Degree: Master of Architecture

Program:
Architecture Department | School of Architecture
Paul L. Cejas School of Architecture Building
Modesto A Maidique Campus
Adam Drisin, Chairperson

College:
College of Architecture and The Arts
Paul L. Cejas School of Architecture Building
Modesto A Maidique Campus
Brian Schriner, Interim Dean

Institution:
Florida International University
Modesto A Maidique Campus
Miami Florida, 33199

Douglas Wartzok, Ph.D
Provost and Executive Vice President

Mark B. Rosenberg, Ph.D
President

Date: September 7, 2010
PART ONE (I) INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 IDENTITY & SELF-ASSESSMENT

I.1.1 HISTORY AND MISSION

The University - History

Florida International University, Miami’s public research university, is one of America’s most dynamic institutions of higher learning. Since opening in 1972, FIU has achieved many benchmarks of excellence that have taken other universities more than a century to reach. FIU, a member institution of the State University System of Florida, was established by the Florida Legislature in 1965. Classes began in September 1972, with 5,667 students enrolled in upper division and graduate programs – the largest opening day enrollment in the history of American higher education. In 1984, FIU received authority to begin offering degree programs at the doctoral level, and in 1994, the Carnegie Foundation for the Advancement of Teaching classified FIU as a Doctoral I University. In 2005, FIU was classified by the Carnegie Foundation as a Research University/High Research Activity. Modesto A. Maidique was FIU’s fourth president. Appointed in 1986, the former Harvard Business School professor and high-tech entrepreneur built upon the sound foundation laid by his predecessors – Charles E. Perry, FIU’s first president appointed in July 1969; Harold B. Crosby, who succeeded in June 1976; and Gregory B. Wolfe, named the third president in February 1979. On August 28, 2009, Mark B. Rosenberg became Florida International University’s fifth president. Rosenberg is former chancellor of the State University System of Florida and the first FIU faculty member to ascend to the presidency of the university.

"Today we begin a new era that speaks to the times we are in,” said Rosenberg to thousands who gathered at the U.S Century Bank Arena, on the Modesto A. Maidique Campus in West Miami-Dade County. “In this new era, we must put our students at the center of who we are, engage our community like never before and reinforce our partnerships with key institutions in South Florida.” These words, from Dr. Rosenberg’s installation speech, capture the essence of what will be the future of FIU: “We are here today to celebrate this magnificent institution. We are here today because we care. We are here today because of our hungry heart for FIU. We are here today because of our commitment to the life of the 21st century mind - our commitment to learning, to entrepreneurship, research, innovation, and to creativity. We are here today because we know we can work better together to prevent and solve problems using the blessings of our knowledge and passion. We are here today because there is more to be done. In this New Era, students will be at the center, research and creative activity will be the driver, engagement and partnerships will be the mode.”

FIU has nationally and internationally renowned faculty known for their outstanding teaching and cutting-edge research, students from throughout the U.S. and more than 130 foreign countries and alumni who have risen to prominence in every field. These alumni are a testament to the University’s academic excellence. The University is a member of Phi Beta Kappa, the nation’s oldest and most distinguished academic honor society.

The University – Description

Florida International University offers more than 200 baccalaureate, master’s and doctoral degree programs in 21 colleges and schools:

- College of Arts and Sciences
- School of Environment and Society
- School of Integrated Life Sciences
- School of International and Public Affairs
- College of Architecture + The Arts
- School of Architecture
- School of Music
- College of Business Administration
- Alvah H. Chapman Jr. Graduate School of Business
- School of Accounting
- College of Education
- College of Engineering and Computing
- School of Computing and Information Sciences
- College of Nursing and Health Sciences
- Dr. Robert R. Stempel College of Public Health and Social Work
- School of Social Work
- The Honors College
Florida International University has more than 42,000 students, 1,100 full-time faculty, and 115,000 alumni, making it the largest university in South Florida and placing it among the nation’s largest colleges and universities. The University has two campuses – The Modesto A. Maidique Campus in western Miami-Dade County and the Biscayne Bay Campus in northeast Miami-Dade County – and an educational facility at the Pines Educational Center in nearby Broward County. Additionally, numerous programs are offered at off-campus locations and online. U.S. News & World Report has ranked FIU among the top 100 public national universities in its annual survey of “America’s Best Colleges.” FIU has been recognized as one of the top 10 public commuter universities in the nation by Money. Kiplinger’s Personal Finance Magazine ranked FIU as the country’s 18th best value in public higher education. Research is a major component of our mission. The purpose of the Division of Research is to improve the quality of life in our region, the state and the larger international community through research. We are particularly interested in environmental quality, energy, health, water quality, sustainable communities, economic development, security and safety. Multidisciplinary teams, information technology and international culture are major themes in our research.

