Form of ideas and critical ways of assessing the environment.
- **Site Planning and Design I**: An introduction to the history, theory, and materials of site design that lead to environmentally sound development decisions based on property's assets and limitations, balancing environmental sustainability with human well-being and economic forms of analysis.
- **Site Planning and Design II**: Exploration of vision through the photographic image as a medium for public expression and presentation of individual photographic expression and comment.
<table>
<thead>
<tr>
<th>ARCH 329</th>
<th>The American House</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-industrial domestic architecture in America; analysis of prototype based on contemporary documentation with an emphasis on vernacular building types and native arts; vision of the ideal life of the period as evidenced in original drawings and place within the framework of variants that impact form (climate, economics, socio-cultural factors, materials and technology).</td>
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<tr>
<td>ARCH 345</td>
<td>History of Building Technology</td>
<td>3</td>
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<tr>
<td></td>
<td>Chronological development of civilization and building technology from prehistoric cultures to present; classic and modern materials, structural devices past and present, machine-produced products, prefabrication, construction methodology and servicing.</td>
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<tr>
<td>ARCH 353</td>
<td>Color Theory</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduction to various aspects of color, including optical phenomena, color psychology and perception; application and principles with respect to art and design.</td>
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<tr>
<td>ARCH 370</td>
<td>Virtual Architecture</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduction to VRML and X3D used in the creation of realtime 3D environments; definition of formal scene description structures; modeling and transformation techniques; behaviors and message passing; user interaction and animation; inclusion of diverse media; scripting; relationship to HTML.</td>
<td></td>
</tr>
<tr>
<td>ARCH 372</td>
<td>Creating Digital Environments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to the terminology, principles and practices used in creation of 3D models; mathematical principles of geometric modeling; theory and application of modeling techniques, including Boolean operations, parametric modeling, particle systems, nubs and grammar based techniques; lighting setup and control.</td>
<td></td>
</tr>
<tr>
<td>ARCH 374</td>
<td>Multimedia Design and Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Design and development of large scale multimedia projects; principles of user interactivity and navigation; integration of 2D and 3D display technologies; audio capture and editing; computer based presentations; kiosk design.</td>
<td></td>
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<tr>
<td>ARCH 375</td>
<td>Foundations of Visualization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A comprehensive introduction to visualization concepts, techniques and applications; major topic areas include the digital image, visual language, coordinate systems, geometric</td>
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</tr>
<tr>
<td>ARCH 421</td>
<td>Energy Conservation in Residential Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 430</td>
<td>History of Ancient Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 433</td>
<td>Architectural Lighting</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 434</td>
<td>The Role of Sculpture and Painting in Ancient Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 437</td>
<td>Great Medieval Cathedrals</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 440</td>
<td>History of Renaissance Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 441</td>
<td>Baroque and Rococo Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 442</td>
<td>Art and Architecture of Islam</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 446</td>
<td>Introduction to Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>ARCH 451</td>
<td>Strategies in Architectural Management</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 452</td>
<td>Alternative Careers in Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 457</td>
<td>Ethics and Professional Practice</td>
<td>3</td>
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<tr>
<td>ARCH 463</td>
<td>Elements of Interior Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 470</td>
<td>Digital Rendering</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 474</td>
<td>Designing for the Web</td>
<td>3</td>
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<tr>
<td>ARCH 484</td>
<td>Summer Internship</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>ARCH 485</td>
<td>Directed Studies</td>
<td>1-6</td>
</tr>
<tr>
<td>ARCH 491</td>
<td>Research</td>
<td>1-6</td>
</tr>
<tr>
<td>ARTS 203</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 304</td>
<td>Graphic Design II</td>
<td>3</td>
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<tr>
<td>ARTS 305</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 308</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 312</td>
<td>Drawing IV</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 330</td>
<td>The Arts of America</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 335</td>
<td>The Art and Architecture of Rome</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 349</td>
<td>History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 350</td>
<td>The Arts and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>ARTS</td>
<td>Byzantine Art and</td>
<td>3</td>
</tr>
<tr>
<td>445</td>
<td>Architecture</td>
<td>architecture from the third century to the middle of the fifteenth century; emphasis on the artistic achievements from the late antique Mediterranean and the Byzantine Empire; investigation of architectural decoration, public monuments, cultural diversity and controversies over images.</td>
</tr>
</tbody>
</table>
## Attachment 1: Comparison of Current and Proposed BED/Arch. Option Curriculum

### Catalog 130

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENDS 102 Design Found. Lecture I</td>
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<tr>
<td>ENDS 105 Design Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ENDS 170 Computer Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ENDS 149 Architectural History I</td>
<td>3</td>
</tr>
<tr>
<td>Comp &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
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<tr>
<td>Kines.</td>
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### Catalog 131

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<tr>
<td>ENDS 105 Design Found. Studio</td>
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<td>ENDS 115 Design Communications</td>
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</tr>
<tr>
<td>History Elective</td>
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### Spring

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<tbody>
<tr>
<td>ENDS 103 Design Found. Lecture II</td>
<td>1</td>
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<tr>
<td>ENDS 106 Design Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ENDS 115 Design Comm. Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ENDS 150 Arch. History II</td>
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<tr>
<td>Communications Elective</td>
<td>3</td>
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<tr>
<td>Math Elective</td>
<td>3</td>
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<td>Kines.</td>
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<td><strong>Total</strong></td>
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### Current

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENDS 205 Environmental Design I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201 College Physics</td>
<td>4</td>
</tr>
<tr>
<td>COSC 253 Const. Materials &amp; Methods</td>
<td>3</td>
</tr>
<tr>
<td>Social &amp; Behav. Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENDS 260 Comp. Theor. Built &amp; Vrt. Env</td>
<td>3</td>
</tr>
<tr>
<td>ENDS 311 Photography I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARCH 206,206,207 Architectural Design I</td>
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</tr>
<tr>
<td>ARCH 249 World Hist. of Arch. I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 212 Social &amp; Behav. Fctrs in Des.</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201 College Physics</td>
<td>4</td>
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<tr>
<td>Political Science Elective</td>
<td>3</td>
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### Proposed

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<tbody>
<tr>
<td>ARCH 205,206,207 Architectural Design II</td>
<td>4</td>
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<tr>
<td>ARCH 250 World. Hist. of Arch. II</td>
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</tr>
<tr>
<td>CARC 481 Semester Away Seminar</td>
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<td>Directed Elective</td>
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<tr>
<td>Communications Elective</td>
<td>3</td>
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<td>Political Science Elective</td>
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<td><strong>Total</strong></td>
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### Spring

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<tr>
<td>ENDS 211 Design Detailing</td>
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<tr>
<td>ENDS 250 History of Modern Arch.</td>
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</tr>
<tr>
<td>ENDS 233 Environmental Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ENDS 231 Architectural Structures I</td>
<td>3</td>
</tr>
<tr>
<td>COSC 254 Constr. Materials &amp; Methods II</td>
<td>3</td>
</tr>
<tr>
<td>CARC 481 Semester Away Seminar</td>
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<tr>
<td></td>
<td>ARCH 305 Architecture Design I</td>
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<td>Directed Elective I (Site &amp; Context)</td>
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<td>ARCH 334 Environmental Systems II</td>
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<td>ARCH 431 Architectural Structures II</td>
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<td>Natural Science Elective</td>
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<td>CARC 301 Field Studies</td>
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<td>Or ENDS 494 Internship</td>
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<td>ARCH/ART History Elective</td>
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<td>Free Elective</td>
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<tr>
<td></td>
<td>ARCH 405 Architectural Design II</td>
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<tr>
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<td>ARCH 457 Ethics &amp; Pro. Practice</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Architecture

2. Course prefix, number and complete title of course: ARCH 207 Architecture Design I

3. Course description (not more than 50 words): 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 innovative design, problem solving and creation with the use of digital media.

4. Prerequisite(s) ENDS 105, 115, 116, 106 Cross-listed with

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes ☑ No If yes, from ________ to ________.

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 289/489/689? □ Yes ☑ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. ________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      BED Architecture Option, as an alternative to ARCH 205
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)
    ARCH 207 ARCH DESIGN I

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
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    Level 2

Approval recommended by:

Head of Department Date Chair, College Review Committee Date

Head of Department (if cross-listed course) Date Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

36 of 155 E
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 207 ARCHITECTURE DESIGN 1

3. Course description (not more than 50 words):
Computing theories, systems, methods, and current and future trends will be investigated through creative thinking, design innovation, problem solving and creation with the use of digital media.

4. Prerequisite(s) ENDS 105, 115, 116, 106 Cross-listed with

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _____ to ______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) BED Architecture Option, as an alternative to ARCH 205
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (excluding punctuation)
    ARCH | ARCH 207 ARCH DESIGN 1

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 1 0 6 0 4 0 4 0 2 0 1 0 0 0 6 0 2 9 2 0 8 - 0 9 0 0 3 6 3 2

Approval recommended by:
Head of Department Date
Chair, College Review Committee Date
Head of Department (if cross-listed course) Date
Dean of College Date

Submitted to Coordinating Board by:
Dean of College Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

37 of 155 E
ENDS207 – Computer Integrated Design

Instructor: XXXXXX
Office: Langford XXX
Telephone: 845XXXX
Email: XXXXXX
Room: XXXXXX

Course Description: ENDS207. Computer Integrated Design (2-6). Credit 4
Technology will be explored for its potential as a medium for design thinking and communication and for its impact and influence on the design process and the making of architecture. Computing theories, systems, methods, and current and future trends will be investigated through creative thinking, design innovation, problem solving and creation with the use of digital media.

Prerequisites: ENDS 105/ENDS 115/ENDS 106/ENDS 116

Additional Weekly Sessions Contact Information: XXXXXX (Optional)

COURSE CONTENT:
A typical semester will involve a number of design projects that will challenge the students intellectually as well as visually to demonstrate their understanding of design as a process. This class will explore the design process thru the use of digital technology. Multiple spatial and analytical design exercises will be given to encourage the exploration of this technology within the design process.

The studio will culminate with a two phase design project which will integrate technology into the design process in its first phase and then use technology to evaluate the design in its second phase. This design project will focus on design research and the investigation of digital and virtual space, scale, creation, communication, representation, presentation, documentation, fabrication and design methodology.

In addition to design assignments, students will also be asked to investigate the technology itself or a familiarize themselves with a certain design computing software. This may be done thru additional tutorials and/or group research and problem solving exercises that explore the potentials of the technology.

Week 1 – 3
Week 4 – 5
Week 6 – 11
Week 12 – 15

Research + investigation thru small design studies
Problem solving + analytical testing of previous design studies
Project development
Evaluation of project based on previous studies

GRADES:
90 – 100 Points = A
80 – 89 Points = B
70 – 79 Points = C
60 – 69 Points = D
Below 60 Points = F

Mid-term: 10 points
Final: 15 points
4 Assignments: 15 points/per assign.
Class participation 15 points

Attendance is mandatory. Students are expected to participate in the class discussions and critiques. Three unexcused absences will result in an F for the class. If you come in
late, it is your responsibility to correct an absence from roll record. It is your responsibility to get any missed assignments.

Work must be submitted on time to receive full credit. Late work (up to one week from due date) will be marked down one letter grade. **NO CREDIT given for projects turned in over one week late.** Assigned due dates are final; **no extensions.** Documentation will be required for medical extensions.

**ASSIGNMENTS:**
Assignments will vary according to each instructor, but will be consistent with the intention of complimenting the design process. All of the assignments require that you produce knowledge instead of reproduce knowledge. Assignments will be based on critical thinking, communication and problem solving; you will have to exercise your imagination, intuition, creativity, and innovation to produce solutions.

In addition to design assignments, tutorials and short homework exercises will be given to supplement the learning of any software applications.

**HELP SESSIONS:**
The instructor will set up contact information and additional contact hours for specific instruction in software applications. This extra time will be available to students on a weekly basis.

**SUGGESTED READING:**
According to individual instructor.

**TEXTBOOK + SUPPLIES:**
According to individual instructor.

**Americans with Disabilities Act (ADA) Policy Statement** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**Academic Integrity Statements** **AGGIE HONOR CODE**
"An Aggie does not lie, cheat, or steal or tolerate those who do."

[http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/).
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 212 Social and Behavioral Factors in Design

3. Course description (not more than 50 words): Social and behavioral factors in the built and natural environment will be explored through the lens of such processes as 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, and social design and the social science contribution to architectural design.

4. Prerequisite(s) ____________________ Cross-listed with ____________________

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to _______

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. ____________________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   //BED Architectural Studies Option
   //BLA, BSURS, BSCS

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code

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Level 2

Approval recommended by: ____________________ Date: 1/19/07

Head of Department

Chair, College Review Committee Date: 1/1/25/07

Head of Department (if cross-listed course) Date: ____________________

Dean of College

Submitted to Coordinating Board by: ____________________ Date: ____________________

Dean of College

Director of Academic Support Services Date: ____________________ Effective Date: ____________________

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

40 of 155 E
ARCH 212: Social and Behavioral Factors in Design
MWF XXXX, auditorium, Building B, FALL 2008

Professor Lou Tassinary
Office Hours: 2:00-3:00, MW Room 202F Langford A

A. COURSE DESCRIPTION

Social and behavioral factors in the built and natural environment will be explored through the lens of such processes as 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, and social design, and the social science contribution to architectural design.

B. COURSE OBJECTIVE

For students to become intelligent consumers of the literature on environment and behavior

C. PERFORMANCE EVALUATION

Students who successfully complete the required assignments will receive a B for the class. Students who successfully complete the required assignments, as well as successfully complete the optional assignment, will receive an A for the course.

D. REQUIRED READING

Gifford, Environmental Psychology: Principles and Practice (4th Ed., 2007)

E. Suggested Reading

As assigned

G. COURSE SCHEDULE

The following schedule outlines the course lecture topics. Any position paper or final paper turned in late will receive no credit. Journal entries turned in over one week late will also receive no credit. Documentation will be required for medical extensions and University Excused Absences.

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H. ASSIGNMENTS

1. At the beginning of each class period on Monday you will be required to turn in a one page, \( \leq 250 \) word “position” paper on some aspect of the required reading.

   Always include your name, assignment number and due date on assignment.

2. Behavioral Observation Journal

   Record items of interest dealing with human behavior and the built environment. A minimum of two observations a week should be documented. Observations should be noted followed by one or more design solutions to support the observed behavior or in some cases, to turn an abrasive behavioral situation into a positive one (or vice versa). Turn in a copy of the journal every two weeks.
By the end of the semester, you should have at least 28 behavioral observations.

3. **Final Exam-research paper on environment and behavior (OPTIONAL).** Explore and research a design element that is based on social and behavioral factors. Turn in a 3500-4000 word paper illustrating your findings and solutions.

I. **ACADEMIC INTEGRITY STATEMENT**

An Aggie does not lie, cheat, or steal or tolerate those who do.  
All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

J. **Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 312 DESIGN JOURNAL

3. Course description (not more than 50 words):

4. Prerequisite(s) Cross-listed with

5. Is this a variable credit course? ☐ Yes ☑ No

6. Is this a repeatable course? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
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Approval recommended by:
Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:
Director of Academic Support Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

45 of 155 E
DESIGN JOURNAL
ARCH 312
FALL 2008

Robin Fran Abrams, Ph.D., AIA, ASLA
Associate Professor
Office: Langford A405
E: robinabrams@tamu.edu
Office Hours: Tuesday 10 – 12, Wednesday 10 - 12

SYLLABUS

I. Course Description
Production of a journal, in any combination of physical artifact or electronic blog, as
specified by the instructor, that documents the student’s experience on a study abroad
program, a professional internship, or other off campus activity. The journal reflects
discipline-specific communication methods for the profession of architecture.

II. Introduction
Architects are trained to observe, and a key element of observation is recording what is
seen and experienced as a means of preserving both observations and reflections for
possible later use or reference in one’s work. The architect’s journal is a balanced
composition of verbal, graphic, and photographic documentation. Re-reading journals
from different phases of one’s academic and professional lives can bring a great deal of
pleasure, in addition to providing opportunity to revisit ideas and experiences all over
again.

III. Course Objectives
There are several objectives to this course:

1. To learn about the use of journals in the architecture profession, and to expose
   students to classic published architects' journals.

2. To develop the journal “habit” – to develop a personal style of recording
   observations and ideas in a deliberate manner.

3. To practice reflective thinking and writing.

4. To improve communication skills, in writing, drawing, and photographing.

5. To provide students with a rewarding experience while completing a university core
   curriculum requirement as a writing intensive course.

6. To provide a high quality record of students' off campus experience.
IV. **Course Schedule**
The journal class will be introduced in ARCH 481 Study Abroad Seminar. Students will then be guided through the journaling class either by the instructor of record for their study abroad program, or the internship coordinator.

Students will be provided with examples of high quality journal writing. They will be expected to begin work on the journal on the first day of the off campus program or internship. Students will submit journal entries to their instructor on a weekly basis. This can be via electronic blog or physically turning in their journal.

V. **Evaluation**
Students will received grades that reflect

- the depth of thought (25%)
- clarity and originality of writing (25%)
- maturity and creativity of format and graphic communication (25%)
- level of consistency (25%).

VI. **Required Materials**
Students are expected to provide the foundation for their journal, whether it is an actual sketchbook or an electronic journal. The specific methodology will be explained by the instructor of record.

VII. **Cost**
Anticipated expenditure for each student will be in the area of $25 for purchasing a high quality sketchbook, if required.

VIII. **Students With Special Needs**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

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**Academic Integrity Statement**
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Architecture
2. Course prefix, number and complete title of course: ARCH 401 Design Creativity
3. Course description (not more than 50 words): Fundamental critical & creative thinking skills needed to participate in and create the future; how design can impact the physical environment and society
4. Prerequisite(s) Upper Division ENDS Cross-listed with
   Cross-listed courses require the signature of both department heads.
5. Is this a variable credit course? □ Yes ☑ No If yes, from _____ to ______.
6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? □ Yes ☑ No
7. Has this course been taught as a 289/489/689? □ Yes ☑ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught. __________
8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Environmental Design
9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

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Approval recommended by:

- Head of Department
- Chair, College Review Committee
- Dean of College
- Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Architecture

2. Course prefix, number and complete title of course: ARCH 401-Design Creativity

3. Course description (not more than 50 words): Fundamental critical & Creative thinking skills needed to participate in & create the future; How design can impact the physical environment & society.

4. Prerequisite(s) Junior or Senior Classification. Cross-listed with Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes □ No If yes, from _____ to _____.

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 289/489/689? □ Yes □ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)
    ARCH 401 Design Creativity

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 0 4 0 2 0 1 0 0 0 6 0 2 9 2 0 8 0 9 0 0 3 6 3 2
    Level 4

Approval recommended by:
Head of Department Date

Head of Department (if cross-listed course) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:
Director of Academic Support Services Date

Date Effective Date

Received Academic Support Services
NOV 27 2007
Architecture 401: Design Creativity
Tuesday/Thursday XXXX, auditorium, Building B, Spring 2009

Professor:
Office Hours:
Teaching Assistant
Questions about assignments and grades

A. COURSE DESCRIPTION

Fundamental critical and creative thinking skills needed to participate in and create the future. How design can impact the physical environment and society.

B. INTRODUCTION

Techniques and issues to create anew way of seeing a trans-disciplinary world. Several approaches will be explored to enable the student to understand and vision generating knowledge to sustain a competitive advantage.

C. COURSE OBJECTIVES

This course will introduce the student to the concepts of basic inquiry, research and problem solving and encourage each student to think of the consequences of the built environment. The student will be made aware of cultural differences in global thinking for innovation.

