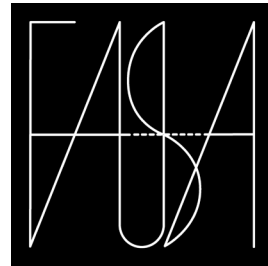


FAU
Florida Atlantic University
SoA
School of Architecture
Student Handbook



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School of Architecture

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Introduction

Dear Students:

With this booklet, we, the faculty of the School of Architecture of FAU, hope to give you a useful tool. It is designed to help you in the process of learning by outlining your rights and the requirements you have to follow on your path to graduation. In some cases, it overrides the rules contained in the university catalog. In others, it complements them. So in complex situations, study both documents.

We have devised a flexible and integrative studio curriculum that we hope will ultimately result in a paradigm shift in your understanding and ability related to the profession and art of architecture, and which is gradually adjusted and evolved by continuous assessment. It benefits from the diverse pedagogical abilities and goals of the faculty, and points toward formal or informal lifelong learning.

Our faculty aims to guide students to develop their knowledge and intuition to the level of an artist/scholar, who can question, translate, or point out universal issues through personal interpretation. We hope to inspire you to open your mind, so that knowledge may be acquired.

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General Information

Studio Culture

The studio is the core of an architecture program that allows the students, faculty and staff to work in a very unique and collaborative way to better the educational experience for everyone. At Florida Atlantic University, we believe that studio learning should be the fundamental principle of encouraging the students to evolve in both their academic and professional careers. The studio offers an environment where students can collaborate to better their designs, ask questions, initiate discussions, and make proposals, which are developed and discussed among the students, faculty and staff.

The process of design inquiry and design action engages us as we explore the ritualized domains of human habitat, its cultures, programs, sites, and technologies, through history, theory, and practice. In pursuit of this aim, the School of Architecture has intellectual, ethical, and professional intentions.

The intellectual intention empowers students as they prepare for a life of learning and practice. In architecture, practice must be accompanied by an ability to think in order to justify action. To this end, the choices made in the design process are based on the integration of rational and intuitive principles, which determine judgment.

The ethical intention instills individual and public values through academic achievement and community involvement. Students, faculty, and the profession strive to reach the highest standards in the creation of architecture, and in the conservation of cultural heritage.

The professional intention upholds the unity of design, and the shared responsibility of the allied professions and society at large in the commitment to responsible citizenship and improved quality of the built environment.

Florida Atlantic University's School of Architecture prepares students for the profession and practice of architecture. By developing an understanding of the design process as it embraces the interrelated and interdependent processes of construction, planning, and governance, the students will have

broadened capacity and readiness to recognize their societal responsibilities in improving the quality of our physical environment, and with it, our quality of life.

Working in the studio

As students of the School of Architecture, each person is required to maintain and contribute to a positive working environment that promotes productivity, efficiency and creativity. The following are guidelines that will help students to maintain a healthy studio.

Each semester students are allotted a 30" x 60" Desk, a stool and a 30" x 18" taboret to compose a 5' x 5' space, as per the NAAB requirements for accreditation. Spaces are not assigned, but are chosen on a "first come, first serve" basis. At the start of the semester each student studio space will be prearranged in a specific orientation for ease of inventory. The 5' x 5' square space is not required to be inactive throughout the semester, but students must return their desks back to their original setup at the conclusion of their studio semester. Additional space for appliances (refrigerators, microwaves, coffee makers, etc.), projects, personal items, and other studio supplies are considered "extra space" and are available at the student's own discretion. Extra space may become scarce but egress should not be impeded.

Show respect for your own space. The spaces and amenities of the studio are considered property of Florida Atlantic University and must be used in a respectful manner. Any part of the studio space may not be defaced, vandalized, or damaged, which may be grounds for dismissal from the program, and/or the college. The School of Architecture has very little archive space and relies on the studio and jury spaces to store many of the pin-up boards, project models, sculptures and extra desks that inhabit the studio. It is important at the end of the semester for students to fully clean out their area as well as their surrounding areas and any projects or materials they may have on any of the studio floors. Students will be given one week after their design studio final project dates to clean out their

studio space, otherwise any unknown materials, projects, appliances, or furniture may be discarded. If a student wishes to leave an item in the studio between semesters, such as a mini-refrigerator or a large project, the item must be labeled with the student's name and contact information. Students are advised that the School of Architecture is not responsible for damaged, lost, or stolen items that may result from leaving items unattended either during, between, or after semesters.

A hallmark of professionalism is respect for peers and colleagues and their individual space. The ability to work well with others is a crucial part to becoming successful in the professional world of architecture, as it is in the studio. No cell phones, pagers, or playing of music or other noise disturbances are allowed during studio class hours. Headphones may be worn in the studio outside of class hours but must not disturb those working in the vicinity. Music may be played aloud during non-class hours, but the consideration for others in choice and volume of music is required. Be considerate when entering and engaging in someone else's space. The studio environment encourages intermingling and interaction with others but actions such as moving someone else's project or borrowing a marker can be seen as rude or inconsiderate. If someone gives permission to borrow an item or to use something of his or hers, remember to treat that item if it was your own and to return it in the condition it was borrowed in.

Students shall have access to the studio 24 hours/day, 7 days/week. There is guarded access to the building during the night and on weekends; but once inside the building any person may access the 7th and 8th Floor studios, so it is important to keep track of your personal items. Some general tips for avoiding theft include:

- Do not leave valuables around the studio or on a different floor; keep track of your stuff
- Remember to take your flash drive from the computers when you are finished and log out
- Put your name on all your supplies and valuables
- Keep your space as clean as possible to

reduce the amount of items that can be stolen

- Put your name on your wood (if you are storing wood in either shop)
- Purchase a lock for your taboret
- Secure all personal items such as handbags, wallets, iPods and laptops, books, and other architecture supplies in your locked taboret whenever you are not around

Please see this link: fau.edu/police to access the FAU Police website. Theft of any scale of student or University property will not be tolerated and should be reported to a faculty member or campus security if suspected.

Time Management

Time management is a key factor for a positive outcome in both the studio and in the professional world. Every person is faced with multiple responsibilities and should create a set list to prioritize those tasks.

Students should have a suitable balance between design studio, regular class hours and private life. It is important for students to keep in mind as a general rule that each one credit hour course is equal to three hours of homework a week. However, when budgeting how much time to spend for work in the design studio students should know how much time it takes for their design process, which is usually more time than a regular class. The architectural education demands a lot of hours due to the necessary hands on engagement of students and the passion involved, which is necessary to be successful in the profession. Nevertheless the studio should not be considered as a living- or bedroom. A minimum of private hours and sleep are recommended. 'All nighters' do not necessarily result in good project outcomes and they may reflect a lack of time management. More importantly a lack of sleep may affect your ability to work with tools or drive home.

There are two plotters in the studios and one in the computer lab available for students to use. While this is a very positive aspect of the studio, it is important for students to not wait until the day before something is due to plot. Give at least 48

hours before a deadline to plot, as everyone else will be using the plotter too. Also always have a back-up plot of work in case there are technical difficulties.

Pin ups and final reviews are a very important aspect of the studio culture. They are ultimately what each student will be working towards to present a complete studio project at the end of the semester. For midterm and finals reviews students should have completed their projects and are expected to be pinned up and ready to present by the deadline. These reviews at the end of each project are very important and useful for students to receive many different perspectives and critiques on how to improve the project from other students and faculty, to observe other students project, to critique those in return and by doing so to prepare for professional practice.

Florida Atlantic University's faculty and staff will always be there to help assist students in learning how to prioritize various activities and coursework in and outside the class. It is very important to each faculty member that every student be given the same opportunities to succeed both academically and professionally and will do everything in their power to help. Every professor understands that appropriate time management will provide students the optimal results in their coursework and will work with you to accomplish your goals.

Student-Professor Relationships

The design studio teaching method separates the architecture students from every other discipline. From one-on-one project critiques to jury presentations, students have a number of creative avenues for learning. The following describes common FAU School of Architecture teaching practices and learning methods.

The School of Architecture employs a diverse faculty, ranging from technical-environmentally to more historic-theoretically oriented professors in regard to research and teaching; and each contributes to the collective education that the school offers to its students. Professors and administrators work together to provide an educational environment

with the same ethically conscious mindset of the profession it is preparing students for. In order to teach productively, professors need to bring an insightful attitude to the classroom so that students will feel confident and more willing to express their creativity. To the same extent, students must be willing to learn and open to new ideas and ways of thinking and doing to make the most of every student-professor interaction.

Students and professors in the School of Architecture equally show respect for one another. Architectural discourse and constructive criticism is always encouraged, as long as the line between respect and disrespect is not passed. The academic environment requires a clear, effective and appropriate language. Degradation, belittling, or any other form of humiliation of a student or faculty member is prohibited. Professors, jury members, and students must show respect for the work done and effort put forth in good faith regardless of quality of design or craftsmanship. Students must respect the studio teaching method by embracing constructive criticism and self-analysis. It is helpful to remember that criticism may be aimed at the project or the process in an effort to identify areas for improvement. Professors are expected to be open-minded to the possibility of new design directions that might originate from an innovative or provocative perspective of the student.

Available Resources

There are several resources available students outside of the studio in order to enhance the student experience at the university. These resources are at the student's disposal and are encouraged to be utilized on a regular basis.

Administration: Professor Deirdre Hardy the Director of the School of Architecture. The director is dedicated to performing a leadership role in the academic community by generating and disseminating theoretical and applied knowledge through actively contributing traditional and innovative research and other creative activities to the faculty, staff and students. The Director organizes the course curriculum at the School of

Architecture and is in charge of all administrative procedures and necessities, supported by faculty and staff. Ms. Margaret Devine is the executive administrative assistant and the primary contact for administrative inquiries.

Computers Applications: Peter Shimpeno is the Coordinator for Computer Applications. The Coordinator facilitates computer hard and software of the school and supports students and faculty to use these as efficient as possible.

Woodshop: Pete Symons is the Coordinator for the woodshop at the School of Architecture, which includes a wide range of tools both hand or computer animated (see description) all to be used directly by the students. Students interested in utilizing the shop must sign-up for a safety instruction with Mr. Symons. The safety instruction is also a very useful introduction to tools and shop procedures and an introduction to the help available at the wood shop.

Lecture Series: Guest lectures provide special opportunities for students and faculty to enhance learning from experienced professionals about topics in architecture and other related fields. It is also an opportunity for informal student and faculty interaction and discussion, which contribute to the quality of the studio environment. The Lecture Series Coordinator is a member of the faculty who dedicates time and effort to organize and facilitate these events. Because the lecture series is regarded as a valued asset to education attendance is highly recommended and may be required in certain courses. Lectures, all-school meetings or exhibit opening at school are scheduled in accordance with design studio classes in order to make attendance easier for students who commute long distances.

Student Academic Counseling: Ms. Versel Reid is the Fort Lauderdale Upper Division Architecture Program and Undergraduate and Graduate Urban and Regional Planning Counselor. She is available to assist students enrolled in Architecture and Urban Planning at Florida Atlantic University. Ms. Reid is the primary contact with questions or concerns about your schedule, advice on career paths or admissions into the School of Architecture

or the School of Urban and Regional Planning.

Broward County Main Library: The Main Library, at 100 South Andrews Avenue is part of the FAU library system and available to all of FAU's students from Monday thru Wednesday 10am-8pm and Thursday thru Saturday 10am-6pm. The library, designed by the renowned firm of Marcel Breuer and Associates, has an extensive collection of design and architecture books and periodicals and offers free wireless internet as well as multiple computers for public use. The book collection is on the 4th floor. Books held on reserve by faculty for student use are on the 3rd floor. A 300-seat auditorium for meetings and lectures is on the ground floor.

Florida Atlantic University's Student Affairs: The Division of Student Affairs offers a wide range of opportunities for students to become active participants on campus and beyond. There are many activities, events, clubs (such as the American Institute of Architecture Students AIAS and the United States Green Building Council Students USGBC-Students), as well as services that are readily available for each student to use and we encourage you taking advantage of these opportunities to better your experience at the university.

Mission Green

In the summer of 2007, the University President signed the President's Climate Commitment. As part of this commitment, FAU formally established a sustainability working committee — whose representatives include students, faculty and staff — to address issues related to FAU's global environmental footprint.

There are many various ways that each individual student can contribute towards FAU's Climate Commitment. Some are on a larger scale and others are as simple as deciding to throw away a water bottle in a recycling bin instead of the trashcan. Regardless of how small a gesture may seem our studio is striving to make a conscious effort to contribute towards FAU becoming a green school. Some things that we are encouraging all students to do in the studio include:

- Recycling of all plastics, cans, bottles and paper
- Re-use of materials and paper for various iterations of a project
- Utilizing the plotter and printers as minimally as possible and use digital/electronic files in order to save paper and ink
- Avoid using excessive amounts of ink when plotting, such as using a white background for sheets and boards instead of a printed color
- Use ecological fonts to save ink
- Hand sketch, draw, and edit BEFORE digitizing rather than digitizing and printing before editing.

Just by utilizing these simple tips for reducing excessive waste in the studio, we can all contribute to attaining FAU's goal for our Climate Commitment and making the world a better place for us to live.

Working in the studio can give each student very unique experiences and insights. The implementation of our Studio Culture utilized by students, faculty and staff maximizes student's education. While these policies are in place to help better everyone's experience in the studio, we also extend these guidelines beyond the studio doors into everyday life. Each student, faculty and staff supports the productive community to better the life, education and experiences for everyone at Florida Atlantic University's School of Architecture.

Emergency Information

For immediate response, dial 911 or call the University's police department at (561) 297-3500

A Safe University

Florida Atlantic University provides a safe and healthy environment for students, faculty, staff and visitors through a comprehensive offering of services and detailed information. In the event of an emergency, the University home page will be replaced with detailed information about the emergency situation

The Latest Information

A new University-wide, toll-free hotline at: 1-888-8FAUOWL (832-8695) has been instituted to offer callers important information about the status of the University during emergency situations, including approaching hurricanes. This number is in addition to the campus hotlines listed in the "Key Contacts/Important Phone Numbers" section below.