FIU is one of the nation’s major research universities and we expend approximately $100 million annually on research. Our research is funded by more than 200 public and private organizations, and in terms of dollar value, our largest sponsor is the Federal Government with funding from 41 different Federal agencies. The University has many specialized research facilities including a new nano scale research and fabrication laboratory. We also conduct many studies “off site” throughout the United States and the world. Undergraduate and graduate students participate actively in all of our research endeavors. FIU exports its discoveries for public benefit through publications, formal technology transfer agreements, public testimony and evidence-based advocacy.

Faculty
Ninety-five percent of the university’s full-time faculty hold doctorates or the highest degree attainable in their field.

Research
The University is ranked as a Research University in the High Research Activity category of the Carnegie Foundation’s prestigious classification system. FIU emphasizes research as a major component of its mission.

Alumni
With more than 117,500 alumni, Golden Panthers constitute the fastest growing university alumni group in Miami-Dade County. FIU confers approximately half of all degrees now awarded by universities in Miami-Dade County.

National Recognition
FIU is the youngest university to have been awarded a chapter of Phi Beta Kappa, the nation’s oldest and most distinguished academic honor society. FIU recently ranked among the best values in public higher education in the country, according to Kiplinger’s Personal Finance magazine’s 2006 survey, “100 Best Values in Public Colleges.” FIU ranked among the top 50 nationally for in-state students and among the top 100 nationally for out-of-state and international students. FIU recently ranked 3rd in granting bachelor’s degrees to minorities and 9th in granting master degrees to minorities (among the top 100 degree producing colleges and universities).

U.S. News & World Report ranks FIU’s undergraduate international business programs 7th in the nation and their graduate programs among the top 20. The university has also been named one of the “10 Cool Colleges for Entrepreneurs” by Fortune Small Business magazine. Our Executive MBA program was recently ranked #1 in Florida by the Financial Times.
Economic Impact

The University’s 2006 operating budget was $586 million. FIU has more than 4,800 employees. The University has an economic impact of more than $1.7 billion on the South Florida economy.

Arts & Culture

In recent years, FIU has emerged as one of South Florida’s major cultural assets, offering programs to both students and the local community. Several of its programs are nationally renowned for their excellence.

The Patricia & Phillip Frost Art Museum will celebrate the grand opening of its new facility on the University Park campus in 2008.

The Wolfsonian-FIU museum, located in Miami Beach, promotes the collection, preservation and understanding of decorative art and design from the period 1885-1945.

The Department of Theatre produces a wide variety of live student performances, and the School of Music presents an annual fall series of concerts that showcase talent in a variety of genres. The festival features FIU musicians as well as distinguished visiting performers.

Under the direction of the Creative Writing Program, the Writers on the Bay lecture series presents noted authors and poets.

The School of Hospitality and Tourism Management helps present the annual South Beach Wine & Food Festival, one of the major culinary events in the nation.

FIU Mission Statement

Florida International University is an urban, multi-campus, research university serving South Florida, the state, the nation and the international community. It fulfills its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity.

FIU Values Statement

As an institution of higher learning, Florida International University is committed to:
Freedom of thought and expression;
Excellence in teaching and in the pursuit, generation, dissemination, and application of knowledge;
Respect for the dignity of the individual;
Respect for the environment;
Honesty, integrity, and truth;
Diversity and strategic operational and service excellence.

FIU Vision Statement

Vision: A leading student-centered urban public research university that is locally and globally engaged.

Operational Statement:

As an anchor public institution in South Florida, FIU is committed to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

FIU Strategic Themes

With the installment of a Mark B. Rosenberg as FIU’s fifth president on August 29, 2009, FIU entered a new phase. President Rosenberg has already begun the development of a new strategic plan. The Arts and Design have been central to the strategic planning process and will likely be foundational in his new strategic plan. The extant strategic plan (developed by former president Modesto Maidique) involved six themes to achieve strategic advantages in higher education. Given rapid globalization in the 21st century, FIU’s strategic themes involved engagement at both the local and global level.

A. International

Florida International University was originally chartered with a mission to promote international understanding. We responded to this mission by appointing faculty who have professional expertise in fields that are international in content and application and who have professional experience abroad. We also encourage our students to pursue a bilingual/biliterate competency and study-abroad experience. These efforts have led to a distinguished international reputation, particularly in international business and the study of the Latin American and Caribbean region. Our efforts in the international sphere are supported by our geographic location; the cultural and ethnic diversity of the South Florida...
community; the continued globalization of the Florida and national economies; and the State’s desire to be a global leader in economic development in the 21st century. These conditions provide a unique opportunity for FIU to be a major connecting point between nations and their citizens.

