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College of Architecture, Urban & Public Affairs
School of Architecture

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FAU School of Architecture Student Handbook, 4th ed.
2016
FAU
Florida Atlantic University
SoA
School of Architecture
Student Handbook

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 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 both formal and informal lifelong learning. Our faculty aims to guide students to develop their knowledge and intuition to the level where they can question, translate, or point out universal issues through personal interpretation. We hope to inspire you to open your mind, so that knowledge and critical design practice may be acquired.

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Studio Culture

The studio is the core of the architecture program, and it allows the students, faculty, and staff to work in a very unique, collaborative, and engaging 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, as both inquiry and 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 and commitments.

The intellectual intention and commitment empowers students as they prepare for a life of learning and practice. In architecture, practice must be accompanied by an ability to think critically 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 substantial judgment.

The ethical intention and commitment 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, in sustainable design and in the conservation of cultural heritage.

The professional intention and commitment 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, responsibility, 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 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 respectful manner. No part of the studio space may be defaced, vandalized, or damaged. Such behavior may form 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 remaining materials, projects, appliances, or furniture may be discarded. 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 ruder or inconsiderate. If someone gives permission to borrow an item or to use something of his or hers, remember to treat that item as if it were your own, and to return it in the condition in which it was borrowed.

Students shall have access to the studio 24 hours/day, 7 days/week, except during emergency situations (closure of building in connection with a hurricane, loss of electricity, and so on). There is guarded access to the building during the night and on weekends; but once inside the building, any person may access the 6th, 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 belongings.
- Remember to take your flash drive from the computers when you are finished and to log out.
- Put your name on all your supplies and valuables.
- Keep your space as clean as possible to reduce the number 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, 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 the security desk in the lobby (completion of incident report). Please also notify your instructor.

Time Management

Time management is a key factor for a positive outcome in both the studio and in the professional world. Every student faces multiple responsibilities, and each should create a 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 course credit hours will require three hours of homework per 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 many 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 room 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.

Student may access two plotters: one in the Student Lounge (Room HE 610, open 24/7) and one in the Computer Lab (Room HE 611, open during posted hours). In keeping with good time management practice, students should plan to complete their plots 48 hours before the deadline, given the possible competition for use of plotters and the last minute. Also, students should have a back-up plot of their work in case the plotter develops 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, student 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. Students receive from other students and faculty observations from different perspectives and critiques on how to improve the project. These reviews also provide the opportunity to critique in return other students' projects. The entire process provides good preparation 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 them to accomplish their goals.

Student-Professor Relationships

The design studio teaching method separates the architecture students from every other discipline. From one-on-one 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 for which it is preparing students. 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 and behavior. 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. 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 perspective of the student.

Available Resources

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

Administration: Associate Professor John Sandell, 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 administrative procedures and necessities, supported by faculty and staff. Ms. Margaret Devine is the Executive Secretary and the primary contact for administrative inquiries.

Computer Applications: Matthew Canavan 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 efficiently as possible.

Woodshop: Luke Jenkins is the Coordinator for the Woodshop at the School of Architecture, which includes a wide range of tools, both hand and 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. Jenkins. 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 lecture provide special opportunities for students and faculty to enhance learning from scholars and 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, it is highly recommended and may be required in certain courses. Lectures, all-school meetings, or exhibit openings at school are scheduled in accordance with design studio classes in order to make attendance easier for students who commute long distances.

Academic Advising: Ms. Versel Reid is Academic Adviser for the upper division of the School of Architecture, as well as for undergraduate and graduate students in the School of Urban and Regional Design. She is available to assist students enrolled in these programs. She is the primary contact for questions or concerns about academic progress through the program.

Broward County Main Library: The Broward County Main Library, located at 100 South Andrews Avenue, is part of the FAU library system and is available to all of FAU's students Monday, Thursday, Friday, and Saturday from 10:00 a. m. to 6:00 p. m., as well as Tuesday and Wednesday from 12:00 p. m. to 8:00 p. m. The library, designed by the renowned firm of Marcel Breuer and Associates, has an extensive collection of design and architecture books and periodicals. It offers free wireless Internet, as well as multiple computers for public use. The book collection is on the fourth floor. Books held on reserve by faculty for student use are on the fifth floor. A 300-seat auditorium for meetings and lectures is on the ground floor.

Student Affairs: the FAU 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 and the United States Green Building Council Students), as well as services that are readily available to students. Students are encouraged to take 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 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 a trash can. 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, the School of Architecture can contribute to attaining FAU's goal for its Climate Commitment and make the world a better place in which to live.