Crisis Action Guide

The Florida Atlantic University Crisis Action Guide was developed by the University's safety committee to provide pertinent information for the FAU community in the event of an emergency or crisis. This guide offers information about: Bomb Threats, Catastrophic Events, Criminal /Violent Behavior, Emergency Evacuations, EH&S Information, FAU Emergency Status, Fires, Hazardous Materials, Hurricanes/tornadoes, Medical Emergencies, Psychological Crises, Reporting Crimes, Security & Access, Severe Weather, Sexual Assault, Shelter in Place, Suspicious Packages, University Police, Utility Failures.

Links and further Information

For further information, please visit the following link:

<http://www.fau.edu/admin/EmergencyInformation.php>

Key Contacts / Important Phone Numbers

FAU BOCA RATON

Hotline for Campus Status	(561) 297-2020
Computer/IRM Help Desk	(561) 297-3999
Counseling Center	(561) 297-3540
Dean of Students	(561) 297-3542
Environmental Health & Safety	(561) 297-3129
Night Owls Escort Program	(561) 297-6695
Human Resources	(561) 297-3057
Physical Plant/Work Control	(561) 297-2240
Rape Crisis Hotline	(561) 833-7273
Student Health Center	(561) 297-3512
Telephone Trouble/Repair	(561) 297-6333
University Police	(561) 297-3500
Victim's Services	(561) 297-0500
Crisis/Suicide Hotline	(561) 930-1234
Aid to Victims of Domestic Assault	(800) 2650-2102

FAU BROWARD

Hotline for Campus Status	(954) 236-1800
Computer/IRM Help Desk	(954) 236-1129
Counseling Center	(954) 236-1210
Security	
FAU Dania Beach	(954) 924-7000
FAU Davie	(954) 236-1018
FAU Fort Lauderdale - AT Bldg	(954) 762-5611
FAU Fort Lauderdale - HE Bldg	(954) 762-5352
Sexual Assault Treatment Center	(954) 761-7273
University Police	(561) 297-3500
FAU Davie	(954) 236-1140
FAU Fort Lauderdale	(954) 762-5120
Victim's Services	(561) 297-0500

History of the School of Architecture

The School of Architecture at Florida Atlantic University uses the region of South Florida as an urban laboratory for the exploration of the various responsibilities of architecture in the twenty-first century, reflecting its unique geographic, urban, and academic position. Fort Lauderdale sits on a ridge that separates the Atlantic Ocean from the Everglades and, at the same time, along the mid-line of the greater metropolitan area of South Florida. The School itself is situated in a highly urbanized neighborhood, on the 7th and 8th floors of a high-rise in downtown Fort Lauderdale. This gives our students a daily first-hand experience of a large metropolitan area functioning in very specific environmental conditions. At the same time, we are a unique school of architecture located within a college with a strong bend toward social inquiry. Our collaboration with other units in the college, such as the Schools of Urban and Regional Planning and Social Work, alongside our location in a culturally diverse subtropical metropolis, strengthens our commitment to environmental and social responsibility.

The School of Architecture was founded in 1996 as part of the then College of Urban and Public Affairs. Its history reflects the unique trajectory of FAU: like its mother university, the School initially also offered only upper-division education, with a majority of non-traditional (adult) students, who entered in the third and fifth years from community colleges and other universities. Over the years, again like FAU, the School has grown into a full-scale professional program with both lower and upper divisions on the undergraduate level and a graduate program about to begin.

In its initial three years, the School expanded greatly, growing from only 16 to 115 students and from one to six full-time faculty. This was the School's "heroic" period, during which it successfully bid for its first accreditation against a range of challenges. The students, many of whom came with professional experience but little academic rigor, needed to be efficiently introduced to the academic side of the discipline of architecture. Moreover, the School operated in an adapted office building, with very limited space and facilities. On the other hand, the enthusiasm of students and faculty, as well as the start-up funding from the University, balanced out the constraints. From the very start, the School has had its own generously funded library, organized in collaboration with the Broward Public Library and located next door; by 2010, the collection has grown to over 23,000 volumes. In our first years, we also enjoyed fully funded lectures and visits from distinguished international guest professor. The School's AIAS Chapter organized the National Forum in Fort Lauderdale in just its third year of

existence. This enthusiasm was shared between students and faculty and supported by the intimacy of a relatively small unit, resulting in an exceptionally successful five-year accreditation in 1999, a great boost for a new and very special program.

In the fall of 2001, following the NAAB Visiting Team's recommendations for more space, the School of Architecture moved into its new facilities. The faculty actively participated in designing the allocated two floors of the newly constructed Florida Atlantic University/Broward College Higher Education Complex in downtown Fort Lauderdale. This created far more comfortable conditions for work than before: properly sized and well-lit studio spaces, multiple venues for concurrent juries and group discussions, and several specialized workshops. By this time, the number of students reached 250 and their academic sophistication simultaneously greatly improved. Progress was made in the area of applied digital technology thanks to newly installed equipment and software and the active involvement from the faculty and a designated computer lab technician. At the same time, a wood workshop began operation under supervision of its own part-time technician. Yet another positive change was the increased outreach to local community in the area of art and design through several studio and research projects. Despite the severe budgetary cuts in this period, the School maintained a steady flow of guest lectures and exhibitions thanks to the continued involvement and activist approach of its students and faculty.

In the early 2000's, the School experienced further expansion, as it sought to establish lower division and Master's Degree programs. The former opened in 2004 at the main FAU campus in Boca Raton, allowing freshman and sophomore students to be exposed to the rich cultural and interdisciplinary offerings of a large university campus. While we retain the region's community colleges as our main feeder programs, our own lower division students constitute an increasing percentage of the upper division student population; their well-grounded liberal arts background consistently helps raise the general educational level at the school. At the same time, the courses for the new MSArch program have been prepared and approved by the University's Graduate Curriculum Committee and are currently pending approval by the State University System. We expect to first implement the non-professional MSArch degree-granting program in the fall semester of 2011 (the 5+1 format). Our own graduates will, most probably, fill it to capacity immediately.

By the fall of 2004, our enrollment reached 346, which posed a challenge even for our newly expanded facilities. The faculty faced a choice: containing enrollment growth (a source of badly needed funds), or petitioning for limited access approval. We chose the latter and, with the university's approval, began the limited access system in 2007. With the active and creative participation of our academic advisors in the admissions process and a newly outfitted studio with sixteen additional workstations in the Askew Tower across the street, we further ameliorated our overcrowded situation. As of the Fall of 2008, the School has used the gallery space on the ground floor of the Askew Tower ("The 2nd St. Gallery") for exhibiting student and faculty work, with a much increased public visibility. In the recent years, we have also acquired a variety of new equipment, including a CNC router, a laser cutter, a water table for airflow visualization, an extensive software package worth over \$250,000, etc.

The substantial expansion of student population also required an increase in the number of full-time faculty. After three rounds of faculty searches, our ranks have grown to twelve during the academic year 2008-2009. The newly hired faculty have expanded the in-house fields of expertise to environmental and structural engineering, digital fabrication, color theory, and architectural history and theory. At the same time, they have brought in considerable international reputation and a broad range of cultural backgrounds: currently, we have full-time faculty originating from five of the six inhabited continents! This fact facilitates closer contacts with our student body—itself exceptionally diverse—and helps bridge any potential cultural gaps between the students and the School.

This uniquely diverse composition of our School, however, is balanced out by our shared pedagogical and professional views, as well as an atmosphere of collegiality and collaboration, both within the School and with other units of the College. Among the several collaborative efforts, it is worth mentioning a prize from the Architectural Research Centers Consortium (ARCC), funding a research by a group of Architecture and Urban Planning faculty to devise the assessment and design criteria for outdoor comfort in a subtropical environment. The School of Architecture is also engaged in funded research through the Broward Community Design Collaborative, which has initiated a multi-disciplinary research group with FAU's Schools of Urban Planning and Engineering.

Our collaborative efforts also extend into the field of pedagogy. Besides the present BArch professional program

and the planned MArch program, we also offer joint programs in collaboration with other units in our College, as well as with other schools of architecture. We currently offer the combined Master of Urban and Regional Planning/Bachelor of Architecture professional degree-granting track in a specially arranged fifth and sixth year, and the option of pursuing a Master of Architecture degree from the Dessau Institute of Architecture. The latter degree can be obtained through three semesters in residence in Germany and one thesis semester at the location of the student's choice. The program concludes with a thesis defense, with the participation of the Director of the FAU School of Architecture. Several of our students have completed one or the other of these options or are currently studying in them.

School of Architecture Program Mission

The School of Architecture prepares students for the profession and practice of architecture. By developing an understanding of the design process as it embraces the interrelated and interdependent processes of planning, design, construction, and governance, the students develop the capability to recognize their ethical and societal responsibilities for improving the quality of our physical environment, and with it, our quality of life for we respect our environment, resources, and fellow beings.

Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

The School of Architecture at Florida Atlantic University was granted a 6 year term of accreditation for the following professional degree program in architecture :

Bachelor of Architecture (159 credits) - 1999, 2005.

We will be visited by an Accreditation Visiting Team to evaluate this program for re-accreditation in Spring 2011.

NAAB Student Performance Criteria (SPC)

The following section is from the 2009 Conditions and Procedures Book, published by NAAB. It describes the criteria evaluated by a visiting accreditation team to a candidate school. The SPC are organized into realms to more easily understand the relationships between individual criteria. For the purposes of accreditation, graduating students must demonstrate understanding, or ability in the following areas:

Realm A: Critical Thinking and Representation

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include: Being broadly educated; Valuing lifelong inquisitiveness; Communicating graphically in a range of media; Recognizing the assessment of evidence; Comprehending people, place, and context; Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: Ability to read, write, speak and listen effectively.

A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.

A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

A.10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

A.11. Applied Research: Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Realm B: Integrated Building Practices, Technical Skills and Knowledge

Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include: Creating building designs with well-integrated systems; Comprehending constructability; Incorporating life safety systems; Integrating accessibility; Applying principles of sustainable design.

B.1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B.2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B.3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B.4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

B.5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

B.6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions and Global Culture

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.8. Environmental Systems

B.9. Structural Systems

B.7 Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

B.8 Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

B.9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

B.10. Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.11. Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

B.12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Realm C: Leadership and Practice

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include: Knowing societal and professional responsibilities; Comprehending the business of building; Collaborating and negotiating with clients and consultants in the design process; Discerning the diverse roles of architects and those in related disciplines; Integrating community service into the practice of architecture.

C.1. Collaboration: Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

C.2. Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

C.3. Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

C.4. Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

C.5. Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

C.6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

C.7. Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

C.8. Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

C.9. Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Academic Calendar

The School of Architecture follows the academic calendar prescribed by Florida Atlantic University. In addition to the scheduled events, holidays, etc. described by the FAU Calendar, the School of Architecture requires that students participate in the bi-annual charrette, which is held during the first week of class. Final reviews for design studios are typically held during the week prior to final exams. The academic calendar may be viewed on the FAU website at:

www.fau.edu/registrar/pdf/Docs/acadcal1011.pdf

Lectures and Exhibitions

The School of Architecture schedules regular lectures throughout the academic year. Recent speakers include : David Lewis; Peter Magyar; Alan Shulman; Monica Ponce de Leon; Nothard-O'Connor-Bryntesen; Hitesh Mehta & Matt Lewis; Jacquelin Robertson; Jill Manton; Rene Gonzalez; Roberto Segre; Enrique Madia; Simon Velez; Felipe Assadi; Richard Meier; Jason Chandler; and EDGE Studio.

Faculty members participate in local and national exhibits of their work, and have collaborated with the FAU "Second Avenue Studio" Gallery as well as the Fort Lauderdale Museum of Art to present student work. Please visit our website for information on upcoming lectures and exhibitions.

Administration and Faculty

ADMINISTRATION

Dr. Rosalyn Carter

Dean and Professor

Rosalyn Carter is a Professor of Public Administration and Dean of CAUPA. Dr. Carter's primary responsibility as the Dean is the development of programs in the College and University. She has been the Dean since 1993, and her accomplishments include the creation of new programs, accreditation of new and old programs, modification of College procedures, and the development of research centers.

Dr. Floydette Cory-Scruggs

Associate Dean and Assistant Professor

Dr. Floydette Cory-Scruggs currently serves as Associate Dean of the College while continuing to serve as a faculty member in the School of Public Administration, teaching in both graduate and undergraduate programs. Her research interests include organization development, leadership, and health policy. She earned her Ph.D. from the University of Tennessee - Knoxville.

Jerry Clinton

Assistant Dean, College of Architecture, Urban and Public Affairs

Jerry Clinton is the Assistant Dean in the College of Architecture, Urban and Public Affairs. Since 1991, Mr. Clinton has headed the Academic Support Services Office in CAUPA. In that capacity, he is responsible for a wide range of functions including student counseling and advising, grant administration, and college budgeting.

Deirdre Hardy

Director and Professor, School of Architecture

A registered architect since 1984, Deirdre Hardy has worked in both large (140 person) and small firms on projects that range similarly from multi-story large office buildings to passive solar houses. Her academic life also ranges the full scale of university sizes from a large state university to an art and design school. She has taught courses ranging from beginning design to chairing a graduate thesis, and from construction detailing to history. She is also experienced in administration and was the Director of the Division of Architecture and Interior Design at the University of Texas at San Antonio before she came back to Florida and FAU. Although she grew up in Australia and still speaks that language best, she has grown to love Florida having lived in six different parts of the state. Her research interest just now focuses on the design techniques used by the early modernists in this region. She hopes to share her enthusiasm for their work and help students to learn from them, for their buildings demonstrate an understanding of this magnificent tropical climate and how to design for living with it harmoniously.