B. Environment

South Florida is a fragile blend of the ocean, Everglades, and urban areas. Continued development of the area provides a unique opportunity for environmental education and research. Understanding our natural and man-made environments and the relationships between them is necessary for the continued vitality of both. Population growth and exploitation of natural resources and the environment have created local and global environmental problems that must be addressed to ensure a sustainable environment and development.

Environmental knowledge relies on the humanities to help clarify our values and attitudes toward our environment, the basic and applied sciences which teach us how environmental processes work and how we can influence these processes, and planning and management disciplines to develop and implement effective and efficient improvement efforts. Applying our understanding of the dynamics of these systems can provide models that will assist in addressing both local and global environmental issues.

C. Florida and Local Economic Development

FIU’s future is strongly tied to the economic health and development of the state of Florida and the South Florida community. The opportunity to partner with the local community to provide the research and innovation required to address social and economic problems and to enhance economic development is critical to the University’s future. Our greatest contribution to economic development is our graduates, who constitute a major portion of the region’s educated workforce. However, the University’s role in economic development extends beyond the local community to include the global community. The State of Florida has a vision of “being a global leader in knowledge-based jobs, leading-edge technology, and competitive enterprises in traditional and new businesses” (Partnering to Shape Florida’s Economic Future: 2001-2006). FIU has a major determining role to play in helping the state achieve this vision and enhancing the economy of the local community by providing expertise in management, law, economics, commerce, science, and especially in new technologies, such as information and biomedical technologies, which are critical to South Florida.

D. Health

Primary care, prevention of disease, rehabilitation, public health, and environmental health are concerns of every community. FIU has established a role as a provider of health professionals – nurses, physical therapists, biologists – and researchers dedicated to addressing the health needs of the local community. In recognition of the increasing multidisciplinary nature of health care, FIU encourages multidisciplinary instructional and research activities. The University intends to continue its engagement with the health care needs of the community and to expand its engagement as the needs of the community grow and evolve. Our involvement in these efforts will help meet the needs of the local community and provide us with the experience needed to develop health care services and techniques that have application beyond the local community.

E. Arts, Culture, & Diversity

South Florida and FIU have diverse populations that create opportunities to understand and appreciate different artistic and cultural traditions and modes of artistic expression, recognize the interplay of culture and artistic expression, and celebrate diversity. FIU’s two museums, The Patricia & Phillip Frost Art Museum and The Wolfsonian-FIU, and outstanding programs in Music, Art, Theatre, Design, and Film offer students unique academic and professional experiences. These facilities and programs enrich campus life, enhance community involvement, and support our quest for excellence. FIU will continue its leadership in these areas and provide learning opportunities to meet the needs of diverse populations. As part of University’s strategic planning process, the new President created The Arts Committee. The dean serves as co-chair of this important committee.

D. Learning Opportunities

Formal education is and will continue to be a major element of FIU’s engagement with its constituent communities, particularly the South Florida community. Graduates are encouraged to pursue a bilingual/bilingualist competency and to experience study abroad programs. Opportunities for the future lie beyond the traditional undergraduate and graduate education models. Changes in the economy and career patterns will result in
situations in which individuals renewing/developing career skills. This shift will create a need for new or additional programs in adult learning, continuing professional education, and technology-based education as well as self-improvement programs. Meeting these needs will require the increased use of distance learning technology as a means of enhancing access to educational opportunities. Moreover, the need for traditional students to become better integrated into their communities will increase the demand for experiential and service-learning programs.

Student Body

FIU’s Student body reflects the vibrant diversity of South Florida

Who we serve:
60% Hispanic
17% White Non-Hispanic
12% Black
04% Asian or Pacific Islander
07% other minority groups

Architecture Program History & Mission

(History of the program, its mission, founding principles and a description of how that is expressed in the context of the 21st century architecture education.)


As part of FIU, a “top public research university,” the Architecture department is dedicated to educating future generations of ethical professionals, creative designers and informed citizens.

Vision: We believe architecture to be a conceptually based intellectual endeavor and a form of critical inquiry that addresses the physical environment from the scale of the city to the scale of furniture. The department is committed to producing conceptual thinkers and skilled makers who are versed in the techniques and knowledge of the discipline and who are cognizant of, and enlightened by the constellation of humanist ideas and societal values that inspire and engender the production and reception of architecture. To realize these objectives, design is taught as a critical, speculative and creative endeavor embracing both the humanities and the sciences.

To achieve our mission and vision, our decisions and actions are informed by the following core values and beliefs:

Diversity
Serving a diverse student body with a variety of academic backgrounds, experiences and interests by creating an open atmosphere of inquiry and exchange that engages the varied cultural and academic experiences of faculty and students.

