

Edition

2008

SCHOOL OF ARCHITECTURE

Florida International University

Student
Information Guide

Student Information Guide

The University Catalog is your primary source of information on the School of Architecture Programs.

The University Student Handbook and web pages (www.fiu.edu) are your primary sources of information on student policies and procedures.

This School of Architecture Student Information Guide is an additional aid to assist you.

*"The programs, policies, requirements, regulations published in this catalog are continually subject to review in order to serve the needs of the University's various constituencies and to respond to the mandates of the State Board of Education and the Florida Legislature. Changes in programs, policies, requirements, and regulations may be made without advanced notice. **The ultimate responsibility for knowing degree requirements rests with students.**"*

(Inside Cover of the University Catalog)

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The School of Architecture thanks Malik Benjamin for editing this edition of the Student Information Guide.

INTRODUCTION

The School of Architecture Student Information Guide provides students with important information that can assist students in successfully completing their course of study. It also establishes some of the expectations of the school and its faculty. We hope you find it helpful and encourage your input for future editions of this guide.

MISSION STATEMENT

The School of Architecture is dedicated to advancing the professions of architecture, interior design and landscape architecture. In keeping with the nature of these professions, the programs are taught in an interdisciplinary manner, taking full advantage of the resources and areas of expertise offered by each. The school offers three undergraduate degree programs, a Bachelor of Arts in Architecture, a Bachelor of Interior Design and a Bachelor of Landscape Architecture, and six graduate degree programs, a Master of Architecture, a Master of Interior Design, a Master of Landscape Architecture and a Master of Arts in our three professions.

ACCREDITATIONS

Accreditation in any field signifies that an institution or program has been evaluated by an accrediting agency and meets its established educational standards. The accrediting process requires a self-assessment by the institution or program, an evaluation of the self-assessment by the agency, and a site visit and review conducted by a team representing the agency. The agency's board of directors makes the decision regarding accreditation. All three professional degree programs are accredited by their respective agencies. The next visits are scheduled as follows: Architecture – Spring 2008, Interior Design – Spring 2009; Landscape Architecture – Fall 2012.

The School of Architecture is accredited by:

Architecture – Accredited by National Architectural Accrediting Board (NAAB)

BArch	Pre-professional, 4-year undergraduate degree is not eligible for accreditation
MArch	Pre-professional degree plus 2 years of the Master's Program
MArch	Undergraduate degree plus 3 years of the Master's Program
MAArch	Post-professional degree for students holding a BArch is not eligible for accreditation

Landscape Architecture – Accredited by Landscape Architectural Accreditation Board (LAAB)

BLA	Professional, 4-year undergraduate degree, accreditation review visit Spring 2009
MLA	Pre-professional degree plus 2 years of the Master's Program, fully accredited degree (LAAB)
MLA	Undergraduate degree plus 3 years of the Master's Program, fully accredited degree (LAAB)
MALA	Post-professional degree for students holding a BLA is not eligible for accreditation

Interior Design – Accredited by the Council for Interior Design Accreditation (CIDA)

BID	Professional, 4-year undergraduate degree, first accreditation visit by FIDER scheduled for Fall 2005
MID	Undergraduate degree in any field plus 2 years of the Master's Program, new for Fall 2005, not yet accredited. Florida Department of Business Regulation the Board of Architecture and Interior Design has approved MID for meeting education requirement for Interior Design license.
MAID	Post-professional degree for students holding a BID is not eligible for accreditation

FACULTY

Our school is one of the newest and most exciting schools of architecture in Florida. Our faculty maintains diverse interests and research agendas. They bring a broad range of viewpoints to your educational experience. They hold terminal degrees from institutions such as Harvard, Columbia, University of Pennsylvania, Princeton, MIT and Cornell; and maintain strong connections to major architecture, interior design, and landscape architecture firms in and outside Florida. Collectively, our faculty members have received more design awards than any other school's faculty in the state of Florida and are involved in several of new construction in Miami.

STUDENTS

Students are drawn from across the United States and the Caribbean basin, as well as from Latin America, Europe and Asia. They are united by a shared interest in the study of the built environment. As a student in the School of Architecture, you are part of an intimate and small community of students and faculty within the larger university, energized by a feeling of collective engagement in architectural ideals.

MIAMI: A METROPOLITAN SETTING FOR DESIGN EDUCATION

The School of Architecture at FIU is located in a unique place and time in the culture of America. The city of Miami is a rich and diverse laboratory for the study of architecture, interior design and the landscape. The great diversity of the greater Miami area provides limitless possibilities for exploring historic architecture, and unique new work created by many of the world's leading designers. The urban and natural environments of Miami create rich and varied contexts for the study of architecture, interior design and landscape architecture that are simply unmatched. At the same time, the challenges of rapid growth and development in Miami and the region have created an ideal crucible for research and study within the school. Miami continues to be one of America's principal intellectual and corporeal gateways to Latin America and Europe. As such, the School of Architecture enjoys relationships to institutions, faculty, design firms and designers in the Caribbean basin, Latin America, Spain and Italy.

FACULTY AND STAFF DIRECTORY

Chair, Architecture Department Adam M. Drisin

Chair, Interior Design Department Janine M. King

Chair, Landscape Architecture Department Marta Canavés

Abbott, Phillip – MID, (University of Florida), Assistant Professor, Interior Design

Andía, Alfredo – MDes, PhD (University of California-Berkeley), Associate Professor, Architecture

Belcher, Nathaniel Quincy – MArch, AIA (Harvard University), Associate Professor

Busch, Claudia – MArch (Columbia University), Associate in Design, Architecture

Canavés, Jaime – MArch, FAIA, IIDA (University of Florida), Professor, Architecture

Canavés, Marta – MLA, ASLA, IIDA (FIU), Associate in Design, Interior Design and Landscape Architecture

Chandler, Jason R. – MArch, AIA (Harvard University), Assistant Professor, Architecture

Drisin, Adam M. – MDes (Harvard University), BArch (Cornell University), Associate Professor, Architecture

Goldemberg, Eric – MSAAD (Columbia University), Assistant Professor, Architecture

King, Janine M. – MIArch, IDEC (University of Oregon) Associate Professor, Interior Design

Nepomechie, Marilys – MArch, AIA (Massachusetts Institute of Technology), Associate Professor, Architecture

Ozer, Ebru – MLA (Louisiana State University), BArch (Dokuz Eylul University), Assistant Professor, Landscape Architecture

Quintana, Nicolás - NCRB (University of Havana), Scholar in Architecture and Urbanism

Read, Gray – MArch, PhD, RA (University of Pennsylvania), Assistant Professor, Architecture

Rifkind, David – PhD (Columbia University), MArch (McGill University), BArch (Boston Architectural Center), Assistant Professor, Architecture

Rosales, Camilo – MArch, RA (Harvard University), Associate Professor, Architecture

Rovira, Roberto – MLA (Rhode Island School of Design), Assistant Professor, Landscape Architecture

Stuart, John A. – MArch, AIA (Columbia University), Professor, Architecture

Vassiagh, Shahin – MArch, MSUP (University at Buffalo), Associate Professor, Architecture

PHONE AND OFFICE NUMBERS**STAFF MEMBERS**

Adam M. Drisin	Chair, Architecture Department	PCA 271B	305.348.7077
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FACULTY

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David Rifkind		PCA 374A	305.348.1867
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Roberto, Rovira		PCA 373A	305.348.6026
John Stuart		PCA 376B	305.348.3178
Shahin Vassiagh		PCA 387A	305.348.3032

PHONE AND OFFICE NUMBERS

Advising Center Fax Number		PCA 273B	305.348.2650
Main Office Fax Number		PCA 275A	305.348.2650
Dean's Fax Number		PCA 284B	305.348.6716
Digital Lab		PCA 173A	305.348.2960

WHOM TO SEE AND WHOM TO ASK?

Issue/Question	Contact
Course scheduling, registration, admissions or graduation questions Undergraduate Graduate	Patty Lively Alan Raudez
Thesis related questions	Alan Raudez
Career or professions questions	Faculty Members
Academic Policy and Advanced Placement Architecture Interior Design Landscape Architecture	Adam M. Drisin Janine M. King Marta Canavés
Portfolio Process or submission Content issues	Patty Lively, Alan Raudez Nathaniel Q. Belcher
Course Substitution Architecture Interior Design Landscape Architecture	Nathaniel Q. Belcher Adam M. Drisin Janine M. King Marta Canavés
Independent Study Architecture Interior Design Landscape Architecture	Nathaniel Q. Belcher Adam M. Drisin Janine M. King Marta Canavés
Internships Architecture Interior Design Landscape Architecture	Adam M. Drisin Janine M. King Marta Canavés
Appointment Scheduling Nathaniel Q. Belcher Patty Lively Alan Raudez	Sheri de La Uz Sheri de la Uz Sheri de la Uz
Review Rooms scheduling and use	Sheri De La Uz
Space or building issues	Nathaniel Q. Belcher
Studio, Computer Lab, Shop issues	Nathaniel Q. Belcher
Grievance issues	Nathaniel Q. Belcher

DESIGN EDUCATION

WHAT SHOULD AN ARCHITECT KNOW?

The student performance criteria can be accessed on the National Architecture Accrediting Board – NAAB website at www.naab.org

The NAAB establishes performance criteria to help accredited architectural degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program.

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of internship, leading to registration for practice.

The criteria encompass two levels of accomplishment:

Understanding - Means the assimilation and comprehension of information without necessarily being able to see its full implication.

Ability – Means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

For the purpose of architectural NAAB accreditation, graduating students (from accredited degree programs) must demonstrate understanding or ability in the following areas:

1. Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

2. Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

3. Graphics Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

4. Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

5. Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

6. Fundamental Design Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

7. Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

8. Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

9. Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non Western world

10. National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

11. Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

12. Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

13. Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

14. Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

15. Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

16. Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

17. Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

18. Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

19. Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

20. Life Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

21. Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

22. Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

23. Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

24. Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

25. Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

26. Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

27. Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

28. Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems,

building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

29. Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

30. Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

31. Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

32. Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

33. Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

34. Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

WHAT SHOULD AN INTERIOR DESIGNER KNOW?