D. PERFORMANCE EVALUATION

The grades for this class are determined using a point scale:
90 - 100 Points = A
80 - 89 Points = B
70 - 79 Points = C
60 - 69 Points = D
Below 60 Points = F

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>25</td>
</tr>
<tr>
<td>Final Examinations (grade)</td>
<td>10</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
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<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>

E. Required Reading:

F. Suggested Reading

CHEATING: Students caught cheating will earn an 'F' for the semester. See TAMU Rules and Regulations for specific details.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

G. COURSE SCHEDULE
The following schedule outlines the course lecture topics and assignments. Any assignment turned in late, after the end of the class period, up to one week from due date, will be docked a letter grade. Documentation will be required for medical extensions and University Excused Absences. NO CREDIT given for projects turned in over one week late.

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>LECTURE</th>
<th>TOPIC ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week one</td>
<td>Tu</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Week two</td>
<td>Tu</td>
<td>Innovation, invention and research &amp; development</td>
<td></td>
</tr>
<tr>
<td>Week three</td>
<td>Tu</td>
<td>Critical thinking</td>
<td></td>
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<tr>
<td>Week three</td>
<td>Th</td>
<td>Critical thinking</td>
<td></td>
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<tr>
<td>Week four</td>
<td>Tu</td>
<td>Patent searches</td>
<td></td>
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<tr>
<td>Week four</td>
<td>Th</td>
<td>Creative thinking</td>
<td></td>
</tr>
<tr>
<td>Week five</td>
<td>Tu</td>
<td>Creativity and Innovation</td>
<td></td>
</tr>
<tr>
<td>Week five</td>
<td>Th</td>
<td>Optimum behavior in-group problem solving</td>
<td></td>
</tr>
<tr>
<td>Week six</td>
<td>Tu</td>
<td>Presentation of the best of Journal</td>
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<tr>
<td>Week six</td>
<td>Th</td>
<td>Presentation of the best of Journal</td>
<td></td>
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<tr>
<td>Week seven</td>
<td>Tu</td>
<td>Creativity and Innovation</td>
<td></td>
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<tr>
<td>Week seven</td>
<td>Th</td>
<td>Optimum behavior in-group problem solving</td>
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<tr>
<td>Week eight</td>
<td>Tu</td>
<td>Divergent Thinking</td>
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<tr>
<td>Week eight</td>
<td>Th</td>
<td>Convergent Thinking</td>
<td></td>
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<tr>
<td>Week nine</td>
<td>Tu</td>
<td>Leadership and Innovation</td>
<td></td>
</tr>
<tr>
<td>Week nine</td>
<td>Th</td>
<td>Leadership and Creativity</td>
<td></td>
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<tr>
<td>Week ten</td>
<td>Tu</td>
<td>Environment and Creativity</td>
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<tr>
<td>Week ten</td>
<td>Th</td>
<td>Environment and Creativity</td>
<td></td>
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<tr>
<td>Week eleven</td>
<td>Tu</td>
<td>Presentations of Assignment #7</td>
<td></td>
</tr>
<tr>
<td>Week eleven</td>
<td>Th</td>
<td>Presentations of Assignment #7</td>
<td></td>
</tr>
<tr>
<td>Week twelve</td>
<td>Tu</td>
<td>Managing research and development employees</td>
<td></td>
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<tr>
<td>Week twelve</td>
<td>Th</td>
<td>Global cultural differences in innovation and creativity</td>
<td></td>
</tr>
<tr>
<td>Week thirteen</td>
<td>Tu</td>
<td>Global cultural differences in innovation and creativity</td>
<td></td>
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<tr>
<td>Week thirteen</td>
<td>Th</td>
<td>Learning from Domains</td>
<td></td>
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<tr>
<td>Week fourteen</td>
<td>Tu</td>
<td>Presentation of Assignment #3</td>
<td></td>
</tr>
<tr>
<td>Week fourteen</td>
<td>Th</td>
<td>Presentation of Assignment #3</td>
<td></td>
</tr>
</tbody>
</table>

H. ASSIGNMENTS
All of your assignments are evidence based design. This means that the correct answer is not in the back of the book or that there is even a correct answer. You may be introducing to the world a unique way of perceiving and designing the environment that has never existed until you created it. You will have to exercise your imagination, intuition, creativity, and innovation to produce results similar to what the future will
demand for your success and survival. Assignments will often be presented in class. You may utilize PowerPoint, PhotoShop, live performances, AutoCAD, animations, VHS videos, MediaPlayer, QuickTime, etc. to convey your ideas, DVD, VCR and audio components are in the classroom. You may incorporate performance art or any other means of communication. You must be able to communicate!

Production of written work with a computer is encouraged except where your style of writing is integral to your assignments presentation. If your printing or handwriting is less than stellar, use the computer, paste and copy. Use spellchecker and proofread! If you can’t draw your object(s) well, use cutouts, photos, or the computer.

BREAK OUT OF YOUR OLD "PRESENTATION STYLE" PARADIGM. NURTURE YOUR IMAGINATION! EXPERIMENT!

• ALL Assignments done as hardcopies must be in 8.5" X 11" format/page size

Always include your name, team number, assignment number and due date on assignment. Use title page when appropriate. Do NOT write your complete student 10 number on your assignment. For multi-page work, bind all pages together. Folders / binders are fine, as is a stapler. A stapler is located in the computer lab on the ground floor of Building A and in the Technical Reference Center on the second floor of Building A.

ANY ASSIGNMENT NOT COMPLETED IN A UNIVERSITY-LEVEL MANNER WILL BE RETURNED UNGRADED.
(Examples will be shown in class.)

IF YOU TURN IN YOUR ASSIGNMENT ON CD-ROM/VIDEO/WEBPAGE

MAKE CERTAIN THAT ELECTRONIC FILES WILL OPEN ON A CAMPUS COMPUTER. COMPUTERS ARE ON THE 1st FLOOR IN BLDG. A. WRITE YOUR OWN NAME, TEAM NUMBER AND ASSIGNMENT NUMBER ON THE LABEL. AFTER GRADING, YOUR ELECTRONIC MEDIA/VIDEO WILL BE RETURNED TO YOU IF YOU WANT IT. IF CREATING A WEBPAGE, TURN IN A ONE-PAGE PRINTOUT OF THE FIRST PAGE/INDEX PAGE SHOWING THE ADDRESS. WHEN MAKING CLASS Presentation, THIS AUDITORIUM ONLY SUPPORTS CD, DVD, VHS, AND FLASH DRIVES.

Observation JOURNAL-Individual Project-
Create a minimum of two innovations a week and record them in your journal. Patent search each innovation and list the nearest patent numbers. Look at the spectrum of the environment. Materials, systems, behavior, design, Record items, about which you wonder, question and don't know. Several Nobel Prize winners and inventors kept journals and referred to them often to look for "Black Holes" of knowledge, which will dominate the future and change your domain. By the end of the semester, you should have at least 28 Innovations.

1. On you-tube create a three minute video illustrating at least three different improvements to existing products or systems. You can patent an improvement or addition to an existing product. There are 36 companies that are thriving from innovations and products around iPod. You will be graded on observation insight, cleverness of
design, originality and performance. Group members will decide the grade assigned to their own team members. Send your innovations to the companies that have the product for their response.

2. Create a business plan that would promote entrepreneurship & leadership through design? Create one business plan for each member of your team.
3. Research a break through in technology or management that has just recently changed the direction (or eliminated) a domain. Apply it to your present domain and see how it could fundamentally change the way your domain operates. Individual Final-Your group will forecast the innovations that your team believes will exist in 2030. Tell what courses and research must be done now to morph into the future. Will it capsize the established order? Will your domain even exist in 2030? What will you have to learn or create to have a competitive sustainable future?

ANY ASSIGNMENT NOT COMPLETED IN A UNIVERSITY LEVEL MANNER WILL BE RETURNED UPGRADED.

MAKE CERTAIN THAT ELECTRONIC FILES WILL OPEN ON A CAMPUS COMPUTER. COMPUTERS ARE ON 1ST FLOOR IN BLDG. 'A'. WRITE YOUR NAME, ASSIGNMENT NUMBER & TEAM NUMBER ON ALL ASSIGNMENTS. IF SUBMITTING WORK ON A WEBPAGE, TURN IN A PRINT OUT OF THE FIRST PAGE SHOWING THE ADDRESS.

If you have an excused absence when we have a problem solving session in class, you don't get the credit for the problem solving session. You will have to contact the teaching assistant for a make up session. Excused absences can be made up by writing a white paper of two or three pages on selected materials posted on the class Internet site. Documentation for the excused absences must be turned in with the white paper.

**Americans with Disabilities Act (ADA) Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 407 INTEGRATED HOME ARCHITECTURE STUDIO

3. Course description (not more than 50 words): INTEGRATED AND COMPREHENSIVE DESIGN, FABRICATION, AND CONSTRUCTION OF A HOUSE, INCLUDING PRACTICAL EXPERIENCE WITH VARIOUS ARCHITECTURAL SYSTEMS AND CONTROLS

4. Prerequisite(s) must be taken in conjunction with ARCH 432 and ARCH 436. Prerequisite: ARCH 368, ARCH 391, ARCH 398

5. Is this a variable credit course? Yes ☑ No ☐ If yes, from _______ to _______.

6. Is this a repeatable course? Yes ☑ No ☐ If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? Yes ☑ No ☐

7. Has this course been taught as a 289/489/689? Yes ☑ No ☐ If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. __________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      BED Architectural Studies Option
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix   Course #   Title (excluding punctuation)
    ARCH 407 INTEGRATED HOME ARCHITECTURE STUDIO

    Lect   Lab   SCH   Subject Matter Content Code   Admin. Unit   Acad. Year   FICE Code
    02     06     05     04     02     01     00     06     02     92    20    8 - 0 9
    00 3 6 3 2

    Approval Recommended by: ____________________________ 1/14/07
    Head of Department Date

    Chair, College Review Committee ____________________________ 11/25/07

    Head of Department (if cross-listed course) Date

    Dean of College ____________________________ 11/25/07

    Submitted to Coordinating Board by: ____________________________

    Director of Academic Support Services Date

    Dean of College ____________________________

    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

RECEIVED NOV 27 2007
ACADEMIC SUPPORT SERVICES 54 of 155 E
Advanced Design Studio  
ARCH 407 INTEGRATED HOME ARCHITECTURE STUDIO  
FALL 2008

PROFESSOR: XXXX  
OFFICE: XXX  
OFFICE HOURS: XXXX

SYLLABUS
I. Course Description
Integrated Home Design. Integrated and comprehensive, design, fabrication and construction of a house, including practical experience with various architectural systems and controls. Must be taken in conjunction with ARCH432 and ARCH 434.11. Prerequisite ARCH 305 & ARCH 331

II. Introduction
This studio will explore context-sensitive design; specifically communities of housing that evolve from a rich understanding of the natural and cultural environment, -- buildings and landscapes that participate in the life of the community, from both an ecological and a social perspective. Students will gain opportunity to work on the design and building of a demonstration house.

III. Course Objectives
There are five objectives to this studio:
1. That students develop their capabilities and see themselves in the world as designers, gaining an understanding of conceptual design and critical theory, and establishing a clear, personal design process;
2. That students gain an understanding of the ways landscape, site, ecology and context can inform design, and to learn that landscape + architecture in a sustainable world can never be considered separately.
3. That students gain an understanding of the ways housing can build community and have positive meaning in the lives of both the inhabitants and other citizens of the community.
4. That students gain an understanding of the ways buildings can come alive through sustainable design and green building practices - and become a producer rather than a consumer of precious resources.
5. That students make strong advances in their ability to conceptualize and present design work three dimensionally, using digital and real models, sections, and other 3D means of exploring their designs.

IV. Course Schedule
We will be working on a range of community design projects. The studio will begin with design of infill housing in a neighborhood in transition in Austin, Texas. You will then have an (optional) opportunity to participate in an AIA community design charrette in the town of Penitas in the Rio Grande Valley. This will be followed by a dual-track final project, with the choice between a green building competition in Midtown, Houston, or the redesign of a critically important public housing neighborhood in New Orleans. Field visits to project sites are mandatory. The tentative schedule is as follows:
<table>
<thead>
<tr>
<th>Weeks 1 - 6</th>
<th>Infill Housing in Austin using the McMansion Ordinance &amp; Green Building code. Site visit Friday, January 26.</th>
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</tr>
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<td>Weeks 7 - 14</td>
<td>New Orleans Housing &amp; Neighborhood Rebuilding</td>
</tr>
</tbody>
</table>

V. Evaluation
During the semester, students are constantly monitored by the instructor, looking at individual initiative and progress. At the close of the first project, evaluations will be sent via email. *If at any time a student wishes to discuss their work, we can schedule an appointment to do so.* If your work falls into the C or below category, you will be notified, and we will address issues in a scheduled conference. The final semester grade reflects all of the work of the student through the course of the semester.

A: Exceptional Work, far over and above the required work. CLEAR EVIDENCE OF AN UNDERSTANDING OF CRITICAL THINKING AND ARCHITECTURAL THEORY, AND STRONG GRAPHIC SKILLS.
B: Excellent Work, over and above the required work.
C: Satisfactory Work, meeting, but not exceeding the required work.
D: Unsatisfactory Work, not meeting the requirements of the work.
F: Failure, demonstrating a need to repeat the class.

NOTE: EARNING AN A IS NOT AUTOMATIC, NOR IS IT BASED UPON TURNING IN REQUIRED WORK ON TIME OR WORKING HARD- THESE ARE EXPECTED OF EVERY STUDENT. TO EARN AN A, YOU MUST SHOW AN EXTRAORDINARY DEVOTION TO YOUR WORK, AND A WILLINGNESS TO PUSH YOURSELF TO A NEW LEVEL OF COMPREHENSION OF THE DESIGN PROCESS AND DESIGN COMPETENCE.

You are expected to make a comfortable, workable space for yourself around your studio desk. You are expected to be present in studio, working at your desk with your cell phone, email, skype, etc. turned OFF, every day throughout the scheduled studio time, regardless of whether or not the instructor is present. The only excused absences are illnesses, approved university activities, or a personal emergency. To qualify for an excused absence, you must present an official note explaining the absence, either from a doctor, university official, or other appropriate authority. You should expect to spend approximately 16 hours per week outside of studio working on your projects.

VI. Required Materials
The required text for this studio is *The Architecture of Happiness*, by Alain de Botton. You can order new or used copies online for about $20.00. You are expected to have purchased this book and read it by the end of the first week of class. Students are also asked to subscribe to *Dwell Magazine*. If you purchase a copy at a newsstand, you'll find coupons inside for heavily discounted subscriptions.

VII. Cost
Anticipated expenditure for each student will be in the area of $400.00, including presentation materials and books. The costs associated with field trips will be minimized, but there will be some expenses, such as food.
VIII. Students with Special Needs

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 408 EXPERIMENTAL HOME ARCHITECTURE

3. Course description (not more than 50 words): EXPLORATION OF ADVANCED AND EXPERIMENTAL TOPICS IN HOME ARCHITECTURE INCLUDING OFF-THE-GRID HOMES, DESIGN FOR DISASSEMBLY, INDUSTRIALIZED CONSTRUCTION, SMART ARCHITECTURE, SUSTAINABLE COMMUNITY DESIGN, AND OTHER TOPICS.

4. Prerequisite(s) ARCH 407, 431, 434. Cross-listed with

5. Is this a variable credit course? □ Yes ☑ No If yes, from ________ to ________.

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term? □ Yes ☑ No

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10. Prefix Course # Title (excluding punctuation)

| ARCH | 408 EXPERIMENTAL HOME ARCH |
| Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
| 02 | 06 | 05 | 04 | 02 | 01 | 00 | 06 | 02 | 92 | 20 | 08 | 09 | 00 | 36 | 02 |

Approval recommended by:
Head of Department [Signature] Date 11/19/07
Chair, College Review Committee [Signature] Date
Dean of College [Signature] Date

Submitted to Coordinating Board by:
Director of Academic Support Services [Signature] Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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NOV 27 2007
ACADEMIC SUPPORT SERVICES

58 of 155 E
Advanced Design Studio
ARCH 408 EXPERIMENTAL HOME ARCHITECTURE STUDIO
Spring 2009

PROFESSOR: XXXX
OFFICE: XXX
OFFICE HOURS: XXXX

SYLLABUS
I. Course Description
Experimental Home Architecture. Exploration of advanced and experimental topics in home architecture including off-the-grid homes, design for disassembly, industrialized construction, smart architecture, sustainable community design, and other topics. Prerequisites: ARCH 407; 432; 434.

II. Introduction
This studio is specifically intended for students interested in the home architecture field. It will provide opportunity to explore a range of state of the art practices in the design and construction of contemporary housing.

III. Course Objectives
There are five objectives to this studio:
1. That students develop their capabilities and see themselves in the world as designers, gaining an understanding of conceptual design and critical theory, and establishing a clear, personal design process;
2. That students gain an understanding of the ways landscape, site, ecology and context can inform design, and to learn that landscape + architecture in a sustainable world can never be considered separately.
3. That students gain an understanding of the ways housing can build community and have positive meaning in the lives of both the inhabitants and other citizens of the community.
4. That students gain an understanding of the ways buildings can come alive through sustainable design and green building practices - and become a producer rather than a consumer of precious resources.
5. That students make strong advances in their ability to conceptualize and present design work three dimensionally, using digital and real models, sections, and other 3D means of exploring their designs.

IV. Course Schedule
We will be working on a range of community design projects. The studio will begin with design of infill housing in a neighborhood in transition in Austin, Texas. You will then have an (optional) opportunity to participate in an AIA community design charrette in the town of Penitas in the Rio Grande Valley. This will be followed by a dual-track final project, with the choice between a green building competition in Midtown, Houston, or the redesign of a critically important public housing neighborhood in New Orleans. Field visits to project sites are mandatory. The tentative schedule is as follows:
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AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and attachments -

1. This request is submitted by the Department of Architecture

2. Course prefix, number and complete title of course: ARCH 431 Architectural Structures II

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ARCH 331. To
   b) Withdrawal (reason)
   c) Cross-list with
   Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.


5. Complete proposed course title and proposed course description (not to exceed 50 words): Integrated Structures. Selection and economics of structural systems in the context of integrating structural systems into a building through good design; analysis and design of wood, steel, concrete, and composite systems and members in relation to building design.

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>431</td>
<td>Architectural Structures II</td>
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<table>
<thead>
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<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
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<th>Admin. Unit</th>
<th>FICE Code</th>
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<tbody>
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<td>0</td>
<td>04020100060290</td>
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b) Change to:

<table>
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<td>431</td>
<td>Integrated Structures</td>
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<td>02090101902920809</td>
<td>003632</td>
<td>Level 4</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

62 of 155 E
Texas A&M University
Departmental Request for a New Course
Undergraduate ▪ Graduate ▪ Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 431 INTEGRATED STRUCTURES

3. Course description (not more than 50 words): Selection and economics of structural systems in the context of integrating structural systems into a building through good design; analysis and design of wood, steel, concrete, and composite systems and members in relation to building design.

4. Prerequisite(s) Cross-listed with
Must be taken in conjunction with ARCH 406 and ARCH 456. Prerequisite: ARCH 305, ARCH 351.