Working in the studio can give each student very unique experiences and insights. The implementation of the Studio Culture utilized by students, faculty, and staff maximizes student's education. While these policies are in place to help improve everyone's experience in the studio, we also extend these guidelines beyond the studio doors into everyday life.

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 on 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:

<https://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) 265-2102

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 to some extent 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 midline of the greater metropolitan area of South Florida. The school, itself, is situated in a highly urbanized neighborhood, on the sixth, seventh, and eighth floors of a significant building 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 B.Arch. program.

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 2015, the collection has grown to over 25,000 volumes. In the first years, the school also enjoyed fully funded lectures and visits from distinguished international guest professors. 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.

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 (the MetroLAB) 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, two laser cutters, a water table for airflow visualization, 3-D printers, and an extensive software package worth over \$250,000.

The substantial expansion of student population also required an increase in the number of full-time faculty. After several rounds of faculty searches, our ranks grew to twelve during the 2008-2009 academic year. The newly hired faculty 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 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 the 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 B.Arch. professional program and the planned M.S.Arch. 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 mission of the School of Architecture is to advance education, research, and design solutions that enhance the quality of built environments. Core to this mission is fostering investigative and innovative design thinking in preparation for architectural practice. Students develop critical thinking skills and knowledge through exposure to historical and theoretical foundations, emerging technologies, interdisciplinary research, community engagement, and ethical responsibilities of design. Our diversity, geographical and metropolitan contexts, and placement within the College for Design and Social Inquiry, position us to address unique social, cultural, and environmental challenges.

Accreditation Statement

In the United States, most 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 professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

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

Bachelor of Architecture (159 credits) – 1999, 2005, and 2011.

We will be visited by an Accreditation Visiting Team to evaluate this program for re-accreditation in the spring of 2017. Since 2015 a program may be accredited for a maximum term of eight years.

Important Links

NAAB: <http://www.naab.org/home>

NCARB: <http://cdsi.fau.edu/soa/current-students/links-of-interest/>

AIA: <http://cdsi.fau.edu/soa/current-students/links-of-interest/>

ACSA: <http://cdsi.fau.edu/soa/current-students/links-of-interest/>

AIAS: <http://cdsi.fau.edu/soa/current-students/links-of-interest/>

2014 NAAB Conditions for Accreditation and NAAB Procedures for Accreditation 2015:

http://www.naab.org/accreditation/2009_Conditions and
<http://www.naab.org/accreditation/2015%20Procedures.aspx>

NAAB Student Performance Criteria (SPC)

The following section is from the 2014 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

Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social political economic, cultural and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigative, speaking drawing and modeling. Student learning aspirations for this realm included: being broadly educated; valuing lifelong inquisitiveness; communicating graphically in a range of media; assessing evidence; comprehending people, place, and context; recognizing the disparate needs of client, community, and society.

- A.1. Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
- 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. Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
- A.4. Architectural Design Skills: Ability to effectively use basic formal organization and environmental principles and the capacity of each to inform two- and three-dimensional design.
- A.5. Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
- A.6. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.
- A.7. History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social ecological, and technological factors.
- A.8. Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Realm B: Building Practices Technical Skills, and Knowledge

Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered. Student learning aspirations for this realm include: creating building designs with well-integrated systems; comprehending constructability; integrating the principles of environmental stewardship; conveying technical information accurately. The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

B.1. Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B.2. Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

B.3. Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

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

B.5. Structural Systems: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

B.6. Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

B.7. Life Safety

B.8. Environmental Systems

B.9. Structural Systems

B.7. Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.8. Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

B.9. Building Service systems; Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

B.10. Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Realm C: Integrated Architectural Solutions

Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Student learning aspirations for this realm include: comprehending the importance of research pursuits to inform the design process, evaluating options and reconciling the implications of design decisions across systems and scales, synthesizing variables from diverse and complex systems into an integrated architectural solution. The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

C.1. Research: understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

C.3. Integrative Design: ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Realm D: Professional Practice

Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public. Student learning aspirations for this realm include: comprehending the business of architecture and construction, discerning the valuable roles and key players in related disciplines, understanding a professional code of ethics, as well as legal and professional responsibilities. The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

D.1 Stakeholder Roles in Architecture: understanding of the relationships among key stakeholders in the design process – client, contractor, architect, user groups, local community – and the architect’s role to reconcile stakeholder needs.

D.2 Project Management: understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 Business Practices: understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities: understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct: understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Academic Calendar Lectures and Exhibitions

The School of Architecture follows the academic calendar prescribed by Florida Atlantic University. In addition to the scheduled events and holidays described in 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:

<http://www.fau.edu/registrar/registration/calendar.php>

The School of Architecture schedules regular lectures by highly recognized practitioners and scholars in the field throughout the academic year.