CHARACTERISTICS OF THE MAJOR

Successful interior designers design the interior portions of commercial, hospitality, industrial, healthcare, and residential buildings. Designing both public and private interior spaces demands that interior designers possess expertise that includes aesthetic theory, environment and behavior theory, and technical knowledge associated with, building systems, building construction, finish material selection and installation; code requirements for different building occupancies, and the business, ethical, and legal ramifications of running an interior design business.

INTERIOR DESIGN KNOWLEDGE AREAS:

For the purpose of interior design (CIDA) accreditation, graduating students must demonstrate understanding, competency, or ability in the following areas:

This list is derived from the The Council for Interior Design Accreditation – (CIDA)..

Professional Values

demonstrate attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

Design Fundamentals

employ a foundation in the fundamentals of art and design; theories of design, green design, and human behavior; and discipline-related history.

Interior Design

understand and apply the knowledge, skills, processes, and theories of interior design.

They must:

- follow a process and demonstrate the ability to design 2-dimensional elements and principles in interior design projects.
- apply 3-dimensional design elements and principles to the development of the spatial envelope (for example, volumes of space, visual continuity and balance, visual passages, interconnecting elements).
- select and apply color in interior design projects.
- Apply programming skills, including: problem identification. identification of client and user needs. information gathering research and analysis (functional requirements, code research, sustainability issues, etc.).
- Use competent schematic design, concept development, and problem solving skills, including:
 - concept statements.
 - Rapidly visualize concepts through sketching.
 - Space plan (adjacencies, circulation, and articulation and shaping of space).
 - Use competent design development skills in: selection of interior finishes and materials detailed and developed layout of furniture, fixtures, and equipment. detailed and developed furniture selection.
 - They develop space plans, elevations, sketches, and study models.
 - Select and apply luminaires and lighting sources.
 - Justify design solutions relative to the goals and objectives of the project program.
 - Selection and apply of decorative elements (for example, trim, hardware, paneling).
 - Use competent skills in preparing drawings, schedules, and specifications as an integrated system of contract documents, appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related. These include construction/demolition plans, power plans, lighting/reflected ceiling plans, finish plans, furniture, fixtures, and equipment plans, data/voice telecommunication plans, elevations, sections, and details, interior building specifications, furniture specifications, finish schedules, door schedules, etc. (The intent of this indicator is to demonstrate how contract documents are used as an integrated system. Documents should not be scattered across the curriculum, but neither do all examples need to be evidenced in a single project.)
- *Select and apply art and accessories.*
- *Design custom interior elements (for example, case goods, floor patterning, textiles).*
- *Develop wayfinding methods.*
- *Design graphic identification, such as signage.*

Communication

-
- *illustrative sketching.*
- *presentation of color, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).*
- *expressing ideas clearly in oral presentations and critiques.*
- *communicating clearly in writing (using correct spelling, grammar, and syntax) in specifications, schedules, and contracts and other business-related documents such as project programs, concept statements, reports, research papers, resumes, and correspondence.*
- *rendering by any medium, manual or computer-generated, that successfully communicates the design intent.*
- (computer-generated or manual).
- *communicating through alternative presentation techniques (for example, audio, electronic, film, photography, slides, video).*

Building Systems and Interior Materials

Students design within the context of building systems. They understand how interior design solutions affect and are impacted by:

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- HVAC, plumbing).
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- data/voice telecommunications systems.
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-
-
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-
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Students select and apply materials and products appropriately on the basis of their properties and performance criteria.

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- *Know about installation methods (for example, carpet, resilient flooring, wallcovering), and material maintenance requirements.*

Regulations

Students must apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

- [fire separation], movement [stairwells, corridors, exitways], detection [smoke/heat detectors and alarm
- *Apply codes and regulations (for example, International Building Code [IBC]) and standards (for example, American National Standards Institute [ANSI]).*
- *Implement barrier-free design guidelines (for example, Americans with Disabilities Act).*
- Design with ergonomic
-
-

Business and Professional Practice

Students must demonstrate understanding of project management practices following project management skills:

- *estimating (for example, project costs, fees).*
- *budget management.*
- *coordination (managing input from various members of the project team), time management, scheduling, and contract administration.*
- *information management (collecting and disseminating relevant project information).*
- *conflict resolution (facilitating solutions to conflicting objectives).*
- *assessment processes (for example, post-occupancy evaluation, productivity, square-footage ratios, life cycle assessment).*

assessment processes (for example, post-occupancy evaluation, productivity, square-footage ratios, life cycle assessment).

MUST demonstrate knowledge

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WHAT SHOULD A LANDSCAPE ARCHITECT KNOW?

CHARACTERISTICS OF THE MAJOR

The profession of landscape architecture is highly diverse in the range of issues faced by contemporary practice; hence aspiring professionals are expected to have been exposed to a broad range of topics. The Landscape Architecture Body of Knowledge — LABOK study was developed to identify the core knowledge and competencies that help define the landscape architecture profession. Of the range of knowledge areas examined by this study, most respondents agreed that the first-professional degree program is the principal career stage for acquiring an operational base that can later be expanded and refined.

The LABOK task force consists of representatives from the American Society of Landscape Architects (ASLA), the Canadian Society of Landscape Architects (CSLA), the Council of Educators in Landscape Architecture (CELA), the Council of Landscape Registration Boards (CLARB), and the Landscape Architectural Accreditation Board (LAAB).

The Landscape Architecture Body of Knowledge study report can be accessed at www.asla.org.

Following is a list of the survey's categories that identify the areas of knowledge and competencies expected in the profession. These are seen as preliminary and are offered as a starting point for further and more detailed study.

KNOWLEDGE

LANDSCAPE ARCHITECTURE HISTORY AND CRITICISM

1. History of landscape architecture and allied professions (e.g., urban design, architecture, planning, etc.)
2. Historic preservation

NATURAL AND CULTURAL SYSTEMS

3. Land information sources (e.g., existing documentation, land surveys, land use plans, aerial surveys, zoning, economic data, demographic information)
4. Patterns of land use and built form
5. Natural site conditions and ecosystems
6. Social cultural influences on design (e.g., indigenous and other cultures, historical and cultural landscapes)
7. Regional hazard considerations (e.g., fire, geologic, flooding, hurricane, snow, ice, etc.)

DESIGN AND PLANNING THEORIES AND METHODOLOGIES

8. Creativity and process including design theory and problem-solving strategies
9. Aesthetic principles of design
10. Human factors such as behavior, perception, psychological and sensory response
11. Natural factors such ecological relationships
12. Relationship between human and natural systems such as resource conservation, habitat restoration and creation, and urban ecology
13. Influence of context on design, planning, and management decisions
14. Research methods including data collection, interpretation, and application of results
15. Therapeutic aspects of design
16. Communication and education methods, including sharing knowledge and evaluating outcomes

PUBLIC POLICY AND REGULATION

17. Governmental policies and laws that affect the use and development of land
18. Political and regulatory approval processes
19. Land development and economics
20. Emerging trends and issues

DESIGN PLANNING AND MANAGEMENT AT VARIOUS SCALES AND APPLICATIONS

21. Photogrammetry and remote sensing
22. Visual resource assessment
23. Agricultural and rural landscape analysis
24. Urban landscape

25. Planning principles including regional community and neighborhood planning
26. Conservation of natural resources
27. Historic preservation
28. Ecological planning principles
29. Water resource management
30. Wetland management (inland and coastal)
31. Floodplain management
32. Land and water reclamation procedures including quarry, mine and landfill reclamation
33. Treatment of toxic materials

SITE DESIGN AND ENGINEERING: MATERIALS, METHODS, TECHNOLOGIES, AND APPLICATIONS

34. Design needs for special populations (e.g., elderly, children)
35. Accessibility regulations
36. Roadway design principles (e.g., horizontal and vertical alignment, etc.)
37. Elements of vehicular and pedestrian circulation systems and their design requirements
38. Landscape maintenance techniques, materials, equipment, and practices
39. Noise attenuation and mitigation techniques
40. Sustainable construction practices (e.g., LEEDS certification requirements, "green" construction, xeriscaping, etc.)
41. Construction equipment and technologies
42. Grading, drainage and stormwater treatment
43. Biofiltration and other alternative drainage methods
44. Erosion and sedimentation control
45. Utility systems (e.g., sanitary sewer, water, electrical distribution)
46. Irrigation systems
47. Lighting systems (e.g., light sources and their design requirements, luminosity, energy efficiency, etc.)
48. Structural considerations (e.g., base, foundations, footing, loads, bearing, spacing)

CONSTRUCTION DOCUMENTATION AND ADMINISTRATION

49. Quality control procedures for construction, such as delivery, storage, testing, etc.
50. Sequencing of design, approval, permitting, and construction activities
51. The life-cycle cost-analysis process
52. Geographic coordinate systems and layout techniques and conventions
53. Specifications types and components for a project (e.g., materials, products and execution)
54. General and supplemental conditions, special provisions, and technical specifications and their organizations
55. Construction administration and details
56. Basic construction law
57. Construction contracts

COMMUNICATION

58. Determination of user values such as focus groups and surveys
59. Consensus and team building
60. Techniques for conducting meetings
61. The roles of visual communication, including photographic and video documentation
62. Graphic presentation techniques, systems and symbols
63. Interpretive methods and techniques such as information displays and brochures
64. Public relations, outreach, and image development

VALUES AND ETHICS IN PRACTICE

65. Environmental ethics
66. Social responsibility in design
67. Organizational management principles such as leadership principles and landscape architect career cycle
68. Resolving moral and ethical dilemmas