5. Is this a variable credit course? □ Yes ☑ No
If yes, from ______ to _______.

6. Is this a repeatable course? □ Yes ☑ No
If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 289/489/689? □ Yes ☑ No
If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) B.E.D. in Architecture Studies
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)
    ARCH 431 INTEGRATED STRUCTURES

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0200020409010019029208-09 003632 Level 4

Approval recommended by:
Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:
Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836. OAR/AS – 04/07

63 of 155 E
ARCH 431
Integrated Structures
Instructor: Shelley Holliday
Office: Williams Building 008 E
Office Hours: Open Door Policy, also by Appointment
Telephone: Office: 845-7885 Home: 696-6220
E-mail: sholliday@tamu.edu

Course Description
Selection and economics of structural systems in the context of integrating structural systems into a building through good design; analysis and design of wood, steel, concrete, and composite systems and members in relation to building design.

Course Prerequisite
Must be taken in conjunction with ARCH 405 and ARCH 435. Prerequisite: ARCH 305, ARCH 331

Course Goal
This class is designed to provide students with an understanding of how to integrate structural systems into a building through good design. Students who satisfactorily complete this class will be expected to know how to integrate structural systems into their architecture projects. Therefore, it will be taught at the appropriate level to accomplish this task.

Learning Objectives
* To be aware of appropriate structural elements and their relation to architectural form.
* To develop an understanding of fundamental structural theory and behavior of typical structural elements.
* Analysis and design of structural members in wood, steel, and concrete and their relation to good building design.

References
ACI 318-02 Code and Commentary
AISC 3rd ed. Load and Resistance Factor Design
AISC 9th ed. Allowable Stress Design
National Design Specifications for Wood
Grading
Throughout this course you will be required to solve problems and answer questions that are based on the material presented in the lectures and text or notes in order to achieve our goal of integrating structural systems into a building through good design. Specifically, your letter grade for the course will be determined based on homework assignments, quizzes, final project, attendance and participation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes A, B &amp; C</td>
<td>30% (3 @ 10%)</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance, Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grades:**
- A $\geq 90$
- 90% $> B \geq 80$
- 80% $> C \geq 70$
- 70% $> D \geq 60$
- F $< 60$

Benchmark Assignment Policy
Homework constitutes 20% of the final grade. In computing the final homework grade, the lowest (one) homework grade will be dropped from the average. It is recommended that you keep this “free ride” in your back pocket until the time when you really need it since under NO circumstances will homework be accepted late. You will still be responsible for the material of the dropped homework assignment. All homework is due on the date assigned, at the beginning of class, unless otherwise stated.

To receive a grade for a given assignment, you will be required to submit a formal solution report (see Reports below) on or before the stipulated deadline. Subject to Texas A&M University regulations, early submissions will not be especially rewarded, and late submissions will not be accepted.

For each homework assignment, one or two problems may be collected at random for grading. Some homework assignments will be collected in their entirety. Therefore, it is recommended that each problem be solved in its entirety on a separate sheet(s) of engineering paper. Show all work including numbers in equations for proper credit.
Reports
This requirement applies only to benchmark assignments. Prepare formal solution reports on 8-1/2" x 11" paper. Preferably on engineers pad paper which is available in the bookstore. Work submitted on paper torn out of a spiral notebook will not be accepted. All work should be presented on one side of the paper only. Your name, course, section number, assignment number and due date must appear at the top of each page. The current page number as well as the total number of pages in the assignment must appear in the upper right corner of each page. The body of the report for each problem will consist of six sections.

Problem:    Give a problem statement in complete sentences.
Given:     State all that is known about the problem.
Required:  State what you have been asked to determine.
Figures:   Draw figures using a straight edge, show appropriate units, number each figure, and refer subsequently to a figure by its number.
Solution:  Present your solution in a logical and methodical manner.
Summary:   Provide an organized summary of the problem by listing each item from the required statement followed by it corresponding result from the solution section.

Tentative Schedule

<table>
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<td>Structural drawings</td>
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**This schedule is subject to change at anytime throughout the semester.
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Academic Integrity will follow the Aggie Honor Code.
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http://www.tamu.edu/aggiehonor

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Special Considerations:
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Student with Disabilities (SSD) in Room B118 in Cain Hall or call 845-1637. http://studentlife.tamu.edu/ssp/
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus. *

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 432 INTEGRATED HOME STRUCTURES & CONSTRUCTION

3. Course description (not more than 50 words): Selection and economics of structural systems in the context of integrating residential structures through good design; analysis and design of wood, steel, concrete, and composite systems and members in relation to building design.

4. Prerequisite(s) (Must be taken in conjunction with ARCH 407 and ARCH 416. Prerequisite: ARCH 505, ARCH 931) Cross-listed with Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to ______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. ______

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      BED Architectural Studies Option
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix        Course #        Title (excluding punctuation)
    ARCH 432 INTEGRATED HOME STRUCTURES & CONSTRUCTION

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    01 02 02 04 09 01 00 19 02 92 08 09 00 36 32

    Approval recommended by: ________________________  11/19/07
    Head of Department Date
    ________________________  11/27/07
    Chair, College Review Committee Date
    ________________________  11/27/07
    Head of Department (if cross-listed course) Date
    Dean of College

    Submitted to Coordinating Board by: ________________________  11/27/07
    Dean of College Date
    ________________________  11/27/07
    Director of Academic Support Services Date
    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

Received: Nov 27 2007

Academic Support Services
Texas A&M University  
College of Architecture

ARCH 432  
Integrated Home Structures & Construction  
Instructor: Shelley Holliday  
Office: Williams Building 008 E  
Office Hours: Open Door Policy, also by Appointment  
Telephone: Office: 845-7885      Home: 696-6220  
E-mail: sholliday@tamu.edu

Course Description  
Selection and economics of structural systems in the context of integrating home structures through good design; analysis and design and application of wood, steel, concrete, and composite systems and members in relation to building design.

Course Prerequisite  
Must be taken in conjunction with ARCH 407 and ARCH 434. Prerequisite: ARCH 305, ARCH 331

Course Goal  
This class is designed to provide students with an understanding of how to integrate structural systems into a residence through good design. Students who satisfactorily complete this class will be expected to know how to integrate structural systems into their architecture projects. Therefore, it will be taught at the appropriate level to accomplish this task.

Learning Objectives  
* To be aware of appropriate structural elements and their relation to architectural form.  
* To develop an understanding of fundamental structural theory and behavior of typical structural elements.  
* Analysis and design of structural members in wood, steel, and concrete and their relation to good home building design.

References  
ACI 318-02 Code and Commentary  
AISC 3rd ed. Load and Resistance Factor Design  
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National Design Specifications for Wood
Grading
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Texas A&M University
Departmental Request for a New Course
Undergraduate ✷ Graduate ✷ Professional
* Submit original form and attach a course syllabus.*

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 435 INTEGRATED SYSTEMS

3. Course description (not more than 50 words):
   THIS COURSE PROVIDES OPPORTUNITIES FOR STUDENTS TO GAIN AN UNDERSTANDING OF HOW TO INTEGRATE SUSTAINABLE ENVIRONMENTAL SYSTEMS INTO A BUILDING THROUGH GOOD DESIGN. LECTURES ARE PROVIDED AS A SUPPORT TO STUDIO. SYSTEMS FACULTY PARTICIPATE IN STUDIO CRITIQUES THROUGHOUT THE PROJECT. MUST BE TAKEN IN CONJUNCTION WITH ARCH 405 AND ARCH 431.
   PREREQUISITES: ARCH 305; ARCH 335.

4. Prerequisite(s) Cross-listed with
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to ______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. ____________________________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   BED Architectural Studies Option

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix: ARCH 435
    Course #: INTEGRATED SYSTEMS

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<tr>
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<th>Lab</th>
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<th>FICE Code</th>
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<tr>
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<td>02</td>
<td>04</td>
<td>09</td>
<td>01</td>
<td>02</td>
<td>03</td>
</tr>
</tbody>
</table>

Approved recommended by: 11/19/07

Head of Department

Chair, College Review Committee

Head of Department (if cross-listed course)

Dean of College

Submitted to Coordinating Board by: 11/22/07

Dean of College

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/A5 – 04/07
ARCH 435 – INTEGRATED SYSTEMS
Professor Jeff S. Haberl, Ph.D., P.E.


Description: This course provides opportunities for students to gain an understanding of how to integrate sustainable environmental systems into a building through good design. Lectures are provided as a support to studio: systems faculty participates in studio critiques throughout the project. Must be taken in conjunction with ARCH 405 and ARCH 431. Prerequisites: ARCH 305, ARCH 335.

Homework: Homework is due each week by the end of the class. It will be returned and discussed in class with solutions passed out. Late homework will be marked accordingly.

Helpful hints for doing well in this class:

1. Attend the lectures. Copies of the lecture notes and all material covered in class will be posted at in the ARCH 435 folder. Keep your notes in a large, well organized notebook. You will need to use it to reference the systems for your studio. Try not to fall behind.

2. Ask questions in class. Make sure that you have copies of the lecture notes and solutions to the homework problems and that you understand how to solve them.

3. Drop-by during office hours and ask questions, email, FAX or phone to make an appointment and drop-by during other hours. I will be using email to communicate to the class, so students in the class are required to obtain an email account and use it.

4. You are allowed to work in groups to obtain a better understanding of the homework. However, your studio projects will be based on your work. Therefore it is good idea to make sure you understand the lectures in class so you can apply them to your studios.

Prerequisites: ARCH 305, ARCH 335 or have the permission of the instructor.

Goal: This class is designed to provide students with an understanding of how to integrate sustainable environmental systems into a residence good design. Students who satisfactorily complete this class will be expected to know how to integrate environmental systems into their architecture projects. Therefore, it will be taught at the appropriate level to accomplish this task.

Grading Policy:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Stage #1 studio grade</td>
<td>25%</td>
</tr>
<tr>
<td>Stage #2 studio grades</td>
<td>25%</td>
</tr>
<tr>
<td>Stage #3 studio grades</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

90 - 100% A excellent performance on all work.
80 - 89% B good performance on all work, excellent performance on portions of the work during the semester.
70 - 79% C satisfactory completion of all work. good performance on some work.
60 - 69% D a passing effort however score is below average for the class.
0 - 59% F unsatisfactory performance, not a passing grade.
**ARCH 435: Course Syllabus**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Subject</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction: energy sources, sustainability, environmental concerns, etc.</td>
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<tr>
<td>2</td>
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</tr>
<tr>
<td>3</td>
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</tr>
<tr>
<td>4</td>
<td>Siting the residence, orientation, solar access.</td>
</tr>
<tr>
<td>STAGE #1</td>
<td>Studio Project Review</td>
</tr>
<tr>
<td>5</td>
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</tr>
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<td>Studio Project Review</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 436 INTEGRATED HOME ARCHITECTURE SYSTEMS

3. Course description (not more than 50 words): THIS COURSE PROVIDES OPPORTUNITIES FOR STUDENTS TO GAIN AN UNDERSTANDING OF HOW TO INTEGRATE SUSTAINABLE ENVIRONMENTAL SYSTEMS INTO A RESIDENCE THROUGH GOOD DESIGN. LECTURES ARE PROVIDED AS A SUPPORT TO STUDIO; SYSTEMS FACULTY PARTICIPATE IN STUDIO CRITIQUES THROUGHOUT THE PROJECT. MUST BE TAKEN IN CONJUNCTION WITH ARCH 407 AND ARCH 432. PREREQUISITES: ARCH 305; ARCH 335.

4. Prerequisite(s) ARCH 436: Prerequisites: ARCH 300, ARCH 301

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught. 

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) BED Architectural Studies Option
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>ARCH 436 INTEGRATED HOME ARCHITECTURE SYSTEMS</th>
</tr>
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<tbody>
<tr>
<td>Lect.</td>
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</tbody>
</table>

Level 4

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

Received NOV 27 2007

ACADEMIC SUPPORT SERVICES
ARCH 436 – INTEGRATED HOME ARCHITECTURAL SYSTEMS
Professor Jeff S. Haberl, Ph.D., P.E.


Description: This course provides opportunities for students to gain an understanding of how to integrate sustainable environmental systems into a residence through good design. Lectures are provided as a support to studio: systems faculty participates in studio critiques throughout the project. Must be taken in conjunction with ARCH 405 and ARCH 431. Prerequisites: ARCH 305, ARCH 335.

Homework: Homework is due each week by the end of the class. It will be returned and discussed in class with solutions passed out. Late homework will be marked accordingly.

Helpful hints for doing well in this class:

1. Attend the lectures. Copies of the lecture notes and all material covered in class will be posted at in the ARCH 436 folder. Keep your notes in a large, well organized notebook. You will need to use it to reference the systems for your studio. Try not to fall behind.

2. Ask questions in class. Make sure that you have copies of the lecture notes and solutions to the homework problems and that you understand how to solve them.

3. Drop-by during office hours and ask questions, email, FAX or phone to make an appointment and drop-by during other hours. I will be using email to communicate to the class, so students in the class are required to obtain an email account and use it.

4. You are allowed to work in groups to obtain a better understanding of the homework. However, your studio projects will be based on your work. Therefore it is good idea to make sure you understand the lectures in class so you can apply them to your studios.

Prerequisites: ARCH 305, ARCH 335 or have the permission of the instructor.

Goal: This class is designed to provide students with an understanding of how to integrate sustainable environmental systems into a residence good design. Students who satisfactorily complete this class will be expected to know how to integrate environmental systems into their architecture projects. Therefore, it will be taught at the appropriate level to accomplish this task.

Grading Policy:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 studio grade</td>
<td>25%</td>
</tr>
<tr>
<td>#2 studio grades</td>
<td>25%</td>
</tr>
<tr>
<td>#3 studio grades</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

90 - 100% A  excellent performance on all work.
80 - 89% B   good performance on all work, excellent performance on portions of the work during the semester.
70 - 79% C   satisfactory completion of all work, good performance on some work.
60 - 69% D   a passing effort however score is below average for the class.
0 - 59% F    unsatisfactory performance, not a passing grade.
# ARCH 436: Course Syllabus

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: energy sources, sustainability, environmental concerns, etc.</td>
</tr>
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Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

• Submit original form and attach a course syllabus. •

Architecture

1. This request is submitted by the Department of

2. Course prefix, number and complete title of course: ARCH 458-Cultural & Ethical

Considerations for Global Practice

3. Course description (not more than 50 words): Issues & relationships within the cultural, business, legal and political environments of global practice; differences in the construction contract, bidding & various forms of construction

4. Prerequisite(s) Junior or Senior Classification

Cross-listed with

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ________ to ________.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:

   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Environmental Design & all degree programs

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>ARCH</th>
<th>458 Cult Ethical Global Prac</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
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<td>03</td>
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</tr>
<tr>
<td>Level</td>
<td>4</td>
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</tbody>
</table>

Approval recommended by:

[Signature]

Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date
Architecture 458: Cultural & Ethical Considerations for Global Practice
Tuesday/Thursday XXXX, auditorium, Building B, Spring 2009

Professor:
Office Hours:
Teaching Assistant
Questions about assignments and grades

A. COURSE DESCRIPTION

Fundamental cultural and ethical factors in the global designed and build environment. Differences and perceptions of business practices across cultures.

B. INTRODUCTION

Issues and relationships within the cultural, business, legal and political environments of global practice; differences in the construction contract, forms of construction, bidding and contract documents in global practice. For undergraduate students pursuing a professional degree and a career in architecture.

C. COURSE OBJECTIVES

This course will introduce the student to the concepts of basic inquiry, research and problem solving and encourage each student to think of the consequences of the built environment. The student will be made aware of cultural differences in global thinking for innovation.

D. PERFORMANCE EVALUATION

The grades for this class are determined using a point scale:
90 - 100 Points = A
80 - 89 Points = B
70 - 79 Points = C
60 - 69 Points = 0
Below 60 Points = F

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>25</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>15</td>
</tr>
<tr>
<td>Research Assignments</td>
<td>25 (per assignment total of 2 assignments)</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
</tbody>
</table>

E. Required Reading:

The World is Flat
Twelve People Skills for Doing Business Across Borders
Working GlobeSmart

F. Suggested Reading

Sommer, Personal Space
Hall, Beyond Culture
CHEATING: Students caught cheating will earn an 'F' for the semester. See TAMU Rules and Regulations for specific details.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/

G. COURSE SCHEDULE
The following schedule outlines the course lecture topics and assignments. Any assignment turned in late, after the end of the class period, up to one week from due date, will be docked a letter grade. Documentation will be required for medical extensions and University Excused Absences. NO CREDIT given for projects turned in over one week late.

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>LECTURE</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week one</td>
<td>Tu</td>
<td>Introduction</td>
<td></td>
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<tr>
<td></td>
<td>Th</td>
<td>beyond Culture</td>
<td></td>
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<tr>
<td>Week two</td>
<td>Tu</td>
<td>Asia, Korea &amp; China</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Asia, Korea &amp; China</td>
<td></td>
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<tr>
<td>Week three</td>
<td>Tu</td>
<td>Asia, Korea &amp; China</td>
<td></td>
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<tr>
<td></td>
<td>Th</td>
<td>India</td>
<td></td>
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<tr>
<td>Week four</td>
<td>Tu</td>
<td>India</td>
<td></td>
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<tr>
<td></td>
<td>Th</td>
<td>India</td>
<td></td>
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<tr>
<td>Week five</td>
<td>Tu</td>
<td>Middle East</td>
<td></td>
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<tr>
<td></td>
<td>Th</td>
<td>Middle East</td>
<td></td>
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<tr>
<td>Week six</td>
<td>Tu</td>
<td>Africa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Africa</td>
<td></td>
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<tr>
<td>Week seven</td>
<td>Tu</td>
<td>Assignment #1 Presentations</td>
<td></td>
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<tr>
<td></td>
<td>Th</td>
<td>Assignment #1 Presentations</td>
<td></td>
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<tr>
<td>Week eight</td>
<td>Tu</td>
<td>Group dynamics</td>
<td></td>
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<td></td>
<td>Th</td>
<td>European Union</td>
<td></td>
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<tr>
<td>Week nine</td>
<td>Tu</td>
<td>European Union</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Presentations of Cultural Differences in Design</td>
<td></td>
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<tr>
<td>Week ten</td>
<td>Tu</td>
<td>Presentations of Cultural Differences in Design</td>
<td></td>
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<td></td>
<td>Th</td>
<td>Central &amp; South America</td>
<td></td>
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<tr>
<td>Week eleven</td>
<td>Tu</td>
<td>Central &amp; South America</td>
<td></td>
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<tr>
<td></td>
<td>Th</td>
<td>Differences &amp; Similarities in Global Contractual Agreements</td>
<td></td>
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<tr>
<td>Week twelve</td>
<td>Tu</td>
<td>Global Labor Practices and Unions</td>
<td></td>
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<td></td>
<td>Th</td>
<td>Managing Global Firms</td>
<td></td>
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<tr>
<td>Week thirteen</td>
<td>Tu</td>
<td>Partnering with Global Firms</td>
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<td></td>
<td>Th</td>
<td>Global Environmental Issues</td>
<td></td>
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<tr>
<td>Week fourteen</td>
<td>Tu</td>
<td>Presentation of Business Plan</td>
<td></td>
</tr>
</tbody>
</table>
H. ASSIGNMENTS
All of your assignments are evidence based design. This means that the correct answer is not in the back of the book or that there is even a correct answer. You may be introducing to the world a unique way of perceiving and designing the environment that has never existed until you created it. You will have to exercise your imagination, intuition, creativity, and innovation to produce results similar to what the future will demand for your success and survival. Assignments will often be presented in class. You may utilize PowerPoint, PhotoShop, live performances, AutoCAD, animations, VHS videos, MediaPlayer, QuickTime, etc. to convey your ideas, DVD, VCR and audio components are in the classroom. You may incorporate performance art or any other means of communication. You must be able to communicate!