FACULTY

Anthony Abbate, AIA, NCARB

Associate Professor

Anthony Abbate, AIA, NCARB is an architect registered in Florida and Maryland. A graduate of Catholic University (B.S. Arch.) and Washington University (M.Arch.) he was a Senior Associate in the firm of Donald Singer Architect PA in Fort Lauderdale prior to establishing his own private practice in 1989. His projects have won over 16 AIA Awards of Excellence in Design. He is an active in the community as an appointed member of the Broward County Cultural Council, and President of the Arango Design Foundation. He also served on the board of directors of the Florida Association of American Institute of Architects and the State of Florida Department of Education Building Construction Advisory Committee and past president of AIA Fort Lauderdale. Professor Abbate taught Design Theory, History and foundation design courses at Broward Community College and served on the FAU School of Architecture steering committee in 1995. Over the past decade, he has also served as a visiting critic and guest lecturer at the University of Miami, Florida International University, Roger Williams University, and the University of Florida. Professor Abbate is the coordinator for Thesis Phase, and teaches Design 5, Design 9, Design 10, Vertical Studio, Urban Design, Materials & Methods, and Architectural Detail Generation.

Dr. Jean-Martin Caldieron

Assistant Professor

Dr. Jean Martin Caldieron joined the faculty in 2007. He received his Ph.D. in Engineering from Tohoku University in Japan. His dissertation was on the self-improvement of unauthorized settlements. He previously studied Earth Architecture at the Ecole D'Architecture de Grenoble (France), where he specialized in sustainable construction using raw earth as a building material. He received his Architect Diploma at Simon Bolivar University (Caracas, Venezuela) and worked in several firms prior to establishing his own practice in Venezuela where he designed residential and urban projects. He also practiced for three years as an architect in Japan, and he has been involved in several projects around the world. He previously taught and conducted research at the Simon Bolivar University, Tohoku University, and St. Petersburg College. His research interests are: integration of structures with architectural design education, up-grading of self-built urban settlements, shanty town dynamics, and open buildings structures. Dr. Caldieron is fluent in six languages. He is a passionate

traveller who has been researching, lecturing, and travelling in more than 100 countries. One of his goals is to pass on this passion to his students.

Philippe d'Anjou

Associate Professor

Professor d'Anjou graduated from Laval University in Canada with a professional degree, B.Arch., and a post-professional degree, M.Arch., both in architecture. His graduate research focused on design methodology and he is currently working on a Ph.D. in design ethics at University of Montreal in Canada. Professor d'Anjou has taught at different universities, including some in Mexico and Costa Rica; he has taught at North Dakota State University's Department of Architecture before joining the School of Architecture at FAU in 2004. He has also conducted foreign design workshops in Asia, South-America, and the Caribbean, and many lectures world wide on the topic of design philosophy and ethics. Professor d'Anjou's research interest focuses on the relation between ethics and design to develop a theoretical framework for design.

Dr. Henning Haupt

Assistant Professor

Henning Haupt, who joined the faculty in 2008, teaches architectural design. Haupt gained his teaching experience during the last 6 years at the Technical University at Braunschweig, Germany, where he is currently finishing his PhD in the field of design methods: 'Experiments in Colour - Integration of painted colour spaces in an architectural design process'. As a postgraduate experience Henning joined the Architecture program at the Cranbrook Academy of Arts, Michigan and as a graduate exchange the program at SUNY Buffalo. He received a Diploma of Architecture from Technical University Darmstadt, Germany and a first Diploma from TU Braunschweig. After working as a practitioner in Berlin he became a licensed Architect in 1998.

Ralph Johnson

Professor

Ralph Johnson is a Professor in the School of Architecture and currently the Director of the Center for the Conservation of Architectural and Cultural Heritage (CCACH), in the College of Architecture, Urban and Public Affairs at Florida Atlantic University (FAU). He is a long standing participant in the field of historic preservation as an educator, advocate, and consultant. Professor Johnson has served several terms, almost nine years, as a member of the Board of Trustees, Florida Trust for Historic Preservation and holds the honor of Trustee Emeritus. He was formally President of the Miami-

Dade County Historic Preservation Board and a member of the Board of Directors, Dade Heritage Trust in Miami. Since coming to Fort Lauderdale he was appointed to the Historic Preservation Board of Fort Lauderdale and is now a member of the Board of Directors of the historic Bonnet House. He is also a member of the Board of Directors for 1000 Friends of Florida, Inc, which promotes healthy urban and natural places by wise management of growth and change.

Dr. Vladimir Kulic

Assistant Professor

Vladimir Kulić joined the faculty in 2008 and teaches courses in architectural history and theory, as well as design. He got his bachelor's and master's degrees in architecture from the University of Belgrade (Serbia), where he taught for five years before moving to the University of Texas at Austin. At UT, he received his Ph.D. in architectural history with a dissertation about the relationship between modern architecture and politics in socialist Yugoslavia.

Dr. Kulić's has published widely in the United States and across Europe: in Croatia, Italy, Serbia, Slovenia, Spain, Switzerland, and UK. His book, *Sanctioning Modernism: Architecture and the Creation of Post-War Identities*, co-edited with Monica Penick and Timothy Parker, is due to come out in 2011. In collaboration with the Croatian critic Maroje Mrduljaš and the Austrian architectural photographer Wolfgang Thaler, he currently also writes a book on architecture in socialist Yugoslavia. In 2009, Dr. Kulić won the Bruno Zevi Prize for Critical/Historical Essay in Architecture and his winning text came out as a special publication in Rome.

Francis Elliot Lyn

Associate Professor

Francis Elliot Lyn received his Master of Architecture from Princeton University and his Bachelor of Architecture from the University of Miami. He has taught at various Florida institutions in the areas of design, drawing, and architectural theory. His architectural work has received national recognition and has been included in national and international exhibitions. Premiated projects include a new courthouse for Williamsburg Virginia, (in collaboration with Jorge L. Hernandez), as well as the Grand Egyptian Museum and the Graphisoft Conference Center Competitions (in collaboration with Dr. Peter Magyar and Aron Temkin), both of which received recognition from the AIA. His current research deals with Scandinavian modernism, with a particular focus on the work of Erik Gunnar Asplund. His research also focuses on the importance of both analog

and digital methods of representation in the production of architecture. He has presented papers on his research at numerous conferences, both nationally and internationally. Most recently his research has been included as an invited chapter in a text, and has also been published in several scholarly journals. Currently, Professor Lyn is the Junior Phase coordinator for the FAU School of Architecture.

John Sandell

Associate Professor

A practicing architect with twenty years experience, John Sandell joined Florida Atlantic University in the Fall of 2004. His current practice in Italy, where he is a registered architect, focuses on design pursued primarily through residential building and public architectural competitions. Prior to opening his own studio, he worked for Ettore Sottsass Associati in Milan, Charles Pfister in San Francisco, Robert Obrist in St. Moritz, Switzerland and Aldo Rossi in Milan. Professor Sandell's academic career began at the Istituto Europeo di Design in Milan where he taught 20th Century History and Theory from 1993 to 1999. He has been an Adjunct Professor at Portland State University, Department of Architecture, at the University of Oregon, Graduate School of Design in Portland and a Visiting Professor at California State University, Florence, Italy. Currently, Professor Sandell teaches senior level design courses.

Aron Temkin

Associate Professor (on leave of absence)

Aron Temkin, an NCARB-registered architect, came to FAU from Carnegie Mellon University where he taught as a Visiting Assistant Professor. In practice since 1992, Prof. Temkin worked for several award winning design firms - studio d'ARC, Urban Design Associates, and Perfido Weiskopf Associates - before pursuing independent practice. His work has been included in several group exhibitions in Pennsylvania and Michigan including an award for "Best of Show" in the Pittsburgh Young Architects Exhibition in 1998. Since coming to FAU Prof. Temkin has initiated the school's digital design culture and helped to refine the junior phase design curriculum. During the spring and fall he teaches Dynamic Design Methods 1 and 2 and Architectural Design. During the summers he directs the High School and College Residency programs at Frank Lloyd Wright's Fallingwater.

Mate Thitisawat**Assistant Professor**

Professor Mate Thitisawat graduated from Chulalongkorn University (Bangkok, Thailand) with a professional degree (B.Arch) before receiving his Master's degree (M.S.) from Georgia Institute of Technology. Currently, he is a Ph.D. candidate in the Building Technology Program at the College of Architecture, Georgia Institute of Technology. His research interests include building simulation and control, energy efficient building design, daylighting, optimization, building control systems, building product modeling, and knowledge-based systems. His dissertation topic is "Techno-Economic Optimization of Smart Double-Skin Façade (SDSF) Systems." This work deals with a collaborative design process through a configuration optimization of the systems by using Multi-Objective Genetic Algorithms (MOGA) based on Pareto optimality. He has published his work on the SDSF systems and daylighting with his advisor (Professor Godfried Augenbroe) and colleagues in conferences and journals. As a team leader, he has won awards for a funding proposal and an international design competition. He has received the first place of 2008 ARCC Incentive Fund Award from Architectural Research Centers Consortium to conduct a research project titled "Designing for Outdoor Comfort in a Subtropical Environment: Assessment and Criteria for Outdoor Comfort". In addition, he won fourth place in the first and second round of Bahamas Design Challenge.

Digital Fabrication and Biomorphic Design, combining CNC manufacturing techniques to produce kinetic prototypes. His work has been published in several conferences in the US and Europe, including Acadia and eCAADe.

Emmanouil Vermisso**Assistant Professor**

Emmanouil Vermisso joined the faculty in 2008. A registered architect in Greece, prior to coming to FAU, he practiced architecture in London, at the firms of Foster + Partners, Allford Hall Monaghan Morris and Porphyrios Associates, where he worked on a variety of residential and mixed-use projects. He has a Diploma in Architecture from the University of Westminster (London) and a post-professional Master of Architecture from Syracuse University (NY), where he conducted research on the implications of examining Classical Architecture within a digital framework. While completing his Masters degree he taught architectural design to first year students.

His interest within design lies at the intersection of digital design theory and fabrication, as well as Classical architectural theory and architectural Organicism. His research focuses on the evolving use of Organicism as a design strategy and the biological analogy in architecture. He currently teaches Architectural Design and seminars on

Staff

Margaret R. Devine

Executive Secretary

Margaret Devine is the secretary to the Director of the School. In addition she provides support services to the School's faculty and serves as a liaison between them and students as needed. Students may approach Margaret for assistance with a variety of matters such as:

- relaying messages or homework to instructors
- dropping off charette competition entries or final projects
- obtaining printer room supplies such as paper and toner
- obtaining clarification on university procedures

Margaret's office is on the eighth floor of the Higher Education Complex, HE 807. She may be reached by phone at (954) 762-5654, or by e-mail at mdevine@fau.edu.

Peter Symons

Workshop Coordinator

Peter Symons received his Bachelor of Fine Arts in Sculpture at the Rhode Island School of Design and his Master of Fine Arts Degree for Sculpture at the Pratt Institute in NYC. He joined the School of Architecture in the fall of 2008. He actively exhibits his art and design work nationally.

Peter Shimpeno

Coordinator of Computer Applications

Peter Shimpeno is currently pursuing his Master of Fine Arts degree in graphic design at Florida Atlantic University. He holds a bachelor of Fine Arts degree in graphic design from the University of North Florida.

Todd Hedrick

Assistant Director of Academic Programs

Todd Hedrick's duties include providing audits for all undergraduate students in the College for Design and Social Inquiry at the Boca raton Campus, assisting students in navigating the policies and procedures of the University and coordinating the lower division architecture admission process. All students registering for lower division courses in the architecture program must contact Mr. Hedrick for information pertaining to course requirements, pre and co-requisites, and general academic advising issues. He may be reached at: thedrick@fau.edu. or by phone at 561-297-2316.

Versel C. Reid

Coordinator of Academic Programs

Versel Reid is the upper division academic advisor for the School of Architecture. All students registering for upper division courses in the architecture program must contact Ms. Reid for information pertaining to course requirements, pre and co-requisites, and general academic advising issues. She may be reached by e-mail (vreid@fau.edu) or by phone at 954-762-5644, or fax at 954-762-5673.

FAU School of Architecture

Owl Cards

Owl cards are available to all FAU students through the Office of Student Affairs. At the downtown Ft. Lauderdale campus the office is located in the "Second Avenue Studio" gallery on the ground floor of the Askew Tower. The Owl Card is used for student identification, as a library card, and is typically required when entering School facilities on holidays or after normal class hours. You may also have your Card activated to permit access to some limited-access spaces like the printing and plotting resource rooms.

Email Addresses

Once a student enrolls at the university they are given a FAU email account. Students should check this email frequently. The university will send out reminders and announcements through this email account.

Students with Disabilities

Reasonable Accommodations

Florida Atlantic University will reasonably accommodate individuals with a disability who are otherwise qualified unless such accommodations would pose an undue hardship, or otherwise result in a fundamental alteration in the nature of the service, program or activity, or in financial or administrative burdens. The term “reasonable accommodation” is used in its general sense in this policy to apply to employees, students and visitors.

A student must self identify as an individual with a disability and provide appropriate diagnostic information that substantiates the disability. The Office for Students with Disabilities will then assess the impact of the disability on the student’s academic program and record the required academic accommodations in a memo to the instructor. All diagnostic information is confidential and therefore can only be sent at the student’s request.

Office for Students with Disabilities

The purpose of the Office for Students with Disabilities at FAU is to ensure that all students with disabilities have equal access to the classroom as well as other components of the university community. The office works directly with disabled students as well as staff and faculty to ensure this equity. This is in compliance with Section 504 of the Vocational Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

In order to register with the Office for Students with Disabilities (OSD) students with disabilities must submit appropriate documentation to substantiate their disability. Based on this documentation, appropriate academic adjustments can be made and other support services such as assistive technology can be made available.

In addition to documentation, prospective students must submit an application for services. When all materials have been received and reviewed by OSD staff, the student will be scheduled for an intake interview. At that time accommodations will be put in place for the student, and all procedures and processes will be reviewed. Please note that once accommodations are in place changes in disability status will necessitate changes in appropriate accommodations. The flow of paperwork is important to ensure both confidentiality and the implementation of the accommodations. Students will be expected to follow through with all necessary requests for information.

Please visit the OSD website for further information, locations of their offices, hours of operation and contact information. <http://www.osd.fau.edu>

Admissions, Advising and Registration

Admissions

Admission to the School of Architecture is a two-step process. All students applying for admission to the program must first apply and be accepted to Florida Atlantic University. Once accepted to the University, students must then apply for admission to the School of Architecture. Please refer to the FAU Catalog for further information on admission policies and procedures, or visit the Office of Admissions website at <http://www.fau.edu/academic/admissions/admissn.htm>. Interested students may also contact Versel Reid, Coordinator of Academic Programs for the School of Architecture at vreid@fau.edu or Todd Hedrick, Assistant Director of Academic Programs at thedrick@fau.edu.