Design as Critical Thinking
Presenting architecture as a reflective and conceptually based discipline. We encourage students to form thoughtful and imaginative solutions to the challenges confronting urban society here and abroad and to cultivate intellectual curiosity and life-long learning.

Knowledge and Skill-Based Learning
Exploring the diverse areas of knowledge and the technical skills that play a critical role in thoughtful formation of the constructed environment which are essential for successful design practices.

Commitment to Innovation
Celebrating the power of innovation and experimentation and our discipline’s commitment to imagine and construct beautiful, healthful and responsible environments.

Appreciation for the Constructed and the Natural Environments
Fostering sensitivity and appreciation for the constructed and natural environments of South Florida. The Architecture department values the unique opportunities and challenges for creative exploration and problem-solving afforded by South Florida’s rich sub-tropical ecologies, urban contexts, multicultural and multilingual populace.
Culture of Connectivity
Promoting connections between the Architecture department and members of the design community in local, national and international, academic, professional and lay contexts. In particular, we seek to engage our colleagues in the college and the school, local practitioners in design education and to develop cooperative links with schools of design in North America, Latin America and Europe.

Ethos of Trans-Disciplinarity
Engaging adjacent disciplines within the School of Architecture to create an atmosphere of trans-disciplinary cooperation in order to collaboratively address the complex spatial, social and environmental challenges of contemporary practice.

Program - History

Founding

College of Engineering
In 1986, the School of Technology was transformed into the College of Engineering & Applied Science. Subsequent reorganization of the College subdivided the construction department into two programs: (1) Construction, consisting of a Bachelor of Science in Construction Management, and a Master of Science in Construction; and (2) School of Design, offering a Bachelor of Science in Interior Design, a Bachelor of Science in Architectural Technology Studies, a Bachelor of Science in Apparel Studies, and a Master of Landscape Architecture degree. In 1991, a reevaluation of the strengths and weaknesses of the Construction Department resulted in a program reorganization. The construction department became an independent unit within the College of Engineering, and the School of Design retained the three professions of Architectural Studies, Interior Design, Landscape Architecture, but eliminated the Apparel Studies program. The Landscape Architecture Program, the first program within the School of Design to seek professional accreditation, was accredited by Landscape Architectural Accreditation Board (LAAB) in 1993.

Largely through the lobbying efforts of students, the Florida Board of Regents approved the creation of the professional graduate program in architecture 1996. Application for initial accreditation from The National Architectural Accrediting Board was made in 1997 and granted in January 1999, for an initial three-year term. This precipitated the creation of the School of Architecture as an independent academic unit with programs in Architecture, landscape architecture and interior design. Its founding dean was William G. McMinn, FAIA. The accredited architecture program went through its first re-accreditation in March 2002.

Accreditation (1999)

New Building
The first home of the School of Architecture was the existing Viertes Haus building on the University Park Campus. At the request of the School of Architecture and its students, the University Administration and the State of Florida Board of Regents, the Florida State Legislature approved funding for a new building to house the School of Architecture. The University held an international design competition and Bernard Tschumi’s submission, developed in conjunction with Miami Architects Bruno-Elias and Associates, was selected for the Paul L. Cejas School of Architecture Building. In January 2003, the School of Architecture occupied its new $15.5 million signature structure. The new building and the focus on improving quality inspired several significant changes in the School’s curricular structure. The school implemented a completely new interdisciplinary lower division. Together in the first four semesters, architecture students along with those in interior design and landscape architecture follow a 60-credit hour foundation curriculum developed to introduce core aspects interdisciplinary curricula of design shared by all three professions. The ongoing review of curriculum content resulting from this interdisciplinary focus has produced new rigor within the lower division curriculum along with improved efficiencies in faculty assignments.
The new building and the focus on improving quality inspired several significant changes in the school's curricular structure. The school implemented a completely new interdisciplinary pre-graduate curriculum. Together in the first four semesters, architecture, interior design and landscape architecture students follow a foundation curriculum that introduces core design aspects that form the basis of each discipline's professional degree. The interdisciplinary focus has produced both new rigor and breadth along with improved efficiencies in faculty assignments. In order to ensure "cold desks" in the new building (where every student has an individual workspace), the school developed a controlled admissions and enrollment policy. This replaced the open admissions policy and beginning in 2003 dramatically reduced enrollment from 330 lower division students in Fall 2000 to under 100 in Fall 2009. As a result of a managed admissions process, the average GPA of our entering freshman (FTIC) class has escalated from 2.3 in 2001 to 3.6 in 2009. In 2010 the Architecture Department had 350 applicants for 60 FTIC seats.