Production of written work with a computer is encouraged except where your style of writing is integral to your assignments presentation. If your printing or handwriting is less than stellar, use the computer, paste and copy. Use spellchecker and proofread! If you can't draw your object(s) well, use cutouts, photos, or the computer.

BREAK OUT OF YOUR OLD "PRESENTATION STYLE" PARADIGM. Nurture your imagination! Experiment!

- ALL Assignments done as hardcopies must be in 8.5" X 11" format/page size

Always include your name, team number, assignment number and due date on assignment. Use title page when appropriate. Do NOT write your complete student 10 number on your assignment. For multi-page work, bind all pages together. Folders / binders are fine, as is a stapler. A stapler is located in the computer lab on the ground floor of Building A and in the Technical Reference Center on the second floor of Building A.

ANY ASSIGNMENT NOT COMPLETED IN A UNIVERSITY-LEVEL MANNER WILL BE RETURNED UNGRADED.
(Examples will be shown in class.)

IF YOU TURN IN YOUR ASSIGNMENT ON CD-ROM/VIDEO/WEBPAGE

MAKE CERTAIN THAT ELECTRONIC FILES WILL OPEN ON A CAMPUS COMPUTER. COMPUTERS ARE ON THE 1st FLOOR IN BLDG. 'A'. WRITE YOUR OWN NAME, TEAM NUMBER AND ASSIGNMENT NUMBER ON THE LABEL. AFTER GRADING, YOUR ELECTRONIC MEDIA/VIDEO WILL BE RETURNED TO YOU IF YOU WANT IT. IF CREATING A WEBPAGE, TURN IN A ONE-PAGE PRINTOUT OF THE FIRST PAGE/INDEX PAGE SHOWING THE ADDRESS. WHEN MAKING CLASS Presentation, THIS AUDITORIUM ONLY SUPPORTS CD, DVD, VHS, AND FLASH DRIVES.

Observation JOURNAL-Individual Project-
Create a minimum of two innovations a week and record them in your journal. Patent search each innovation and list the nearest patent numbers. Look at the spectrum of the environment. Materials, systems, behavior, design, Record items, about which you wonder, question and don't know. Several Nobel Prize winners and inventors kept journals and referred to them often to look for "Black Holes" of knowledge, which will dominate the future and change your domain. By the end of the semester, you should have at least 28 Innovations.
1. ON you-tube create a three minute video illustrating at least three different improvements to existing products or systems. You can patent an improvement or addition to an existing product. There are 36 companies that are thriving from innovations and products around iPod. You will be graded on observation insight, cleverness of design, originality and performance. Group members will decide the grade assigned to their own team members. Send your innovations to the companies that have the product for their response.

2. Create a business plan that would promote entrepreneurship & leadership through design? Create one business plan for each member of your team.

3. Research a break through in technology or management that has just recently changed the direction (or eliminated) a domain. Apply it to your present domain and see how it could fundamentally change the way your domain operates. Individual Final-Your group will forecast the innovations that your team believes will exist in 2030. Tell what courses and research must be done now to morph into the future. Will it capsize the established order? Will your domain even exist in 2030? What will you have to learn or create to have a competitive sustainable future?

ANY ASSIGNMENT NOT COMPLETED IN A UNIVERSITY LEVEL MANNER WILL BE RETURNED UPGRADED.

MAKE CERTAIN THAT ELECTRONIC FILES WILL OPEN ON A CAMPUS COMPUTER. COMPUTERS ARE ON 1ST FLOOR IN BLDG. ‘A’. WRITE YOUR NAME, ASSIGNMENT NUMBER & TEAM NUMBER ON ALL ASSIGNMENTS. IF SUBMITTING WORK ON A WEBPAGE, TURN IN A PRINT OUT OF THE FIRST PAGE SHOWING THE ADDRESS.

If you have an excused absence when we have a problem solving session in class, you don't get the credit for the problem solving session. You will have to contact the teaching assistant for a make up session. Excused absences can be made up by writing a white paper of two or three pages on selected materials posted on the class Internet site. Documentation for the excused absences must be turned in with the white paper.

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Texas A&M University
Departmental Request for a New Course
Undergraduate ✷ Graduate ✷ Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Architecture

2. Course prefix, number and complete title of course: ENDS 116 DESIGN COMMUNICATION FOUNDATIONS II

3. Course description (not more than 50 words): 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 INTEGRLY RELATED TO ENDS 106.

4. Prerequisite(s) ENDS 115 AND ENROLLMENT IN ENDS 106.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _____ to _____.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

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8. This course will be:
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      BED/ARCHITECTURAL STUDIES OPTION.
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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10. Prefix Course # Title (excluding punctuation)
    ENDS 116 DESIGN COMMUNICATION FOUNDATIONS II

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
0 1 0 4 0 3 0 4 0 4 0 1 0 0 0 6 0 2 9 2 0 8 0 9 0 0 3 6 3 2

Level 4

Approval recommended by: Head of Department Date 11/27/07
Chair, College Review Committee Date 11/27/07

Head of Department (if cross-listed course) Date
Dean of College Date 11/27/07

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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NOV 27 2007
ACADEMIC SUPPORT SERVICES

84 of 155 E
ENDS116
Design Communications Foundations II

Instructors: Weiling, Meg, Rodney, John, Brian, new hire (some colleagues might require the assistance of a graduate student, but in all cases the assistant is only a technical reference and not an instructor)
Office: Langford
Telephone: 845XXXX
email: to the foundation@tamu.edu
Prerequisites: none
Co enrollment: ENDS106

COURSE DESCRIPTION
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 is contributes to the design process; experience of a wide variety of drawing conventions intended to equip students to navigate a design process. Must be co enrolled in ENDS 106

PREREQUISITE
ENDS 115

COURSE CALENDAR / TOPICS:
ENDS 116 is integrally connected to ENDS106 taught by the same instructor and to the same group of students. It is an analytical drawing course that explores and applies a variety of drawing conventions to design projects introduced in ENDS106. The drawing activities can be either digital or analogue depending on the preference of the instructor. Week one through fourteen will follow the lead of the accompanying ENDS106 studio with which this course is linked. The graphic component of the project will be executed as the requirement for ENDS116. Week fifteen will be about the development and fabrication of the book that documents the work of the previous fourteen weeks and will be primarily a digital graphics exercise.

GRADES:
90 - 100 Points = A
80 - 89 Points = B
70 - 79 Points = C
60 - 69 Points = D
Below 60 Points = F
Grades will be reflected by the evaluations in ENDS106.

ASSIGNMENTS:
Are compatible with the schedule of the ENDS106 studio with which this course is integrally linked. They will vary according to each instructor, but will be consistent with the intention of complimenting the design process with a graphic intervention.

TEXTBOOK:
According to individual instructor.

Americans with Disabilities Act (ADA) Policy Statement The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

1. This request is submitted by the Department of ARCHITECTURE.

2. Course prefix, number and complete title of course: ARCH 305. Architectural Design 1

3. Change requested
   ENDS 205, 211, 231, 233, 250 and CARC 481
   To ARCH 205 or 207; ARCH 206; ARCH 249; ARCH 250

   a) Prerequisite(s): From To
   b) Withdrawal (reason)
   c) Cross-list with: Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/Contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ARCH 305. Architectural Design 1

5. Complete proposed course title and proposed course description (not to exceed 50 words):
   ARCH 305. Architectural Design

6. a) As currently in course inventory:

<table>
<thead>
<tr>
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   Level 3

   b) Change to:

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<td>ARCH DESIGN</td>
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   Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  Acad. Year  FICE Code
   0 2 0 6 0 5 0 4 0 2 0 1 0 0 0 6 0 2 9 2 0 8 0 9 0 0 3 3 6 3 2
   Level 3

Approval recommended by:

Head of Department  Date

Chair, College Review Committee  Date

Head of Department (if cross-listed course)  Date

Dean of College  Date

Submitted to Coordinating Board by:

Dean of College  Date

Director of Academic Support Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ARCH 305 ARCHITECTURE DESIGN 1 TO ARCH 305 ARCHITECTURE DESIGN 3

THE CREDIT HOURS ARE DECREASING FROM 6 TO 5.
NAME CHANGE TO REFLECT POSITION IN NEW CURRICULUM.
TEXAS A&M UNIVERSITY  
DEPARTMENT OF ARCHITECTURE

COURSE: ARCH 305  
INSTRUCTOR: Carlos A. Reimers  
Fall 2008  
Langford A-400 DA Williams-90SC Ph: (979) 458-0445  
M,W, F 9:00 AM – 12:20 PM Office Hours: M, W 2:00 PM 0 4:00 PM  
By appointment  
e-mail: creimers@orchone.tamu.edu

CATALOGUE DESCRIPTION  
Architectural Design I (Z-6) Credits 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. Prerequisite: Upper level classification in environmental design, construction science or  
landscape architecture.

SYLLABUS

I. INTRODUCTION  
The design studio is a learning environment based on presence, participation, dialogue initiative, and  
learning by doing. What one gets out of a studio is proportional to what one puts into it. Sharing thoughts,  
discussing ideas and seeking feedback are important ingredients in the testing and refinement of design  
ideas. The design studio offers an exceptional environment for creating a sustainable dynamic of  
knowledge application and knowledge acquisition.

Each design project is an experiment. A successful experiment is based on sound reasoning, fact,  
knowledge, rigorous method, historical precedent and a valid concept. Through a design project one seeks  
to find unique architectural solutions to identified problems, a successful design is one that elegantly  
responds to design criteria with minimal undesirable, unforeseen side effects. Experiment is one facet of  
research; the activity of design is research.

The activity of design is time-bound. Design studio is time-bound. Hence, the management of time is  
critically important to this studio. Effectively utilizing your time, both in and outside the classroom is the  
first step towards a quality design studio experience.

There are three basic aspects of communications that relate to architectural design. The first is  
communications with oneself; the expression, recording of an idea with the intent of exploring and refining  
the idea. The second is communications with one’s peers; the expression of a holistic design solution  
comprising many ideas with the intent of informing and of conveying the implications of the solution. The  
third is communications with those who will build the solution; a set of detailed instructions by which the  
intent of the designer may be fully realized. Each aspect of communication is equally important. The  
factors discussed above will be central to the design studio experience.

II. OBJECTIVES  
At the end of the semester, students will be expected to have the ability to analyze and synthesize data into  
design information. You will recognize and formulate a personal process of design. You will be expected to  
bring together your knowledge and skills in offering solutions as they relate to problems of the built  
environment. You will develop the ability to integrate the concepts of various building systems and sub-  
systems into a design solution. You will develop your capabilities to communicate you ideas and concepts  
verbally, in writing and visually.

III. INSTRUCTIONAL TARGETS  
• To stimulate the performance of inductive and deductive design inferences in architecture.
• To familiarize the student with architectural programming, project conceptualization, systematic design methodologies, project development, and architectural communications.
• To stimulate the analysis of the architectural reference as part of the process of design.
• To familiarize the student with the manipulation of the different scales in the design of residential architecture.
• To stimulate the collective debate and the architectural critique as input of the design process.

IV. COURSE SCHEDULE

V. PERFORMANCE Evaluation
As stated in the Introduction, presence and participation is critically important to the studio experience.
Consequently, 3 unexcused absences win result in a drop of one letter in the final grade, and 5 unexcused absences win result in a (F) failing grade. Any absence has to be university-excused. No late work will be accepted unless it is university excused. Under extraordinary circumstances students can be given an extension to complete unfinished work. This extension is not automatic and will depend on the evaluation of the work submitted by the deadline. If granted, the resulting grade will be dropped by 10' for up to a 24 hour extension.

Evaluation
Research Exercises (2 x 5%) 10%
Group Reviews (4 x 2.5%) 10%
Assignment #1 30%
Assignment #2 30%
Special assignments (5 x 1%) 5%
Final documentation 5%
Participation and overall performance 10%
Total 100%

The project submission requirements and grading criteria for each project will be delineated during the project. Letter grades will be based on a numerical average of the work performed for the semester according to the following criteria:
90% - 100% A excellent performance in all work.
80% - 89% B good performance in all work.
70% - 79% C satisfactory completion of all work.
60% - 69% D below average, unsatisfactory performance.
50% - 59% F failure: substandard work throughout

VI. REFERENCES
See attached bibliography. Additional readings as well as architectural references may be given with the assignments.

VII. COSTS
This studio will require the normal studio materials (see IX. suggested equipment and materials) including an 81/2 x 11 sketchbook and a CD to store high resolution pictures of all work produced as documentation of the semester. Costs associated with these materials and large format color printing will be approximately $150. Required books for the course are between $170 and $270 depending on outlets and book conditions (used/new). The list of required books has been sent to students registered on the course to facilitate their acquisition on-line and other discount bookstores. Additionally, short trips to complete the assignments may be required (1 day max.). There is no requirement for digital work other than the CD to store the final documentation. Students are encouraged to use digital media provided this decision does not affect her/his presence and performance during class.

VIII. POLICIES
The Work Environment: Design studio is a shared space shared with your classmates and with other classes. There is NO correlation between a messy studio and the creation of high-quality work. Hence, respect your fellow students and your surroundings by:
- Keeping your workspace clean and tidy
- Using headphones while listening to music
- Not using power tools

Vandalism in the Langford Complex: The use of any kind of spray products and other materials and substances that may in any way alter or destroy university property may be considered vandalism. This conduct is defined in Texas A&M University Student Rule 24.3.10 as behavior that destroys, dallages, or litters any property of the university, of another institution, or of another person, on university premises or at university-sponsored activities. The use of aerosol products is particularly problematic in interior spaces where it may represent a health hazard for individuals with respiratory conditions. The use of spray paint or other surface altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be subject to sanctions described in Student Rule 27.

Student Rules - Attendance: Student Rule 7 Change / An important change to Rule 7 (specifically a change to section 7.1.6) of the Student Rules pertaining to Attendance and Excused Absences has been approved by the Student Rules sub-Committee of the Faculty Senate, and the President. This change was made with input from the AOC Deans and will be effective on the first day of classes for the Fall 2006 semester. Please refer to http://attendence.tamu.edu and address the instructor if there is any doubt or concern.

Scholastic Dishonesty: An Aggie does not lie, cheat or steal, or tolerate those who do. Access to information is becoming easier by the day. Plagiarism does not benefit anybody in the long term. Credit the work of others just as you would like your work to be recognized. Any form of scholastic dishonesty will not be tolerated and will result in 0 failing grade.

For more information on Scholastic Dishonesty and its consequences please refer to Texas A&M University Student Rules http://www.tamu.edu/aggiehonor/

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4 FALL SEMESTER CALENDAR
Monday Tuesday Wednesday Thursday Friday
WEEK 1 Aug. 27
1st day of classes
Starts Assign #1
Aug. 29 Aug. 31
Last day to add / drop courses
WEEK 2 Sep. 03
Research presentation
Sep. 05 Sep. 07
WEEK 3 Sep. 10 Sep. 12 Sep. 14
WEEK 4 Sep. 17
Group review of Assignment # 1
Sep. 19 Sep. 21
WEEK 5 Sep. 24 Sep. 26 Sep. 28
WEEK 6 Oct. 01 Oct. 03 Oct. 05
WEEK 7 Oct. 08 Oct. 10 Oct. 12
Assignment # 1
Starts Assign #2
WEEK 8 Oct. 15 Oct. 17 Oct. 19
Discussion
Assign #2 WEEK 9 Oct. 22 Oct. 24 Oct. 26
Research · Submittals Due
presentations
WEEK 10 Oct. Z9
Faculty Res.
Symposium
Oct. 31 Nov. 02
Last day to drop
with no penalty
WEEK 11 Nov. 05
Group review of
Assignment #2
Nov. 07 Nov. 09
WEEK 12 Nov. 12 Nov. 14 Nov. 16
WEEK 13 Nov. 19 Nov. 21 Nov. 22
Thanksgiving
Nov. 23
Thanksgiving
WEEK 14 Nov. 26 Nov. 28 Nov. 30
Assignment #2
WEEK 15 Dec. 03 Dec. 04 Dec. 05 Dec. 07
Last day of class Due semester FINALS
documentation WEEK 16 Dec. 10 Dec. 12 Dec. 14
FINALS FINALS FINALS Grades due
undergo office
5
IX. SUGGESTED EQUIPMENT AND MATERIALS
- Drawing surface (board, cardboard to cover your desk)
T-square or parallel rule 36\" ft 48t (wood with transparent edges)
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
- Submit original form and attachments -

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 405 ARCHITECTURE DESIGN II

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ____________________________
   c) Cross-list with ____________________________
      Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.

4. Complete current course title and current course description: ARCH 405 ARCHITECTURE DESIGN II
   THEORY AND PRACTICE OF ARCHITECTURE AS ART AND SCIENCE, MANUAL, AND DIGITAL GRAPHIC TECHNIQUES USED IN THE ANALYSIS AND SYNTHESIS OF CONCEPTS UNIQUE TO SITE DESIGN AND SPATIAL ENCLOSURES; UNDERSTANDING SPECIFIC CULTURAL, SOCIAL, AND PHYSICAL CONTEXTS; THE APPLICATION OF THEORY TO FORM AND BUILDING SYSTEMS, SITE ANALYSIS AND DEVELOPMENT OF DESIGN SOLUTIONS; INTEGRATING FORMALLY EXPRESSIVE VISUAL IDEAS AND FUNCTIONALLY ADEPT PLANNING AND DESIGN CONCEPTS.
   ARCH 405 ARCHITECTURE DESIGN II A COMPREHENSIVE DESIGN STUDIO FOCUSED ON THE INTEGRATION OF DESIGN THEORY WITH FUNCTIONALLY SUSTAINABLE ENVIRONMENTAL AND STRUCTURAL SYSTEMS; CONSIDERATION OF A PROJECT FROM SITE ANALYSIS AND PROGRAMMING THROUGH TO DESIGN DETAILING. MUST BE TAKEN CONCURRENTLY WITH ARCH 431 AND ARCH 435.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 405 ARCHITECTURE DESIGN II A COMPREHENSIVE DESIGN STUDIO FOCUSED ON THE INTEGRATION OF DESIGN THEORY WITH FUNCTIONALLY SUSTAINABLE ENVIRONMENTAL AND STRUCTURAL SYSTEMS; CONSIDERATION OF A PROJECT FROM SITE ANALYSIS AND PROGRAMMING THROUGH TO DESIGN DETAILING. MUST BE TAKEN CONCURRENTLY WITH ARCH 431 AND ARCH 435.