Advising

Academic Advisor

The academic advisor's role is to assist students with their progression through the Bachelor of Architecture program. Students should meet with the academic advisor at least twice a year. The academic advisor signs all university documents including the transient student form, application for degree and financial aid progression form. The academic advisor signs students up for "permission only" classes.

For further information on Academic Advising please contact either Todd Hedrick (thedrick@fau.edu), the lower division advisor; or Versel Reid (vreid@fau.edu), the upper division advisor.

Faculty Advisor

The faculty advisor's role is to assist students with their chosen career path. Students should talk to their faculty advisor about issues such as suggested electives, and general academic issues. For more specific information on progression through the class sequence, etc. please see the Academic Advisor.

Registering for Courses

Online Registration

The schedule of classes and registration are online. Students can register online for classes that are *not* permission only through MyFAU. Students must go through the secured access to enter the registration screens. You must have your username and password in order to register. Directions for use of the system are online.

Core Architecture Course Registration

For core architecture courses, students must acquire and complete a registration form. Registration forms are available from the Academic Advisors (Todd Hedrick for Lower Division and Versel Reid for Upper Division).

Holds

All holds **MUST** be cleared prior to registration for any courses at FAU.

Add/Drop

The add/drop period typically extends into the first week of classes. Students may add and drop classes - that are not permission only - as necessary during this time. For more specific dates check the official academic calendar. The academic calendar is available online through the registrar's office at www.fau.edu/registrar/pdf/Docs/acadcal1011.pdf

Required Courses

The curriculum in the Bachelor of Architecture program follows a specific progression that is continually developed with significant consideration by the faculty and with careful review of national accrediting requirements and your development as inspired future design professionals.

The course sequence was developed to align the fundamental lessons in your core courses and lecture courses with the increasing complexity of your design studios. The curriculum is a cumulative progression, as a result most required courses have pre-requisites and co-requisites that prescribe the pace and sequence of your degree sequence.

These pre-requisites and co-requisites are not optional: if a student enrolls in a class out of sequence or without the proper prerequisites they will be administratively withdrawn.

Students who are administratively withdrawn from a class may still be responsible for paying the registration fee for the course. The curriculum charts on pages 3-2 and 3-3 of this handbook are a good guide to the course sequence

and pre-requisite requirements. While your academic advisor should be very helpful in navigating the curriculum, taking the time to familiarize yourself with the course sequence and course requirements will help you avoid mistakes at registration time.

Academics and Curriculum

Course Sequence and Progression

Course Sequences

All courses are identified by numbers composed of four digits. Courses numbered 1000-2999 are referred to as “lower division,” those numbered 3000-4999 are “upper division,” and those numbered 5000 and above are “graduate or thesis-level.”

Placement in Design Studios

Any student enrolling for the first time at Florida Atlantic University in a design or other professional course offered by the School of Architecture must enroll in the first course in the sequence, unless specifically approved for higher placement by the Program Director and Faculty Review Committee, based on a review of previous work completed by the student.

Enrollment in Studio Courses

A student may enroll in only one design and one graphics course per semester. Any student who enrolls in a studio course with an incomplete in a prerequisite must remove the incomplete prior to the no-penalty drop deadline. A student permitted to take a prerequisite course concurrently with a studio course must drop the studio course if the prerequisite course is dropped. Any student determined to be enrolled in a studio course that was not approved will be administratively dropped.

Advancement in Studio Courses

All professional degree programs in the School of Architecture are organized around a sequential design studio core in which the student develops and demonstrates a capability for analyzing problems and synthesizing solutions, using techniques and skills unique to the field of architecture. Advancement in the design sequence will be denied if a student earns less than a C in prerequisite courses. Further progress in the studio sequence in such cases may be permitted after retaking and successfully completing the pre-requisite course.

Class size of studio courses is limited by professional accreditation standards. Limitations of operating funds, facilities and faculty require that the enrollment in these courses be restricted. As a consequence, the School of Architecture makes periodic reviews of all students enrolled in studio courses. The School reserves the right to refuse further advancement in a studio sequence to any student, major or non-major, whose work is of borderline quality, even if all course and prerequisite requirements have been satisfied.

Required Architecture Courses

Foundation (Lower Division)

ARC 1301	Architectural Design 1	Credit Hours: 4
ARC 1302	Architectural Design 2	4
ARC 2201	Architectural Theory 1	3
ARC 2208	Culture and Architecture	3
ARC 2303	Architectural Design 3	4
ARC 2304	Architectural Design 4	4
ARC 2461	Materials and Methods of Construction 1	3
ARC 2580	Architectural Structures 1	3

Junior Phase

ARC 3320	Architectural Design 5	4
ARC 3503	Architectural Structures 2	3
ARC 3610	Environmental Technology 1	3
ARC 3463	Materials and Methods of Construction 2	3
ARC 3321	Architectural Design 6	4
ARC 3374	Site Planning and Engineering	3
ARC 3710	Pre-Modern Architectural History and Theory	3
ELECTIVES	Upper division electives	10

Senior Phase

ARC 4326	Architectural Design 7	4
ARC 4219	Architectural Theory	3
ARC 4620	Environmental Technology 2	3
ARC 4504	Architectural Structures 3	3
ARC 4327	Architectural Design 8	4
ARC 4712	Modern Architectural History and Theory	3
ARC 4270	Professional Practice 1	3
ELECTIVES	Upper division electives	10

Thesis Phase

ARC 5328	Advanced Architectural Design 1	6
ARC 5271	Professional Practice 2	3
ARC 5910	Project Research Methods	3
ARC 5352	Comprehensive Design Project	6
ARC 5272	Professional Practice 3	3
ELECTIVES	Upper division electives	12

Curriculum Chart

† Required for all incoming students unless waived

** Requirement may be fulfilled by Vertical Studio or Vertical Studio Abroad.

NOTE: In addition to the listed pre-requisite and co-requisite courses, the preceding studio course is always a prerequisite.

Freshman Phase		Sophomore Phase	
ARC1301 Design 1 (4)	ARC1302 Design 2 (4) <i>pre-req: ARC2208</i> <i>co-req: ARC2461</i>	ARC2303 Design 3 (4) <i>pre-req: ARC2461</i> <i>co-req: ARC2201</i>	ARC2304 Design 4 (4) <i>pre-req: ARC2201, ENC1101+2</i> <i>co-req: ARC2580</i>
ARC2208 Cult. & Arch. (3) Humanities CORE	ARC2461 Mat'l & Meth 1 (3) <i>pre-req: ARC1301</i>	ARC2201 Arch. Theory 1 (3)	ARC2580 Structures 1 (3) <i>pre-req: MAC2233 or 2311</i>
ENC1101 College Writing 1 (3) Communications CORE	ENC1102 College Writing 2 (3) <i>pre-req: ENC1101</i> Communications CORE	PHY2053 Physics (4) or PHY 2043 Physics (3) <i>Natural Science CORE</i>	Social Science (3)
MAC1114 Trigonometry (3) or MAC1147 Precalc, Alg, Trig <i>Math CORE</i>	MAC2233 Calculus (3) or MAC2311 Calculus (4) <i>Math CORE</i>	Humanities CORE (3) (needs to satisfy writing req.) <i>Humanities CORE</i>	Social Science CORE
	Social Science (3)	Social Science (3)	Humanities (3) (needs to satisfy writing req.)
	Social Science CORE	Social Science CORE	Humanities CORE
Total Credits: 13 or 14	Total Credits: 16 or 17	Total Credits: 17 or 16	Total Credits: 16 or 17

Lower Division

Junior Phase		Senior Phase		Thesis Phase	
ARC3320 Design 5 (4) <i>pre-req: all lower division</i>	ARC3321 Design 6** (4) <i>pre-req: ARC3503</i> <i>co-req: ARC3510</i>	ARC4326 Design 7** (4) <i>pre-req: ARC3510, ARC3463</i>	ARC4327 Design 8** (4) <i>pre-req: ARC3374, ARC4620</i> <i>co-req: ARC 4712</i>	ARC5328 Adv. Arch. Design 1 (6) <i>pre-req: ARC 4604</i>	ARC5352 Comp. Design Project (6) <i>pre-req: ARC5910</i>
ARC3503 Structures 2 (3)	ARC3374 Site Planning (3)	ARC4620 Env Tech 2 (3)	ARC4270 Pro Prac 1 (3)	ARC5910 Research Meth (3)	ARC5272 Pro Prac 3 (3)
ARC3710 Pre-Mod Hist (3)	ARC3610 Env Tech 1 (3)	ARC4504 Structures 3 (3)	ARC4712 Mod Arch Hist (3) <i>co-req: ARC 4327</i>	ARC5271 Pro Prac 2 (3)	Upper Division Elective (3)
ARC3463 Mat'l & Meth 2 (3)	Upper Division Elective (3)	ARC4219 Arch Theory 2 (3)	Upper Division Elective (3)	Upper Division Elective (3)	Upper Division Elective (3)
ARC3319 Design Techniques† or Upper Division Elective (3)	Upper Division Elective (3)	Upper Division Elective (4)	Upper Division Elective (4)	Upper Division Elective (3)	Upper Division Elective (3)
Total Credits: 16	Total Credits: 16	Total Credits: 17	Total Credits: 17	Total Credits: 18	Total Credits: 15

Upper Division - students must complete lower division before taking Design 5

Electives

In an effort to diversify the students' learning experience at FAU, the School of Architecture offers many electives within the discipline. Students are encouraged however, to participate in classes outside of the School as well. A list of relevant electives in Art, Art History, Philosophy, and Business - among others - has been assembled by the faculty and is available from your academic advisor.

At least 12 credits of your upper division electives must be from departments outside of the School of Architecture.

Vertical Studio

Students in good standing who have satisfactorily completed ARC 3320 Architectural Design 5, ARC 3321 Architectural Design 6, or ARC 4326 Architectural Design 7 with a grade of B or better are eligible to enroll in ARC 4322 Vertical Studio. Students seeking to apply to Vertical Studio must complete the registration form. The student's faculty advisor must verify the student's eligibility and approve the application and the faculty member assigned to teach Vertical Studio must sign the form.

Vertical Studio may only be taken once. Vertical Studio is a 4-credit design studio that may substitute for ARC 3321 Architectural Design 6, ARC 4326 Architectural Design 7, or ARC 4327 Architectural Design 8. Vertical Studio is not a substitute for ARC 3320 Architectural Design 5, or ARC 5328 Advanced Architectural Design 1. Students in the Thesis Phase may enroll in Vertical Studio as an elective for non-required course credits.

Directed Independent Study (DIS)

A directed independent study (DIS) is a way for students to pursue a research interest or particular design exploration through a self-motivated but faculty-guided semester-long project. These projects are established as an agreement between a student and a particular professor wherein a series of objectives are defined, a schedule developed, and pre-determined submissions are graded. Students should pursue these opportunities from a clear intention of study and/or interest: once a project statement has been clearly composed by the student and reviewed by the engaged faculty member the student must be prepared to follow-through with completion of the intended work.

DIS courses are intended to expand student opportunities for self-motivated research. They are a supplement to what is offered through regularly scheduled courses. DIS courses cannot take the place of required courses and are not intended to replace coursework that is available through existing classes.

Due to the additional instruction time involved, students are strongly encouraged to seek out members of the full-time faculty (rather than adjunct faculty) for these projects.

Students interested in pursuing a DIS must plan ahead: most faculty will not take on more than two or three DIS students in a semester. This limits the number of DIS opportunities per year. Students are encouraged to speak with instructors in advance regarding the basic intentions of a DIS project to check for an instructor's availability and interest in the work. Ideally you should try to seek out an instructor with a similar interest or expertise in the project you wish to pursue.

After the initial discussion each student must develop a project proposal as per the description on the right side of this page. Registration requires an Add/Drop form with the faculty member's signature. Typically, faculty will not sign-off on a project until he or she has had time to review the proposal.

Restrictions

1. DIS courses are an extra opportunity: students on probation, for any reason, are not eligible to register for DIS courses.
2. Students may only register for one DIS course in a semester.

3. Students may not use DIS courses more than 3 times toward the fulfillment of degree requirements.

4. Work, for which students are paid, as employees of a firm, or as independent contractors, shall not be eligible for academic credit.

Proposals

All DIS proposals should include the four points listed below. These need not be long, 1 to 2 pages is usually adequate. The questions in italics are offered as issues to consider when writing your proposal.

1. A concise synopsis of the research/design objective

- *What are you trying to explore or examine?*
- *How does this build on your work in previous courses?*
- *How will this project expand beyond what is offered in other courses?*
- *What reference(s) will you be using, and what is the significance of said reference(s)?*
- *What is your approach to the problem? What methodology will you use?*

2. A schedule

- Students are responsible for arranging timely meetings with the faculty advisor. *How often are you going to meet with the instructor?*
- *How many hours a week are you going to dedicate to this work?* (also see 4. below)
- *At which points during the semester are you going to submit work to the instructor for evaluation?* At a minimum you should include a mid-term assessment and final assessment.

3. A list of deliverables

- *What are you going to submit for evaluation during the semester?*
- *What are you going to submit for a final project or final submission?*

4. Number of credits

- *How many credits do you think the project should be worth?* Keep in mind that a 3 credit hour course typically requires 6 (or more) hours of course related work each week.

Incomplete Grades

The policy on incomplete grades, consistent with the university policy stipulated in the catalog is as follows:

A student who is passing a course, but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (Incomplete). The grade of “I” must be changed to a grade other than “I” within a time frame not to exceed one calendar year from the end of the semester during which the course was taken.

The “I” grade is used only when a student has not completed some portion of the work assigned to all students as a regular part of the course. It is not used to allow students to do extra work subsequent to the end of the semester in order to raise the grade earned during the regular term. Students unable to complete more than one major assignment, examination, or review are advised to drop the course or request an “F” for the course.

Incomplete grade forms are available at the School of Architecture administration office (HEC 807). The student requesting an incomplete is responsible for transmitting the form to the instructor of the course for which an incomplete is sought.