With reorganization and the creation of the College of Architecture + The Arts (CARTA) in AY 2006-07, the accredited program became one of seven units in the college. The administrative structure of the college consists of a dean and two associate deans. The College administration is supported by a staff and a student advising office. The seven academic units in CARTA are: the departments of Architecture, Interior Design and Landscape Architecture which together form the School of Architecture, the School of Music, the Department of Art and Art History, the Department of Theatre, and the Department of Communication Arts.

Administration (2007)
In response to the 2008 Visiting Team Report (VTR) that the college reorganization created too many administrative layers between the chair of the Architecture department and the Provost, the position of school director was eliminated. As per the VTR’s suggestion, the chair now reports directly to the dean who in turn reports to the provost.

Administration Growth
Since the 2008 visit, the department has seen a significant increase in dedicated staff positions. The department now has its own full-time office manager, a fabrication shop manager, a digital lab manager, and a part-time IT manager. Additionally, a number of part-time assistants work in the office. The Department is greatly assisted by a full-time advising office in the college that dedicates 80% of its time to advising our design students.

Undergraduate Selectivity
Between 2002 and 2010 the program has witnessed dramatic increases in both the quality and quantity of its applicants. The Architecture department has retention and graduation rates that are above the university average. The 6 year graduation rate for FTICs in architecture was 58.3% while the university rate was 46.8%. The 6 year retention rate for FTICs in architecture was 56.9% while the university rate was 56.1%.

Curricular Revisions
The qualitative transformation of the student demographics led to thorough curriculum assessments in 2003 and in 2008. The 2003 assessment led to curricular modifications in 2004 as a response to the new admissions policy and to create a more coherent path of study. The 2008 assessment led to a curricular modification that allowed incoming freshman to take advantage of a seamless five or six year path towards the M.Arch without the conferral of a non-professional Bachelor degree. This change increased departmental revenue dramatically, allowing the department to offer significantly more value-added components to its students. Additionally, the modification allows students to choose between taking their course of study in either five or six years. This option allows students to take advantage of either un-programmed summers in the six-year M.Arch path (thus facilitating summer internships, travel and work opportunities) or they can accelerated their path to graduation (with summer study) by taking the course of study in the five-year M.Arch path. Additional responses to the 2008 NAAB review included hiring a faculty member with expertise in environmental technology, constructing a cutting edge Environmental Technology and Structural Technology teaching lab and revising many of the Technology course in the curriculum.

The Wolfsonian-FIU
The new college, particularly the Architecture department, takes advantage of our special relationship with The Wolfsonian-FIU and its significant collection of decorative and propaganda arts, donated to the University in 1998. This donation comprises the largest gift ever given to a university in the history of the State of Florida. As a major museum, library and research center devoted to the study of decorative complexes, industrial design and propaganda arts from 1875 to 1945, it is an invaluable resource for
architectural design research. Finally, The Wolfsonian-FIU has become an increasingly important resource and teaching laboratory for both the undergraduate and graduate curricula. In 2010, the Wolfsonian Museum in conjunction with the department inaugurated the Wolfsonian-FIU Scholar program. Made possible by support form the Andrew W. Mellon Foundation, visiting scholars come to Miami to engage in research at the Wolfsonian and as part of their duties, teach a graduate seminar. The first Scholar is Professor Dennis Doordan from University of Notre Dame who will co-teach a graduate seminar titled Material and Visual Studies of Modernity during the Fall 2010 semester.

Advisory Board

In AY 2006-07 the Architecture department established an advisory board. Consisting of 12 professionals, the board is tasked with advisement and assistance in fund-raising, developing and implementing strategic initiatives, program promotion and in identifying and responding to local, regional and national trends in the discipline. Additionally, the board connects the department, the faculty and the students to many of the professional offices in the region.

Genoa Program

In Spring 2005, the Architecture department initiated a semester-long study-abroad program in Genoa, Italy. Located in a dedicated facility and taught by full-time faculty, this 13-15 credit hour semester is now an integrated and highly popular semester abroad option for our students. Currently about 35% of our students attend the Genoa program.

Cejas Eminent Scholars

Thanks to a $1,000,000 gift from Ambassador Paul L. Cejas, and a $750,000 state match, the school has been able to create the Paul L. Cejas Eminent Scholar program. Initiated in 2006, this gift allows the Architecture department to bring internationally recognized visiting faculty, practitioners and scholars to work with our students. To date, the Cejas Architectural Scholars have taught graduate level advanced seminars as part of the accredited graduate degree program.