6. a) As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code | Level
   ------ | --------- | ------------------------------ | ------ | --- | --- | --------------------------- | ------------ | --------- | ----
   ARCH   | 405 ARCH | DESIGN II                     | 03    | 09 | 06 | 04 02 01 00 06 02 92        | 00 3 6 3 2   |           | 4

   b) Change to:

   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Academic Year | FICE Code | Level
   ------ | --------- | ------------------------------ | ------ | --- | --- | --------------------------- | ------------ | ------------- | --------- | ----
   ARCH   | 405 ARCH | DESIGN II                     | 01    | 06 | 04 | 04 02 01 00 06 02 92        | 08 - 09 03 6 3 2  | 4

Approval recommended by:

Head of Department ____________________________ Date 11/27/07
Chair, College Review Committee ____________________________ Date 11/27/07
Head of Department (if cross-listed course) ____________________________ Date 11/27/07
Dean of College ____________________________ Date 11/27/07

Submitted to Coordinating Board by:

Dean of College ____________________________ Date 11/27/07

Director of Academic Support Services ____________________________ Date 11/27/07

Questions regarding this form should be directed to Sandra Williams at 845-8936.
OAR/AS – 04/07

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DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ARCH 405 ARCHITECTURE DESIGN II TO ARCH 405 ARCHITECTURE DESIGN 4
CHANGE IN HOURS FROM 6 TO 8

CHANGE IN COURSE DESCRIPTION AND PREREQUISITES TO UPDATE.
ARCHITECTURAL DESIGN 4: 
THE COMPREHENSIVE INTEGRATED STUDIO
ARCH 405-502 Fall Semester 2007C – 5 credits

Room ARCA 400AA and ARCB 102
MW 2:00-3:15pm (C204); F 3:15-4:45 pm; F 2:00-4:30 pm
Professor Phillip Tabb, PhD, NCARB

Catalog Description
THE COMPREHENSIVE, INTEGRATED STUDIO. THE APPLICATION OF THEORY TO FORM AND BUILDING SYSTEMS, BEGINNING WITH SITE ANALYSIS, CARRYING THROUGH TO THE DEVELOPMENT OF DESIGN SOLUTIONS, INCORPORATING FORMALLY EXPRESSIVE IDEAS AND ADEPT PLANNING AND DESIGN CONCEPTS. CONSIDERATION OF A PROJECT FROM INITIAL STAGES OF PROGRAMMING AND ANALYSIS THROUGH TO INTEGRATION OF ENVIRONMENTAL AND STRUCTURAL SYSTEMS. MUST BE TAKEN CONCURRENTLY WITH ARCH 431 AND ARCH 435. CONCURRENT ENROLLMENT IN ARCH 406 IS NOT PERMITTED. PREREQUISITES: ARCH 305, ARC 301 OR ENDS 494.

SYLLABUS

Project
PANTHER CONTRADE
A Model Sustainable Neighborhood Center
For Inland Southwest Florida

Introduction
This ARCH 405-502 design studio will focus on the relationship between sustainable measures and technologies and community architecture using an interesting pallet of building typologies supporting a model neighborhood center. The neighborhood center is the focus of a one-quarter mile radius circle of mixed residential densities. The center is a mix of residential and not-residential functions that become the focus for sustainability appropriate to this scale of development. The context for this work is the Babcock Ranch Community (http://www.babcockranchflorida.com/tabid/62/Default.aspx) straddling the border between Charlotte and Lee counties in southwest Florida. This Community is being planned for 19,500 homes contained within a 17,000-acre footprint. The masterplan calls for a new town, several villages and hamlets networked between naturally occurring greenways. Within each of these settlement types are pedestrian-scaled neighborhoods organized around a neighborhood center. This studio project will explore the sustainable measures, functions and character of one these neighborhood centers.

Course Objectives
It is the purpose of this architectural design studio to explore sustainable planning and building design practices appropriate to the scale of a neighborhood center, and to explore ways of integrating building systems (environmental and structural) into the building design. Buildings form, massing, facade treatment, interior layout, thermal zones and zone-coupling, roof designs, sustainable technologies, and materials will be examined in relation to creating a green a building as possible, given the urban design constraints imposed by the structure of the neighborhood center plan. The course will also develop designs to a detailed or comprehensive level. Course objectives are:

- to explore the placemaking patterns applicable to the neighborhood scale;
- to explore sustainable systems and building practices;
- to incorporate hurricane design mitigation practices;
Department of Architecture

- to explore architectural design within the context of urbanism; and
- to demonstrate comprehensive design development and presentations.

The Program

The program for the studio is a model mixuse neighborhood center to be located in inland southwest Florida within the Babcock Ranch Community. Each student will design the various non-residential building types along with four residential building types individually. Each student will be responsible for developing their own individual user and consequent space program given the constraints of the neighborhood plan. The neighborhood block module is 300'-0" by 600'-0" north/south grid. The commercial portion of the neighborhood occupies a 300 ft square. Surrounding this center is varying housing typologies and an open space. Refer to the accompanying PowerPoint describing each of the program elements. The program calls for seventeen individual projects which includes:

- the neighborhood plaza and photovoltaic covering;
- a small grocery store/pharmacy and hurricane shelter;
- a bakery and internet cafe;
- a hybrid and electric car service and parts;
- a daycare center and playground;
- a branch bank and post office and a dry cleaners;
- three sets of three townhomes;
- two stacked condominium buildings;
- four sets of two live/work units; and
- two sets of two cottage homes.

The Project Site

The project site is in Village III (see arrow) located in southwest Florida, near the city of Port Charlotte. The 91,000 acre ranch is located inland east of highway 31 and near the cities of Punta Gorda and Fort Myers. Existing on the ranch are cattle ranching, sod farming, ecotours, rock mining and timber cultivation. Cypress domes, swamps, mesic flatwoods and open pastures characterize the land. The community is designed to create a sustainable, ecologically responsible and hurricane resistant place.

Aerial of Site in Inland Southwest Florida

Pictured below is the masterplan for the Babcock Ranch Community. The masterplan is contained within a 17,806-acre footprint and will accommodate 19,500 new dwellings including a large mix of housing typologies. The plan calls for up to 6,000,000 square feet of commercial, work, educational, and office space. There will be an extensive network of greenways and trails.
that are walkable and hikable. Hybrid and electric cars, bicycles, and horses will be available transportation for the residents.

Babcock Ranch Community Masterplan
Research Projects
In the first and second weeks of the semester, students will divide into teams of four and engage in directed research work as outlined below. You will have two weeks to complete the work and present it on September 25, 2006.

1 Research on placemaking patterns that are applicable to neighborhood centers. This includes an inventory of appropriate patterns and suggestions for the ways in which they may be adapted to this context and function.

2 Research on residential sustainable technologies for on-site resources, with particular focus on energy conservation construction measures, passive solar heating, sun control, active solar heating for domestic hot-water, natural and whole house ventilation.

3 Research on hurricane mitigation measures for residential and small commercial structures.

4 Prepare project neighborhood model (@ 1"=1/8" scale) with 1/4" plywood base and maple edges. The street grid base is to be made with a medium light gray mat board and all the sites are to be elevated on white Strathmore board. All solar collection devices are to be mylar attached to mat board. Include cars, trees and people.

Solar Cracker House, Florida

Final Presentation Requirements
Student will construct their own individual models and be prepared to contribute to the overall class site model into which the individual models will go. All other work is to be placed in the DVD and scaled at the scales indicated below. The final presentation will include the single site model with individual architectural models inserted and a class DVD with PowerPoint presentation to be presented at the final review. On the DVD students will indicate the following:

- title slide and an introduction to the overall project, site and location
- photographic images of the overall site model;
- appropriate floor plans @ 1/8"=1'-0" showing systems, lighting, equipment and furniture;
- one building sections showing all structure and sustainable systems @ 1/8"=1'-0";
- one wall section through one of the exterior facades @ 3/4"-1'-0";
- two building elevations (street & south side) @ 1/8"=1'-0"; and
- statement of concept and specific urban, sustainable and hurricane resistant measures.

Grading Policy
1 Intellectual curiosity & openness to new ideas/trying new methods of design
2 Sensitivity to local site and climatic conditions and understanding of sustainable/hurricane systems
3 Courage to push contemporary design and go deeper into design development
4 Pure design quality and presentation quality
5 Teamwork and attitude

Performance Evaluation
1 studio participation  10%
2 concept design  15%
3 schematic design  30%
4 final design  30%
5 DVD quality/completeness  15%
                      100%
Department of Architecture

Costs
This studio will require the normal studio equipment and materials including tracing paper, pens, model base materials, model materials, mat board, mat knife blades, poster printing and DVD's. Costs associated with these materials will be approximately $50 per student.

Equipment
Students taking this studio are expected to have their own computer, digital camera, and normal drafting and design equipment, such as T-square or paraline, adjustable triangle, scales, pencils, model making materials and pens.

DVD
Students are to submit at the end of the semester two copies of a class DVD with a folder of their individual studio design work on it. Include Jpegs of the drawing posters and final model. Be sure to put your name on the folder. In addition the class is to prepare a single PowerPoint file with an introduction to the project and at least two individual slides per student. The class is to prepare a key plan to indicate the location of each project, which is to be included on the individual students' slide. You will receive an incomplete grade unless the DVD is submitted with all your work. Take a minimum of four high quality photographs of your final model. Include two overall images with your project with the other student models and two of your own model along with a black background.

Vandalism in the Langford Complex
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Disclosures

THE AMERICANS WITH DISABILITIES ACT
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COPYRIGHTS
The handouts used in this course are copyrighted. By "handouts," we mean all materials generated for this class, which include but are not limited to syllabi, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.

SCHOLASTIC DISHONESTY
As commonly defined, plagiarism consists of passing off as one's own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have question regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

For additional information please visit: http://www.tamu.edu/aggiehonor/

Page 5 Dr. Phillip Tabb, Professor

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Department of Architecture  
Schedule of Studio Classes  

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<th>date</th>
<th>activity</th>
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<tr>
<td>1</td>
<td>aug 27</td>
<td>course introduction, class procedures and studio setup</td>
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<td></td>
<td>aug 29</td>
<td>introduction of design project, objectives and historical background</td>
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<td>aug 31</td>
<td>introduction of the four research projects</td>
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Office Hours  
Dr. Tabb will have office hours on Monday and Wednesday mornings from 10:30-12:00 am and/or upon request in his TAMU faculty office, Langford A343.  
e-mail: ptabb@archone.tamu.edu or cassicat7@yahoo.com  
office phone: (979) 845-7065  
home phone: (979) 485-0643  
cell phone: (979) 218-6086  
Page 6 Dr. Phillip Tabb, Professor
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
- Submit original form and attachments -

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 406 INTERDISCIPLINARY DESIGN III

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested

   a) Prerequisite(s): From ________________________________ To ________________________________

   b) Withdrawal (reason) ________________________________

   c) Cross-list with ________________________________

   Cross-listed courses require the signature of both department heads.

   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ARCH 406 INTERDISCIPLINARY DESIGN III

   Innovative approaches to design emphasizing theory and practice of architecture, art and science; schematic design taught at a level of detail appropriate to design development.

   Topics include the visualization of built environments; the selection and application of building and environmental systems, services, materials and connections; interior space configuration.

   Prerequisites: Upper-level classification in environmental design, construction science or landscape architecture; ARCH 405 or VIST 405.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 406 ARCHITECTURE DESIGN

   Topical approaches to design, emphasizing theory and practice of architecture or related disciplines, such as urban design, interior design, health care design, etc.

   Prerequisites: Upper level classification in the BED/Architectural Studies Program; ARCH 405.

6. a) As currently in course inventory:

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   Level 4

Approval recommended by: 11/9/07
Head of Department

Chair, College Review Committee 11/22/07

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by: Date

Dean of College Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS - 04/07

101 of 155 E
DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ARCH 406 INTERDISCIPLINARY DESIGN III TO ARCH 406 ARCHITECTURE DESIGN 5

CHANGE IN HOURS FROM 6 TO 5

CHANGE IN COURSE DESCRIPTION AND PREREQUISITES TO UPDATE.
Advanced Design Studio
ARCH 406 Architecture Design V
Spring 2009

Robin Fran Abrams, Ph.D., AIA, ASLA
Associate Professor
Office: Langford A405
E: robinabrams@tamu.edu
Office Hours: Tuesday 10 - 12, Wednesday 10 - 12

SYLLABUS

I. Course Description
Topical approaches to design, emphasizing theory and practice of architecture or related disciplines, such as urban design, interior design, health care design, etc. Prerequisites: Upper level classification in the BED/Architectural Studies Program; ARCH 405.

II. Introduction
This studio will explore context-sensitive design, specifically communities of housing that evolve from a rich understanding of the natural and cultural environment. Buildings and landscapes that participate in the life of the community, from both an ecological and a social perspective. We will be designing housing within a range of contexts – Austin, Houston, the Lower Rio Grande Valley, and New Orleans. In each case, students will be expected to be conversant in current design thinking with regard to sustainable community design and building typology, and demonstrate a willingness and an ability to push the limits of that thinking. Students will also be expected to gain a deep understanding of the social and ecological contexts of their projects.

III. Course Objectives
There are five objectives to this studio:

1. That students develop their capabilities and see themselves in the world as designers, gaining an understanding of conceptual design and critical theory, and establishing a clear, personal design process;

2. That students gain an understanding of the ways landscape, site, ecology and context can inform design, and to learn that landscape + architecture in a sustainable world can never be considered separately.

3. That students gain an understanding of the ways housing can build community and have positive meaning in the lives of both the inhabitants and other citizens of the community.

4. That students gain an understanding of the ways buildings can come alive through sustainable design and green building practices – and become a producer rather than a consumer of precious resources.
5. That students make strong advances in their ability to conceptualize and present design work three dimensionally, using digital and real models, sections, and other 3D means of exploring their designs.

IV. Course Schedule
We will be working on a range of community design projects. The studio will begin with design of infill housing in a neighborhood in transition in Austin, Texas. You will then have an (optional) opportunity to participate in an AIA community design charrette in the town of Peñitas in the Rio Grande Valley. This will be followed by a dual-track final project, with the choice between a green building competition in Midtown, Houston, or the redesign of a critically important public housing neighborhood in New Orleans. Field visits to project sites are mandatory.

The tentative schedule is as follows:

Weeks 1 - 6 Infill Housing in Austin using the McMansion Ordinance & Green Building code. Site visit Friday, January 26.

Week 6 Peñitas Charrette

Weeks 7 - 16 New Orleans Housing & Neighborhood Rebuilding

V. Evaluation
During the semester, students are constantly monitored by the instructor, looking at individual initiative and progress. At the close of the first project, evaluations will be sent via email. If at any time a student wishes to discuss their work, we can schedule an appointment to do so. If your work falls into the C or below category, you will be notified, and we will address issues in a scheduled conference.

The final semester grade reflects all of the work of the student through the course of the semester.

A: Exceptional Work, far over and above the required work. CLEAR EVIDENCE OF AN UNDERSTANDING OF CRITICAL THINKING AND ARCHITECTURAL THEORY, AND STRONG GRAPHIC SKILLS.

B: Excellent Work, over and above the required work.

C: Satisfactory Work, meeting, but not exceeding the required work.

D: Unsatisfactory Work, not meeting the requirements of the work.

F: Failure, demonstrating a need to repeat the class.

NOTE: EARNING AN A IS NOT AUTOMATIC, NOR IS IT BASED UPON TURNING IN REQUIRED WORK ON TIME OR WORKING HARD — THESE ARE EXPECTED OF EVERY STUDENT. TO EARN
AN A, YOU MUST SHOW AN EXTRAORDINARY DEVOTION TO YOUR WORK, AND A
WILLINGNESS TO PUSH YOURSELF TO A NEW LEVEL OF COMPREHENSION OF THE DESIGN
PROCESS AND DESIGN COMPETENCE.

You are expected to make a comfortable, workable space for yourself around your studio
desk. You are expected to be present in studio, working at your desk with your cell phone,
email, skype, etc. turned OFF, every day throughout the scheduled studio time, regardless
of whether or not the instructor is present. The only excused absences are illnesses,
approved university activities, or a personal emergency. To qualify for an excused
absence, you must present an official note explaining the absence, either from a doctor,
university official, or other appropriate authority.

You should expect to spend approximately 16 hours per week outside of studio working on
your projects.

VI. Required Materials
The required text for this studio is The Architecture of Happiness, by Alain de Botton. You
can order new or used copies online for about $20.00. You are expected to have
purchased this book and read it by the end of the first week of class.

Students are also asked to subscribe to Dwell Magazine. If you purchase a copy at a
newstand, you’ll find coupons inside for heavily discounted subscriptions.

VII. Cost
Anticipated expenditure for each student will be in the area of $400.00, including
presentation materials and books. The costs associated with field trips will be minimized,
but there will be some expenses, such as food.

VIII. Students With Special Needs
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that
provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning
environment that provides for reasonable accommodation of their disabilities. If you
believe you have a disability requiring an accommodation, please contact the Office of
Support Services for Students with Disabilities in Room 126 of the Student Services Building.
The phone number is 845-1637.

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate + Graduate + Professional  
* Submit original form and attachments *  

1. This request is submitted by the Department of Architecture

2. Course prefix, number and complete title of course: ARCH-491-Research

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From To
   b) Withdrawal (reason).
   c) Cross-list with,

   Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ARCH-491-Research. Credit 1 to 4 Research conducted under the direction of faculty member in architecture. May be repeated 2 times for credit. Prerequisites: Junior or Senior Classification and approval of instructor

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH-491 Adv. Arch. Innovation Research. Credit 1 to 6. Research conducted under direction of faculty member in the College of Architecture. May be repeated 2 times for credit. Prerequisites: Approval of Instructor

6. a) As currently in course inventory:

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Approval recommended by: Mark Clappin

Head of Department: Date  
Chair, College Review Committee: Date

Head of Department (if cross-listed course): Date  
Dean of College: Date

Submitted to Coordinating Board by: Dean of College: Date

Director of Academic Support Services: Date  
Effective Date: 106 of 155
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and attachments

1. This request is submitted by the Department of \textbf{ARCHITECTURE}

2. Course prefix, number and complete title of course: \textbf{ENDS 105 DESIGN FOUNDATIONS I}

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
a) Prerequisite(s): From \underline{\hspace{100mm}} To \underline{\hspace{100mm}}

b) Withdrawal (reason) \underline{\hspace{100mm}}

c) Cross-list with \underline{\hspace{100mm}}

\textbf{Cross-listed courses require the signature of both department heads.}

d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

e) Change in credit/contact hours. Complete item 6b. Underline change(s). \textbf{Attach a course syllabus.}

4. Complete current course title and current course description:

\underline{\hspace{100mm}}

5. Complete proposed course title and proposed course description (not to exceed 50 words):

\underline{\hspace{100mm}}

6. a) As currently in course inventory:

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b) Change to:

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Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code Level
020404040060292 003632 4

Approval recommended by: \underline{\hspace{100mm}}

Head of Department \underline{\hspace{20mm}} Date 11/27/07

Chair, College Review Committee \underline{\hspace{20mm}} Date 11/27/07

Head of Department (if cross-listed course) \underline{\hspace{20mm}} Date 11/27/07

Dean of College \underline{\hspace{20mm}} Date 11/27/07

Submitted to Coordinating Board by: \underline{\hspace{100mm}}

Director of Academic Support Services \underline{\hspace{20mm}} Date 11/27/07

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
ENDS105

Instructor: Weiling, Meg, Rodney, John, Brian, new hire
Office: Langford
Telephone: 845XXXX
email: to the foundation@tamu.edu

prerequisites: none
corequisites: none

COURSE CALENDAR / TOPICS:

ENDS 105 is an introduction to learning how to design. It is applicable to all design
disciplines offered in the College of Architecture. There is exposure to and experience
of process as the means of design. Involvement with both graphic and material design
process using a variety of media and tools to impact ideas. Hierarchy and craft are
emphasized as generators of order and meaning.

Week one through three = jump start project that could be shared among many if not all
sections of ENDS105.

Week four through six = a development of the outcome from the jumpstart project as a
graphic exercise.

Week seven through nine = a development of the outcome from the week four through
six project as a construction exercise.

Week ten = a field trip to either Houston or Dallas/Fort Worth and an assignment that
makes the adventure meaningful.

Week eleven through fourteen = a full-scale intervention into the fabric of the Langford
Architecture complex based on a continued development of the week seven through
nine project.

Week fifteen = creation of a book that documents the semester’s activities. This is a
collective activity by all the students in any given section of ENDS105.