COMPETENCIES

LANDSCAPE ARCHITECTURE HISTORY AND CRITICISM

69. Develop and understanding of design as exemplified by historically significant works of landscape architecture, urban planning, civic design and architecture
70. Examine economic, political, social, ecological, and esthetic relationships and their influence on the development of the profession of landscape architecture
71. Demonstrate an understanding of the evolution of landscape architecture as an art and a profession through knowledge of its terminology, literature, personalities and concepts
72. Demonstrate the ability to critique prior work and understand the relevance in addressing current issues and problems
73. Develop an ability to synthesize and make connections between aspects of landscape architecture and disciplines outside of landscape architecture

NATURAL AND CULTURAL SYSTEMS

74. Conduct field investigations to identify significant natural and cultural features, characteristics and systems
75. Perform quantitative analyses to evaluate the interactions of natural and cultural features, characteristics and systems
76. Perform quantitative analyses to evaluate the interactions of natural and cultural features, characteristics and systems
77. Predict implications of design, planning, and management proposals on natural and cultural systems both within the site and the larger context

PUBLIC POLICY AND REGULATION

78. Identify and collect regulatory information, applicable data and required approvals governing a project (e.g., relevant laws, codes, and regulations)
79. Confirm code compliance (e.g., zoning, environment, and accessibility)
80. Assist in the preparation of ordinances, regulations, covenants, standards, and guidelines
81. Influence public policies on areas such as growth and land and water management by testifying, lobbying, or preparing written documents for public distribution

DESIGN, PLANNING AND MANAGEMENT AT VARIOUS SCALES AND APPLICATIONS

82. Develop a design program based on users' needs and clients' goals and resources
83. Analyze relationships among design elements by determining opportunities and constraints
84. Develop conceptual design, planning, and management solutions
85. Evaluate design alternatives to determine the appropriate solution

SITE DESIGN AND ENGINEERING: MATERIALS, METHODS, TECHNOLOGIES, AND APPLICATIONS

86. Design for protection and management of land resources (e.g., land forms, vegetation, habitat, erosion and sedimentation control)
87. Design for protection and management of water resources (e.g. stormwater, water supply, ground water)
88. Design pedestrian, vehicular, and non-motorized circulation systems
89. Design elements for construction considering materials, structural issues, and construction technologies

CONSTRUCTION DOCUMENTATION AND ADMINISTRATION

90. Prepare construction documents including plans, working drawings, and technical specifications
91. Prepare contract documents including agreements, general conditions, and bid documents
92. Manage the bidding/tendering process
93. Provide construction administration and observation throughout the project
94. Conduct project closure including review and distribution of close-out documents
95. Perform post-construction evaluation
96. Perform construction services including design-build
97. Prepare management and maintenance manuals and documents

COMMUNICATION

98. Maintain clear communication among collaborators through correspondence and project coordination
99. Develop written documentation, such as project reports, grant proposals, and promotional materials
100. Create graphic materials in a variety of media
101. Prepare and deliver oral presentations such as meetings, demonstrations, and outreach

- 102. Conduct project and public meetings including preparing of meeting agendas and notes, and facilitation of the meeting
- 103. Review and critique peer work

VALUES AND ETHICS IN PRACTICE

- 104. Manage business practices and organizations
- 105. Manage risk and liability
- 106. Negotiate and prepare client and consultant agreements
- 107. Participate in life-long learning (e.g., a professional organization, continuing education activities)
- 108. Participate in professional and public service activities
- 109. Train, educate and mentor other professionals
- 110. Maintain and promote professional and ethical standards

ACADEMIC, PROFESSIONAL AND ACCREDITATION ORGANIZATIONS

American Institute of Architects	http://www.aia.org
American Society of Interior Designers	http://www.asid.org
American Society of Landscape Architects	http://www.asla.org
Association of Collegiate Schools of Architecture	http://www.acsa-arch.org
Council of Educators in Landscape Architecture	http://www.ssc.msu.edu/~la/cela/
Council for Interior Design Accreditation	http://www.fider.org
International Interior Design Association	http://www.iida.org
Landscape Architectural Accreditation Board (LAAB)	http://www.asla.org
Miami Chapter of the American Institute of Architects	http://www.aiamiami.com
National Architecture Accrediting Board	http://www.naab.org

FIU SCHOOL OF ARCHITECTURE

THE PAUL L. CEJAS SCHOOL OF ARCHITECTURE BUILDING

The award winning Paul L. Cejas School of Architecture Building is the hub of classroom, studio, and social activity. Designed by internationally renowned French architect Bernard Tschumi and BEA International, it houses a variety of studio spaces, digital lab, lecture and seminar rooms, exhibition galleries, and faculty and staff offices. Completed in 2003, the building provides one of the finest cutting edge facilities in the country for our design students.

Following are some issues related to the Paul L. Cejas School of Architecture building:

- Building care:** This building provides a range and quality of facilities rarely granted to schools of Architecture. The design studios, review rooms, studio workstations, computer labs, reading room, gallery, dedicated classrooms, etc. are all major assets. These amenities are a sign of both the respect and investment this university has placed on the design professions. We need to be aware of our responsibilities to care for this facility. Careless or mindless abuse of the building fabric, such as graffiti and vandalism, cannot be allowed if the quality of this building is to be maintained. Engaging in these careless activities will create severe problems in the care and upkeep of the building and necessitate significant repercussions. Willful destruction of school property is a criminal act.
- Smoking:** Smoking is prohibited throughout the interior spaces of the building.
- Pass key:** Do not share your Panther ID card with anyone.
- 24-hour access:** The studio building is understood to be a 24-hour facility for registered design students. Access is gained by using your Panther ID card as a swipe card. Attentive security and safety decorum should be followed accordingly. While friends and family members are not strictly forbidden after hours, the studio is primarily for working students and disruptive guests in the facility will be asked to leave. Students should be aware of strangers in the building who should expect to show identification if requested.
- Alcohol:** It is illegal to use or possess alcoholic beverages on university premises, except at events with permits to serve alcohol.
- Exterior Doors** Exterior doors must not be propped open. All exterior doors should only be keyed open by proper authorities.
- Antisocial Behavior:** A large school community like ours has to work hard in order to live together harmoniously. This is especially true in the pressure-cooker environment of studios,

where many students are housed. Collectively, each studio group has the responsibility of respecting the rights of group members, and ensuring that certain behavior (however innocent or high spirited) does not affect or offend their colleagues.

Loud music, offensive posters, inappropriate language, and antisocial behavior will not be tolerated. Mutual consideration is necessary to ensure that it is an enjoyable and stimulating workplace for all. Please keep in mind that if everyone wants to hear a CD or engage in harmonious banter there is no problem. However, if **any** member of the studio group is offended, alienated or disturbed, there is a problem.

Furniture: Students will be held personally responsible for the workstation, storage cabinet and chair that they must use for studio. Also in general, furniture cannot be moved or relocated, and the taking of furniture out of the building is a criminal act. Be aware that the studio configuration is largely fixed because of the electrical and data services. Please do not cut directly on any horizontal surface or tabletop. Padlocks, studio projects and personal effects should be removed at the termination of each semester.

Studios: Studios in the building are typical of most US schools of architecture. They are large open areas accommodating 225 students on the upper levels and 150 students on the lower level.

Fire safety: All student chairs, materials, projects, etc. will need to be out of the egress ways in the studio building.

STUDIO-BASED EDUCATION

Studio courses and "studio culture" have long been the hallmarks of a design education. Many hours of designing and redesigning, building and rebuilding models, starting projects and starting over, and interacting with faculty and other students take place in the studio. Some students develop a pattern of working in the studios late into the night and for long periods of time, especially when a project is due in the next day or two.

While diligence and hard work (and a little goofing off) are expected of design students, safety and concern for self and others are also expected. Many of our students commute to and from campus almost daily. Do not drive if you are tired, sleepy or have remained in the studio for a long time. Unfortunately several previous students in the school have not paid attention to this warning. We want you to work hard but we do not want you to place your life in jeopardy.

STUDIO CULTURE

The following statements have been paraphrased from AIAS Studio Culture Task Force.

CULTURE OF OPTIMISM

Design studios should be engrained with a culture of optimism where students are optimistic about the skills they are learning, hopeful they can make a difference to society, and confident that they will succeed within the discipline they choose. That the guidance and support of the administration, staff and Faculty of the FIU School of Architecture is a vital part of this optimism.

CULTURE OF RESPECT

Design studios should promote a healthier studio learning environment with a culture of respect. A climate where student health, constructive critiques, the value of time, and democratic decision-making are all celebrated. In addition, respect for ideas, diversity, and the physical space of studio are all essential in order to enhance architectural education.

CULTURE OF SHARING

Design studios should be known for promoting a culture of sharing. Studio learning will encourage collaboration, interdisciplinary connections, and successful oral and written communication. This school embraces sharing as a way to play a larger role within academic communities.

CULTURE OF ENGAGEMENT

Design studios should promote a culture of engagement. Students will serve as leaders within the profession and within external communities. Students must engage communities and understand the necessity of embracing clients, users, and social issues. Studio projects will engage the expertise and opportunities presented through partnerships with architectural practitioners and experts in allied disciplines.

CULTURE OF INNOVATION

Design studios must support a culture of innovation by encouraging critical thinking, fostering risk taking, and promoting the use of alternative teaching methods to address creatively the critical issues facing architecture.

OF SPRAY PAINT AND CUTTING BOARDS

Two paint booths have been installed on the first floor. Please limit your spray painting to these booths. As to cutting, we ask that you use cutting mats and spare the desktops. Each student will sign out a desk and chair each semester and will be responsible for paying for the damage that happens to their assigned equipment.

DRAWING BOARDS

The desks require a separate drawing board and parallel-rule to be provided by the student. The drawing board can be stored and locked to the desk. Use a vinyl coated bicycle cable to minimize damage to the desk and equipment. The desks will accommodate drawing boards up to 32" x 43" x 1". Lightweight drawing boards are available from local art supply stores. Care must be taken to ensure that drawing boards and equipment do not scratch or mark the fixed desk tops. Do not under any circumstance affix parallel-rule hardware directly to the desks.