Faculty members participate in local, national, and international exhibits of their work and lectures. They have collaborated with the FAU MetroLAB, 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

John Sandell
Director and Associate Professor
School of Architecture

The Fort Lauderdale-Downtown Campus houses the administrative offices of the School of Architecture. The Director of the School is Associate Professor John Sandell (Room HE 809 of the Higher Education Complex). Students may visit him informally or schedule appointments with him through his secretary, Margaret Devine, in Room HE 607 of the same building. Professor Sandell's biographical information may be viewed at <http://cdsi.fau.edu/soa/people/> by clicking on his picture.

Dr. Wesley Hawkins
Interim Dean and Professor
College for Design & Social Inquiry

The School of Architecture is one of five schools in the College for Design & Social Inquiry, which is located at the Boca Raton Campus, Room SO 108, Social Sciences Building. Dr. Hawkins is the new Interim Dean of the college, after serving as Professor in the School of Social Work and as both Assistant and Associate Provost for Promotion and Tenure. Students may access his biographical information on the college web page by clicking on his photograph at <http://cdsi.fau.edu/blog/administration/>.

Dr. Ron C. Nyhan
Associate Dean and Associate Professor
College for Design & Social Inquiry

Dr. Ron Nyhan currently serves as Associate Dean of the College for Design and Social Inquiry and as Coordinator for the Master of Nonprofit Management in the School of Public Administration. His contributions to the college may be viewed at the same link, <http://cdsi.fau.edu/blog/administration/>.

Jerry Clinton
Assistant Dean
College of Architecture, Urban and Public Affairs\

Jerry Clinton is the Assistant Dean for the College. In this role, he is responsible for a number of administrative functions, including college budgeting and accounting, as well as contract and grant management. His biographical information is located on the same college site, <http://cdsi.fau.edu/blog/administration/>.

FACULTY

The School of Architecture faculty consists of a team of dedicated tenured and tenure-track faculty, as well as Visiting Instructors and Adjunct Instructors. The school's web site provides background information on the education and teaching focus of its faculty, as well as their areas of research: <http://cdsi.fau.edu/soa/people/>. The names of the permanent faculty follow:

Anthony Abbate, AIA, NCARB, Professor
Jean Martin Caldieron, Ph.D., RA, Associate Professor
Philippe d'Anjou, Associate Professor
Deirdre J. Hardy, Professor
Henning Haupt, Ph.D., RA, Associate Professor
Jeffrey Huber, AIA, NCARB, Assistant Professor
Vladimir Kulić, Ph.D., Associate Professor
Wanda K. Liebermann, Ph.D., Assistant Professor
Francis E. Lyn, Associate Professor
John Sandell, RA, Director and Associate Professor
Mate Thitisawat, Associate Professor
Emmanouil Vermisso, RA, Associate Professor

STAFF

Margaret R. Devine
Executive Secretary

Margaret Devine is the secretary to the Director of the School of Architecture. In addition, she provides support services to the school's faculty and serves as a liaison between them and students, as needed. Her office is in Room HE 607 of the Higher Education Complex. She may be reached by phone at (954) 762-5654, or by e-mail at mdevine@fau.edu.

Luke Jenkins, MA
Workshop Coordinator

Luke Jenkins is the School's Wood Shop Coordinator. He is in charge of the administration of the two woodshops, and teaches furniture design in the summer semester. He may be reached by phone at (954) 762-5657, or by e-mail at ljenki12@fau.edu.

Matthew Canavan
Coordinator of Computer Applications

Matt Canavan, Coordinator of Computer Applications, provides for the School's hardware and software needs, which include the various design programs the students use, as well as the care of the plotters. He may be reached at 954-762-5385, or by e-mail at mcanavan@fau.edu.

Todd Hedrick
Associate Director of Academic Programs
College for Design & Social Inquiry

Todd Hedrick, Associate Director of Academic Programs, provides advising services to the lower division students of the School of Architecture at the Boca Campus. He may be reached by phone at 561-297-2568, or through the receptionist at 561-297-2316. His e-mail address is thedrick@fau.edu.

Versel C. Reid
Coordinator of Academic Programs

Versel Reid, Coordinator for Academic Programs, provides advising services for upper division students of the school of Architecture. These are based at the Fort Lauderdale-Downtown Campus, and they meet with her each semester in advance of registering for courses. She may be reached by phone at (954) 762-5644, or by e-mail at vreid@fau.edu.