GRADES:

90 – 100 Points = A
80 – 89 Points = B
70 – 79 Points = C
60 – 69 Points = D
Below 60 Points = F

Week 1 - 3  15 points
Week 4 - 6  15 points
Week 7 - 9 20 points
Week 10 15 points
Week 11 – 14 25 points
Week 15 10 points

ASSIGNMENTS:

Are compatible with the schedule mentioned above. They will vary according to each instructor, but will be introductory in nature and will stress the importance of process as the means and meaning of design.

TEXTBOOK:

According to individual instructor.

Americans with Disabilities Act (ADA) Policy Statement The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

http://www.tamu.edu/aggiehonor/

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit http://www.tamu.edu/aggiehonor/.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ENDS 106 DESIGN FOUNDATIONS II

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ____________________ To ____________________
   b) Withdrawal (reason) ____________________
   c) Cross-list with ____________________

   Cross-listed courses require the signature of both department heads.

d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.

4. Complete current course title and current course description: DESIGN FOUNDATIONS II
   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.

5. Complete proposed course title and proposed course description (not to exceed 50 words):
   NO CHANGE

6. a) As currently in course inventory:

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   Approval recommended by: ____________________ Date 11/19/07
   Head of Department ____________________
   Chair, College Review Committee ____________________ Date 11/25/07
   Dean of College ____________________
   Head of Department (if cross-listed course) ____________________ Date
   Submitted to Coordinating Board by: ____________________ Date
   Dean of College ____________________
   Director of Academic Support Services ____________________ Date
   Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

110 of 155 E
ENDS106

Instructor: Weiling, Meg, Rodney, John, Brian, new hire (some colleagues might require the assistance of a graduate student, but in all cases the assistant is only a technical reference and not an instructor)
Office: Langford
Telephone: 845XXXX
email: to the foundation@tamu.edu

prerequisites: none
corequisites: ENDS116

COURSE CALENDAR / TOPICS:

ENDS 106 is an introduction to learning how to design. It is integrally connected to ENDS116 taught by the same instructor and to the same group of students. It is applicable to all design disciplines offered in the College of Architecture. It stresses the integrated relation between drawing and designing as an expression of process.
Design explorations utilize the analytical nature of drawing complimented by the many available production facilities and technologies in Langford emphasizing making and craft.

Week one through three = jump start project that could be shared among many if not all sections of ENDS105/106.

Week four through six = a development of the outcome from the jumpstart project explored both graphically and materially.

Week seven through nine = a development of the outcome from the week four through six project as a relation between drawing and building.

Week ten = a field trip to either Houston or Dallas/Fort Worth and an assignment that makes the adventure meaningful.

Week eleven through fourteen = a full-scale artifact is developed based on the continued development of the week seven through nine project.

Week fifteen = creation of a book that documents the semester’s activities. This is a collective activity by all the students in any given section of ENDS105.

GRADES:

90 – 100 Points = A
80 – 89 Points = B
70 – 79 Points = C
60 – 69 Points = D
Below 60 Points = F
Week 1 - 3  15 points
Week 4 - 6  15 points
Week 7 - 9  20 points
Week 10  15 points
Week 11 - 14  25 points
Week 15  10 points

ASSIGNMENTS:

Are compatible with the schedule mentioned above. They will vary according to each instructor, but will be introductory in nature and will stress the importance of process, especially process that is both graphic and material as the means and meaning of design.

TEXTBOOK:

According to individual instructor.

Americans with Disabilities Act (ADA) Policy Statement The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

http://www.tamu.edu/aggiehonor/

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit http://www.tamu.edu/aggiehonor/.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and attachments

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ENDS 149 SURVEY OF ARCHITECTURAL HISTORY I

3. Change requested
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ____________________________
   c) Cross-list with ____________________________
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ENDS 149 SURVEY OF WORLD ARCHITECTURAL HISTORY I. A survey of 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 plans that make up the total scope of the designed environment.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 249 SURVEY OF WORLD ARCHITECTURE HISTORY I. 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 plans that make up the total scope of the designed environment.

6. a) As currently in course inventory:

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   Level 1

b) Change to:

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   Level 2

Approval recommended by:

Head of Department ____________________________ Date ____________________________
Chair, College Review Committee ____________________________ Date ____________________________

Head of Department (if cross-listed course) ____________________________ Date ____________________________
Dean of College ____________________________ Date ____________________________

Submitted to Coordinating Board by: ____________________________ Date ____________________________
Dean of College ____________________________ Date ____________________________

Director of Academic Support Services ____________________________ Date ____________________________

Effective Date ____________________________

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ENDS 149 History of Architecture I to ARCH 249 World History of Architecture I

This course is changing numbers to reflect its repositioning in the second year of the new curriculum. The prefix is changing from ENDS to ARCH to reflect its repositioning in the second year. Only first year courses will go under the ENDS prefix in the new curriculum.

This course title and content are changing to reflect inclusion of non-western material.
ARCH 249-500 A History of World Architecture: Survey I
Texas A&M University

Professor Nancy Klein
Department of Architecture, Langford A 434
Telephone: (979) 845-1015 (department); 458-1328 (office)
Email: nklein@tamu.edu
Office Hours:

ARCH 249-500 is an introduction to the history of world architecture from prehistory to the Middle Ages (12th century). It is a lecture course and will include PowerPoint presentations, discussions and in-class activities.

Course Objectives
Every student will have the opportunity to develop an understanding of architecture through analysis of form, function, and context. By exploring the built environment, beginning with the monuments of prehistoric Europe and continuing to the early Gothic cathedrals of 12th century Europe, students will develop a critical approach to understanding elements of design, construction, and theory. Students who successfully complete this course will be able to:

- Visually recognize and identify architectural illustrations (plans, elevations, sections) [Knowledge].
- Describe, using formal and technical vocabulary, the defining characteristics of buildings [Knowledge].
- Distinguish significant developments in construction and design [Comprehension].
- Interpret evidence for the transmission of styles and design across time and cultures [Application].
- Build a chronological framework for understanding the development of construction/engineering techniques [Application].
- Apply critical thinking to theories in the history of architecture [Evaluation].

Requirements
Prerequisites: There are no prerequisites for this course.


Attendance: Texas A&M views class attendance as an individual student responsibility. Students are expected to attend all classes and to complete all assignments. Material presented in lecture and class discussion may expand upon points only briefly considered in the required text.

Exams: There will be three exams during the semester. The questions on each exam will be objective (multiple-choice, true/false, fill in the blank). Each exam will cover approximately four – five weeks of material presented in class and count for 25% of the final grade. You must bring a full-page (8.5” x 11”) scantron sheet and two #2 pencils to each exam.

Quizzes: There will be five quizzes given in class. Each quiz will be worth 5% and in total the five quizzes will be worth 25% (5 x 5%) of your final grade.

Makeup Policy: If you do miss class, for any reason, you should contact a classmate to obtain lecture notes. Makeup exams or quizzes will be given only for “excused absences” as defined by University regulations http://student-rules.tamu.edu/rule7.htm.

Grading Policy: Your grade in this class is earned, not awarded. Your grade will be calculated on the basis of the exams (3 x 25% = 75%) and quizzes (5 x 5% = 25%). Your grades will be posted on WebCT after each quiz and exam. Letter grades will be assigned according to the following guideline: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below. Percentages of 9.5 and higher will be rounded up while 9.4 and below will be rounded down. For example, 89.5 will become 90%, but 89.4 becomes 89%.
WebCT
Additional course resources will be made available through WebCT, including:

- Syllabus
- Lecture Outlines
- Powerpoint Slides
- Study Guides
- Grades

Please log in at http://elearning.tamu.edu. If you have technical difficulties accessing WebCT, please contact the Help Desk directly at 845-8300.

Americas with Disabilities Act (ADA) Policy Statement
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B118 or call 845-1637.

Student Conduct
Academic Integrity “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Cheating Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

Plagiarism The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.

If a student is found to have broken the Honor Code for an assignment or assessment activity, they will receive a zero for the assignment and it will be the professor’s prerogative to decide if the matter will be referred to the Dean of Students.

Classroom Behavior Texas A&M University supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the instructor’s ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action. For additional information please visit: http://student-rules.tamu.edu/rule21.htm
Schedule of Lectures and Reading Assignments

Week One: Introduction and Prehistoric Architecture of Europe and Mesopotamia

Week Two: The Architecture of Ancient Egypt
Reading: Buildings Across Time, Chapter 1 The Beginnings of Architecture, pp. 27-37.
QUIZ ONE

Week Three: The Architecture of Ancient Egypt and Prehistoric Greece (Minoan, Mycenaean)
Reading: Buildings Across Time, Chapter 2 The Greek World, pp. 39-47.

Week Four: Greek Architecture (Classical and Hellenistic)
QUIZ TWO

Week Five: The Architecture of India and Southeast Asia
Buildings Across Time, Chapter 3 The Architecture of Ancient India, pp. 67-84.
EXAM ONE

Week Six: The Architecture of China
Buildings Across Time, Chapter 4 Traditional Architecture of China and Japan, pp. 86-99.

Week Seven: The Architecture of China and Japan
QUIZ THREE

Week Eight: The Etruscans and Roman Architecture
Reading: Buildings Across Time, Chapter 5 The Roman World, pp. 111-139.
QUIZ FOUR

Week Nine: Roman Architecture - continued
Reading: Buildings Across Time, Chapter
EXAM TWO

Week Ten: Early Christian Architecture

Week Eleven: Byzantine Architecture
QUIZ FIVE

Week Twelve: The Architecture of Islam
Reading: Buildings Across Time, Chapter 7 Islamic Architecture, pp. 165-189.

Week Thirteen: Carolingian and Romanesque Architecture
Reading: Buildings Across Time, Chapter 8 Early Medieval and Romanesque Architecture, pp. 191-227.

Week Fourteen: Romanesque and Gothic Architecture

EXAM THREE
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and attachments

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ENDS 150 SURVEY OF ARCHITECTURAL HISTORY II

3. Change requested
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason)
   c) Cross-list with ___________________________. Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ENDS150 SURVEY OF WORLD-ARCHITECTURAL HISTORY II. A survey of the history of architecture and the human-designed and built environment from the 14th century to the present.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 250 SURVEY OF WORLD-ARCHITECTURAL HISTORY II. A survey of western and non-western architecture and the human-designed and built environment from the 14th century to the present.

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Approval recommended by:

Head of Department
Date

Chair, College Review Committee
Date

Head of Department (if cross-listed course)
Date
Dean of College
Date

Submitted to Coordinating Board by:
Date
Dean of College
Date

Director of Academic Support Services
Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ENDS 150 History of Architecture II to ARCH 250 World History of Architecture II

This course is changing numbers to reflect its repositioning in the second year of the new curriculum. The prefix is changing from ENDS to ARCH to reflect its repositioning in the second year. Only first year courses will go under the ENDS prefix in the new curriculum.

This course title and content are changing to reflect inclusion of non-western material.
HISTORY OF WORLD ARCHITECTURE I
ARCH 250

Dr. Vivian Paul, Professor: E-mail: vlp@archone.tamu.edu
Office: Room 104 Bldg. A, Langford Architecture Center
Office Hours: Drop in/tutorials, Wednesday 1:00-4:00 (appointments take precedence from 3:00 -4:00).

I. CATALOG COURSE DESCRIPTION
A survey of the History of Architecture and the human-designed and built environment from the late twelfth century to the late nineteenth century.

II. PREREQUISITES:
NONE

III. COURSE OBJECTIVES:
To develop an understanding of the differences in styles, structures and construction techniques of different cultures and of their evolution through time; to provide "an explanation of societal and cultural developments through the medium of buildings" (Neil Jackson); to enhance individual awareness of the manipulative and propagandistic potential of architecture; to explore the relationships linking the patron or clients who commission buildings, the architects who design them, the builders who construct them and the individuals who use them.

IV. FORMAT:
Lecture with slides, but questions and discussion are encouraged. Do not hesitate to ask questions if you feel that you have missed a point. Readings posted on elearning.tamu.edu (WebCT) are required and information from assigned readings may find its way into examinations.

V. PERFORMANCE AND EVALUATION STANDARDS

A. ATTENDANCE: Mandatory. Attendance may be taken periodically. Attendance points will be added into the total semester score. Attendance patterns may be influential in determining borderline grades.

B. REGULAR EXAMS: There will be three examinations. Each will cover approximately one third of the course material. The "final examination" is the third examination and will be scheduled at the time noted in the university schedule for the final examination for this course. It will be the same length as the other two and will not be cumulative. Each examination includes only the material covered since the last examination. Examinations include multiple-choice questions of different types and true-false questions (see examples).

C. EXAMINATION SCHEDULE
First Examination:
Second Examination:
Third examination:

D. MAKE-UP EXAMS: There are NO automatic make-up examinations for this course. In the case that a student misses an examination, he or she must notify the professor within 24 hours (barring extenuating circumstances). Any request to be given a make-up exam must be justified by an acceptable excuse as defined by University policy and be taken within one week of the originally scheduled exam (barring extenuating circumstances). After the one week limit, grades will be lowered ten points for each regular 150 lecture day that passes without the student having taken the examination (again, barring extenuating circumstances).
E. QUIZZES: There may, on occasion, be unannounced quizzes in addition to the three announced examinations. Any quiz scores will be added to the total semester score which will then be divided by three to determine the course score.

F. EXTRA CREDIT AND ATTENDANCE POINTS: Points will be given for attendance, if and when it is taken. Extra credit questions (generally worth 2 points each) may also be added to regular examinations. All available points (exams, attendance, extra credit, and any quiz points) will be all added together to obtain a total semester point score and the total semester point score will be divided by three to determine a course point score. The course point score will be used to determine a letter grade for the course as outlined below. Exam and course point scores will be carried to two decimal points; they will NOT be rounded up. Attendance and extra questions added to regular examinations are the only ways in which extra points may be gained. No Papers. No extra outside assignments.

G. GRADES:
A letter grade of A in the course requires a total semester point score of at least 270 points, a B requires a total of at least 240 points, a C requires a total of at least 210 points, a D requires a total of at least 180 points. Anything below 180 points is a failing grade. When divided by 3, these totals equal course point scores of 90, 80 70 and 60. Examinations will be curved up to 75 points, if warranted. Borderline course point scores are defined as being 59.5, 69.5, 79.5, or 89.5. Course point scores will not be curved or rounded up. A course point score of 78.5 is 78.5, NOT 79, and thus NOT a borderline grade. Improvement or lack of it on exams, as well as attendance patterns (if attendance is taken), will be considered when determining borderline grades. The pattern should be one of improvement to warrant "boosting" a grade; a decreasing pattern will not warrant a "boost". Please do not E-mail, telephone, write or otherwise beg/ coerce/threaten me in order to raise your grade.

H. POSTING GRADES
Examination grades will be posted as soon as they are available on elearning.tamu.edu (Web CT)

VI. TEXTS AND READINGS:
Readings from three basic textbooks on Reserve in Evans Library will be used for this course: Marvin Trachtenberg and Isabelle Hyman, Architecture from Prehistory to Post Modernism: The Western Tradition, second edition; M. Moffett and L. Wodehouse with Michael Fazio, Buildings Across time, an Introduction to World Architecture, 2004; Francis D. K. Ching, Mark M. Jarzombek and Vikramaditya Prakash, A Global History of Architecture, J. Wiley & Sons, Inc., 2007. They cover succinctly most of the major monuments covered in this course and a considerable number that are not. However, since there are also certain areas that I will cover in class that are not covered in the textbooks, I will suggest other readings for those sections.

Several other general survey books of the History of Art and Architecture (on reserve at Evans) may be of use to you: Wodehouse, L and Moffett, M., A History of Western Architecture, 1989, Watkins, D., A History of Western Architecture, 1986, Sutton, I., Western Architecture, 1999; Kostof, S., A History of Architecture, 1985, Stokstad, M., Art History, revised edition, 2 vols., 1999; Gardner, H., Art Through the Ages. Each of these books has different strengths. Wodehouse and Moffett, 1989, are particularly good for plans and sections, Watkins has exhaustive coverage of monuments and periods, Stokstad is good for explanations of building techniques, explanatory boxes, chronological relationships, and diagrams of building parts. Kostof is an easy, but idiosyncratic read that will be beneficial for the last third of the course. Other assigned or recommended readings are noted on the study guide for the course. A list of monuments and a study guide will be posted on WebCT. A complete list of books on reserve in the Evans library for use by this class is also posted on WebCT.

VII. DISABILITY ACCOMMODATION:
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Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637. Please also let me know, so that I can be of assistance if you need it.

VIII. **Aggie Honor Code:**

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www.tamu.edu/aggiehonor/

"On my honor, as an Aggie, I have neither given nor received Unauthorized aid on this academic work."

IX. **Copyright, Plagiarism and other sorts of Academic Dishonesty:**

All materials used for this course, including examinations and the study guide and study images posted on WebCT are copyrighted. Because these materials are copyrighted, you do not have the right to copy the handouts or study materials, unless granted permission.

"As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." — Speaker of the Faculty Senate.

http://student-rules.tamu.edu/ rules 20 and 52 are those that pertain.

I personally regard any form of Academic Dishonesty as worse than reprehensible. This includes such things as use of notes during examinations, copying from neighbor's papers, the use of audio devices, cell phones, cell phone cameras or having someone not enrolled in the course take the exam in your place. I have failed students in the course for Academic Dishonesty (graduating seniors included), and would not hesitate to do so again. Academic Dishonesty may also lead to dismissal from the University.

**NOTE:** YOU MUST PROVIDE YOUR OWN SCANTRONS FOR EACH EXAMINATION. They will not be provided for this course. The scantron used for this course is the 8.5 x 11 scantron

**NOTE:** PROOF OF REGISTRATION IN COURSE MAY BE REQUIRED WHEN TAKING EXAMINATIONS. Be prepared, IF ASKED, to show student identification and sign after your name when entering the examination classroom, affirming that you are legitimately enrolled and entitled to take the examinations for a grade.

**TIPS**

1. **How to study for this course.**
   - Material in order of importance for examinations is 1) class notes, 2) study guide, 3) readings.
   - Study with a friend, they may have picked up some information that you did not.
   - As soon as you can after class, go over the material, preferably with a friend, so that you can fill in the blanks in your notes. 50% of what you learn is lost within 24 hours.
   - Go over your study guide before each lecture so you can anticipate what will be covered in the lecture
   - Do not hesitate to ask questions in class. If you have not understood a point, there are probably others who have not understood and I need to explain it better.
• When studying, ask your self “What is the significance of this building or architect?” “What big or major ideas are represented by it or him/her?” “How and where does it fit into the History of Architecture?” Then, “What are the factors that are unique to this particular monument or architect?”
• TAKE ADVANTAGE OF OFFICE HOURS!!!! I will answer questions, find illustrations, explain points, or quiz you if you want. Individual scheduled appointments take precedence over drop-ins.
• If you get below a C on the first examination, come and get help. Do not assume that you can “bring your grade up” without help.

2. Identifying monuments
• Sketching everything may not be the best solution. Better to note down something about a particular monument that immediately catches your eye. The building will thus be easier to recall in the future.
• If you feel more secure sketching, organize yourself into study groups, perhaps two who take notes and one who sketches.
• Any slides that you will be asked to identify on an examination will always be the ones that have a green star appended to them. These and other study images will be posted on elearning.tamu.edu (WebCT). I will never give, as a slide identification on an examination, a monument that has not been marked with a green star.
• I will also mark buildings that are important with an asterisk on the study guide. The buildings with green stars will also be among the buildings marked with an asterisk in the study guide. You will never be given as a slide identification a building that does not have an asterisk next to it on the study guide. This does not mean that buildings without an asterisk will not turn up in other ways on an examination.
• Views of most of the buildings covered in class will either be in the textbook for the course or in books on reserve for this course in the Evans Library. These may not be the exact views shown in class, but they should be effective in illustrating the major points about the building.
• A selection of the images shown in class will be placed on elearning.tamu.edu (WebCT) for your reference.