MODEL SHOP

A major resource of the School of Architecture is the Model Shop that provides access to the tools and technology needed for model construction. Hours of operation of the model shop will vary during the semester based on the scheduled projects and the availability of the manager. The shop manager must supervise students when using power equipment. The shop manager has the final authority over all equipment in the shop as well as hours of operation and access to the shop area. Students must have proper training before using model shop facilities. Training workshops will be provided to assist students in becoming proficient in the use of hand tools and power equipment.

The shop manager's first responsibility is the safety of anyone using the shop equipment. The shop manager and assistants are not available to do student work. Their role is to provide for safety and training.

COSTS AND COMPUTERS

Students applying to the School of Architecture should plan for financial aspects of a design education. This includes the costs of computers, software, travel and field trips, tools and equipment, and building and modeling supplies. All students must have continuing access to a personal computer through purchase, lease or other arrangements. Effective in the Fall of 2003 all School of Architecture students will be expected to have laptop computers. Specifications for recommended computers are available in the School of Architecture advising office.

The computer lab located in the School of Architecture is accessible to all students and is to be used only for instructional and research in the application of computers to architecture, interior design, and landscape architecture.

TRAVEL RELATED TO COURSE PROJECTS

The richness of the design study experience is clearly enhanced through travel to sites that contain exemplary work or present challenging problems. Some of this travel is local and some may be international. Several of our upper division and graduate studio courses have traveled to other sites in the US and abroad. In the Spring 2005 we had students in Genoa. Students are encouraged to participate in these programs and to plan for such expenses as a component of their education.

SAFETY AND SECURITY

Safety and security are an important part of the School of Architecture's relationship with students. Design education requires many hours, often late at night, in the studio. Building models requires the use of sharp cutting instruments, power tools, potentially dangerous building materials, paints, glues, chemicals, etc. The school is actively working to improve its safety and security program. Following are some of the elements of that program.

ID CARDS

All FIU students are issued University Identification Cards. These are an important part of the school's access and safety program. The magnetic strip on your ID card will be used to provide access to studio rooms. Swipe card locks are installed on a number of doors. These locks are programmed to permit individual access to certain rooms and record the entry date and time for security reasons. Each semester the locks are reprogrammed to grant access or remove access for specific individuals.

The FIU ID card is also proof of your student status. Campus security officers may ask for your ID to be certain that you belong in the building or studio late at night. This is for your protection.

PERSONAL PROPERTY

Theft of personal property is the most common crime problem experienced in the School of Architecture. Historically a number of these crimes have been associated with individuals from off campus coming into our buildings. Other students likely commit some of these thefts. Unfortunately the lack of attention to one's own property has often contributed to the situation. Do not leave purses, computers, supplies, and other items of value unattended.

Each student desk is equipped with a cabinet that can be locked. Even with locking cabinets available, students must pay close attention to their own property.

IN CASE OF EMERGENCY

If an emergency occurs in the school or the area of the school, first call campus public safety and then notify the Dean's Office:

Public Safety Emergency Number 305.348.5911

Public Safety Non-Emergency Number 305.348.2626

Minor first aid supplies are kept in two locations: the model shop and the Dean's office.

CRIME PREVENTION UNIT

As part of preventing crime, Florida International University has Blue Light emergency phones located throughout the campuses. Telephones are also located in every elevator, in the parking lots, and inside the parking garage for anyone needing assistance. All of these phones offer a direct link to the FIU Police Department. The exact location of the phone is displayed on the FIU Police switchboard, and an officer can be immediately dispatched to that site.

It is important that your time on campus is both safe and productive. To accomplish this, the FIU Police Department believes your personal safety to be a major step in preventing crime. Both the university community and the FIU Police Department members need to work together to maintain a safe and secure campus. Apart from the 24-hour police service, the FIU Police Department offers its community, as well as supports, the following services and programs:

- Rape Aggression Defense (RAD) Program
- Public Safety Aide (PSA) Program
- Operation Stop Auto Theft (OSAT)
- Operation Bookstamp
- Bicycle Registration
- Free Safety and Crime Prevention Brochures
- Crime Prevention Presentations
- Victims Advocacy Center

STUDENT ORGANIZATIONS

STUDENT GOVERNMENT ASSOCIATION (UNIVERSITY WIDE)

The Student Government Association is an organization on campus that works for you, the student. Its purpose is to serve as a governing body responsible for representing student interests and addressing student needs on matters of university, county and state concern. SGA works together in order to foster an atmosphere where students' needs are met.

SGA strives to maintain a working student government whose primary focus is to allow your voice, the student's voice, to be heard. If you have any questions, concerns or suggestions please feel free to contact us.

The SGA Mission:

1. Maintain a credible presence within the University community.
2. Improve the "total student experience" towards a student user/friendly University.
3. Enhance student life and involvement for all students in the University.
4. Help in launching FIU into the future.

THE AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS (ASLA-FIU)

The American Society of Landscape Architects Student Chapter at FIU is dedicated to enhancing the education of the students. The ASLA-FIU has been involved in numerous community service projects, providing those involved the opportunity for showcasing FIU's Graduate and Undergraduate Programs in Landscape Architecture and the contributions our profession provides for the social and natural welfare. Our most current participation was in the New River North Fork Charrette, where the participating students involved left a lasting impression on the community. Other past projects have included Bicentennial Park, Habitat for Humanity, the Virginia Key Charrette, the redesign for a renewed Douglas Park and the South Dade Greenways and Blueways Charette among others.

THE AMERICAN INSTITUTE OF ARCHITECTS STUDENTS (AIAS) MISSION

To promote excellence in architecture education, training and practice, the AIAS celebrates its membership in several ways. Members of the AIAS have the opportunity to have their work published in *Crit*, the only national journal devoted to the work and critical thoughts of architecture students.

To foster an appreciation of architecture and related disciplines, the AIAS hosts an annual convention, FORUM, providing students with the opportunity to learn about the issues facing architectural education and the profession, to meet students and professionals with common interests, and to interact with some of today's leading architects and designers.

To enrich communities in a spirit of collaboration, AIAS is taking a proactive approach to community service with several new policies. Among them is the updated public policy "Public Awareness Policy at National Events," that incorporates public service projects at all AIAS national events.

To organize students and combine their efforts to advance the art and science of architecture, the AIAS represents the sole student voice in the decision making process of such organizations as The American Institute of Architects (AIA), Association of Collegiate Schools of Architecture (ACSA), and National Architectural Accrediting Board (NAAB).

THE INTERNATIONAL INTERIOR DESIGN ASSOCIATION (IIDA)

The International Interior Design Association (IIDA) is a professional networking and educational association of more than 10,000 Members in eight (8) specialty Forums, nine (9) Regions, and more than thirty (30) Chapters around the world. IIDA is committed to enhancing the quality of life through excellence in interior design and advancing interior design through knowledge. IIDA advocates for interior design excellence; provides superior industry information; nurtures a global interior design community; maintains educational standards; and responds to trends in business and design.

STUDY ABROAD

GENOA ITALY: STUDY ABROAD AND THE SCHOOL OF ARCHITECTURE

The School of Architecture has maintained a study program in Italy. It has provided an exciting opportunity for undergraduate and graduate students alike. Undergraduate students can participate in the program by spending the fall semester of their junior year (Design7) abroad. Graduate students have the opportunity to take a concentrated study program that corresponds to summer term A (6 weeks) abroad. Please watch the bulletin boards for information on these new programs.

The school is committed to offering study abroad opportunities to our students. In addition to various summer programs, the School of Architecture and the Office of International Studies at FIU maintains a study abroad center in Genoa, Italy. Architecture students may opt to spend the fall semester of their fourth year at the center in Genoa. The Genoa architecture program is a full semester of classes taught by FIU faculty in conjunction with Italian visiting faculty. The FIU center is located in the historic center of Genoa at the renovated Convento S. Maria di Castello which dates from the Renaissance. The program also maintains a strong relationship with the School of Architecture at the University of Genoa (Facoltà de Architettura at the Università degli Studi di Genova).

OFFICE OF INTERNATIONAL STUDIES (OIS)

Mission Statement

The Office of International Studies (OIS) coordinates all international exchange programs, advises students about international opportunities, and provides support for faculty interested in international projects. We also coordinate international visits with foreign students and facilitate all international endeavors at FIU.

International Exchange Programs

This program is the best opportunity to earn academic credits towards your degree while immersed in a foreign culture!

FIU Students of all levels can participate in the International Exchange Program through the Office of International Studies for a period of one or two academic semesters. The program consists of attending an FIU partner institution abroad while registered at FIU for a Fall or Spring semester.

Requirements

Undergraduate Students:

Must have a minimum of 3.0 G.P.A
Must be fluent in the language of the host country
Must have attended FIU for a minimum of one year

Graduate Students:

Must have a minimum of 3.5 G.P.A
Must be fluent in the language of the host country
Must have attended FIU for a minimum of one year

FINANCIAL AID FOR STUDY ABROAD

Remember that you will always be an FIU student while abroad therefore you may use any financial aid during your trip. Special scholarship opportunities are available under the scholarship section of our web page.

If you want to learn more about the program, please contact our Study Abroad Advisor, Laura Cronin at intered@fiu.edu or 305.348.1913 and schedule an appointment. If you wish to save time, you may download our [application form](#) and bring it to your meeting.

E-MAIL AND MAILING ADDRESS

The School of Architecture will use your FIU e-mail address as an official point of contact. It is important that you check FIU e-mail address on a regular basis. If you do not use your FIU e-mail address, please forward to the e-mail address that you do use. If you are one of the few students without an FIU e-mail address, please sign up for one through the FIU website. (www.fiu.edu)

We will send notices of cancelled classes, invitations to lectures, announcements of events, etc. to this address. We will also use this address to contact you regarding advising issues. Any information sent to your FIU e-mail address is considered by the school to be an official contact.

Please keep you mailing address and phone number current with the University. The address on file in the University system, like your FIU e-mail address, is your official contact point. It is your responsibility to keep these current.