The instructor is required to record on the Incomplete Grade Form the work that must be completed by the student for a final grade, the time frame for completing the work, and the grade that will be assigned if the work is not completed: It is the student’s responsibility to make arrangements with the instructor for the timely completion of the work by the assigned due date.

The completed and approved Incomplete Grade Form must be submitted in advance of the date grades are due at the Office of the Registrar, as regularly published in the Academic Calendar.

PLEASE NOTE:

Students cannot graduate with a grade of incomplete in their record.

Students who have received a grade of incomplete in a design studio course may not advance to the subsequent studio until the course for which the incomplete was received has been successfully completed with a grade of “C” or better.

Graduation Requirements

Students should refer to the University Catalog in effect at the date of matriculation to determine the requirements for completion of the program of study in the School of Architecture. Students are encouraged to meet with an academic advisor to ensure proper progression through the program. Although staff members and faculty advisors assist students in completing degree requirement checks, it is ultimately each student’s responsibility to determine that all of his or her degree requirements have been met. Students must complete all required courses as listed in the catalog.

In order to graduate and participate in the graduation ceremony students must submit their Application for Degree within the first couple of weeks in the semester in which they will be graduating. Check the academic calendar at <http://www.fau.edu/academic/registrar/> to find the specific date. The Application for Degree can be found at <http://www.fau.edu/registrar/forms.htm> or can be obtained from the academic advisor.

Petitions for Curriculum Exceptions

Waiver of Required Courses

Transfer students who have satisfactorily completed courses that are equivalent to, or more advanced than, those required for completion of the degree program may request a waiver of such courses. The petition must be approved by the Appeals/Petitions Committee of the School of Architecture and the School's director.

Each course must be approved separately. A course taken previously may be used to waive only one course at the School of Architecture.

Students must present evidence of the coursework taken previously, including catalog descriptions, course syllabi, transcripts, assignments, papers, and exams. It is the responsibility of the student to demonstrate their ability with or understanding of the the particular Student Performance Criteria (SPC) assigned to that course. SPC allocations are indicated on the syllabus for each required course.

A certified translation from a university approved translation service is required for evidence submitted in a language other than English. The completed petition must be filed with the office of Student Advising at the beginning of the term in which that course is normally offered, or required. The deadline is the same as for registration.

Elective courses of equivalent unit value must be substituted for each course waived.

Career Development

Career Development Center

The Career Development Center (CDC) promotes a practical approach towards helping students find a self actualizing career direction; one in which individuals find success and fulfillment. Their office encourages all students to take responsibility for managing their careers and the directions they may take. Students are encouraged to begin their career planning early in their professional course sequence and to become informed about career resources in the CDC.

Career development is an ongoing process that begins with self-assessment, exploration and research, experiential learning, and career informed decision-making in choosing to enter the work force or graduate/professional school.

Towards these ends, CDC advocates a career management model for entering students which integrates a wide variety of exploration activities, career experience programs, and networking opportunities. In order to provide these services, a team approach is used within their office to coordinate efforts among faculty, company recruiters and alumni. In this manner, many different types of resources are focused upon the career needs and goals of our students.

For further information, students may contact Prof. Sandell during his office hours.

Intern Development Program (IDP)

The following is a summary copied from the Association of Collegiate Schools of Architecture web site. Please see their web site for more information or search under www.ncarb.org for more information on the IDP process and architectural registration.

For those graduates working toward the ultimate goal of licensure to practice architecture the internship period is intended as a continuation of the process of architectural education providing specialized training and knowledge about architectural practice that is not covered in the academic setting. Each US state registration board establishes the details of its own training requirement; for those states and provinces requiring an NAAB- or CACB-accredited degree, three years of training in addition to the degree is the norm.

As the scope and complexity of architectural practice have expanded, the traditional method of mentorship, where apprentices attain practical training through a close working relationship with a practitioner has become less tenable. In the United States, the Intern Development Program (IDP) was created to provide a coherent structure ensuring that graduates entering the profession today can acquire the specific knowledge and skills necessary for the competent practice of architecture.

While some state registration boards allow training options other than IDP for those pursuing licensure, Florida is among the majority of state boards who have adopted the IDP training standards as a requirement for licensure. The IDP requirements outline specific training in four major categories: design and construction documents, construction administration, management, and professional/community service. Participating interns must demonstrate competency in each of these areas in the course of their internship in order to meet the overall training requirement.

In addition to the more traditional settings of architectural practice, IDP also encourages interns to gain experience in less conventional areas within the overall profession. While every state mandates the acquisition of experience under the direct supervision of a registered architect, many states also accept experience gained under the supervision of other design professionals, such as landscape architects, engineers, and general contractors. You can refer to

published policies of the individual state boards for more information

To a greater extent than in the academic setting, the internship period must balance the needs of the intern with the needs of the educational setting, which in this case is also an employment setting. While the firm has a responsibility to provide the training opportunities central to the internship, it also expects the intern to perform basic professional services and learn the particularities of how the firm practices architecture. Successful interns will learn to recognize and take advantage of the overlap in these often conflicting goals in order to maximize the value of their internship experience.

Special Programs

Bachelor of Architecture / Master of Urban Planning Program (B.Arch./M.U.R.P.)

This dual degree program is designed specifically for architecture students who have an interest in urban design and wish to have an understanding of how urban design principles and bureaucratic processes affect building design. A broader perspective of what constitutes public planning policy making will aid architects in the development of their professional careers. Alternatively, knowledge of architectural principles will be of inestimable benefit to the student who decides to concentrate his or her professional career in planning.

This degree continuum allows a student to earn a carefully sequenced pair of degrees at the same time. The School of Architecture and the Department of Urban and Regional Planning have created this sequence by integrating two degree programs so that a student can graduate with both a professional B.Arch. degree and a MURP degree. The two-degree-combination curriculum is organized in a time frame where courses for one major will integrate as elective courses in the other. The thesis year combines planning and architecture courses preparing students to sequence their thesis project for architecture and their final planning course as the culmination of their undergraduate professional degree and their graduate degree in planning.

Consult the MURP admission requirements section of the graduate catalog for details. When applying to the MURP program, students must include a letter from a School of Architecture faculty member recommending them to the joint degree program. Only students who are beginning the thesis level of the B.Arch. program may matriculate into the B.Arch./ MURP joint degree program. To be eligible, B.Arch students must have no academic deficiencies at the end of their senior level or upon admission to the thesis level. Students transferring into the thesis level of the B.Arch program from another institution, should consult the admission requirements section of the School of Architecture in the undergraduate catalog. A recommendation to enter the B.Arch./MURP program is contingent upon a full program review and the evaluation of the portfolio and subsequent studio placement.

If a student withdraws from the joint program, the student may still continue with the professional architecture degree program, provided the student is in good academic standing.

Dessau Institute of Architecture Program

Students graduating with a Bachelor of Architecture degree may choose to study at the Dessau Institute in Germany. This program which began in the 1920's after World War I was known originally as the Bauhaus. Walter Gropius, and colleagues such as Paul Klee and Kandinsky moved the Art School at Weimar to Dessau in 1925 where it rapidly became known as one of the great centers of the International Modern movement. Disbanded by the Nazis in 1933 the school is now relocated to its original home and offers a Master of Architecture degree. Close to Berlin by train this school offers a three semester in residence program in the center of dynamic architectural growth in the area that was formerly East Germany.

Study Abroad Opportunities

The School of Architecture periodically offers opportunities to students to travel to other countries to broaden their architectural education experience. Summer courses have been offered for study in Salamanca, Spain and Cartagena, Columbia. Recent study abroad programs have included: Dessau, Germany; The Netherlands; Italy (various cities); London, UK and Mexico City, Mexico. Similar tmay will be offered in the future – watch the department notice boards for announcements.

Other Travel Opportunities

The School of Architecture also offers opportunities to students to travel to other cities within the US and US Territories to broaden their architectural education experience. Opportunities have been offered for study in San Juan, Puerto Rico; New York, NY; Savannah, GA; Chicago, IL, San Diego, CA; Charleston, NC; Boston, MA. Similar trips may be offered in the future – watch the department notice boards for announcements.

The Broward Community Design Collaborative

Mission Statement

The mission of the Broward Community Design Collaborative (BCDC) is to build interdisciplinary collaboration to develop smart urban design oriented solutions at multiple scales, with the objective to address the global challenges of climate change, and help build healthy subtropical communities that are walkable, livable, and equitable. While the focus of our efforts is on the local context, our academic mission is to look at sustainable design solutions within urban and suburban sub-tropical settings.

- The Broward Community Design Collaborative (BCDC) advances knowledge on issues related to urban form in South Florida by fostering an inter-disciplinary focus for design oriented solutions at multiple scales.
- The BCDC facilitates the exchange of information and the development of ideas between different stakeholders and the general public and links Florida Atlantic University resources and expertise to needs in the community.
- The BCDC stimulates the development of new knowledge to address the global phenomenon of climate change with smart local solutions for the physical environment with a focus on the areas of urban design and urban development.

History

The Broward Community Design Collaborative (BCDC) was conceptualized in January 2004 by the Department of Urban and Regional Planning (DURP) and the School of Architecture (SoA) at Florida Atlantic University. The South Florida Resource Center (SFRC) of the Catanese Center for Urban and Environmental Solutions (CUES) awarded a grant to develop a strategic plan for the organization. Glenn Weiss was appointed director of the Collaborative. Utilizing the resources of FAU, the BCDC organized and sponsored Creative Approaches to Workforce Housing, a workshop led by Michael Singer, FAU's Dorothy F. Schmidt Eminent Scholar that brought together key interests in the development of housing for downtown Fort Lauderdale and the redevelopment of the Sistrunk Boulevard corridor.

The College for Design and Social Inquiry has actively fostered collaborative research and educational programs since 1996 from FAU's downtown Fort Lauderdale campus. The School of Architecture and the Department of Urban and Regional Planning offers a joint degree program for a Masters degree in Urban and Regional Planning combined with a professional Bachelor of Architecture degree. For

FAU School of Architecture

more information about the BArch/MURP degree visit: <http://www.fau.edu/academic/registrar/univcatalog/CombArch.pdf#page=6>

Workshops, symposia, exhibitions, initiatives, and projects include:

Creating a Real Community in Fort Lauderdale: Flagler Heights/Progresso with Christopher Alexander and the Center for Environmental Structure (1996)

A Call for Action: The Flagler Heights Target Improvement Program. Dr. Ned Murray and Anthony Abbate (1999)

The North Fork Oral History Project. Ralph Johnson, Jaap Vos (2002)

Courageous Vision: Urban Design Lessons from Bogotá. Exhibition and symposia with Enrique Peñalosa, Lorenzo Castro and Jose Salazar. (2002)

The New River North Fork Pocket Park Guidelines. Aron Temkin, Margi Nothard, Jaap Vos (2003)

Broward County County-wide Community Design Guidebook. Anthony Abbate, David Prospero, Ralph Johnson, et.al. (2004)

For more information please visit our website at www.fau.edu/bcdc.

The Broward Community Design Collaborative

Who We Are

The BCDC is a collaboration between faculties and students within the College for Design and Social Inquiry.

Director

Anthony Abbate, RA, AIA, LEED AP
Associate Professor, School of Architecture
aabbate@fau.edu

Advisory Board

Dr. Gordon Bazemore, Director
School of Criminology and Criminal Justice

Brenda Coto, Director of Technology and Innovation
College of Engineering and Computer Science

Dr. Michelle Hawkins, Director
School of Social Work

Deirdre Hardy, AIA, Director
Director, School of Architecture

James Murley, Assistant Dean
College for Design and Social Inquiry

Dr. Peter Scarlatos,
Dept. of Civil, Environmental and Geomatics
Engineering

Dr. Khi Thai
School of Public Administration

Dr. Jaap Vos, Director
School of Urban and Regional Planning,

Participating Faculty

Mustafa Berber, Ph.D., Civil, Environmental and Geomatics Engineering; Fred Bloetscher, Ph.D., Civil, Environmental and Geomatics Engineering; Diego Camargo, Adjunct Instructor, Architecture; Christian Feneck, Adjunct Instructor, Architecture; Evangelos Kaiser, Pd.D., Civil, Environmental and Geomatics Engineering; Arlene Kaplan, Pd.D., Social Work; Vladmir Kulic, Ph.D., Architecture; Yan Mei Li, Ph.D., Urban and Regional Planning; Javier Negroni, Adjunct Instructor, Architecture; Asli Ceylan Oner, Pd.D., Urban and Regional Planning; Javice Rodriguez, Pd.D., Civil, Environmental and Geomatics Engineering; Aleksandar Stevanovic, Pd.D., Civil, Environmental and Geomatics Engineering; Ramesh Teegavarapu, Assistant Professor, Civil, Environmental and Geomatics Engineering; Mate Thitisawat, Assistant Professor, Architecture

Research Assistants: Anesh Goly; Thant Myat; Alex McManus

Academic Policies and Regulations

Academic Policy Statement

Syllabi

Students should seek all possible aid and direction from faculty, academic advisors, directors and deans. But ultimately all students must take the responsibility for their education themselves since FAU is a university – a place where one seeks “truth”, that is, the knowledge one needs in seeking to fully understand the world in which we live. So in the end, each student must accept full responsibility for compliance with the policies of the School of Architecture and FAU for the fulfillment of requirements for the course of study chosen.

It is the obligation of all students to review Academic Policies and Regulations in the current University Catalog. Academic Policies and Regulations clearly explains rules, policies and procedures regarding, among other topics, the following:

- Student Classification
- Grading Policies
- Changes of Grade Policy
- Advance Placement
- Academic Petitions Process
- Right of Appeal
- Religious Accommodation
- Attendance Policy

A syllabus is a binding document stating the policies and procedures for any given class. Topics covered in the syllabus may include (but are not limited to) course objectives, attendance policies, grading policies, examination policies, and so forth. All faculty are required to distribute a syllabus to students on the first day of classes. It is to the students benefit to carefully read and thoroughly understand all topics covered in each course syllabus.