3. What’s important?
• Anything enumerated is important (as in “there are four major formal problems that were of importance to Baroque architects. One: Two: Three: Four: ”)
• Anything presented very slowly is important.
• Anything preceeded by “it is significant because...” or “its significance is...” is important.

4. Last words...
• I assume no former knowledge on the part of students enrolled in this course.
• Do not assume that architecture majors have any particular advantage in this course.
• Do not assume that you need to have taken ENDS 249. But if you HAVE taken ENDS 249, do not assume that the two courses are taught in the same way, or that you must study in the same way or that you will be tested in the same way. No two professors teach the same way.

ENDS 250 QUESTION TYPES (see power point presentation)
There are four different types of questions on examinations. Usually there are fifty questions worth two points each, roughly divided into 9-10 sets of multiple and multiple multiples with slides, 4-6 multiple-multiple choice questions without slides, and the rest will be true false. There will occasionally be additional extra credit questions that are worth two points each.

TYPE ONE: Multiple-choice with slides
TYPE TWO: multiple-multiple choice with slides
TYPE THREE: Multiple-multiple choice without slides
TYPE FOUR: true and false
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ENDS 205 ENVIRONMENTAL DESIGN I

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ENDS 149 or 150.* To
   b) Withdrawal (reason)
   c) Cross-list with
      Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ENDS 205 ENVIRONMENTAL DESIGN I
   through a recognition of the synthesis of space, structure, use and context; reinforcement of appropriate graphic and model building techniques. Concurrent enrollment in ENDS 211 is not approved.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 205 ARCHITECTURE DESIGN I
   through a recognition of the synthesis of space, structure, use and context; reinforcement of appropriate graphic and model building techniques.

6. a) As currently in course inventory:
   Prefix | Course # | Title (excluding punctuation)
   ______ | ______ | ___________________________
   ENDS 205 | ENDS DESIGN I

   Lect. Lab SCH Subject Matter Content Code Admin. Unit FICE Code
   0 2 0 6 0 4 0 4 0 1 0 0 0 6 0 2 9 2 0 0 3 6 3 2
   Level 2

   b) Change to:
   Prefix | Course # | Title (excluding punctuation)
   ______ | ______ | ___________________________
   ARCH 205 | ARCH DESIGN I

   Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
   0 2 0 6 0 4 0 4 0 2 0 1 0 0 0 6 0 2 9 2 0 8 - 0 9 0 0 3 6 3 2
   Level 2

Approval recommended by: 
Head of Department Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:
Dean of College Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

124 of 155 E
DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ENDS 205 ENVIRONMENTAL DESIGN I TO ARCH 205 ARCHITECTURE DESIGN 1

The prefix is changing from ENDS to ARCH. Only first year courses will go under the ENDS prefix in the new curriculum.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

- Submit original form and attachments

The request is submitted by the Department of

ARCHITECTURE

2. Course prefix, number and complete title of course: ENDS 211 DESIGN DETAILING

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested

<table>
<thead>
<tr>
<th>ENDS 115 or 170</th>
<th>ENDS 105, 106, 115, 116</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Prerequisite(s): From ___________________________ To ___________________________</td>
<td></td>
</tr>
<tr>
<td>b) Withdrawal (reason) ____________________________</td>
<td></td>
</tr>
<tr>
<td>c) Cross-list with ____________________________________</td>
<td></td>
</tr>
</tbody>
</table>

Cross-listed courses require the signature of both department heads.

d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.

4. Complete current course title and current course description:
ENDS 211 DESIGN DETAILING

Explorations of the connections between design decisions and material choices with respect to issues of building envelope, structure and aesthetics; design detailing, material research, 2-D hand and computer drawing, and digital 3-D modeling.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 206 ARCHITECTURE DESIGN 2: 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.

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENDS</td>
<td>211</td>
<td>DESIGN DETAILING</td>
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<th>Admin. Unit</th>
<th>FICE Code</th>
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b) Change to:

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<td>ARCH</td>
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<td>ARCH DESIGN 2</td>
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<td>003632</td>
<td>Level 2</td>
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</tbody>
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Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

126 of 155 E
DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ENDS 211 DESIGN DETAILING TO ARCH 206 ARCHITECTURE DESIGN 2

The prefix is changing from ENDS to ARCH. Only first year courses will go under the ENDS prefix in the new curriculum.

The course number is changing to reflect its position in the new curriculum.

The content is changing to focus on materials and methods.
ENDS206 – Processes in Design

Instructor: XXXXXXXX
Office: Langford XXX
Telephone: 845XXXXX
Email: XXXXXXXX
Room: XXXXXXXX

Course Description: ENDS206. Processes in Design (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 on the research of materials, methods, scale, craft and technique as
instruments of design, fabrication and production.
Prerequisites: ENDS 105/ENDS 115/ENDS 106/ENDS 116

COURSE CONTENT:
A typical semester will involve a number of design projects that will challenge the
students intellectually as well as visually to demonstrate their understanding of design as
a process. This class will begin with an investigation of (a) material type or multiple
materials. Students will explore methods of fabrication and making thru a series of
problem solving exercises and studies relating to that material. The final project will be a
design project (at full scale) that focuses on design research and the investigation of the
material, fabrication, production and scale in three dimensions.

In addition to individual assignments, this class will also have several semester long group
projects focusing on material research and the documentation of that research. At
midterm and at the end of the semester, students will be asked to submit individual
portfolios of their semester’s work as well as add their documentation to the A&M
Materials Website that will be maintained by ENDS 206 students during the semester in
which they are enrolled. Specific requirements for this documentation will be given to
the students on the first day of the semester.

Week 1 – 3  Material research
Week 4 – 5  Development of research + material studies
Week 6 – 8  Development of material studies + project development
Week 9  Fabrication Field Trip
Week 10 – 14  Development of full-scale project based on previous studies
Week 15  Portfolio and website documentation

GRADES:
90 – 100 Points = A
80 – 89 Points = B
70 – 79 Points = C
60 – 69 Points = D
Below 60 Points = F

Mid-term: 10 points
Final: 20 points
3 Assignments: 15 points/per assign.
Class participation 15 points
Portfolio + Documentation: 10 points

Attendance is mandatory. Students are expected to participate in the class discussions
and critiques. Three unexcused absences will result in an F for the class. If you come in
late, it is your responsibility to correct an absence from roll record. It is your responsibility
to get any missed assignments.
Work must be submitted on time to receive full credit. Late work (up to one week from due date) will be marked down one letter grade. **NO CREDIT given for projects turned in over one week late.** Assigned due dates are final; no extensions. Documentation will be required for medical extensions.

**ASSIGNMENTS:**
They will vary according to each instructor, but will be consistent with the intention of complimenting the design and research process and will be integral to the process of making. All of the assignments require that you produce knowledge instead of reproduce knowledge. Assignments will be based on critical thinking, communication and problem solving; you will have to exercise your imagination, intuition, creativity, and innovation to produce solutions.

**FIELD TRIPS:**
This class will take multiple field trips both during class meeting time and during additional times. Trips could include the A&M Ranch, local universities, artist's studios, fabricators, manufacturers and material supply houses. Details of field trips will be given in advance by the individual professors.

**SUGGESTED READING:**
According to individual instructor.

**TEXTBOOK + SUPPLIES:**
According to individual instructor.

**Americans with Disabilities Act (ADA) Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**Academic Integrity Statements**

**AGGIE HONOR CODE**
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. This request is submitted by the Department of ARCHITECTURE.

2. Course prefix, number and complete title of course: ENDS 231. Architectural Structures I.

3. Change requested
   a) Prerequisite(s): From PHYS 201 or approval of instructor. To Upper level classification in the BES ARCHITECTURAL STUDIES PROGRAM: MATH 142 or equivalent; PHYS 201.
   b) Withdrawal (reason)
   c) Cross-list with (Cross-listed courses require the signature of both department heads.)
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ENDS 231 ARCHITECTURAL STRUCTURES I
   Introduction to the physical principles that govern classical statistics and strengths of materials through the design of timber and steel components of architectural structures; computer applications.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 331 FOUNDATIONS STRUCTURES
   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. Should be taken in conjunction with ARCH 305.

6. a) As currently in course inventory:

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<th>FICE Code</th>
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b) Change to:

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<th>Title (excluding punctuation)</th>
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<tr>
<td>ARCH</td>
<td>331</td>
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<th>Lab</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td></td>
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</tbody>
</table>

Approval recommended by:

Head of Department
Date

Chair, College Review Committee
Date

Head of Department (if cross-listed course)
Date
Dean of College
Date

Submitted to Coordinating Board by:

Dean of College
Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS - 04/07

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DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ENDS 231 ARCH. STRUCTURES I TO ARCH 331 FOUNDATIONS STRUCTURES

CHANGE IN COURSE TITLE, DESCRIPTION AND PREREQUISITES TO UPDATE TO NEW CURRICULUM.

CHANGE IN COURSE NUMBER TO REFLECT NEW POSITION IN CURRICULUM.
ARCH 331. Foundations Structures

Instructor: Prof. Anne B. Nichols  
A413 Langford  
(979) 845-6540  
anichols@tamu.edu

Office Hours: 1-2 pm MW  
10:00-11:30 am TR  
(and by appointment M-R)

Catalogue Description: Introduction to the physical principles that govern statics and strength of materials through the design of architectural structures from a holistic view in the context of architectural ideas and examples. Introduction to construction, behavior, and design considerations for simple and complex structural assemblies; computer applications. Must be taken in conjunction with ARCH 305. Prerequisites: MATH 142 or equivalent, PHYS 201.

Goals: ARCH 331 is the study of structural design concepts that influence the development of architectural space and form. In all construction, the component parts of a structure must be assigned definite physical sizes, constructed of specific materials and designed to resist various load combinations. The course is divided into three parts: Statics, Strength of Materials, and Design. Statics involves the study of external forces and the effects of these forces on bodies or structural systems in equilibrium (at rest or moving with a constant velocity). Strength of Materials involves analytical methods for determining the strength, stiffness (deformation characteristics), and stability of the various load-carrying members. Design involves planning, assessing, and meeting structural requirements of parts or the whole which are prescribed by building codes and material structural design specifications.

Objective: To understand the significance, assumptions, applications, and limitations of the basic principles of Statics and Strength of Materials as they apply to the design and analysis of structural members and systems within the context of architectural planning and design.

Reference:  
ACI 318-02 Code and Commentary  
AISC 3rd ed. Load and Resistance Factor Design  
AISC 9th ed. Allowable Stress Design  
National Design Specifications for Wood

Timetable: CREDIT 3.0 (2-2)  
3:55-4:45 pm Lecture T,R  
(lecture 500)  
4:45-5:35 pm Lab T,R

Grading: The levels listed for graded work (projects, quizzes, exams) and pass/fail work (assignments) must be met or exceeded to earn the course letter grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Graded work</th>
<th>Pass-fail work</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A average (90-100%)</td>
<td>Pass for 90% or more of assignments</td>
</tr>
<tr>
<td>B</td>
<td>B average (80-89%)</td>
<td>Pass for 83% or more of assignments</td>
</tr>
<tr>
<td>C</td>
<td>C average (70-79%)</td>
<td>Pass for 75% or more of assignments</td>
</tr>
<tr>
<td>D</td>
<td>D average (60-69%)</td>
<td>Pass for 65% or more of assignments</td>
</tr>
<tr>
<td>F</td>
<td>F average (&lt;59%)</td>
<td>Pass for 0% or more of assignments</td>
</tr>
</tbody>
</table>
Graded work: This typically constitutes 10 quizzes, a learning portfolio (worth 1.5 quizzes) and a final exam (worth 4 quizzes). This equates to proportions of approximately 64.5% to quizzes, 9.7% to the learning portfolio, and 25.8% to the final exam.

Pass/fail work: This constitutes all practice assignments and projects, each with a value of 1 unit. Criteria for passing is at least 75% completeness and correctness along with every problem attempted. Percent effort expected for a problem in a practice assignment is provided on the assignment statement. This is considered a lab course and the assignments are required work with credit given for competency. The work is necessary to apply the material and prepare for the quizzes and exam. It is expected that this work will be completed with assistance or group participation, but all graded work is only by the individual.

Policy: 1) Attendance: Necessary. Required.* And subject to University Policy. See Part I Section 7 in Texas A&M University Student Rules: http://student-rules.tamu.edu/ Absences related to illness or injury must be documented according to http://shs.tamu.edu/attendance.htm including the Explanatory Statement for Absence from class for 3 days or less. Doctors visits noted to immediate illness or injury are not excused absences.

2) Lecture, Lab and Textbook: The lecture slide shows that correspond to the Handouts (see #3) are to be viewed prior to lecture which will be reserved for review of the full lecture and text reading. Lab will consist of problem solving requiring the textbook. The lecture shows are available on the class web page, class folder (see #3), and Vista (see #7). Attendance is required for both lecture and lab.

3) Notes: The notes and related handouts are available on the class web page at http://archone.tamu.edu/faculty/anchols/index_files/courses/arch331/index.html, on Vista (see #7) or in the class folder on \Xavier\classes\ARCH331500. A full set can be purchased from the TEES copy center located on the second floor of Wisenbaker Engineering Research Lab. They are listed under Anne Nichols, ARCH 331. COSC 321 notes are NOT EQUIVALENT.

4) Assignments: Due as stated on the assignment statements. One late assignment will be allowed without excuse turned in no later than one week after the due date. All other assignments and projects will receive no credit if late. Assignments with incorrect formatting will be penalized.

5) Quizzes: Quizzes will be given at any time during the period. Make-up quizzes without an excuse will not be given. Practice quizzes will be posted electronically.

6) Teaching Assistant:

7) Vista: Vista is a web course tool for posting, reading messages and replying as well as recording scores and is accessed with your neo account. This will be used to post questions and responses by class members and the instructor, for posting scores and for e-mail. It can be accessed at http://elearning.tamu.edu/

8) Final Exam: The final exam will be comprehensive, and is officially scheduled for 1:00-3:00 PM, Tuesday.

9) Other Resources: The Student Learning Center provides tutoring in math and physics. See their schedule at http://slc.tamu.edu/tutoring.shtml
10) **Aggie Honor Code:** "An Aggie does not lie, cheat, or steal or tolerate those who do."

The University policy will be strictly enforced. See Part I Section 20 in Texas A&M University Student Rules: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/) Plagiarism (deliberate misrepresentation of someone else's work as your own) will be treated strictly according to University policy as outlined by the Office of the Aggie Honor System: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

11) **The American with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department for Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. Also contact Prof. Nichols at the beginning of the semester.

**Learning Objectives:**

1) The student will be able to read a text or article about structural technology, identify the key concepts and related equations, and properly apply the concepts and equations to appropriate structural problems *(relevance)*. The student will also be able to define the answers to key questions in the reading material. The student will be able to evaluate their own skills, or lack thereof, with respect to reading and comprehension of structural concepts, *clarity* of written communication, reasonable determination of *precision* in numerical data, and *accuracy* of computations.

2) The student will be able to read a problem statement, interpret the structural wording in order to identify the concepts and select equations necessary to solve the problem presented *(significance)*. The student will be able to identify common steps in solving structural problems regardless of the differences in the structural configuration and loads, and apply these steps in a clear and structured fashion *(logic)*. The student will draw upon existing mathematical and geometrical knowledge to gather information, typically related to locations and dimensions, provided by representational drawings or models of structural configurations, and to present information, typically in the form of plots that graph variable values. The student will be able to draw representational structural models and diagrams, and express information provided by the figures in equation form. The student will compare the computational results in a design problem to the requirements and properly decide if the requirements have been met. The student will take the corrective action to meet the requirements.

3) The student will create a structural model with a computer application based on the concepts of the behavior and loading of the structural member or assemblage. The student will be able to interpret the modeling results and relate the results to the solution obtained by manual calculations.

4) The student will be able to articulate the physical phenomena, behavior and design criteria which influence structural space and form *(depth)*. The student will be able to identify the structural purpose, label, behavior, advantages and disadvantages, and interaction of various types of structural members and assemblies *(breadth)*. The student will create a physical structure or structures using non-traditional building materials, considering material and structural behavior, in order to demonstrate the behavior and limitations of a variety of structural arrangements.
5) The student will interact and participate in group settings to facilitate peer-learning and teaching. In addition, the student will be able to evaluate the comprehension of concepts, clarity of communication of these concepts or calculations, and the precision and accuracy of the data used in the computations in the work of their peers.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Text Topic</th>
<th>Articles/ Problems</th>
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<tr>
<td>1.</td>
<td>Design Loads and Structural Performance</td>
<td>Read*:</td>
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<td>Requirements</td>
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<td>2.</td>
<td>Overview of Structural Systems and Behavior</td>
<td>Read:</td>
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<td>3.</td>
<td>Structural Planning and Design Issues</td>
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<td>Reference:</td>
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<td>Solve: Assignment 1</td>
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<td>4.</td>
<td>Forces, Equilibrium of a Point &amp; Analysis of</td>
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<td>Planar Trusses</td>
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<td>Mechanics of Materials</td>
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<td>Solve: Assignment 2</td>
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<td>6.</td>
<td>Moments &amp; Rigid Body Equilibrium</td>
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<tr>
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<td>Reference:</td>
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<td>7.</td>
<td>Beam Shear and Bending</td>
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<td></td>
<td></td>
<td>Reference:</td>
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<td>Solve: Assignment 3</td>
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<td>8.</td>
<td>Semi-graphical Method: Shear and Bending</td>
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<td>Quiz 2</td>
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<td>11.</td>
<td>Other Beams and Pinned Frames</td>
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<tr>
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<td></td>
<td>Reference:</td>
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<td>Solve: Assignment 5</td>
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<td>12.</td>
<td>Rigid Frames - Compression &amp; Buckling</td>
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<td>Quiz 3</td>
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<tr>
<td>13.</td>
<td>Design Loads and Methodology</td>
<td>Read:</td>
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<td></td>
<td>Solve: Assignment 6</td>
</tr>
<tr>
<td>14.</td>
<td>Overview of Building Codes, System Assemblies</td>
<td>Read:</td>
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<td></td>
<td>and Load Tracing</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>Lecture</td>
<td>Text Topic</td>
<td>Articles/ Problems</td>
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<td>15.</td>
<td>Wood Construction</td>
<td>Read:</td>
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<td>Materials &amp; Beam Design</td>
<td>Solve: Assignment 7</td>
</tr>
<tr>
<td>16.</td>
<td>Column Design</td>
<td>Read:</td>
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<tr>
<td>17.</td>
<td>Joints and Connection Stresses</td>
<td>Read:</td>
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<td></td>
<td>Solve: Assignment 8</td>
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<tr>
<td>18.</td>
<td>Steel Construction</td>
<td>Read:</td>
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<td>Materials &amp; Beam Design</td>
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<td>Quiz 6</td>
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<tr>
<td>19.</td>
<td>Trusses, Decks &amp; Plate Girders</td>
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<td>Solve: Assignment 9</td>
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<tr>
<td>20.</td>
<td>Column Design &amp; Tension Members</td>
<td>Read:</td>
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<td>Quiz 7</td>
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<tr>
<td>21.</td>
<td>Bolted Connections &amp; Welds and Light Gage Steel</td>
<td>Read:</td>
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<td></td>
<td>Reference:</td>
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<td></td>
<td>Solve: Assignment 10</td>
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<tr>
<td>22.</td>
<td>Concrete Construction</td>
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<td>Materials &amp; Beam Design</td>
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<td>23.</td>
<td>T-beams &amp; Slabs</td>
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<td>Solve: Assignment 11</td>
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<td>24.</td>
<td>Shear, Torsion, Reinforcement &amp; Deflection</td>
<td>Read:</td>
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<td>Reference:</td>
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<td></td>
<td>Quiz 9</td>
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<td>25.</td>
<td>Floor Systems &amp; Continuous Beams</td>
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<td>26.</td>
<td>Columns &amp; Frames</td>
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<td>Foundation Design &amp; Footings</td>
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<td>Masonry Construction</td>
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<td>Exam</td>
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*Note: Materials in the Class Note Set not specifically mentioned above are provided as references or aids.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. This request is submitted by the Department of ARCHITECTURE.
2. Course prefix, number and complete title of course: ENDS 233. ENVIRONMENTAL SYSTEMS I.