Solar House Collaboration

FIU was selected to be one of twenty universities to participate in the 2011 Department of Energy’s Solar Decathlon. Collaborative efforts between the Architecture Department, the Departments of Interior Design and Landscape Architecture and the College of Engineering and Computing and the College of Journalism will lead to the design and fabrication of the FIU Solar House in 2011. Our 2005 entry garnered a first place award in energy balance, a first place award in people’s choice and an overall 13th place in the 2005 National Solar Decathlon.

Cejas Faculty Grant

Inaugurated in 2007-08, the Paul L. Cejas Faculty Initiative Endowment is expected to fund approximately $30,000 annually towards faculty projects, research, scholarship and travel via a competitive School of Architecture faculty initiative application process.

The Present Situation

The program has aggressively capitalized upon its youthful and entrepreneurial spirit and is building a national reputation for excellence. During this period, there has been an almost constant series of modifications in the college, the school, and in the department. The most recent transformations have been helpful and productive and have enabled demonstrable improvements in our fiscal situation, in our facilities, administrative structure, staff resources and in our ability to offer excellent academic advising and student services.

Central to University Mission

The “Arts” and “Design” have rapidly become important aspects in President Mark Rosenberg’s new strategic planning for FIU. In the first year of his new administration, the role of Arts and Design – as one of four foundational themes of the new strategic plan - have become central components in every facet of the strategic discussion. At FIU, Design and the Arts are not seen as disciplines on the margins of university life, but rather as models of excellence with content, teaching methods, scholarship and research that are critical and central to the University’s core mission. “Design thinking” is increasingly being recognized as a third area of knowledge at many universities (joining the Sciences and the Humanities). The University administration’s history of supporting the Design disciplines and the integration of them into the core vision of the University serve as a model for other universities.

Transdisciplinarity

The University administration and our colleagues across the campus recognize the Architecture department’s contributions to the University community through our transdisciplinary teaching, cross-disciplinary grants uniting our faculty with those from other
Colleges and schools, through the department’s community engagement and outreach work and through the faculty’s substantial university service. Our faculty (adjunct and full-time) have been recognized by the university with awards and honors for excellence in teaching and scholarship. Most recently, one of our senior faculty was awarded the competitive and prestigious Provost’s Fellowship for the 2010-11 academic year. Additionally, each semester the department teaches courses that are part of the University Core Curriculum (required for all FIU students) thus allowing the department to reach out to almost a thousand non-Architecture majors each year. Within the College of Architecture and The Arts, we have fostered a cross-disciplinary ethos amongst the six units and the department by offering numerous team taught courses that unite faculty from various other disciplines and departments with our faculty. These cross-disciplinary courses have focused on the intersection of Art and Contemporary Architecture, Film and Architecture, and the historical and contemporary relationship between space and performance.

Synergies and Collaborations

The department has built strong collaborative relationships with the Wolfsonian-FIU Museum in Miami Beach, the Wolfsonian Museum in Genoa, the Pasticia and Phillip Frost Museum at FIU and the Miami Art Museum. We regularly work with these institutions as teaching and research venues for many of our courses. A number of departmental annual and bi-annual happenings have become prominent events within the life of University and the city. Events include the “Walk on Water” day, the annual Cejas Scholar Lecture, the Miami + Beach Biennial as well as the Celebrate Architecture exhibition cosponsored with the Miami AIA. Additionally, the department has worked to bring together Miami’s government officials and profession during various events, such as the 2009 breakfast forum in which the department hosted city of Miami and Miami-Dade County officials and mayors and city council members to hear AIA president Marvin Malecha discuss why Design matters to government. Additionally, the department has used the advanced design studios as community outreach and civic engagement vehicles. Recent examples include the department’s teaming up with The Miami-Dade Expressway Authority(MDX) on the proposal of a light-rail master-plan for Miami (2009), creating design proposals for live/work housing for Miami’s arts community (2010). The proposal was funded through a Hagen Family Foundation grant. Additionally, the department has continually received grant funding to teach the advanced placement architectural courses at Design & Architecture Senior High School (DASH); Miami-Dade County Public School System’s design and art magnet high school. This school was recently ranked the 5th best magnet school in the nation by US News and World Report. These are a small sampling of our recent initiatives that have benefitted the university.

The department’s mission and vision statement highlights the significance of professional training and knowledge and the importance of situating that knowledge and disciplinary specific skills and training in relation to a broader constellation of humanist ideas and societal values that enlighten and engender the production and reception of architecture”. Additionally, the mission statement notes that architecture is “taught as a critical endeavor that embraces both the humanities and the sciences.” Professional curricula focus upon the discipline with coursework that covers five thematic areas of disciplinary knowledge; design, history/theory, building technology & sustainability, digital technology, and professional and business practices. Additionally, the professional curricula incorporate a broad and liberal education with course work covering four thematic areas; written and verbal communication composed of courses focusing on writing, verbal communication and rhetoric; environmental contexts composed of courses focusing on global issues and societal values as well as the physical sciences; cultural contexts with courses focusing on ethics and the humanities; and finally creative contexts composed of courses focusing on the fine arts and on art history. Students are permitted to choose from numerous courses within these four categories. The goal is to develop a holistic and broadly constructed knowledge base in which to situate the discipline of architecture.