Student Conduct

Professional Degree Program

As an accredited institution the School of Architecture teaches the fundamental knowledge base needed by a student to participate at an entry-level position within the professional architectural environment. In addition to developing your technical and academic abilities during your time at FAU, it is expected that you will strive to develop a professional demeanor and will respect the rules, regulations, and policies of the school. As such, students enrolled in the School of Architecture are expected to conduct themselves in a professional and ethical manner at all times, and to maintain professional decorum both in and out of the classroom and studio. By accepting admission to Florida Atlantic University, a student accepts its rules, regulations, and policies and acknowledges the right of the University to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. Please refer to the Studio and Classroom Protocol section of this handbook or the FAU Catalog for further information.

Professional Ethics

The course of study at the School of Architecture prepares students for entry into the profession of architecture. Admission and retention in this program requires adherence to a professional code of ethics and conformance with state regulations governing the educational requirements and practice of architecture.

The Florida Statutes and Florida Administrative Code also provide definitions of the term “architect,” “architecture,” and “intern architect,” terms the student should be familiar with in their professional context.

For information on state regulations download Chapter 481, part I, Florida Statutes; and Chapter 61G1, Florida Administrative Code (FAC) visit: <http://www.myflorida.com/dbpr>

Click on [Professions and Professional Boards](#), under board web pages click on [Architects and Interior Design](#).

The American Institute of Architects (AIA) Code of Ethics, as well as AIA Guidelines for the Attribution of Credit can be found at: <http://www.aia.org>. Under the “About the AIA” tab, click on “Ethics.”

Sexual Harassment

Florida Atlantic University will not tolerate sexual harassment of students, staff, and faculty. Since some members of the University community hold positions of authority that may involve legitimate exercise of power over others, it is their

responsibility to be sensitive to that power. The University is committed to providing an environment of study and work free from sexual harassment and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding sexual harassment.

Sexual Harassment is any repeated or unwelcome verbal or physical abuse which causes the recipient discomfort or humiliation or which interferes with a recipient’s educational or job performance. Any form of harassment related to an employee’s or student’s sex is a violation of this policy.

To proceed with a grievance report the facts and circumstances to the Chair or Supervisor of the department involved, the Dean of the College, the Dean of Students or the Director of Equal Opportunity Programs at 561-297-3004.

Discipline

Florida Atlantic University is dedicated to the intellectual, social, and moral development of students in order to provide responsible leaders who can work effectively in a democratic society.

Under the authority granted by the Florida Board of Education, the university has the right and responsibility to determine who shall be admitted to the institution, the conduct or behavior acceptable to the institution, and under what conditions one may continue as a student. As a condition for admission to the University, students agree to abide by the policies and regulations of the institution. The president of the University has responsibility for student conduct and discipline; this responsibility shall be exercised through these procedures.

Every student is subject to federal and State law, respective county and city ordinances and all Board of Education and university rules and regulations. Violations of these laws, ordinances or rules and regulations may subject the violator to appropriate disciplinary action by university authorities. The president or approved designee shall have the authority, after notice to the student of the charges and a hearing thereon, to expel or otherwise discipline any student who shall be found to have violated a rule or regulation of the Board of Regents or the University or any law or ordinance. For further information regarding student discipline, please refer to the Responsibility and Discipline section of the FAU Undergraduate catalog.

Honor Code

Academic irregularities frustrate the efforts of faculty and

serious students to meet university goals. Since faculty, students, and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by ensuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in the course. The instructor's duty is to pursue any reasonable allegation, taking action where appropriate.

Faculty, students, and staff members in the School of Architecture uphold the Honor Code as practiced at FAU. Conditions that constitute an honor violation (plagiarism, lying, cheating, or stealing, for example) are fairly clear in most classes, but studio courses can be more ambiguous because studios thrive on the free exchange of ideas among faculty and students. While the School of Architecture has no written policy about what constitutes an honor violation in studio, the following guidelines are generally operative:

- 1) It is assumed that all work presented in class and for juries is the work of the student and that appropriate acknowledgement of sources used has been given in writing
- 2) Students are expected to observe deadlines set by faculty members for the completion of all assignments
- 3) Tools should be borrowed only with the owner's permission and should be returned promptly.

Students in doubt about proper standards of conduct should consult with their instructor. For more detailed information regarding the Honor Code, please refer to the FAU Undergraduate Catalog.

Outside Employment

While the School of Architecture is sensitive to the financial and professional needs of the student, outside employment is not considered an extenuating circumstance in cases of poor performance, excessive absences, or failure to submit assigned work on schedule. Students who fail to adequately fulfill course and curriculum requirements while maintaining outside employment may be required (or encouraged) to carry reduced course loads necessitating a longer period of enrollment. The student is responsible for balancing their work/academic and life loads so that they can maintain the appropriate balances to ensure success.

Leave of Absence

Students who voluntarily leave the School of Architecture and return within one calendar year will be allowed to continue study under the degree requirements in effect for them at the time they left. Any student returning to the School of Architecture after more than one calendar year or after having been dismissed will be required to complete the degree requirements in effect at the time of readmission. Students who return after a leave of absence must notify the administration of the School of Architecture of their intention to resume classes.

Ongoing Evaluation

In order to complete the Architecture Degree, students must be willing to commit a great deal of time and energy. The faculty will continue to evaluate your potential to contribute to the field of Architecture based upon your classroom performance and design studio projects. Students who demonstrate behavior inconsistent with the behavior or qualities necessary for success may be advised to reconsider their career and degree decisions. It is essential to note that student performance deficiencies may disqualify a student from participation in field-based experiences and consequently stop progression in the studio sequence.

Student Involvement

American Institute of Architecture Students (AIAS)

The American Institute of Architecture Students chapter – AIAS Fort Lauderdale – is a combined chapter of FAU and BCC. Since the School's inception the chapter has played a significant role in improving the quality of student life and student work.

While students are not required to join, all FAU students receive the benefits of the chapter's effort and are therefore encouraged to join and contribute. Typical chapter activities include a fall and spring lectures, drawing, model building, and portfolio workshops, movie nights, a beaux-arts ball, and other social events.

The chapter makes connections each year with other AIAS chapters and gathers funds to assist members wishing to attend the national conference – AIAS forum – held at a different North American architecture school each winter. Our own chapter hosted an outstanding forum during the 1998/99 academic year.

Students wishing to get more involved in the chapter's work may wish to join the board either through an elected or an appointed position.

Elected board members (from FAU)

President
V.P. for FAU
Treasurer
Secretary
Thesis Director
Senior Director
Junior Director
Information Coordinator
Communications Officer/Web Designer

Appointed board members

Fundraising
Promotion and Development

Event schedules and board members change each year. For the most up to date information and additional resources look to the chapter's website: www.aiasfortlauderdale.com

United States Green Building Council Students

USGBC Students is a chartered and officially recognized university-based student group where students from any discipline come together to learn about and advance USGBC's mission to transform the way buildings and communities are designed, built and operated, enabling an environmentally and socially responsible, healthy, and prosperous environment that improves the quality of life.

Benefits of membership include: Chapter Network involvement, Green Campus resources, Student discounts for LEED Education, Reference Guides, Registration at the National Greenbuild Conference and Expo, and access to USGBC resources and tools.

For information visit: <http://www.usgbc.org/DisplayPage.aspx?CMSPageID=1906> or email the FAU chapter at usgbc@fau.edu

You can also keep up with USGBC students on Facebook and Twitter.

FAU Student Government

The University wide Student Government Association engages and sponsors political, cultural and social programs, agencies and events. They are active on all campuses and they are governed by the Constitution of the Student Government of Florida Atlantic University. More information can be found on the FAU Student Government Association web site listed under Student Affairs.

Student Advisory Council (SAC) for the School of Architecture

The Student Advisory Council brings together student representatives from all course levels in the School of Architecture. Its primary purpose is to act as a liason among students, faculty and administration. The Student Advisory Council assists in addressing student concerns, participates in the organization and development of school projects and policies and aids in communicating school wide projects and policies to the student body.

School Protocols

Studio and Classroom Protocol

The FAU School of Architecture is located in a state of the art facility, meeting international standards for a school of architecture. You, the student are the primary beneficiary of this investment in your education. Therefore, you have a responsibility to assume a leadership role and set the best example for the care and maintenance of the facility, equipment and furnishings entrusted to you.

The studios are large open areas. Each assigned student space includes approximately 25 SF of private work area and an adjacent shared area for desk crits and breakout sessions with other members of the studio and faculty. We consider the studio to be a place of shared inquiry and study, respecting each others' need for privacy as well as the exchange of ideas. As with everything in architecture, these issues involve common sense. To foster an atmosphere of a professional studio, no lecture classes are scheduled within the studio space.

General Studio Conduct

The student lounge on the 6th floor is available for social gatherings. Food and drink is available there, and a kitchen is provided, so food will not be permitted in the studios.

Individual refrigerators, coffee percolators, and appliances are not permitted in the studios.

The use of audio speakers, radios and televisions in the studio space is prohibited. Headphones are required for listening to music.

Keep your work areas neat and free of litter. Trash receptacles are placed in each studio for your use.

Cell phones must be silenced during class time. Cell phone conversations must take place outside of the studio and classroom.

Equipment and Furnishings

The following protocols are established to ensure safety and to protect the property of the school. Materials indicated are recommended for use by each student and are available at local drafting and artist supply merchants.

Each student enrolled in an upper division design studio shall be assigned a numbered desk, stool and storage unit on the 2nd, 7th or 8th floors of the Higher Education Complex (HEC) for use during the term. The student may take possession of their assigned space at the commencement of the term and must leave the space clear, free of debris, clean and undamaged on the date the term ends, as indicated in the

Academic Calendar.

Smoking Policy

The Higher Education Complex is a non-smoking building. Smoking in the building is prohibited.

Electronic Communications Devices

All types of electronic communications devices **MUST** be disabled during class and studio time. These devices include (but are not limited to) cellular telephones, beepers, instant messaging devices, text messaging devices, etc. Consequences for the use of these devices during class are at the discretion of each faculty member, and may include dismissal from the class. Please refer to your course syllabus for individual policies on these devices.

Fire Safety in the HEC Studios

The studio spaces provide a safe and open environment for students to pursue their research and project development activities. The studios are designed to provide an attractive and functional work environment while maintaining required egress. The Fire Marshall determines the capacity of the studios. Therefore, the number of individual studio stations is limited to the numbers posted for each floor.

The width of the primary means of egress, providing a safe route to the fire exits, is to be maintained at all times. The area on the 7th and 8th floors of the HEC tower, between the red columns, and between the columns and the north wall at the toilet rooms, elevators and mechanical areas shall be maintained free of obstructions. All items, including stools, desks, chairs, display panels, boxes, or other items are not permitted within the egress areas. Students shall not use the fire exit stairways as a work area, or staging area for projects. The use of any aerosol sprays, including paint, spray adhesives, or other materials in the stairwells are strictly prohibited and subject to penalty. Students may utilize the paint booth and wood shop to conduct all model building and project related work activities. The use of drills, saws, and other power driven wood cutting tools in the studio spaces is strictly prohibited.

Violations of these provisions are punishable to the full extent of the law. Penalties for violation range from suspension to dismissal and fines as prescribed in the university code. Students witnessing violations are encouraged to utilize the 'Silent Witness Program' to report violations by logging on to <http://www.fau.edu/student/policewitness.htm>.

Computer Protocol

Studio Computers

Computers are available for student use in the 7th and 8th floor studios and in the HEC611 computer lab. Students wishing to use these computers should log in using their own FAU Network Access Account. The School maintains recent versions of all the software used department courses, but the schedule of upgrades can vary as a product of resources, timing during the semester, and scheduling of technical support personnel. As much as possible compatible versions are maintained between the university open labs and the department-specific computers.

Supported software includes:

Windows 7 Enterprise 64-bit
 Mac OS X 10.6 Snow Leopard
 Adobe Photoshop® CS5
 Adobe Illustrator® CS5
 Adobe Acrobat® 9 Pro
 Adobe InDesign® CS5
 Adobe Flash® Catalyst™ CS5
 Adobe Flash Professional CS5
 Adobe Dreamweaver® CS5
 Adobe Fireworks® CS5
 Adobe Bridge CS5
 Adobe Device Central CS5
 Adobe Premiere® Pro CS5
 Adobe After Effects® CS5
 Adobe Soundbooth® CS5
 Adobe OnLocation™ CS5
 Adobe Encore® CS5
 Adobe Device Central CS5
 Autodesk® Maya® 2011
 Autodesk® 3ds Max® 2011
 Autodesk® MotionBuilder® 2011
 Autodesk® Mudbox™ 2011
 Autodesk® Bonzai 3D 2.1
 Autodesk® Revit® Architecture 2010 64-bit
 Autodesk® AutoCAD® 2009
 Graphisoft ArchiCAD 14
 Grasshopper
 Google Sketchup 7 Pro
 Google Earth
 Google Picasa 3
 IES <Virtual Environment>
 McNeel Rhinoceros 4
 MecSoft RhinoCAM
 Microsoft Office 2010 64-bit
 Mozilla FireFox 3.6
 Apple iLife '09
 Apple iWork '09
 Apple Final Cut Studio

FAU School of Architecture

Note 1 – be considerate of your fellow students

Many students use the studio computers during the semester. Please be considerate of others:

- Avoid leaving outdated files on the desktop and/or hard drive.
- Do not change the preferences for software or for the desktop work environment
- Do make sure to quit the software you are using once you are done working.
- Do shut down the computers when you are done or at least put them to sleep.
- No food or drink in the computer area

Note 2 – backup your work

Because of the intense usage by many different students of various levels and experience the computers in the studio need technical maintenance more frequently than a personal computer. In an extreme case the only way to remedy a problem is to re-build the operating system from scratch, which means erasing the hard drive's contents. The safest way to avoid losing your work is to always keep a backup copy. All of the computers are outfitted with DVD-R burners.

Note 3 – if you need technical assistance

Please see the Computer Technician in HEC 810. This technician is available to help configure your computer to connect to the FAU Network, the School's printers and file server. If you have questions about course related software, please ask a classmate who may be more experienced. If this is still not enough assistance you should try working in the HEC611 lab where Joseph Sher or a lab attendant is on duty.