Section

4

STUDENT CODE OF STANDARDS AND RIGHTS

STUDENT CODE OF STANDARDS

A University is a learning community following a tradition more than 1,000 years old. Florida International University is such a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. As a member of this community:

- I will respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- I will respect the opinions and differences of all members of the FIU community.
- I will practice civility and demonstrate conduct that reflects the values of the institution.
- I will respect the rights and property of the University and its members.
- I will be diligent and honest in my personal and academic endeavors.

UNDERGRADUATE STUDENT GRIEVANCE POLICY

PURPOSE

- A. To allow students to grieve against a faculty member or an administrator when appropriate.
- B. It is designed as a university-wide policy to replace the various individual unit policies and the "Student Grievance Procedure" outlined in the Student Handbook (April 1, 1992).

SCOPE OF POLICY

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include but are not limited to: failure to abide by the stated policies and procedures articulated in a syllabus, unprofessional classroom practice, arbitrary and capricious awarding of grades, failure to respect a student's right to privacy, and discrimination based on age, sex, religion, race, marital status, national origin or disability. (The last category, discrimination, will be handled by the EOP Office, following procedures developed in compliance with the Florida Equity Act.)

See the FIU web page or student handbook for specific procedures. Please be aware that there are strict time lines for filing grievances.

GRADUATE STUDENT GRIEVANCE POLICY

PREAMBLE

Quality graduate education is most effective in an environment of informality, mutual respect, cooperation, and open communication. Since there is a unique relationship between graduate students and faculty, students in graduate programs must not only satisfy university and departmental standards for their programs, but also the professional expectations of faculty members.

Often grievances grow out of misunderstandings or misperceptions about expectations. Faculty and advisers have an obligation to ensure that graduate students are aware of professional and academic expectations. Graduate students have a concomitant obligation to diligently pursue and satisfy these standards; they are bound to observe and respect the policies, rules and regulations of the University, of their respective departments and of their professors. Many of these grievances should be settled through open communications.

Occasionally, a rift develops that cannot be settled informally. Although graduate students have a right to seek redress for academic grievances, they often forgo their rights so as not to offend the professor. Students should be aware that bringing a formal grievance may have the consequence of damaging the working relationship with the professor, and that any straining of the relationship with the professor may interfere with learning. When all means of informal resolution have been exhausted, the parties must have a forum in which to seek review and resolution of an academic grievance.

PURPOSE

The purpose of this policy and procedure is to provide a means for graduate students to seek investigation and possible resolution of academic grievances, as defined below.

SCOPE OF POLICY

This policy and procedure covers graduate academic grievances which are defined as any complaint or controversy alleging: 1) unprofessional conduct by a professor which adversely affects either a student's ability to satisfy academic expectations, whether in the classroom, the field, or a lab, or the student's actual performance; 2) improper admission counseling; 3) improper counseling by an advisor; 4) arbitrary grading for coursework, comprehensive examination, thesis or dissertation; and 5) arbitrary non-renewal of a graduate assistantship or arbitrary dismissal from a course or program.

This policy does not address issues related to sexual harassment or discrimination based on age, sex, religion, race, marital status, national origin or disability. The Equal Opportunity Programs office is responsible for handling such issues in accordance with procedures developed to comply with the Florida Equity Act. If the graduate student alleges unauthorized utilization of thesis, dissertation or research materials by a professor, resolution of the issue must be sought using the University's policy: Protocols for Investigating Research Misconduct.

See the FIU web page or student handbook for specific procedures. Please be aware that there are strict time lines for filing grievances.

SOA GRIEVANCE OFFICER

Any student wishing to discuss an issue or possible grievance should contact Associate Dean David F. Bergwall. All grievances should be filed with Dr. Bergwall.

ACADEMIC MISCONDUCT POLICY

PURPOSE

To provide a process where the University can expel or suspend a student for Academic Misconduct and the student can appeal the decision.

SCOPE OF POLICY

Students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation.

Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by a student that violates this concept of academic integrity shall be defined as academic misconduct and shall be subject to the procedures and penalties set forth herein.

Definition of Academic Misconduct:

The term "academic misconduct" is academic dishonesty and shall include the following acts and/or omissions:

- a) Cheating, which is the unauthorized use of books, notes, aids or assistance from another person with respect to examinations, course assignments, field service reports, class recitations, or possession of examination papers or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.
- b) Plagiarism, consisting of the deliberate use and appropriation of another's work without any indication of the source and the passing off of such work as the student's own. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism
- c) Misrepresentation by lying to a member of the faculty, staff or administration to increase one's grade.
- d) Misuse of computer services by the unauthorized use of any computer or computer project number or alteration or destruction of computerized information or files or unauthorized appropriation of another's program(s).
- e) Bribery by offering money or any item or service to a member of the faculty, staff or administration to gain academic advantage for one's self or another.
- f) Conspiracy by planning or acting with one or more fellow students, any member of the faculty, staff or administration or any other person to commit any form of academic misconduct together.
- g) Falsification of records, tampering with or altering in any way any academic record used or maintained by the University.
- h) Academic dishonesty in general by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity. Any violation of this section shall require first a determination as to whether the act or omission constitutes academic misconduct.

All matters relating to academic misconduct are referred to the Office of the Provost for Academic Affairs. Acts of academic misconduct may be alleged by faculty, staff or students. Two actions that may be taken are:

Expulsion: Permanent separation of the student from the University, preventing readmission to the institution. This sanction shall be recorded on the student's transcript.

Suspension: Temporary separation of the student from the University for a specific period of time.

Section

5

CURRICULUM AND ACADEMIC ADVISING

CURRICULUM

The specific curriculum and sequence for each student will depend on the degree and the catalog of entry. Each student should have received a curriculum guide from the advising office or from their advisor. Please be certain to review your curriculum guide to stay on schedule. The School offers the following programs:

ARCHITECTURE PROGRAM

Architecture involves the study and transformation of the built environment, from the scale of furniture to the scale of the city. The goal of the educational experience is to develop synthetic thought and design processes using critical thinking and creative problem solving. We are committed to educating students to form independent design judgments grounded in the larger contexts of intellectual inquiry and the general pursuit of knowledge. Our goal is to prepare a future generation of broadly educated and highly skilled architects by developing the comprehensive professional knowledge, but always with the cognizance of those broader humanistic, intellectual, cultural and social contexts in which architectural design is situated.

Bachelor of Arts in Architecture

The pre-professional, four-year Bachelor of Arts in Architecture undergraduate degree program offers a gradually intensifying focus on the study of architecture combined with a vigorous and expansive, humanistic undergraduate education. The program encourages the generation and communication of design ideas which are supported by historical, theoretical, technological and practical knowledge. Divided in the lower and upper divisions, the undergraduate program offers a curriculum that is structured with the course in five thematic areas; architectural design, history/theory, building technology, digital technology, and professional practice. The undergraduate program prepares students for continued education in a professional graduate degree program; and for employment in architecturally related disciplines. With graduates of the program continuing their studies both at FIU and at many of the other most competitive graduate architecture programs in the country, the program remains committed to providing its students with the finest undergraduate architectural education in South Florida.

Admission to the program is by application. Acceptance is based upon a competitive review of the student's professional promise, academic record and portfolio of creative work.

Master of Architecture

Track 2, Track 3

The graduate program in architecture prepares students for professional practice in the field of architecture. A broad interdisciplinary framework characterizes the program, with emphasis placed upon five thematic areas; architectural design, history/theory, building technology, digital technology, and professional practice. The course of study leading to the Master of Architecture degree is accredited by the National Architecture Accrediting Board (NAAB). The graduate program in architecture has three tracks. Placement on a particular track is determined by a student's individual experience, needs, and requirements at the time of their application.

Students with a pre-professional, four-year undergraduate degree in architecture will follow **Track 2**, a course of 60 credit hours that can be completed in roughly two years.

Students with no background in architecture follow **Track 3**, a course of 108 credit hours that can be completed in approximately three years.

Master of Arts in Architecture

This program is a post-professional degree for students with a 5-year professional Bachelor of Architecture degree from a program accredited by NAAB. This 36 credit hour degree prepares students who wish to conduct research, teach and undertake advanced studies in architecture and related topics.

The minimum requirements for admission are either a GPA of 3.0 or higher, or a graduate degree from an accredited institution. When the academic record is less than 3.0 GPA, a minimum score of 1000 on the Graduate Record Examination (GRE) is required to compete for admission.

All applicants are required to submit transcripts and/or test scores to the FIU office of admissions. In addition, all students are required to separately submit a portfolio of creative work to the School of Architecture's Graduate Admissions Committee.

INTERIOR DESIGN PROGRAM

The main goal of our program is to be a leader in the interior design profession through achieving excellence in teaching, research, and service. Inherent in this statement is our educational goal of preparing graduates for excellent performance in professional practice, both as entry level designers and progressive career professionals. Thus, we intend that our students develop an appreciation for lifelong learning, a professional attitude, a sense of ethical responsibility, and the ability to design significant interiors.

Bachelor of Interior Design

The School of Architecture Bachelor of Interior Design program prepares students for excellent performance in professional practice. We want our students to have a well-rounded and comprehensive understanding of the world in which we live, a deep understanding of interior design and an appreciation for why it is important. Moreover, our students should develop critical and creative habits of mind in order to design interior environments that: afford for the needs of the users and the activities they perform; inventively respond to both group and individual interpretations of the place; create meaningful designs within both public and private interior spaces; and cautiously mediate activities and offer a safe environment for all users.

Students in the interior design program learn to successfully develop meaningful designs through the skilled use of various design tools (information gathering, idea generation, representation, and communication tools); by acting professionally (communicating well, understanding significant design issues and by understanding business practices); and by knowing how to implement their designs (practicing effective design process, knowing building arts, and seeking out applications of current technology).