Program Description

FIU Architecture is dedicated to the education of future generations of ethical professionals, creative designers and informed citizens. We believe architecture to be a conceptually based intellectual endeavor and a form of critical inquiry addressing the physical environment from the scale of the city to the scale of furniture. The goal of the educational experience is for students to develop synthetic thought and design processes using creative problem solving and critical thinking. FIU Architecture prepares students for
professional practice with emphasis placed upon five thematic areas: architectural design, history/theory, building technologies, digital technology, and professional business practice.

We are committed to educating students to form independent design judgments grounded in intellectual inquiry and the general pursuit of knowledge. Our graduates are versed in the professional knowledge and technical skills required of the discipline and are conceptual thinkers who are cognizant of, and enlightened by the constellation of humanist ideas and societal values that inspire and engender the production and reception of architecture. To realize these objectives, design is taught as a critical, speculative and creative endeavor.

Our faculty are recognized for excellence in teaching, creative work and research and have earned international acclaim for their architectural design work, their prolific scholarship and for excellence and innovation in architectural education. Our graduate and undergraduate students come to us with a variety of academic backgrounds, experiences and interests but always with a passion for the study of architecture and a desire to use their creative abilities to improve our world and to make it both sustainable and more beautiful.

Ideally situated in one of the most extraordinary and fertile urban laboratories for the study of architecture, Miami and the South Florida region provide limitless possibilities for faculty and students to explore global and regional challenges and apply innovative approaches and new technologies to those challenges. Miami also offers our students the opportunity to study numerous new and cutting-edge works of architecture by many of the world’s leading designers.

Master of Architecture:
The Master of Architecture prepares students for professional careers in the discipline of architecture. The intensive course of study is organized into five thematic areas: design, history/theory, building technology, digital technology, and professional practice. The degree has three paths; each designed to address the different backgrounds and educational needs of our applicants. The degree path consists of a course of study that is comprehensive and rigorous and that prepares graduates to be creative leaders, and skilled innovators in all aspects of the profession. The Master of Architecture degree is accredited by the National Architecture Accrediting Board (NAAB).

Six and Five-Year Seamless Path (for freshman applicants) is a professional degree program for applicants who have completed high school and who wish to begin architectural study as a freshman. This path provides a course of study leading from undergraduate freshman year to the conferral of the Professional Master of Architecture degree (M.Arch). The six and five year path is comprised of 73 credit hours of pre-graduate coursework taken over the first two years of study and is seamlessly followed by 102 credit hours of graduate coursework (taken in either four or three years). Transition to graduate study occurs without the conferral of an undergraduate degree and no bachelor degree is awarded at any point.

Students who have completed an AA in Architectural Studies may apply for transfer admission into the third year of this path as junior year transfer students. The seamless path provides students with a strong professional education in the discipline of architecture along with an expansive general education. Emphasis in this path is placed upon six thematic areas; general education studies, architectural design studies, architectural history & theory, building technologies and digital technologies, and professional & Business practices. The fully integrated pre-graduate and graduate course of study covers the comprehensive knowledge and skills required for a professional career in the discipline of architecture. Students are eligible to spend a semester studying in Genoa, Italy.

Three-Year Path: The three-year path is a professional degree program for applicants with no background in architecture; the applicant would possess a four-year undergraduate bachelor’s degree in any area. The path consists of 105 credit hours and is usually completed in three-years. The course of study consists of six semesters of design studio coursework followed by a semester long master’s project. Supporting courses in history/
theory, building technology, digital technology, professional and business practices as well as cross-disciplinary electives complete the course of study. Students are eligible to spend their sixth semester studying in Genoa, Italy.

Two-Year Path: The two-year path is a professional degree program for applicants who already possess a pre-professional four-year undergraduate degree in architecture. Students continue their architectural education by following a course of 60 credit hours that is usually completed in two years. The course of study consists of three semesters of design studio coursework followed by a semester long master’s project. Supporting courses in history / theory, building technology, digital technology, professional and business practices as well as cross-disciplinary electives complete the course of study. Students are eligible to spend their third semester studying in Genoa, Italy.