Owl Cards

Owl Cards are university photo I.D. cards issued to all FAU students, faculty, and staff through the FAU Office of Business Services. The Owl Card is used for identification, as a library card, as a means of purchasing from vending machines and photocopiers, and for entry to card-access rooms and parking lots. The Owl Card may be obtained at the following locations:

Boca Campus

Student Union
Room 128
(561) 297-2700

Davie Campus

SD Building
Room 201
(954) 236-1549

E-mail Addresses

Once students enroll at the university, they are given an FAU e-mail account. Students should check their e-mail messages frequently. The university will send out reminders and announcements to this e-mail account.

Student 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 of Student Accessibility Services will then assess the impact on 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.

FAU Student Accessibility Services

The purpose of Student Accessibility Services 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 Student Accessibility Services, 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 Student Accessibility Services 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 Student Accessibility Services website for further information, locations of their offices, hours of operation, and contact information: <http://fau.edu/sas/>.

Admissions

Advising

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 of 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/admissions/>. 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.

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, the lower division advisor (thedrick@fau.edu), or Versel Reid, the upper division advisor (vreid@fau.edu).

Faculty Advisor

The Faculty Advisor's role is to assist students with their chosen career path. In this regard, the portion of the advisor's advice relating to academic preparation is limited to suggested electives and general academic issues. For more specific information on progression through the class sequence, 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 user name 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 <http://www.fau.edu/registrar/registration/calendar.php>.

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 with the increasing complexity of your design studios. The curriculum is a cumulative progression. As a result, most required courses have prerequisites and corequisites that prescribe the pace and sequence of your degree sequence.

These prerequisites and corequisites are not optional: if students enroll 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 are on pages 3-2 and 3-3, along with the prerequisite 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.

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 prerequisite 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)	Credit Hours
ARC 1301 Architectural Design 1	4
ARC 2208 Culture and Architecture	3
ARC 1302 Architectural Design 2	4
ARC 2461 Materials and Methods of Construction 1	3
ARC 2303 Architectural Design 3	4
ARC 2201 Architectural Theory 1	3
ARC 2304 Architectural Design 4	4
ARC 2580 Architectural Structures 1	3
 Junior Phase	
ARC 3091 Architectural Research Methods & Analysis	3
ARC 3133 Architectural Representation	2
ARC 3320 Architectural Design 5	4
ARC 3463 Materials and Methods of Construction 2	3
ARC 3710 Pre-Modern Architectural History & Theory	3
ARC 3374 Site Planning & Engineering	3
ARC 3321 Architectural Design 6	4 or
ARC 4322 Vertical Studio	4
ARC 3503 Architectural Structures 2	3
ARC 3610 Environmental Technology 1	3
ARC 3185 Introduction to Digital Modeling & Doc.	3
 Senior Phase	
ARC 4219 Architectural Theory	3
ARC 4326 Architectural Design 7	4 or
ARC 4322 Vertical Studio	4
ARC 4712 Modern Architectural History and Theory	3
ARC 4327 Architectural Design 8	4 or
ARC 4322 Vertical Studio	4
ARC 4620 Environmental Technology 2	3
ARC 4504 Architectural Structures 3	3
ELECTIVE Digital elective	3
ELECTIVES (3000, 4000-level)	3
 Thesis Phase	
ARC 5328 Advanced Architectural Design 1	6
ARC 5271 Professional Practice A	3
ARC 5352 Comprehensive Design Project	6
ARC 5272 Professional Practice B	3
ARC 6305 Introduction to Urban Design	3
ARC 5910 Project Research Methods	3
ELECTIVES Upper division electives	12

Curriculum Chart

Junior Phase		Senior Phase		Thesis Phase	
Fall	Spring	Fall	Spring	Fall	Spring
(15 Credits)	(16 Credits)	(16 credits)	(16 credits)	(18 credits)	(18 credits)
Architectural Design 5 (4 Cr) ARC 3320 Pre-req: \ all lower division	Architectural Design 6 (4 Cr) ARC 3321 Pre-req: \ ARC 3320: D5 \ ARC 3091: RMA Co-req:	Architectural Design 7 (4 Cr) ARC 4326 Pre-req: \ ARC 3321: D6	Architectural Design 8 (4 Cr) ARC 4327 Pre-req: \ ARC 4326: D7 \ ARC 3374: SitePl.	Advanced Architectural Design 1 (6 Cr) ARC 5328 Pre-req: \ ARC 4327: D8 \ ARC 4504: Struct.3 • ARC 3463: MM2 Co-req: \ ARC 6305: Intro UD	Comprehensive Design Project (6 Cr) ARC 5352 Pre-req: \ ARC 5328: AAD1
Architectural Representation (2 Cr) ARC 3133	Intro to Digital Modeling & Documentation (2 Cr)				
Site Planning (3 Cr) ARC 3374	Environmental Technology 1 (3 Cr) ARC 3610	Environmental Technology 2 (3 Cr) ARC 4620			
Structures 2 (3 Cr) ARC 3503	Materials & Methods 2 (3 Cr) ARC 3463	Structures 3 (3 Cr) ARC 4504			
Research Methods & Analysis (3 Cr) ARC 3091	Pre-Modern Architectural History (3 Cr)	Modern Architectural History (3 Cr) ARC 4712	Architectural Theory 2 (3 Cr) ARC 4219	Introduction to Urban Design (3 Cr) ARC ARC 6305 /	
				Professional Practice A (3 Cr) ARC 5374	Professional Practice B (3 Cr) ARC 5375
		Digital Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)
			Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)
			Elective (3 Cr)	Elective (3 Cr)	Elective (3 Cr)