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ENDS 106; PHYS 201 or approval of instructor. To
   b) Withdrawal (reason)
   c) Cross-list with ______________________________________________________________________
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ENDS 233 ENVIRONMENTAL SYSTEMS I
   Theory and applications of building energy use, envelope design, shading analysis, heating and cooling systems, lighting design and construction materials; design opportunities, calculations, equipment selection and component sizing as they relate to design.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 335 FOUNDATIONS SYSTEMS I
   THEORY AND APPLICATIONS OF BUILDING ENERGY USE, ENVELOPE DESIGN, SHADING ANALYSIS, HEATING AND COOLING SYSTEMS, LIGHTING DESIGN, AND CONSTRUCTION MATERIALS; DESIGN OPPORTUNITIES, CALCULATIONS, EQUIPMENT SELECTION AND COMPONENT SIZING AS THEY RELATE TO BUILDING DESIGN.

6. a) As currently in course inventory:

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| Level | 2       |

b) Change to:

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| Level | 3       |

Approval recommended by:

Head of Department

Date:

Chair, College Review Committee

Date:

Dean of College

Date:

Submitted to Coordinating Board by:

Dean of College

Date:

Director of Academic Support Services

Date:

Effective Date:

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

137 of 155 E
DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ENDS 233 ENVIRONMENTAL SYSTEMS I TO ARCH 335 FOUNDATIONS SYSTEMS

CHANGE IN COURSE TITLE, DESCRIPTION AND PREREQUISITES TO UPDATE TO NEW CURRICULUM.

CHANGE IN COURSE NUMBER TO REFLECT NEW POSITION IN CURRICULUM.
ARCH 335

COLLEGE OF ARCHITECTURE, TEXAS A&M UNIVERSITY
FOUNDATIONS SYSTEMS
PROFESSOR LILIANA BELTRÁN, PH.D.

COURSE SYLLABUS

CATALOG DESCRIPTION
Theory and applications of building energy use, envelope design, shading analysis, heating and cooling systems, lighting design and construction materials; design opportunities, calculations, equipment selection and component sizing as they relate to design.

OBJECTIVE
The course objectives are to develop a deeper understanding of the relationship between architectural design and the environmental forces of sun, wind, and light. This design-centered course is intended to help you develop the ability to quickly test your architectural designs using fundamental Environmental Control Systems criteria, informed by a conservative use of environmental resources. Although these criteria are stated in a technical (easily calculated) way, they carry with them significant opportunities for social and aesthetic development. This course is intended to introduce you to the technical fundamentals and help you to explore the architectural and aesthetic potentials of environmental control systems.

STUDY VEHICLES
Throughout the semester, there will be a Mid-Term Exam and a Final Exam based upon lectures and assigned readings. There will be four assignments and a final project. Each student will work in groups of two for the assignments and the final project.

GRADING SYSTEM
The overall semester course grade will be based upon a cumulative tabulation of the various individual performance items described above, weighted as per the following schedule:

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<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>4 Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

FINAL GRADES:

90 - 100%   A  excellent performance on all work.
80 - 89%    B  good performance on all work, excellent performance on portions of the work during the semester.
70 - 79%    C  satisfactory completion of all work, good performance on some work.
60 - 69%    D  a passing effort however score is below average for the class.
0 - 59%     F  unsatisfactory performance, not a passing grade

Attend all lectures and take good lecture notes. A copy of the lecture notes is available at WebCT Vista (http://elearning.tamu.edu). Bring them with you whenever you come to class. Add your own comments to the notes as you wish. All the assignments must be submitted on the due dates.

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TEXTBOOK:

Required:
Sun Angle Calculator, the Libbey-Owens-Ford, available at TAMU University Bookstore

Recommended:

<table>
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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>1. Introduction</td>
</tr>
<tr>
<td>2. Sustainability, energy sources</td>
</tr>
<tr>
<td>3. LEED, rating systems, codes</td>
</tr>
<tr>
<td>4. Climate, human comfort, design strategies, climatic responsive architecture</td>
</tr>
<tr>
<td>5. Sites, resources, solar access</td>
</tr>
<tr>
<td>6. Solar geometry</td>
</tr>
<tr>
<td>7. Shading design</td>
</tr>
<tr>
<td>8. Heat transfer fundamentals</td>
</tr>
<tr>
<td>9. Thermal mass</td>
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<tr>
<td>10. Heat gain/ loss calculations</td>
</tr>
<tr>
<td>11. Passive solar strategies and fundamentals</td>
</tr>
<tr>
<td>12. Passive cooling techniques</td>
</tr>
<tr>
<td>13. Lighting principles</td>
</tr>
<tr>
<td>14. Daylight design strategies</td>
</tr>
<tr>
<td>15. Electric lighting</td>
</tr>
<tr>
<td>16. HVAC systems</td>
</tr>
<tr>
<td>17. HVAC components and zoning</td>
</tr>
<tr>
<td>18. Indoor air quality</td>
</tr>
<tr>
<td>19. Fundamental of acoustics</td>
</tr>
<tr>
<td>20. Water and basic design</td>
</tr>
<tr>
<td>21. Fire safety</td>
</tr>
<tr>
<td>22. Transportation systems</td>
</tr>
<tr>
<td>23. Photovoltaics, electrical systems</td>
</tr>
<tr>
<td>24. Intelligent building facades</td>
</tr>
</tbody>
</table>

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NOTE ABOUT PLAGIARISM: Plagiarism consists of the passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance to this definition you are committing plagiarism if you copy the work of another person and turn it in as your own. If you have questions about plagiarism please consult the Texas A&M University Student Rules book, under the section “scholastic dishonesty”.

140 of 155 E
NOTE FOR STUDENTS WITH DISABILITIES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

NOTE ABOUT ABSENCES: The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Students are advised to consult the University regulations for a list of authorized absences.

ACADEMIC INTEGRITY STATEMENT: "An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
For additional information visit: www.tamu.edu/aggiehonor/
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *
This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ENDS 250 HISTORY OF MODERN ARCHITECTURE

3. Change requested
   a) Prerequisite(s): From ENDS 149, 150 To ENDS 149, 150 ARCH 249, 250
   b) Withdrawal (reason)
   c) Cross-list with

   Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ENDS 250 HISTORY OF MODERN ARCHITECTURE
   Development of modern architecture in the 20th century; materials, structure, social and economic changes as well as architectural theory.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 350
   History and Theory of Modern and Contemporary Architecture
   Development of modern and contemporary architecture in the 20th and 21st centuries; materials, structure, social and economic changes as well as architectural theory.

6. a) As currently in course inventory:

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   Level 2

   Level 3

Approval Recommended by:
Head of Department
Chair, College Review Committee
Dean of College

Submitted to Coordinating Board by:

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ENDS 250 HISTORY OF MODERN ARCHITECTURE TO ARCH 350 HISTORY AND THEORY OF MODERN AND CONTEMPORARY ARCHITECTURE

NUMBER CHANGE TO REFLECT POSITION IN NEW CURRICULUM.

CHANGE IN TITLE AND DESCRIPTION TO UPDATE.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

1. This request is submitted by the Department of Architecture
2. Course prefix, number and complete title of course: ENDS 291-Research

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.
3. Change requested
   a) Prerequisite(s): From To
   b) Withdrawal (reason).
   c) Cross-list with.
      Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. U underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ENDS 291-Research. Credit 1-4

Research conducted under the direction of faculty member in Environmental Design. May be repeated 2 times for credit. Prerequisites: Freshman or Sophomore classification and approval of instructor.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ARCH 291-Research in Architecture Innovation. Credit 1-4. Research conducted under the direction of faculty member in the College of Architecture. May be repeated 2 times for credit. Prerequisites: Approval of instructor

6. a) As currently in course inventory:

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Approval recommended by:

Head of Department Date
Chair, College Review Committee Date

Head of Department (if cross-listed course) Date
Dean of College Date

Submitted to Coordinating Board by:
Dean of College Date

Director of Academic Support Services Date
Effective Date 144 of 155 E
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments • ARCHITECTURE

1. This request is submitted by the Department of

2. Course prefix, number and complete title of course: ENDS 329 THE AMERICAN HOUSE I

3. Change requested

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<td>b) Withdrawal (reason) ______________________</td>
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<td>c) Cross-list with ______________________</td>
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<tr>
<td>d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.</td>
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<tr>
<td>e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.</td>
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4. Complete current course title and current course description: ENDS 329 THE AMERICAN HOUSE I

   Pre-industrial domestic architecture in America; analysis of prototype based on contemporary documentation with an emphasis on vernacular building types and native arts; vision of the ideal life of the period as evidenced in original drawings and place within the framework of variants that impact form (climate, economics, socio-cultural factors, materials and technology).

5. Complete proposed course title and proposed course description (not to exceed 50 words): ENDS 329 THE AMERICAN HOUSE. DOMESTIC ARCHITECTURE IN AMERICA; ANALYSIS OF PROTOTYPE BASED ON CONTEMPORARY DOCUMENTATION WITH AN EMPHASIS ON VERNACULAR BUILDING TYPES AND NATIVE ARTS; VISION OF THE IDEAL LIFE OF THE PERIOD AS EVIDENCED IN ORIGINAL DRAWINGS AND PLACE WITHIN THE FRAMEWORK OF VARIANTS THAT IMPACT FORM (CLIMATE, ECONOMICS, SOCIO-CULTURAL FACTORS, MATERIALS AND TECHNOLOGY).

6. a) As currently in course inventory:

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Approval recommended by:

Head of Department: __________________________ Date: 11/19/07

Chair, College Review Committee: __________________________ Date: 11/27/07

Head of Department (if cross-listed course): __________________________ Date: 11/21/07

Dean of College: __________________________ Date: 11/21/07

Submitted to Coordinating Board by: __________________________ Date: 11/21/07

Director of Academic Support Services: __________________________ Date: 11/21/07

Effective Date: __________________________

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

145 of 155 E
DEPARTMENT OF ARCHITECTURE
120 HOUR CURRICULUM
CHANGES TO EXISTING COURSES

ENDS 329 THE AMERICAN HOUSE I TO ARCH 339 THE AMERICAN HOUSE

CHANGE IN COURSE TITLE, DESCRIPTION AND PREREQUISITES TO UPDATE TO NEW CURRICULUM.
CATALOGUE DESCRIPTION

The American House I (3-0) Credit 3. Domestic architecture in America; analysis of prototype based on contemporary documentation with an emphasis on vernacular building types and native arts; vision of the ideal life of the period as evidenced in original drawings and place within the framework of variants that impact form (climate, economics, sociocultural factors, materials and technology). Prerequisite: ARCH 250.

SYLLABUS

I. INTRODUCTION

This course is designed to provide Semester Away Environmental Design and Architecture students with an overview of the major developments of architecture in the growth of America, particularly in the area of domestic architecture. Areas of investigation will include several types of American structures and their symbolism, New Spain and New England architecture, Styles of the New Republic, and 19th century Revivalism, as well as some of its impact in American modern and contemporary architecture.

The course will require four books: American Architecture from David Handlin, American Houses from Gerald Foster, and The Architecture of Country Houses by Andrew Jackson Downing. Additional readings from recommended books or articles may be assigned to expand the textbook contents. Students will write short reports (max. 3 pages double space) with references addressing key issues from the readings according to the schedule provided. Reports will be evaluated on content, coherence, substantiation and development of ideas, and clarity of remarks or conclusions.
Please note: All reports must be submitted to the TAMU writing center before the due dates to undergo editing for sentence structure and an appropriate reference guide. This is a requirement. You pay dues for this service every semester and you need to take advantage of it, as I have found in the past that a majority of students have relatively poor writing skills. You may access this service through the web by entering the TAMU site and in the top left search engine type writing center. The direct site can be accessed by http://writingcenter.tamu.edu/owl...the owl is the process whereby you access on line and submit your paper via electronic means. I suggest you use Microsoft word document files as they are easy to edit and return with comments.

You may not know at this point how important it is that you write coherently and critically as a future professional. In the profession, you will not simply design and draw, you will write letters and reports as part of your duties. How you express yourself in writing is as critical as how you comport yourself professionally. Just ask your boss.

The course will also be the opportunity to develop a project on a specific house or house type selected by the student according to her/his particular interests and located within the proximities of the internships places. This project will document, collect records, analyze, and portray the selected house. The different parts of the project will be completed in successive stages according to the course schedule. You will also send these reports to the writing center before you submit them to me. As these reports may get quite large when sending them electronically, I suggest that you send the writing part in Microsoft word document files and any images in powerpoint using figure numbers with short titles.

The course will rely exclusively in the use of electronic communications. It is imperative that all students have access to their neo accounts as all communication, report submissions, project assignments, grade reports, and consulting will be made via e-mail. All reports and project assignments should be sent in word (.doc). Images of photographs and drawings can be included in the text or assembled into power point (.ppt) or adobe (pdf) presentations with legends and all the necessary explanations and notes. Our way of communication will be written and consequently the student has to allow the time to prepare, compose, edit, and properly review the reports and presentations submitted.

The management of time is critically important to this course. Readings are designed to take 3 hours per week approximately, and written reports should not take more than 2 hours a week. The project an important assignment and more than the net time it may take to research, prepare,
and complete its different deliverables, the successful completion of the project requires constant dedication. It is expected that the student schedule some time per week to advance on each assignment of the project so as to meet the different deadlines, rather than trying to complete it at once. Learning how to self-administer your work and manage your time is a main objective of the internship semester of the BED program.

II. OBJECTIVES

This course is intended to be an on-line class and students must take the initiative for reading, studying, reporting and completing the assignments. As well, the subject matter goes beyond history because it is readily available and is part of the American scene. This course is designed to help the student create a life-long foundation for a personal philosophy and design theory.

The course is intended to develop interest and understanding in American architecture, therefore, the first requirement is one of observation of the built environment around you during your internship. Historical residential architecture will take on new meaning as you become able to identify styles and period design, monuments will be seen in a new historic context, and urban development will be noted with greater concern. Additionally, the course seeks that the students learn to identify relationships and to establish associations between the architectural readings of the course, as well as readings of their own choice, and their surrounding built environment and architectural work during their internships.

III. INSTRUCTIONAL TARGETS

- To familiarize the student with the history of American domestic environments.
- To familiarize the student with the characteristics of American houses throughout their relatively short history, their underlying philosophy, and their impact in contemporary housing production and design.
- To stimulate the analysis of historical architectural references.
- To stimulate discussion and critical analysis of reading materials.
- To familiarize the student with methodological approaches to observation, documentation, analysis and report of relevant historical and architectural buildings.
The syllabus has been sent to the student at the beginning of the first week allowing for accommodation in the internship environment. The syllabus contains all the information relevant to the course and its structure. Please read it carefully and keep it as a guide during the semester. It can be resent via e-mail at any time at the student's request. Any information that you may feel is not covered or clear enough should be clarified with the instructor and with enough anticipation via e-mail. Any collective or individual information will be communicated to you via e-mail as well. It is the responsibility of the student, as part of the course obligations, to check for additional readings, announcements, messages, or clarifications at least on Mondays and Wednesdays. However, it is highly recommended that you regularly and frequently check your @neo.tamu.edu account for information related with the course.

IV. COURSE SCHEDULE

This is a semester away internship period. The student will manage time to keep up with the coursework and ensure completion of reports and assignments at the due dates. Scheduled in the attached calendar are deadlines for the submission of the reading reports and project assignments.

V. PERFORMANCE EVALUATION

As stated in the Introduction, keeping up with readings and coursework is critically important to the course experience. Consequently, meeting due dates is part of the learning experience and incomplete or late work will not be accepted.

Evaluation

1st Reading Report 10%
2nd Reading Report 10%
3rd Reading Report 15%
4th Reading Report 20%
House Assignment #1 5%
House Assignment #2 10%
House Assignment #3 10%
House Assignment #4 20%
Total: 100%
Extra Credit Reading Report 15%

Letter grades will be based on a numerical average of the work performed for the semester according to the following criteria:
90%-100% .. A ... excellent performance in all work.
80%-89% .. B ... good performance in all work.
70%-79% .. C ... satisfactory completion of all work.
60%-69% .. D ... below average, unsatisfactory performance.
50%-59% .. F ... failure: substandard work throughout.

VI. REFERENCES

See attached bibliography. Additional readings as well as architectural references may be given with the assignments.

VII. COSTS

The costs associated to the course are those related to the required books. All books have very accessible prices however, used issues can be found for much lower prices at online book outlets and used books stores. Additionally, trips to the selected house for the project, as well as photographs in digital format and the digitalization of the records and documentation related with the project will be required. It is strongly advised to have an 8 ½ x 11 sketchbook to write relevant notes and ideas, develop rapid drawings and sketches of the project, and keep clips and collected information.

VIII. POLICIES

This is a self-directed course. Required reports and assignments should be sent via email to the instructor according to the scheduled deadlines. Reading reports and project assignment deadlines will be reminded via email a week in advance. It is important to keep up with the assignments and the course project. Individual questions and doubts will be addressed
to the instructor via e-mail and answered on a first-come-first-served basis. E-mails addressed to the group or individual students should be replied to as soon as possible. Reading reports and assignments will be reviewed and grades reported back to the student. Late or incomplete work will not be accepted under any circumstance. Incomplete grades (I) will not be given unless the request follows University policy.

Scholastic Dishonesty:

"An Aggie does not lie, cheat or steal, or tolerate those who do."

Upon accepting admission to Texas A&M University, a student automatically assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. Please add the following statement at the end of e-mail messages with reports and assignments attached:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work"

Access to information is becoming easier by the day. Plagiarism does not benefit anybody in the long term. Credit the work of others just as you would like your work to be recognized. Any form of scholastic dishonesty will not be tolerated and will result in a failing grade. For more information on Scholastic Dishonesty and its consequences please refer to Texas A&M University Student Rules http://www.tamu.edu/aggiehonor/

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in RM. 126, Koldus Bldg., or call 845-1637.

IX. SYLLABUS REQUIREMENTS
Per the request of the AAC, we have added a link to the Dean of Faculties web site page about syllabus requirements. See:
http://www.tamu.edu/dof/fresources/syllabus.php

X. BIBLIOGRAPHY


NOTE: the first edition of the Handlin book can also be used but be aware that figures may be outdated.

Also Recommended:

Miller, Claude H. 1931 *An Early American Home, and the fun we had building it*. Thomas Y. Crowell Company, New York, NY.
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