This curriculum is divided into lower and upper divisions, each consisting of four studios that must be taken in order with the required subject area courses. The lower division is completely interdisciplinary with interior design, architecture, and landscape architecture students taking all courses together. The Lower Division foundation prepares students for the Upper Division Interior Design professional program by introducing design process, cultivating design thinking, and developing basic design skills. The upper division translates the lower division and focuses student learning on important interior design issues. Students progress through the upper division curriculum as cohort groups. Each group takes studio and subject area courses together. Studio courses increase in difficulty and each has a designated program typology, i.e.: hospitality, workplace, healthcare. As students progress, they actively apply knowledge generated in technology and in history theory courses within increasingly complex interior design projects. The terminal studio—Design 8 is a capstone experience that concludes a two-semester sequence of programming and design development for a project that each student initiates individually. This is the most important program of interior design in south Florida and one of the most exciting places to study interior design in the nation.

Admission to the program is by application. Acceptance is based upon a competitive review of the student's professional promise, academic record and portfolio of creative work.

Master of Interior Design

The purpose of the Master of Interior Design (MID) program is to develop expert interior designers with strong professional and content background, capable of engaging in evidence-based design, and able to conduct and apply research. This program of study is designed for students who have baccalaureate degrees in fields other than interior design, but who wish to become licensed interior designers. This professional degree requires students to complete

63 credit hours of coursework and produce an approved design project with a significant research component and a research report.

Master of Arts in Interior Design

This post-professional degree is a 36-credit-hour program designed for students who already have an accredited baccalaureate degree in a design field. This is a thesis track and the course of study will assist existing design professionals in developing expertise in specialization areas and learning how to conduct research in their area of focus

Both graduate degree programs have a core curriculum that shares courses with the Architecture and the Landscape Architecture programs. In addition, students will take core advanced professional graduate courses designed to expand students' knowledge in areas specific to the field of interior design. Directed electives in other FIU disciplines and studio course requirements will allow students to customize their study in order to develop knowledge in specialized areas of study.

The minimum requirements for admission are either a grade point average of 3.0 or better on a 4.0 scale, or a graduate degree from an accredited institution. When the academic record is less than 3.0 GPA, a minimum score of 1000 on the Graduate Record Examination (GRE) is required to compete for admission.

All students are required to submit transcripts and/or test scores to the University Graduate Admissions Office. In addition to the university requirements, all students are requested to submit a portfolio of creative work to the School of Architecture Graduate Admissions Committee.

LANDSCAPE ARCHITECTURE PROGRAM

The educational, research, creative, and service objectives of the Landscape Architecture Program are:

- To foster the aspirations of the profession of landscape architecture to sustain the integrity and the harmony of nature and culture in the landscape over human generations
- To provide a broad educational foundation for professional development in landscape architecture that addresses the ecological, social, and aesthetic issues of the profession
- To engage in landscape architectural research with emphasis on the acquisition and communication of knowledge for the design, planning, and management of tropical and subtropical landscapes
- To promote involvement in creative activity that warrants academic and professional recognition for excellence in landscape architecture
- To provide the expertise of the profession in service to the community in accordance with the mission and objectives of the program, school and university

Bachelor of Landscape Architecture

The school offers the new undergraduate Bachelor of Landscape Architecture program as a first-professional degree in compliance with standards set forth by the Landscape Architectural Accreditation Board (LAAB). The program is expected to be reviewed by the Landscape Architectural Accreditation Board (LAAB) in the spring of 2009.

The focus of the program is the development of the basic knowledge, skills, and abilities appropriate to the practice of landscape architecture with a special emphasis on tropical and sub-tropical landscapes. Elective course work within an interdisciplinary context in allied areas including environmental studies, biological sciences, civil and environmental engineering, geology, geography and others will be encouraged. Directed electives and Special Topics courses are aimed at providing students with a well-rounded curriculum that facilitates their entry to the profession.

The program will require a total of 128 credit hours. Discipline specific courses in the Lower Division of the program will be aligned and cross listed with current undergraduate offerings within the school's architecture and interior design programs in an effort to maximize the use of existing resources, facilities and personnel. Interdisciplinary education is part of the mission and goal of the School of Architecture and a desired structure in national standards for undergraduate education in all disciplines. Selected upper division courses will be offered as combined courses with the existing graduate program in landscape architecture. Each combined course will maintain a separate and distinct syllabus, differentiating between descriptive material at its undergraduate level and analytical and critical focus at the graduate level. This interaction within the structure of the school provides a unique opportunity to strengthen the educational requirements of both the undergraduate and graduate students.

Students in the Bachelor of Landscape Architecture program may opt to spend the fall semester of their fourth year in Genoa as part of the school's study abroad program. Additional information on the study abroad program can be found on page 20 of this guide. A summer B, 6 weeks study abroad program is available to students.

The Bachelor of Landscape Architecture degree will prepare graduates with the necessary knowledge, skills and abilities to work in a broad range of environments including:

- Public sector employment in municipal and regional planning agencies, community development department and parks and recreation departments
- Federal agencies including the National Park Service, the US Forest Service, the Bureau of Land Management, and the US Army Corps of Engineers
- Non-Governmental Organizations (NGO's) such as the Trust for Public Lands and the Nature Conservancy
- Environmental protection and conservation organizations such as the Sierra Club, the Audubon Society and the Izak Walton League
- Private practice, both in landscape architectural offices and in architectural engineering firms, working a broad range of projects
- Landscape architects will be increasingly involved in preserving and restoring wetlands and other environmentally sensitive sites.
- In addition to work related to new development and construction, landscape architects are expected to be involved in historic preservation, land reclamation and refurbishment of existing sites.

Admission to the program is by application. Acceptance is based on a competitive review of the student's professional promise, academic record and portfolio of creative work.

Master of Landscape Architecture

The Graduate Program in Landscape Architecture prepares students for research and practice while focusing on the management, planning, and design of tropical and subtropical landscapes. The unique natural and cultural environments of South Florida, tropical America, the Bahamas, and the Antilles provide firsthand experience of a wide range of landscapes; the study, enrichment, and preservation of which are emphasized through relevant course work, field trips, and service activities. The Everglades and Biscayne National Parks, Fairchild Tropical Botanic Garden, and Vizcaya Palace and Gardens are among the many regional resources readily available to students in the program. The School of Architecture also offers study and research opportunities in cooperation with institutions in tropical America and Mediterranean Europe. A flexible curriculum accommodates individual research interests within a rigorous academic framework. The school offers two options within the program. The Professional Degree Option is intended for individuals without a degree in landscape architecture. This course of study leading to the first professional Master of Landscape Architecture is accredited by the Landscape Architectural Accreditation Board of the American Society of Landscape Architects. The Post-Professional Degree Option is intended for individuals with an undergraduate degree in landscape architecture who wish to pursue advanced professional study.

The minimum requirements for admission are a grade point average of 3.0 or better on a 4.0 scale, or a graduate degree from an accredited institution. When the academic record is less than 3.0 GPA, a minimum score of 1000 on the Graduate Record Examination (GRE) is required to compete for admission.

All students are required to submit transcripts and/or test scores to the University Graduate Admissions Office. In addition to the university requirements, all students are requested to submit a portfolio of creative work to the School of Architecture Graduate Admissions Committee.

ADVISING

The School of Architecture maintains an individualized advising program. Throughout your time at FIU, faculty advisors and our advising staff will help you select courses, evaluate graduate programs, and contemplate future career paths. You will find faculty advisors accessible, sensitive to your individual needs, and knowledgeable about your options. School of Architecture undergraduates go on to pursue graduate work and professional degrees at the best universities in the country. Many also choose to remain at the School of Architecture and continue in our graduate degree programs.

Undergraduate and graduate students should contact the Advising Center for academic advising well before the start of each semester. The school carefully examines progress through the design studio courses and allocates permits to register for these courses. It is a key element of making this system work and the student's responsibility to remain up to date with the advising center.

Course sequences and prerequisite or corequisite courses are frequently the cause of problems in advancing through the curriculum. The School of Architecture is enforcing course sequences identified in the catalog and advising sheets. Students who fail to take courses in proper order or who do not have pre-requisites will be denied entry into succeeding courses. This can cause a major delay in the student's education if the prerequisite courses to design studios are missing.

EXCEPTIONS TO CURRICULUM OR ACADEMIC POLICIES

At times it is necessary to address student issues in which an exception to existing curriculum or academic policy is requested. All students should be aware that any exception to a curriculum or academic policy must be made in writing and approved by the program director and the Dean. Individual faculty or staff members do not have the authority to change academic policy. The advising center has forms on which changes and exceptions can be requested. Once these forms are approved they will be placed in the student's file to document the change. The student should get a copy of the approval and keep for future reference. Please note **that if a change in curriculum or policy is not documented in writing, approved by the appropriate program director and the Dean, and entered in the students file, it cannot be considered valid at the time of graduation certification.** This is for both the student's and the school's protection.

ACADEMIC POLICIES

Following are several academic policies specific to the School of Architecture.

Advancement to Design 5 (Undergraduate)

Students seeking to advance to Design 5 studios must have passed the CLAST examination.

Letter Grade Policy (Undergraduate and Graduate)

The School of Architecture requires that all of its courses be graded on a letter grade basis with the exception of master's thesis courses.

Admission to the Major Policy (Undergraduate)

Admission to the Upper Division and Design 5 studios of the School of Architecture is to the specific major: Architecture, Interior Design or Landscape Architecture. Admission to one is not transferable to the other. Students seeking to change between the majors are subject to the change of major policy.

Change of Undergraduate Major Policy (Undergraduate)

Upper Division students seeking a change in major between Architecture, Interior Design and Landscape Architecture must submit the appropriate University forms, a letter explaining the requested change, and a portfolio for review by the appropriate faculty review panel. Changes will be considered along with the normal admissions process and become effective, if granted, in the following fall semester. All change on major forms and portfolios must be

submitted by February 1 to be considered. Students seeking to change to Architecture, Interior Design or Landscape Architecture from other majors in the University will follow this same procedure.