LECTURE COURSES
(Revised 03-01-2013)

Vertical Studio may only be taken once. Vertical Studio is a four-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 predetermined 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 a 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, a student should try to seek out an instructor with a similar interest or expertise in the project the student wishes to pursue.

After the initial discussion, each student must develop a project proposal as per the description that follows. 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 three 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; one to two pages is usually adequate. The questions in italics are offered as issues to consider when writing the 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 three-credit hour course typically requires six (or more) hours of course-related work each week.

Incomplete Grades

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

With the approval of the instructor, a student who is passing a course, but has not completed all the required work because of exceptional circumstances, may 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.

PLEASE NOTE:

Students cannot graduate with a grade of "I" (Incomplete) in their record. Students who have received a grade of "I" in a design studio course may not advance to the subsequent studio until the course for which the "I" 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/registrar/registration/calendar.php> to find the specific date. The Application for Degree can be found at

https://www.fau.edu/registrar/pdf/Application_for_degree.pdf

or can be obtained from the Academic Advisor.

Petition for Curriculum Exceptions

Waiver or 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 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 Academic 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 Center

The Career Development Center (CDC) promotes a practical approach toward helping students find a self-actualizing career direction; one in which individuals find success and fulfillment. This 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, the 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 this 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 their faculty advisor.

Intern Development Program, (IDP) & National Council of Architectural Registration Boards, (NCARB)

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 in 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 a NAAB- or CACB-accredited degree, approximately 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 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.

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 planning and wish to have an understanding of how urban planning 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 sequenced pair of degrees. The school of Architecture and the Department of Urban and Regional Planning have created this sequence 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 timeframe where some elective courses for one major will integrate as elective courses in the other.

Consult the MURP admission requirements section of the graduate catalog for details.

Dessau Institute of Architecture Program

Students graduating with a Bachelor of Architecture degree may choose to study at the Dessau Institute of Architecture at the Anhalt University of Applied Sciences in Germany. This program, which began in the 1920s 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, Colombia. Recent study abroad programs have included: Dessau, Germany; The Netherlands; Italy (various cities); London, U.K.; Mexico City, Mexico; and Bangkok, Thailand.

Other Travel Opportunities

The School of Architecture also offers opportunities to students to travel to other cities within the U.S. and U.S. 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.

MetroLAB Collaborative

Mission Statement

The mission of the MetroLAB Collaborative is to engage faculty, students, and the community in collaborative activities that advance scholarship and improve the well-being of the community within a metropolitan sub-tropical setting. The MetroLAB Collaborative endeavors to discover knowledge through inquiry, guided by the disciplines at the university, to address local and global challenges; and to explore, exchange, and apply knowledge and information for the mutual benefit, resilience, vitality and health of our communities and the regional physical environment.

Academic Policy Statement

It is the obligation of all students to review Academic Policies and Regulations in the current University Catalog. Academic Policies and Regulations clearly explain 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 technical and academic abilities during the time at FAU, it is expected that students 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 1 Florida Statutes; and Chapter 61G1, Florida Administrative Code (FAC), and visit: <http://www.myflorida.com/dbpr>. Click on Our Business and Professions, and then Architecture 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 “Code of Ethics and Bylaws.”

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 ensuring 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 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. Students are 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 their potential to contribute to the field of architecture based upon their 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.

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 fall and spring lectures, drawings, 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. The AIAS Fort Lauderdale chapter hosted an outstanding forum during the 1998/99 academic year.

Students wishing to become more involved in the chapter's work may wish to join the board either through an elected or 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, refer to the chapter's website: www.aiafortlauderdale.com.

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 liaison 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.

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. The students are the primary beneficiary of this investment in their education. Therefore, they 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 them.

The studios are large open areas. Each assigned student space includes approximately 25 square feet 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 other's 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. Cell phones must be silenced during class time. Cell phone conversations must take place outside of the studio and classroom.