Computer Protocol

Connecting to the Network

Students wanting to connect to the University network – providing access to the internet as well as local networked printers – can contact the School of Architecture Computer Technician in HEC 810. The technician is posted hours each term and can assist you with configuring your computer as well as using the studio computers and campus computer labs.

Printers are available on the 7th and 8th floors in rooms HEC 717 and HEC 820 respectively. The IP address for each printer can be located on the printer. There are also lists of printer IP address, model and paper sizes available from the computer technician. The studio computers are connected to all School of Architecture printers on all floors. This means that you can print to any computer to any printer. You can also print over the wireless network using the IP address of the printer. The chart below shows printer locations with their IP addresses.

- The HP LaserJet 5200 printers are black and white laser printer that can print either letter size or tabloid size prints.
- The HP Business InkJet 2800 RE inkjet printers that similarly can print either letter size or tabloid size.
- The HP DesignJet 4500ps plotters use roll paper and can produce up to 42" wide prints.

Printers and plotters get a lot of use especially during mid-terms and before final juries. If you are planning to use these devices leave plenty of time for your own project to come up on the print queue – this can take several hours if many students are printing large drawings.

Ink and paper

Ink and paper are supplied during the year for all of the printers. If you discover ink or paper is empty – or see a near-empty warning – then please inform the computer technician in HEC 810 or Margaret Devine in the School's main office.

During the semester the School would prefer you use the supplied paper in the printers since frequently changing the paper, especially on the plotter, makes the device more susceptible to damage. For final reviews, you may elect to plot using higher quality plotter paper if you wish to supply your own, but do not load paper into the machine unless

you are familiar with the process or have had the computer technician show you the process.

Notes

Note 1 – Do not run acetate or boards through the printers.

No acetate of any kind is to be used in the laser printers. If you need to copy onto acetate for any reason please do so at your local Kinkos. Similarly, do not use matt board or foam core in any of the printers.

Note 2 – inkjet mylar

You can buy inkjet mylar for use in the plotters, standard mylar is not recommended. Generally, paper composed for inkjet printing will provide the best results in the plotters and inkjet printers.

Note 3 – if you need help

If you need help, first ask a classmate. You can also contact the School's Computer Technician in HEC 810 for advice. If the plotters are backed up or broken, you are encouraged to print from the HEC611 lab. From here you can either print to the School printers and plotters or print to the output devices in this lab. There is a very good 7-color plotter in the lab and while it costs approximately \$5 per 24"x36" print the quality is very good, the paper is very good, and you are more likely to get the assistance you need if you are having technical difficulties with the School machines.

- To use pay-per-print printers and plotters you need an Owl Card (FAU student ID) set up to work as a debit card. There are machines on campus that you can use to add money to your Owl Card.

Printing problems

If you are having trouble printing please try the following steps.

1. Go look at the printer:
 - Is anyone else's project printing? If so, please wait until their project has printed before troubleshooting your own project.
 - Is the printer registering an error message or out-of-ink message? If so, please write down the error message and inform the computer technician in HEC 810. .
2. If there is no evidence of a problem at the printer then check to make sure it has not been 'stopped' – a setting that sometimes halts the printer in if the computer detects a problem. If it is stopped try to start it again – see if this makes a difference.
3. If neither of the previous steps works - and the printer is not in the midst of printing someone else's project – then shut down the printer, wait a full minute, and then restart the device

Facility Information

Architecture Studio Workshop

The school of architecture has two workshops: the Seventh and Eighth floor shops. The Eighth floor workshop contains small tools for model making and a C.N.C. Router. The Seventh floor workshop houses the machines used to produce full scale projects, a spray booth, and a laser cutter.

Workshop Rules

Students are expected to comply with shop rules; failure to comply will result in loss of shop privileges.

1. The student has taken and passed workshop orientation.
2. The shop technician or a trained employee of the school must be present in order to work in the shops.
3. Eye and ear protection must be worn.
4. Closed toed shoes must be worn in the workshop. Students may not enter the shop if they are wearing sandals or flip-flops.
5. Students must wear appropriate attire in the shop, no loose or dangling jewelry or clothing; long hair must be tied back.
6. No tool may leave the shop without being signed out. If you sign out a tool it is your responsibility to replace it if it gets lost.
7. If a tool seems damaged or in need of adjustment, notify the technician immediately.
8. Do not leave any tool unattended, this includes the C.N.C. router and the Laser Cutter.
9. No food or drink in the workshops.
10. Be aware of your surroundings.
11. If you are unsure of how to operate a machine, ask for help.
12. Treat all tools gently and with respect.
13. Clean up after yourself.

Spray Booth Rules

1. Always fill out the spray booth log. NO EXCEPTIONS.
2. The oily rag bin is for oily rags only. The addition of other chemicals may cause an explosion.
3. All paints, sprays, inks, and other flammables must be stored in the flammables cabinet. Label everything you store in there with your name, date, and contents (if not shown).
4. After spraying, move your work onto the drying rack so that others can spray.

Hours of Operation

Students may use these shops only during the allotted hours or when accompanied by either the technician or a trained faculty member. The workshop is open approximately thirty hours per week. Workshop hours are posted on the seventh floor workshop door.

Workshop Staff

The workshop facilities are directed by Peter Symons. For additional information pertaining to the workshops, please contact him via email at psymons@fau.edu.

Library Resources

The School of Architecture at the Downtown Fort Lauderdale Campus is associated with the Broward County Library where the architecture collection is housed. Additional architecture collections are housed in the FAU Library System throughout the different campuses. The primary architecture collection is housed in the Broward County Main Library in Downtown Fort Lauderdale. A smaller, though substantial, collection is housed in the Wimberly Library at the Main Campus of FAU in Boca Raton. Minor collections of architecture books are contained in various other FAU Libraries. Information on all the libraries in the FAU Library System may be found on the web at www.fau.edu/library.

The Broward County Library has a combined catalog of more than 2.5 million books, videos, cassettes, CDs, DVDs and subscription databases. The online catalog is available in English and Spanish through the World Wide Web, and provides access to all library materials, an electronic encyclopedia, magazines and newspaper indexes, databases on business, literature, education and health and access to the Internet. You can apply for a library card and reserve books online. Remote access via the Internet is available for Broward County Library cardholders.

The 'BIG' library card is free to all FAU students and all county residents and may be obtained at any Broward County Library branch and Traveling Libraries (Bookmobiles). The library card is required to borrow and renew library materials, obtain interlibrary loans, place holds, check your library account and make copies and print items from the library's catalog.

Bookstore

Students taking architecture classes at the Downtown Fort Lauderdale Campus must purchase books at the Davie Campus Bookstore. For all other classes, students must purchase their books for classes on the campus in which they are taking classes. Textbooks may also be ordered online at <http://fau.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=23051&catalogId=10001>. In addition to books, the bookstores carry various school supplies, foods, beverages and FAU merchandise for your convenience. For more information please visit the website at <http://www.fau.edu/business-services/bookstores.php>

Parking

Students, faculty, and staff must register all vehicles parked on campus and pay the appropriate registration "decal" fee. The owner's current state vehicle registration must be presented at the time of registration. All registered vehicles parked on campus must display a valid decal, which must be permanently affixed to the vehicle. A parking decal will be issued upon payment of the appropriate fee and presentation of the current valid vehicle registration to the Traffic and Parking Department. The issuance of a decal does not guarantee a parking space. An individual registering a vehicle with the University assumes the responsibility for all on campus parking violations committed by anyone operating or in possession of the vehicle. The registered owner of a non-University vehicle shall be responsible for all on-campus parking violations involving that vehicle.

Downtown Campus Garage Parking – A current FAU parking decal is required to park in the garage. Visitors must park at metered spaces only. Garage will be closed and locked each night as posted. No overnight parking. Vehicles remaining in the garage after closing will be cited. All vehicles must adhere to posted signage.

Decals – A parking decal is issued for use on one vehicle only. Each vehicle must have a separate valid decal. The decal must be permanently affixed to the driver's side rear bumper or the outside of the driver's side rear window.

For further information on traffic and parking at FAU Campuses, visit the Traffic and Parking website at <http://www.fau.edu/parking>

The following is a **partial** list of Financial Aid and Scholarship resources available to students. The listing is provided for information only. Students interested in these financial resources should verify qualification requirements, deadlines, etc. with the FAU Financial Aid Office or the financial aid / grant / scholarship provider.

Students are encouraged to research a variety of funding sources that may be available for academic endeavors. For detailed information regarding Financial aid at FAU, please visit the Office of Student Financial Aid Website at <http://www.fau.edu/finaid/>

Additional information regarding grants, loans qualification restrictions, etc may be found at http://www.fau.edu/academic/registrar/09-10_catalog/finance.html

Financial Aid and Scholarships

Financial Aid and Scholarships

For a complete listing of financial aid, grant and scholarship opportunities, please visit the following website: <http://www.fau.edu/finaid/>

Federal Student Aid Sources

Federal Pell Grant Program

This is for undergraduate students seeking a first baccalaureate degree. The U.S. Department of Education determines award eligibility.

Federal Supplemental Educational Opportunity Grant Program

This is for first baccalaureate degree students enrolled at least half-time who demonstrate exceptional financial need. Funds are limited and awards are made based on the priority consideration deadline.

Federal Perkins Loan Program

This is for undergraduate and graduate students enrolled at least half-time. Repayment of principal and 5% interest begins six months after the student graduates, withdraws, or drops below half-time enrollment. Funds are limited and awards are made based on the priority consideration deadline.

Federal Stafford Loans

These are available to undergraduate and graduate students who enroll at least half-time. Loans are made by lending institutions and insured by guarantee agencies. Subsidized Federal Stafford Loans are awarded to students demonstrating financial need. Students are not responsible for interest accrued on Subsidized Stafford Loans while in school. Unsubsidized Federal Stafford Loans are awarded to students who do not qualify for the Subsidized Stafford Loan or do qualify and are still in need of additional funding. Students are responsible for interest accrued on Unsubsidized Stafford Loans while in school. Annual Stafford borrowing limits for dependent undergraduate students are \$3,500 for freshmen, \$4,500 for sophomores, and \$5,500 for undergraduate students beyond Sophomore standing. Independent undergraduate students may borrow additional unsubsidized loans beyond the above stated limits (additional amount depends on academic standing). Graduate students may borrow up to \$20,500 per year in the Stafford Loan Program, of which up to \$8,500 may be subsidized. Repayment of principal and accrued interest begins six months after the student graduates, withdraws, or drops below half time enrollment.

Federal PLUS Loan

This is for parents of dependent students who want to borrow. Maximum eligibility is equal to cost of education minus other aid. Variable interest rate is not subsidized. Repayment of principal and interest begins within 60 days

of the disbursement of the loan. Parents may be eligible to defer repayment until student graduates. In order to receive a PLUS Loan, students must first file a free application for Federal Student Aid (FAFSA) . Additionally, please read the PLUS Processing Instructions form needs to be completed accordingly.

Federal Work Study Program

This program awards up to 20 work hours per week for undergraduate and graduate students. Pay checks are disbursed biweekly to the Department in which the student is employed. Funds are limited and awards are made based on the priority consideration deadline. Community Service positions are also available in the America Reads and America Counts Programs. All Work Study recipients must check in with the Student Employment Office for initial placement or before returning to a previously assigned Department..

State of Florida Student Aid Programs

Florida Student Assistance Grant

This program awards for Florida residents seeking a first baccalaureate degree. Submit the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1. Funds are limited and awards are made based on the priority consideration deadline. Students who otherwise qualify but are unable to enroll in a 12-hour course load due to their disabilities, may qualify for financial assistance with part-time enrollment at a prorated award amount. The Office for Students with Disabilities will identify those students based on qualifications outlined in 240.4041 of the Florida Statutes. For more information, students should contact Vera Beach (Coordinator, State Programs) of the FAU Office of Student Financial Aid or Nicole Rokos of the Office for Students with Disabilities. Also, any undergraduate Nursing student who qualifies for FSAG, enrolled in 9 credits, and participates in a clinical or laboratory practice for which no credit hours can be earned will be considered full time. Talented Twenty students qualify for priority funding if FSAG eligibility requirements are met. Please bring a copy of your Talented Twenty notification letter to the Financial Aid Office.

Bright Futures Scholarship Program

This several state-funded scholarships are based on high school academic achievement and is for students enrolled in an eligible Florida public or private post-secondary educational institution within three years of graduation from a Florida high school. For additional information, contact

your high school counselor or call the Florida Department of Education at 1-888-827-2004 (toll free). If you are receiving the Florida Medallion (formerly Merit) Scholarship, you must pay by the end of drop/add period for each semester the 25% portion of your tuition not paid for by the scholarship. To determine your balance due, go to the Controller's Office in the Boca Campus Administration building or the Cashier's Office at the Davie or Jupiter Campuses.

Florida Work Experience Program

This program is designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs. Services may be in the area of welfare, social service, transportation, public safety, crime prevention and control, recreation or work in service opportunities or youth corps. For more information about student employment opportunities, please visit FAU Student Employment Office.

FAU Loans and Grants

FAU Grant

This grant is for undergraduate and graduate students enrolled at least half-time who demonstrate financial need. Funds are limited and awards are made based on the priority consideration.

The Academic Competitive Grant

The Academic Competitive Grant is a program of direct assistance for first- and second-year students who are Pell Grant recipients (see Federal Pell Grant below), are enrolled full-time at FAU, and have completed a rigorous high school curriculum.

The First Generation Matching Grant

The First Generation Matching Grant is a program of direct assistance for first-time-in-college freshmen or Florida community college transfer undergraduates enrolled at FAU who demonstrate financial need and whose parents have not earned a baccalaureate degree. FAU National Alumni Association Grant

FAU National Alumni Association Grant

Annually, the FAU National Alumni Association helps support projects at Florida Atlantic University through its grants program. The program offers two types of grants: mini-grants, with a maximum award of \$500, and major grants, for grants over \$500. Grants are awarded quarterly. The FAU National Alumni Association annually determines the

funding for both mini-grants and the major grants. Please refer to the application and website links for more details.

FAU Loan Program

This program is for juniors and seniors enrolled at least half-time. Maximum annual award total is \$3,000. Repayment of principal and 6% interest begins six months after the student graduates, withdraws, or drops below half-time enrollment. Funds are limited and awards are made based on the priority consideration.