Ownership of Student Work (Undergraduate and Graduate)

Student work submitted to the School in satisfaction of course or degree requirements, becomes the physical property of the School. However, students retain all rights to the intellectual property of such work. This work may include papers, drawings, models, and other materials. The School assumes no responsibility for safeguarding such materials. At its discretion, the School may retain, return, or discard such materials. The School will not normally discard the materials of current students without giving them a chance to reclaim them.

Students must petition the faculty of the School in writing for any deviation from the established policies. The faculty will decide on the cases on an individual basis.

Community Involvement (Undergraduate and Graduate)

The School maintains close ties with architecture, interior design and landscape architecture professionals. Professional advisory boards periodically review the curriculum to maintain program relevance.

Attendance Requirements

Students are responsible for all assignments, quizzes, and examinations at the time they are due. Students may not use their absence from class as a plea for extensions of time to complete assignment or permission to take make-up examinations or quizzes. Any student taking courses from the School of Architecture will be penalized for excess absences. **Four absences not excused by the instructor during a course will result in a grade of "F" for the semester.** Attendance is mandatory on the first day of class. Any no-shows on the first meeting day of class will be dropped from their class.

VICE PRESIDENT OF STUDENT AFFAIRS AND UNDERGRADUATE EDUCATION –
DR. ROSA JONES (PC245 305-348-2800)

The faculty and staff of Undergraduate Studies are dedicated to the University in our commitment to students—to serve students well and to enable undergraduates to succeed academically and personally now and after graduation. The staff of Undergraduate Studies works with faculty, staff, and students—university wide—to strengthen undergraduate programs at Florida International University. A myriad of program areas are included within Undergraduate Studies to support and enhance the success of students.

The following areas come under the auspices of Undergraduate Studies:

- Academic Advising Center**
- Academy for the Art of Teaching**
- Invitational Scholars**
- Learning Center**
- ROTC**
- Testing Center**

DEAN OF UNIVERSITY GRADUATE SCHOOL – DR. GEORGE WALKER (PC236
305-348-2455)

The dean of University Graduate School plays a significant role in the monitoring and progress of graduate students. The most common point of contact between the dean's and Architecture students is at the thesis phase of the degree. Students need to pay special attention to the dates and form required by the dean. The most common delay in graduating from the graduate program is in the failure to meet and satisfy the deadlines and forms processing of the University Graduate School.

UNIVERSITY SERVICES

REGISTRATION INFORMATION POLICY

The following registration information is subject to change and students must verify the dates with the Office of the Registrar, PC 130 or at www.fiu.edu. All students, degree and non-degree seeking, registering for more than 18 credit hours during one semester must obtain the approval and the signature of dean of the School of Architecture. Registration for courses is as follows:

OFFICIAL REGISTRATION WEEK

Official Registration is held during the proceeding semester (check the Academic Calendar for the dates) and ends one week later. Degree seeking students are given an appointment day and time on their classification, GPA and credit hours completed. Students may add/drop at this time.

OPEN REGISTRATION WEEK

Open Registration is held following Official Registration. There is no appointment day and time and registration time is on a first-come, first-serve basis. All students who have not yet registered are encouraged to do so at this time. Students who have already registered may also add or drop courses during this period.

LATE REGISTRATION FEE

Any student, degree-seeking or non-degree-seeking, who initiates registration after the registration deadline is assessed a \$100.00 late registration fee and a \$100.00 late payment fee during the first week of classes.

LATE ADD

Students may add courses with appropriate authorization and signatures until the end of the third week of classes. No course can be added after this deadline (Summer terms have different deadlines check the Academic Calendar for dates).

LATE DROPS

Courses officially dropped after the Drop/Add period and through the eighth week of the term, (Summer terms have different deadlines-check the Academic Calendar for dates), are recorded on the student's transcript with a grade of "DR" (dropped). The student is financially liable for all dropped courses. ***Non-attendance or non-payment of courses does not constitute a drop.***

WITHDRAWAL FROM THE UNIVERSITY

A currently registered student can withdraw from the University only during the first eight weeks of the semester. A Withdrawal Form must be completed and submitted to the Office of Registrar. ***Non-attendance or non-payment of courses does not constitute a withdrawal.***

The transcript of a student who officially withdraws after the Drop/Add period and before the end of the eighth week of the term will receive a "WI" for each course. The transcript of a student who stops attending the University without officially withdrawing from the University will receive an "F" grade for each course.

REGISTRATION HOLDS INFORMATION

Students who have registration holds cannot register until the hold is removed by the issuing department. Listed below are the hold codes and the department to contact. (All numbers are Area Code 305)

Hold	Department	University Park	Biscayne Bay Campus
AC	Admission's Office	PC 140 (348.2363)	ACI 150 (919.5760)
AD	Admission's Office	PC 140 (348.2363)	ACI 150 (919.5760)
AP	Admission's Office	PC 140 (348.2363)	ACI 150 (919.5760)
AR	Admission's Office	PC 140 (348.2363)	ACI 150 (919.5760)
AW	Admission's Office	PC 140 (348.2363)	ACI 150 (919.5760)
AY	Admission's Office	PC 140 (348.2363)	ACI 150 (919.5760)
BA	Registrar's Office	PC 130 (348.2320)	ACI 100 (919.5750)
BI	International Student Services	GC 217 (348.2421)	WUC 255 (919.5813)
BN	International Student Services	GC 217 (348.2421)	WUC 255 (919.5813)
CA	Cashier's Office	PC 120 (348.2126)	ACI 140 (919.5540)
CP	Undergraduate Studies Advising	PC 237 (348.2892)	ACI 180 (919.5754)
D	Registrar's Office	PC 130 (348.2320)	ACI 100 (919.5750)
E	Registrar's Office	PC 130 (348.2320)	ACI 100 (919.5750)
IA	Admission's Office	PC 140 (348.2363)	ACI 150 (919.5760)
IM	Immunization	HWC 132 (348.2688)	HWC 104 (919-5620)
MD	Registrar's Office	PC 130 (348.2320)	
PY	Registrar's Office	PC 130 (348.2320)	ACI 100 (919.5750)
RY	Registrar's Office	PC 130 (348.2320)	ACI 100 (919.5750)
S	Registrar's Office	PC 130 (348.2320)	ACI 100 (919.5850)
SP	Registrar's Office	PC 130 (348.2320)	ACI 100 (919.5750)
SR	Judicial Affairs	GC 214 (348.3939)	
SY	Athletics Advising	AAFC 105A (348.1974)	
TR	Registrar's Office	PC 130 (348.2320)	ACI 100 (919.5750)
UC	Undergraduate Studies Advising	PC 249 (348.2892)	ACI 180 (919.5754)
UG	Undergraduate Studies -CLAST	PC 245 (348.3767)	ACI 180 (919.5754)
US	Academic Department	See Academic Unit Listing	See Academic Unit Listing
VS	Advisor's Signature Required	Contact Your Academic Department	
WP	Advisor's Signature Required	Contact Your Academic Department	

APPLYING FOR GRADUATION

You should apply for graduation just before the start of the semester in which you intend to graduate. The deadline for applying is usually at the end of the first week of classes. To apply, get the form from the Registrar's office, fill it out and turn it in there—you don't need to get your advisor's signature. Check your **SASS** report before the end of the add/drop period to make sure you will have fulfilled all of the requirements for graduation. If you will graduate at the end of the summer semester, but want to go through the graduation ceremony in the spring, you may. See the Registrar for an application to "walk" even though you have not completed all the requirements for graduation. Please note amount of pending credits should not exceed 6.

A student turning in the Application for graduation after the posted deadline will graduate the following semester. Students who receive an incomplete grade (IN) in their last semester must re-apply for graduation the next semester if they cancel their application.

Students who graduate with a final grade point average of 3.500 to 3.699 will graduate Cum Laude, 3.700 to 3.899 Magna Cum Laude and 3.900 and above Summa Cum Laude. The appropriate distinction will be noted on the student's academic transcript and on the diploma with a gold seal signifying the appropriate honor.

GRADING

You must have a final grade of **at least a "C"** or better to pass any School of Architecture course or outside requirements, including electives. **A final grade of C- or lower will have to be retaken.** Students may obtain semester grades by using their personal access number with the Telephone Registration System (305)348-1500, the World Wide Web (<http://sis.fiu.edu>) or the on-campus kiosks.

Incomplete Grade

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, as but no later than two semesters or it will automatically default to the grade that the student earned in the course. There is no extension of the two semester deadline. The student must not register again for the course to make up the incomplete.

Students who receive an incomplete grade and have applied for graduation at the end of that term, must complete the incomplete grade by the end of the fourth week of the following term. Failure to do so will result in the cancellation of graduation application. The student will need to reapply for graduation.

CHANGE OF GRADE POLICY

Once submitted, end-of-semester grades (except Incompletes and NR's which default at the end of two consecutive semesters) are final. They are subject to change through a Change of Grade Form to correct an error in computation or transcribing, where part of the student's work has been unintentionally overlooked.

FORGIVENESS POLICY

The forgiveness policy is a method by which students may repeat a limited number of courses to improve their grade point average (GPA). Only the grade received on the last repeat is used in the GPA calculation. Under the University's forgiveness policy, students must file a Repeated Course Form with the Office of the Registrar. There is no time limit on the use for the forgiveness policy for grades; however, the forgiveness cannot be used once the degree is posted. All courses taken with the grades earned will be recorded on the student's transcript. Repeated courses will be appropriately designated (T: attempted; R: last repeat)

Undergraduate students may use the forgiveness policy a maximum of three times for the purpose of improving the GPA.

EXCESS HOURS CHARGE

Students who started as a freshman in fall 1996 and those who started as, or transferred in fall 1998 come under the rule regarding excess hour charges. Under this rule students pay an additional 50% tuition surcharge for credit hours in excess of 115% of the hours required in the student's degree program. "Excess hours" are defined as credit hours taken **attempted** in excess of required hours for the Bachelor's degree. "Attempted" mean those courses dropped, withdrawn, or failed after the drop/add period.