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

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 they 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 6th, 7th, or 8th floors of the Higher Education Complex (HEC) for use during the term. The students 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 Marshal 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 7th and 8th floors of the HEC tower between the red columns and between the columns on the north wall at the toilet rooms, elevators, and mechanical areas shall be maintained free of obstructions. All items, including stools, desk, 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 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 HEC 611 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 in 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

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 close 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.
- Do not bring/consume any food or drink in the computer area.

Note 2 – Back up 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 back-up copy. All of the computers are outfitted with DVD-R burners.

Note 3 – If you need technical assistance, please request it.

Please see the Coordinator for Computer Applications in HEC 607. This technician is available to help configure your computer to connect it to the FAU Network, the school's printers, and its 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 HEC 611 lab where Joseph Sher, its Coordinator, 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, FAU sites, and local networked printers - can contact the School of Architecture Coordinator for Computer Applications in HEC 607. The technician has posted hours each term, and he can assist you with configuring your computer, as well as using the studio computers and campus computer labs.

Printers are available in HE 611, the campus computer lab. The school owns two plotters: one in the computer lab (HE 611) and one in the student lounge (HE 610). The IP address for each of the latter is located on the plotter. These addresses, the plotter model, and the paper size(s) are available from the Coordinator for Computer Applications. The computers in HE 611 and HE 610 are connected to both plotters. Students can also print over the wireless network using the IP address of the plotter. The chart below shows the plotter locations with their IP addresses:

The plotters use roll paper and are outfitted with 36" wide paper, but can accommodate plotter paper up to 42" wide. Plotters get much use in advance of project deadlines, particularly at the time of midterm and 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 plotters. If you discover that a plotter is out of ink or paper, or see a near-empty warning – please inform the Coordinator for Computer Applications in HE 607-A, or Margaret Devine in HE 607.

During the semester, the school would prefer you use the supplied paper in the plotters since frequently changing the paper 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 plotter unless you are familiar with the process, or have had the computer technician show you the process. That being said, you should learn how to change paper and ink for those middle-of-the night moments when no technician is available, and because future employers will expect you to be knowledgeable in this area.

Notes

Note 1 – Students should not run acetate or boards through any printer.

No acetate of any kind is to be used in a laser printer. If students need to copy onto acetate for any reason, please do so at the local Kinko's. Similarly, students should not use matt board or foam core in any of the printers.

Note 2 – Use of inkjet Mylar

Students 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 – Students should request help if they need it.

If students need help, they should first ask a classmate. They can also contact the school's Coordinator for Computer Applications in HE 607 for advice. If the school plotters are backed up or broken, students are encouraged to print to the plotter owned by the computer lab (HE 611). It is a very good seven-color plotter, and involves a charge (\$5/\$10/\$15) depending on three sizes of plots. The paper used is of higher quality.

To use pay-per-print printers or the plotter in the computer lab (HE 611), students will need an Owl Card (FAU student ID) set up to work as a debit card. To add money to this card, please visit:
<http://fau.edu/print/add-funds.php>.

Printing Problems

If students are having trouble printing, they should try the following steps:

1. Look at the printer

Is anyone else's project printing? If so, troubleshooting of printing job must wait until the other person's project has printed.

Is the printer registering an error message or out-of-ink message? If so, hand a paper with that message to the Coordinator for Computer Applications (HE 607) or the lab Coordinator (HE 611).

2. If there is no evidence of a problem at the printer, check to make sure it has not been "stopped" - a setting that sometimes halts the printer if the computer detects a problem. If it is stopped, try to start it again. Possibly, this will resolve the problem.
3. If neither of the previous steps work and the printer is not in the midst of printing someone else's project, shut down the printer, wait a full minute, and then restart the device.

Architecture Studio Workshop

The School of Architecture has two workshops: the seventh floor (HE 719) and eighth floor (HE 819) shops. The eighth floor workshop contains small tools for model-making and a C.N.C. Router. The adjoining room (HE 820) contains the school's 3-D printers. The seventh floor workshop houses the machines used to produce full-scale projects, a spray booth, and two laser cutters.

Workshop Rules

Students are expected to comply with shop rules; failure to comply will result in loss of shop privileges. The following rules should help make work in the shop a safe and efficient experience:

1. The student has taken and passed workshop orientation.
2. The shop technician or a trained employee of the School of Architecture must be present in order to work in the shops.
3. Students must wear eye and ear protection.
4. Students must wear closed-toe shoes 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. Students must not take tools from the shop without signing them out. If a student signs out a tool, it is his or her responsibility to replace it if it gets lost.
7. If a tool seems damaged or in need of adjustment, the student should notify the woodshop technician immediately.
8. Students should not leave tools unattended. This includes the C.N.C. router and the laser cutters.
9. Students must not bring food or drink into the workshops.
10. Students should be aware of their surroundings.
11. If unsure of how to operate a machine, students should ask for help.
12. Students should treat all tools gently and with respect.
13. Students should clean up after themselves.