Short Term Advance

The Short Term Advance is a University monetary advance available to assist degree-seeking students enrolled at least half-time with:

- * Purchasing textbooks
- * Emergency funds relating to educational expenses
- * Unanticipated living expenses

Keep in mind that the Short Term Advance is NOT a source to assist with paying your tuition and other related fees. Students may borrow up to \$500 and a \$5.00 non-refundable processing fee will be assessed. For more information please visit the following link: <http://www.fau.edu/finaid/loans/stl.php>

Freshman Scholarships

Depan International Freshman Student Scholarship

An award of \$2,000 per year for a first-time-in-college freshman entering FAU on a student or scholar visa. Eligibility criteria will include: outstanding academic achievement, 3.0 minimum GPA, English proficiency required for admission to FAU and evidence of community service or high school involvement. Renewable up to four years based on academic achievement at FAU and full-time enrollment.

FAU Presidential Scholarship

Awards of \$4,000 per year for first-time-in-college freshmen with a high school academic average GPA of 3.5 and an SAT score of 1920 (all three sections) or an ACT score of 29. Renewable up to four years based on academic achievement. Scholarship applications are not required for this award as students' eligibility is determined when an undergraduate application and supporting documents are reviewed for admission. The award is based on the competitive level of the pool of applicants.

Martin Luther King, Jr. Award

Awards of \$3,000 per year for first-time-in-college freshmen who meet the academic requirements for admission to FAU and demonstrate financial need. Renewable up to four years based on academic achievement. To determine eligibility, students must complete the Free Application for Federal Student Aid (FAFSA) and have a minimum score of 1450 (all three sections) on the SAT or a 21 on the ACT.

Martin Luther King Scholar Award

Awards of \$3,200 per year for first-time-in-college freshmen with a 3.0 high school GPA and 1620 (all three sections) on the SAT or 24 on the ACT. Renewable up to four years based on academic achievement. Scholarship applications are not required for this award as students' eligibility is determined when an undergraduate application and supporting documents are reviewed for admission.

National Merit Scholar

Awards of \$7,500 per year are offered to qualified students named as National Merit Scholars by the National Merit Scholarship Corporation (NMSC). Candidates are selected by NMSC. Documentation of selection as recipient is required. Renewable up to four years based on academic achievement.

National Merit/Achievement/Hispanic-Scholarship Finalist

Awards of \$4,000 per year are offered to qualified students named as Finalists by the National Merit Scholarship Corporation or National Hispanic Scholar Recognition Program-The College Board. Candidates are selected by NMSC or NHRSP according to PSAT results. Documentation of selection as "Merit" recipient is required. Renewable up to four years based on academic achievement.

Salutatorian Scholarship

Awards of \$3,000 per year are offered to first-time in college freshmen that were Florida high school Salutatorians. Renewable up to four years based on academic achievement.

Valedictorian Scholarship

Awards of \$3,000 per year are offered to first-time in college freshmen that were Florida high school Valedictorians. Renewable up to four years based on academic achievement.

Transfer Scholarships**All Academic Team Scholars**

Limited awards of \$3,000 per year awarded to members of the Florida Community College All Academic Team with a minimum 3.0 GPA. Renewable for up to five semesters while a full-time student at FAU. The deadline for nominations is June 1st for transfers in the following Fall or Spring semester.

Brain Bowl

Limited awards of \$2,250 per year for students on the winning brain bowl team with a minimum 3.0 GPA. Renewable for up to five semesters or until graduation. Candidates for nomination must be received by the FAU Undergraduate Admissions Office by the deadline date of June 1st for transfers in the following Fall or Spring semester.

Community College Scholars Award

Limited 2+2 Scholarships of \$3,000 per year available for students at Florida Community Colleges transferring to FAU. Students must have a minimum 3.0 GPA and must submit a letter of recommendation from a community college advisor. This scholarship is renewable for up to five semesters.

Honors/Phi Theta Kappa Scholarship

Limited awards of \$3,200 per year for incoming junior transfer students with a minimum 3.5GPA. Eligible students are graduates of the Honors Program or members in the Phi Theta Kappa chapter at a Florida public Community/State College. A letter of recommendation from an Honors or PTK advisor is required. This scholarship is renewable for up to five semesters.

Depan International Transfer Student Scholarship

An awards of \$2,000 per year for a student transferring to FAU on a student or scholar visa, includes a nonresident tuition fee waiver after completion of at least one year of study at another institution. Eligibility criteria includes outstanding academic achievement, English proficiency, and evidence of community service or activity. Renewable up to two years while a full-time student at FAU. Eligibility criteria include a minimum GPA of 3.0.

Depan Transfer Scholarship Indian River Community College

An award of \$2,000 per year, renewable up to two years, is offered to students transferring to FAU from Indian River State College who meets all transfer admission requirements. Eligibility criteria will include an outstanding

record of academic achievement, having a minimum 3.0 GPA and recognition through Honors Program participation or identification as a Community/State College Scholar.

Transfer Educational Achievement Award (TEAA)

Awards of \$3,000 per year available for incoming junior transfer students from a community college. Students must have a minimum 3.0 GPA and demonstrate financial need. Students must submit the Free Application for Federal Student Aid (FAFSA). Limited to U.S. citizens or permanent resident aliens. Available for part-time (min. 6 credits) or full-time students. Renewable for up to five semesters or until graduation. Please fill out the TEAA application form.

Welcome to FAU Transfer Scholarship

Limited awards of \$1,000 (\$500 per semester for the fall and the spring of the student's first year) are available for transfer students entering FAU as full-time students in the fall semester. This is a non-renewable award available to students with a minimum GPA of 2.75. Scholarship applications are not required for this award as students' eligibility is determined when an undergraduate application and supporting documents are reviewed for admission.

Additional scholarships are available through the FAU Alumni Association and through academic colleges.

See catalog. *Students are encouraged to apply for all scholarships for which they are qualified.

FAU Faculty & Staff Legacy Scholarship

This scholarship is awarded to qualified children and grandchildren of FAU current, retired and emeritus faculty and staff members. Applicants must be enrolled as a sophomore, junior, senior or graduate student and have a minimum 3.0 cumulative GPA. Preference is given to students who demonstrate financial need. This scholarship is renewable.

Alumni Legacy Scholarship

This scholarship is awarded to qualified children and grandchildren of FAU alumni (former students who have earned at least 32 credit hours at the University). The applicants must be enrolled as a sophomore, junior, senior or graduate student at FAU and have at least a 3.0 cumulative GPA. Preference will be given to students who demonstrate financial need. This scholarship is renewable.

FAU College for Design and Social Inquiry Scholarships

Please visit <http://www.fau.edu/divdept/caupa/finaid.html> for more information on scholarships offered by the FAU College for Design and Social Inquiry.

Oscar Vagi Travelling Fellowship

Oscar Vagi taught at the FAU School of Architecture during the first few years of the program. He supported our lectures and he loved our students. Because of his love for life, and travel - which he felt opened the mind and the body to new experiences, his family created the Oscar Vagi Travelling Fellowship - in his memory - to permit our students to enhance their study abroad experience, to permit them to see and do things beyond the "program guide." It is for this purpose that the Fellowship was created, and it is awarded to students who the faculty feel will get the most out of this enhanced experience. Interested student should contact Prof. Deirdre Hardy for more information. An essay is required, and award amounts vary.

Other Scholarships

National Scholars Honor Society Scholarship

The Society strives to reward and encourage personal growth and development, as well as engender a sense of civic responsibility and dedication to our nation's great political process. Our Members include thousands of America's brightest minds and top achievers in the Arts, the Sciences, Medicine, Law, Business and Politics. The National Scholars Honor Society grants scholarships to highly qualified achievers from all academic pursuits. Scholarship eligibility is determined for each new applicant at the time of acceptance, and is reviewed biannually for as long as the member continues to update his file on an annual basis. \$19,000 will be awarded in scholarships. Check out the website for more details and the membership online application.

All applicants will be automatically considered for the Abraham Lincoln Scholarship, the Alexander Bell Scholarship, the Thomas Jefferson Scholarship, and the Benjamin Franklin Scholarship after acceptance into the Society.

Mensa Education & Research Scholarship

The Mensa Education & Research Foundation is a philanthropic, non-profit 501(c)(3) organization committed to the pursuit of excellence in the areas of intelligence. scholarship program is unique in that its awards are based totally on essays written by the applicants. There is no requirement for applicants to be Mensa members nor is consideration given to grades, academic program, or financial need. There are three requirements for applicants - they must:

- * be currently be a resident of participating American Mensa local group
- * be enrolled in a degree program at an accredited U.S. institution
- * submit application and essay of not more than 550 words explaining their academic and/or vocational goals.

Benjamin A. Gillman International Study abroad Scholarship Program

The Gillman Scholarship Program offers awards for undergraduate study abroad. This scholarship provides awards for U.S. undergraduate students who are receiving Federal Pell Grant funding at a two-year or four-year college or university to participate in study abroad programs worldwide. The Gilman Scholarship Program is open to U.S. citizen undergraduate students who are planning to

study abroad. The program aims to diversify the kinds of students who study abroad and the countries and regions where they go by supporting undergraduates who might otherwise not participate due to financial constraints.

For more information on this program, schedules, deadlines, etc. please visit the following link: <http://www.iie.org/en/Programs/Gilman-Scholarship-Program> or contact the FAU Gillman Scholarship Advisor, Dr. Catherine Meschievitz (email at cmeschie@fau.edu or call at 561-297-1039).

2011 2012 US Fulbright Program

The U.S. Student Fulbright Program for study overseas in the AY 2011-2012 opened May 1, 2010. FAU students who will have a BA or BS degree by summer 2011 may apply to study overseas or teach English overseas in the academic year 2011-2012. Recent graduates of FAU and students who will be in a FAU graduate program in 2011-2012 may also apply. More information on previous year's competition can be found at <http://www.fulbrightonline.org>.

Early planning will assist those students who wish to work on their projects over the summer months. For more information contact Dr. Meschievitz at cmeschie@fau.edu or 561-297-1039.

MyStateParkPhotos.com Scholarship

In an effort to encourage more young people to visit and learn about state parks in their area and across the nation, we have developed a special scholarship program and photo contest. Students may participate for free simply by visiting any state park, taking a photograph of any aspect of the state park and registering a photograph under the appropriate contest category: Architecture, Camping, Events/Programs, Family, Landscapes, Plant Life, Recreation, Seasonal, Sunsets/Sunrises, Theme, Waterscapes or Wildlife. Click on website link above for eligibility, dates for scholarship for each quarter/semester and more information on scholarship contest.

Reference

Faculty and Staff Directory

ADMINISTRATION

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FACULTY

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Hardware and Software Buying Guide for FAU Architecture Students

While students are not required to own a computer at this time many students do choose to buy a computer during their degree program. The following guidelines include recommendations for hardware, software, and peripherals.

Operating Systems

While the college and the university are strongly Windows based most of the software taught and supported by the School of Architecture is available for both Windows and Macintosh computers. There are benefits and disadvantages to both platforms:

Windows is widely available, and broadly supported in southern Florida – most of the university uses the Windows7 operating system. The computers are frequently less expensive than Apple products, although if you are buying equipment for digital modeling and animation the difference in cost is less apparent. Windows is more prone to software and hardware conflicts, and much more susceptible to computer viruses. Fortunately, most viruses can be avoided using anti-virus software and by taking precautions with email attachments.

Apple computers are not as widely available in Southern Florida, although this is changing: there are 3 Apple Stores in the area and most apple hardware and software is available over the web. People most typically choose Apple computers because the operating system is very reliable and they are immune to most computer viruses. Apple computers that are made today can run both Mac OS X and Windows, giving you the best of both worlds. Apple computers are typically more expensive than similar Windows machines although the iMac and MacBook series are competitive. While a lot of design software is available for the Macintosh some packages like AutoCAD are not.

Recommended Hardware

Processors, Video Cards, and RAM

When using a computer for graphically intensive work you computer's speed can make a big difference in your work. Speed is primarily a product of three issues: processor speed, the speed of your video card, and the amount of RAM (random access memory). When buying a computer try to buy something with a fast processor, at least a mid-level video card, and put in as much RAM as you can afford. Of the three, RAM offers the greatest benefit for the price – 4GB or more of RAM is recommended (8GB is even better).

Hard Drives

Software and operating systems have become much more memory intensive. A minimum of 500GB hard drive is recommended.

CD and DVD Drives

Students computers must have CD and DVD reading and writing capabilities. The ability to write DVDs may be helpful for more advanced work since video files can become very large. The 4.7GB capacity of a DVD is also very helpful for backing up files, but DVD writing capability is not required.

Portable Storage

Some type of portable memory is very useful. Students are encouraged to buy either a USB memory stick (4GB or more) or a small portable hard drive.

Printers and Scanners

The School provides access to several printers and scanners, but if you are planning on doing a lot of coursework away from the studios you may want to purchase an inkjet printer and a scanner. The technology for these devices has improved considerably in the past few years: several decent printers and scanners are available for less than \$150.

Recommended Software

The following software packages are supported and taught by the School of Architecture. If you are buying a computer these programs are recommended for purchase:

- Adobe Photoshop
- Adobe Illustrator
- Adobe InDesign
- Adobe Acrobat (Acrobat Reader is a free download)
- Microsoft Office (Word, Excel, PowerPoint)
- Rhino (3d modeling and rendering)
- Google SketchUp Pro (3d modeling and rendering)
- Graphisoft ArchiCAD (CADD and modeling)

If you are interested in Advanced media topics you may eventually wish to purchase:

- Adobe Premiere
- Dreamweaver (web authoring)
- Fireworks (web graphics)
- Flash (web animation)

Student versions are available for all of the above packages. The student prices are considerably less than the professional prices (sometimes as little as 5%): while you cannot upgrade an education license (the software companies want you to buy the professional versions once you graduate) they are usually well worth the savings. All of the other software can be purchased through the bookstore or through online educational software sites like journeyed.com.

Please be aware: the School does not condone the distribution of pirated software – no software support will be offered or project extensions given for the technical problems that may arise as a product of using cracked and pirated software.