REPEAT COURSE TUITION SURCHARGE

The 1997 Legislature passed House Bill 1545 mandates that undergraduate students pay additional charges for the **third time a student either takes or attempts a college credit course.** Any undergraduate course taken, beginning fall 1997, and all courses taken after this date will be subject to the repeat surcharge. Attempted hours

are those hours dropped/withdrawn after the drop/add period or failed. Withdrawals, incompletes and dropped courses will be subject to the tuition surcharge, if they are fee-liable. All students are included regardless of type or residency. Undergraduate courses are 1000 to 4000 level courses.

Exemptions:

- Any course taken prior to Fall 1997
- Credits earned through cooperative education, military, waivers, audits, individualized study, and courses that are repeated as a requirement of a major
- Courses intended to continue over multiple semesters
- Attempts taken at previous institutions prior to attending at FIU
- Any non fee-liable withdrawal or dropped course
- Graduate level courses (courses at 5000 level or above)
- Effective summer 2000 Registration, Universities may make exceptions based on extenuating circumstances and financial hardships. Students wishing to appeal the repeat course surcharge may complete an "Appeal to Repeat Course Surcharge" form, which may be obtained in the Office of the Registrar, PC 130.

ACADEMIC WARNING, PROBATION AND DISMISSAL

Warning

An undergraduate student whose cumulative GPA falls below a 2.0 will be placed on academic warning, indicating academic difficulty.

A graduate student whose cumulative graduate GPA falls below 3.0 will be placed on academic warning, indicating academic difficulty.

Probation

An undergraduate student on warning whose cumulative GPA falls below 2.0 will be placed on probation, indicating serious academic difficulty. The School of Architecture may indicate the conditions which must be met in order to continue enrollment.

A graduate student on warning whose cumulative graduate GPA remains below 3.0 in the following semester will be placed on probation, indicating serious academic difficulty. The School of Architecture may indicate the conditions which must be met in order to continue enrollment.

Dismissal

An undergraduate student on probation whose cumulative GPA and semester GPA's fall below 2.0 or a graduate student on probation whose cumulative and semester GPA's fall below a 3.0, will automatically be dismissed from the School of Architecture and the University. The student has ten working days to appeal the dismissal decision. The appeal must be made in writing to the dean of the School of Architecture. The dismissal from the University is for a minimum of one year. After one year, the student may apply for readmission (see readmission) to the University in the same or different program, or register as a non-degree seeking student. Dismissed students applying for admission or registering as non-degree seeking students are placed automatically on academic probation.

CAREER SERVICES

Career Services partners with our diverse students and alumni to help them develop, implement and evaluate their career plans. These partnerships take place at all college levels and in all academic fields offered by the University. We empower students to succeed in today's changing workplace and provide programs to enhance their educational, personal and professional development. Utilizing cutting edge technology, we facilitate the job search process by providing access to internship and employment opportunities with local, national and global employers. Career Services provides the university community with current information about career fields, employment trends, and

graduates' survey employment data. Our philosophy is to provide customer service in a high-tech, high-touch environment.

We seek to accomplish our mission through offering a variety of programs and services. Our Basic Services are offered at no charge and provide the foundation skills for career development, effective job search skills, and general access to employers. Our Golden Panther Services, offered for a registration fee of \$20, are more focused for those immediately seeking internships and full-time career employment.

BASIC SERVICES (NO FEE)

- Individualized Career Counseling
- Career Assessments
- Career Fairs & Forums
- MonsterTRAK Job Listings
- Orientation Program
- Networking Seminar
- Competitive Edge Series
- Mock Interviews
- Resume Critiques
- Job Search Workshops
- College Majors Fair
- Access to the Career Library
- Self-help resource books & videos
- Email updates on our events
- Law & Graduate School Day
- On-line Resources

GOLDEN PANTHER SERVICES (\$20.00 FEE)

- On-Campus Interviews
- Resume Referrals for Paid Internships or Career Employment
- Credential File Services
- Invitations to Special Events
- General Job Choices Magazine
- Career Services provides reasonable accommodations for students with disabilities. Students requesting reasonable accommodation(s) must contact Career Services at least 3 business days prior to the service/program or event. www.fiu.edu/~career GC 230 (305) 348-2423.

DISABILITY SERVICES

The Office of Disability Services seeks to assure the human, educational, and legal rights of individuals with disabilities. We intend to advance the express choices of persons with disabilities while preserving dignity, equality, and self-determination.

CONFIDENTIALITY POLICY

Your confidentiality is maintained within the Office of Disability Services. Only upon the students' written request for a release of records will the Office of Disability Services release any information regarding ones' disabilities. Students' disabilities are not discussed nor are recommendations for accommodations made without the written consent of the student in question. Records of disabilities are kept confidential.

ELIGIBILITY

Each and every student is viewed as unique. Therefore, accommodations are determined for students on an individual basis. In order to receive services, specific services must be requested each semester. Students must provide documentation of their disability. Our office has adopted the ADA's definition of disability. "Disability means, with respect to an individual—a physical or mental impairment that substantially limits one or more major life activity of such individual" (ADA, 1990). "Major life activities include, but are not limited to, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working" (ADA Handbook, 1991).

SCHOLARSHIPS

Students with disabilities for whom part-time enrollment status is a necessary accommodation are now eligible to apply for the Florida Public Student Assistant Grant (know as FPSAG). If students qualify for the grant and, if part-time enrollment is a necessary accommodation for their disability, they may now enroll for fewer credits per term. This will allow for greater participation opportunities and success in the classroom, while receiving financial assistance.

Certain requirements regarding disability documentation are necessary. Therefore, students must check with the Office of Disability Services in order to assure that they qualify. Other scholarships available on-line at <http://www.fiu.edu/~disser/index.htm>

**University Park Campus
GC 190
Miami, Florida 33199**

HONORS COLLEGE

The Honors College provides an important foundation for you to get the most out of your undergraduate years. Transition into higher education is made easier by your immediate association with a small group of students and teachers with similar capabilities and aspirations; your undergraduate experience is enhanced significantly by the broad liberal arts focus of the curriculum and the opportunity to work closely with experienced faculty from your first day on campus; and the opportunities for graduate and professional study or employment are greatly expanded because of the range of activities and experiences made available to you in the college. The Honors College at FIU offers the very best in undergraduate education. For more information regarding the Honors College please visit www.fiu.edu/~honors.

COUNSELING AND PSYCHOLOGICAL SERVICES

The Florida International University Counseling & Psychological Service Center staff provides short-term psychotherapy which is composed of a limited number of sessions to address a specific issue or concern. Some of these issues may include the following:

- Self-Esteem Issues
- General Anxiety
- Depression
- Grief & Loss
- Stress Management
- Family Issues
- Relationship Problems
- Dealing with Separation/Divorce
- Sexual Orientation
- Cultural Issues
- Couples Counseling

APPOINTMENTS

Registered students can walk in or call to set up the initial appointment. A mutually convenient time will be arranged with one of the available therapists. University Park, GC 211 (305)348-2434

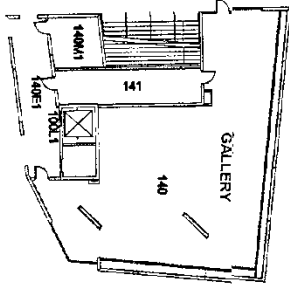
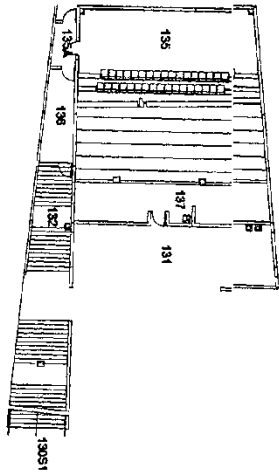
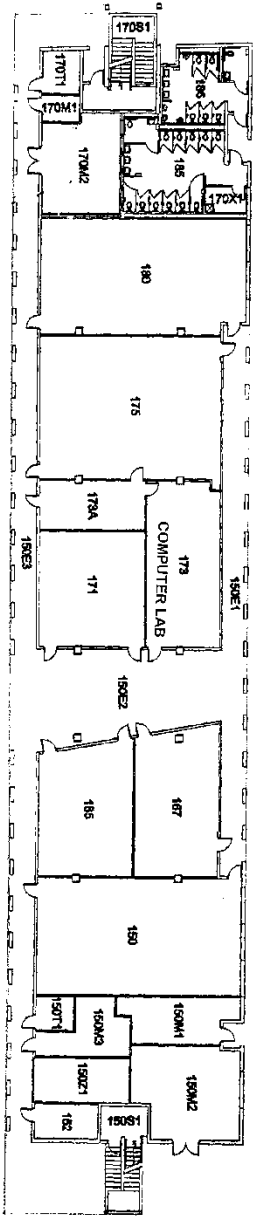
OBSERVANCE OF RELIGIOUS HOLIDAYS

Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two weeks in advance.

The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

UNIVERSITY CONTACT INFORMATION

Admissions – Undergraduate	305.348.2363
Admissions – Graduate	305.348.7442
Bookstore	305.348.2691
Campus Safety (Emergency)	305.348.2626 305.348.5911
Career Services	305.348-2423
Student Financials	305.348.2126
Certification & Veteran's Information	305.348.2838
Commencement Information	305.348.2231
Counseling & Psychological Services	305.348.2434
Financial Aid Office	305.348.2489
General Records & Transcript Information	305.348.2320
Graduation Information	305.348.2341
Health Care & Wellness Center	305.348-2401
Housing & Residential Life	305.348.4190
Immunizations	305.348.2688
Library	305.348.2470
Registration Information	305.348.2320
Registering by phone	305.348.1500
SASS (Student Academic Support System)	305.348.2933
School of Architecture	305.348-3181
Testing Office	305.348.2441
Undergraduate Studies	305.348.2892
University Graduate School	305.348.2455



PAUL L. CEJAS
SCHOOL OF ARCHITECTURE BUILDING
First Floor