Spray Booth Rules

1. Students should fill out the spray booth log always. NO EXCEPTIONS.
2. The oil 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. Students must label everything they store in there with their name, date, and contents (if not clearly shown by a label already).
4. After spraying, students should move their work onto the drying rack so that others can spray.

Hours of Operation

Students may use the seventh floor workshop only during the allotted hours, or when accompanied by either the technician or a trained faculty member. This workshop is open approximately thirty hours per week. Workshop hours are posted on the door (HE 719). The eighth floor workshop is always open.

Workshop Staff

Luke Jenkins directs the workshop facilities. For additional information pertaining to the workshops, please contact him via e-mail at ljenki12@fau.edu.

Library Resources

The School of Architecture at the Downtown Fort Lauderdale Campus is associated with the Broward County Library, where the school's architecture collection is housed. Additional architecture resources are housed in the FAU Library System throughout different campuses. The primary architecture collection is housed in the Broward County Main Library at the Downtown- Fort Lauderdale Campus. A smaller, though substantial, collection is housed in the Wimberly Library at the FAU Boca Campus. 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, DVD, 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. Individuals 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 library account, and make copies and print items from the library's catalog.

Parking

Students, faculty, and staff must register all vehicles parked on campus and pay the appropriate registration permit fee. The owner's current state vehicle registration must be presented at the time of registration. Please visit the Parking and Transportation Services site for instructions on obtaining the parking decal/hangtag: <http://www.fau.edu/parking/>.

All registered vehicles parked on campus must display a valid decal, which must be permanently affixed to the vehicle (faculty and staff have hangtags, instead of decals). A parking decal will be issued upon payment of the appropriate fee and presentation of the current valid vehicle registration to Parking and Transportation Services. 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.

Decals – A parking decal is issued for use on one vehicle only. Each vehicle must have a separate valid decal (see above link for current cost of second decal). The permit must be affixed on the outside of the vehicle. Peel the backing from the permit and place the permit on the driver's side of the rear window.

For further information on traffic and parking at FAU Campuses, please visit the above link.

FAU Bookstore

Students taking architecture classes at the Downtown Fort Lauderdale Campus must purchase books at the Davie Campus Bookstore. For all other classes, student must purchase their books for classes on the campus at which they are taking classes. Please visit the following Bookstore link for further information, including if there is an option to buy on line: <http://www.fau.edu/business-services/bookstore/>.

In addition to books, the bookstores carry various school supplies, food, beverage, and FAU merchandise. Please visit the above link for further information in this regard. Graduation cap and gowns may be purchased through the bookstores. See the following link for information specific to that topic: <http://www.fau.edu/registrar/graduation/attire.php>.

Financial Aid and Scholarships

A variety of forms of financial aid are available to students, and these are outlined in a general fashion below. Students interested in these financial resources should visit <http://www.fau.edu/finaid/>, clicking on the “Types of Aid” tab. This site will provide the description, eligibility requirements, deadlines, and in certain cases, links to the application form for these grants, scholarships, and loans. In the case of a discrepancy between the information below and that provided at this link or the links below, the link rules.

Additional information on financial aid may be found at:

<http://www.fau.edu/academic/registrar/FAUcatalog/finance.php> and
<https://www.fau.edu/admissions/scholarships-fr.php>
<http://www.fau.edu/sas/current/scholarships.php>

FEDERAL STUDENT AID SOURCES

Federal Pell Grant Program

The Pell Grant is for undergraduate students seeking a first baccalaureate degree. The U.S. Department of Education determines award eligibility. Though for undergraduate students only, Architecture students should read the grant’s handling of Architecture graduate courses in their fifth year of study.

Federal Supplemental Educational Opportunity Grant Program

This grant 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 Direct Loans

These are available to undergraduate and graduate students who enroll at least half-time. They may be subsidized (for undergraduate students demonstrating financial need) or unsubsidized (for students who do not qualify for the subsidized loan, or those who qualify but still need additional funding). Students receiving a subsidized loan are not responsible for paying the interest accrued while still in school, while those receiving unsubsidized loans are responsible for paying this interest while in school. Detailed information about these loans may be found at <http://www.fau.edu/finaid/types-of-aid/loans.php>.

Federal PLUS Loan

The Federal Direct PLUS Loan is a low-interest loan available to (a) parents of dependent students admitted and enrolled in an undergraduate program, or (b) graduate students admitted and enrolled in a graduate degree program. The borrower must have no adverse credit history. Maximum eligibility is equal to cost of education minus other aid. Student filing of the Free Application for Federal Student Aid (FAFSA) is required.

Federal Perkins Loan Program

The Perkins Loan is a low-interest loan for undergraduate and graduate students with exceptional financial need as documented in the Free Application for Federal Student Aid, or FAFSA. Students must also meet the financial aid eligibility requirements of the institution they are attending, and they must be enrolled at least half-time in a degree program. Please visit this site for the details on availability and repayment: <http://www.fau.edu/finaid/types-of-aid/loans.php>.

Federal Work Study Program

This is a needs-based, federally funded, part-time employment program which allows eligible students to earn money to help pay for education expenses. Students must complete each year the Free Application for Federal Student Aid (FAFSA). First-time students participating in this program must also file the Need-Based Employment Application. Please see the following link for the full details: <http://www.fau.edu/finaid/types-of-aid/work-study.php>.

STATE OF FLORIDA STUDENT AID PROGRAMS

The Florida Department of Education, Office of Student Financial Assistance (OSFA), administers a variety of state-funded grants and scholarships to assist Florida residents with the cost of their postsecondary education. Students may visit the following link for the list of grant and scholarship programs administered by OSFA. The listed programs that might apply for FAU students include the Bright Futures Scholarship, First Generation Matching Grant Program, Benacquisto Scholarship Program (formerly Florida Incentive Scholarship Program), Florida Student Assistance Grant (FSAG), Florida Work Experience Program, José Martí Scholarship Challenge Grant Fund, Rosewood Family Scholarship, and Scholarships for Children and Spouses of Deceased or Disabled Veterans. Link: <http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>

FAU STUDENT AID

FAU Grant

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

FAU Academic Achievement Grant

This grant is available for undergraduate students enrolled at least half-time at FAU who demonstrate financial need and exceptional academic performance. Funds are limited and awards are generated based on priority consideration.

FAU Academic Grant

The FAU Academic Grant is a four-year, progressive, need-based grant which will increase each year if annual eligibility and renewal requirements are met. Eligibility requirements include an Expected Family Contribution of \$10,000 or less, and the applicant must be a degree-seeking undergraduate student enrolled full time in the fall and spring semesters. Renewal criteria include completing a minimum of 30 credits per year and maintaining a minimum FAU GPA of 3.0.

Short Term Advance

The Short Term Advance is a university monetary advance available to assist degree-seeking students enrolled at least half-time with the following types of expenses until the disbursement of financial aid occurs:

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

Students should keep in mind that the Short Term Advance is not a source of funding to assist with paying tuition and other related fees at FAU, or with covering transient student enrollment at another college/university. For full details, students may visit: <https://www.fau.edu/finaid/other/sta.php>.

FAU Scholarships

1. Office of Student Financial Aid Scholarships

Florida Atlantic University offers a variety of FAU scholarships on the Student Financial Aid site, some targeting students in general, and some restricted by major, year in college, or other criteria. Students may visit the following site to review the current list: <http://www.fau.edu/finaid/types-of-aid/scholarships.php#fau>.

2. Office of Undergraduate Admissions Scholarships

The Office of Undergraduate Admissions offers a limited number of FAU and non-FAU scholarships for students entering as freshman, transfer students, or international students. These may be viewed at: <http://www.fau.edu/admissions/scholarships-fr.php>. These include the FAU Presidential Scholarship, Spirit of FAU Scholarship, Elite Owl Scholarship, and Welcome to FAU Scholarship, among others.

3. FAU Student Accessibility Services Scholarships

Student Accessibility Services offers scholarships for students with disabilities at the following site: <http://www.fau.edu/sas/current/scholarships.php>. These include the Damon Anthony Bettendorf Scholarship, Sterling H. Huntington, M.D., and Laura Huntington Scholarship for Students with Physical Disabilities, and the Theodore R. and Vivian M. Johnson Scholarship.

4. Oscar Vagi Traveling Fellowship

Oscar Vagi taught at the FAU School of Architecture during the first few years of the program. He supported the school's lectures and he loved its 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 Traveling Fellowship in his memory. Its goal is to allow the school's students to enhance their study abroad experience, permitting them to see and do things beyond the "program guide." The fellowship is awarded to students who the faculty feel will get the most out of this enhanced experience. An essay is required, and award amounts vary.

Additional scholarships exist, so the above list is intended merely as a guide. Students in need of funding are encouraged to explore the FAU web site for additional opportunities.

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 Windows 7 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 e-mail attachments.

Apple computers are not as widely available in Southern Florida, although this is changing: there are three 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 your 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 students 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 students are interested in advanced media topics, they 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.

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