Master of Arts in Architecture:
The Master of Arts in Architecture is an advanced post-professional degree for those already holding an accredited professional design degree (the five year B.Arch or the M.Arch degree) and who are interested in continuing their education through advanced research, study and teaching. The Master of Arts in Architecture degree currently offers three tracks, each corresponding to a specialized area of study. All three tracks follow a 36 credit hour course of study over roughly one academic year.

Advanced Design Studies - Miami based One-Year Track: This course of study allows students to pursue advanced design studies, research and teaching. The program deploys the design studio as the primary instrument for extending the base of knowledge with particular emphasis on contemporary design practices and pedagogy. The program uses the city of Miami, the region and its tropical and sub-tropical context as a design laboratory. Architecture faculty work closely with the advanced design studies students around topics of mutual interest. Areas of focused study and research may include: design, history/theory, design pedagogy, digital technologies, urban design, building technologies, and professional practice.

Advanced Design Studies – Genoa, Italy based One-Year Track: Genoa remains one of the few cities in Italy that maintains both an extraordinary range of historically significant works of architecture, as well as an ever-increasing wealth of contemporary architectural works by many of the most significant architects of the 20th and 21st centuries. The course of study centers on the design studio as the primary instrument for synthetically extending knowledge with particular emphasis on contemporary architectural design in historic urban contexts. The program uses the city of Genoa and the Italian peninsula as a laboratory. The program begins with an intensive summer orientation at our Miami campus with study continuing during the Fall and Spring semesters at the facility in Genoa, Italy.

Urban Development - Miami based One-Year Track: This course of study extends the knowledge base of the professions of Architecture, Interior Design and Landscape Architecture with a particular emphasis upon the built environment, urban development, real estate and business administration. The program of study is intended for mid-career professionals, as well as recent graduates who wish to return to the academy for a post-professional focus on urban development, corporate finance and legal practices. Students take 18 credits in the Architecture department and 18 credits in the College of Business with many courses offered evenings and weekends.

Study Abroad in Italy:
Central to the academic experience is the opportunity to participate in our architectural study abroad program. Located in Genoa, Italy, and ideally situated in the historic center of the city, the department’s architectural study abroad center occupies a newly renovated former convent dating from the 13th century. During the semester, students in Genoa are afforded the opportunity to study those artistic and architectural spaces and artifacts that have long been acknowledged for their exceptional and enduring value to Western design culture. Students are taught by FIU faculty and Italian guest faculty and take a full course load while studying in Genoa. Central to the academic experience are numerous faculty-led academic fieldtrips to Rome, Florence, Milan, Torino, Pisa and Venice.
I.1.2 Learning Culture and Social Equity

The program’s learning culture and social equity policies exist within the context of the University’s values statement. This statement includes the commitment to:

- Freedom of thought
- Respect for the dignity of the individual
- Respect for the environment
- Honesty, integrity and truth
- Diversity

The following is excerpted from the Architecture Department’s mission and vision statement:

- **Diversity**
  
  “Serving a diverse student body with a variety of academic backgrounds, experiences and interests by creating an open atmosphere of inquiry and exchange that engages the varied cultural and academic experiences of faculty and students.”

All faculty and students have access to learning culture and social equity policies through numerous sources; the learning culture statement is posted at all doors to the studio and is included in the student manual and on the departmental website. (see website, &2010-11 student manual).

The student manual and the learning culture policies are reviewed and revised on a biannual basis.

The chair and dean meet with student groups as well as elected student leaders semesterly. Learning culture, studio culture and social equity issues are included topics.

The chair meets annually with students who have mobility and learning disabilities to proactively ensure that they do not undergo difficulties.

Counselors from the FIU Counseling and Psychological Services make a yearly presentation to our students to address issues concerning learning culture, time and stress management, social equity and discrimination.

The department follows University procedures for student and faculty grievance resolution. These are made available online in the FIU Student Handbook and in the University Graduate School Policies. These procedures are referenced in the department’s Student Manual.

The department is proud to maintain one of the highest percentages of minority students in a NAAB accredited program. Additionally, the department is well balanced in gender distribution:

- **AY 2009** - 83% of M.Arch students self-reported as being “minority” or “race and ethnicity unknown” (significantly higher than the 17.6% in the profession)*
- **AY 2009** - 46% of M.Arch students self-reported as “Female”, (significantly higher than the 20.3% in the profession)*
- **AY 2009** – 13% of architecture students self reported as being “Black or African American” (significantly higher than the 2.7% in the profession)*

*Based on 2000 Census data

**Learning Culture**

The department’s Learning Culture Policy emerges from the University’s values and from the mission and vision statements of the department (see I.1.1 mission & vision statement).

**Departmental Context**

We believe in the importance of the studio model as the point of convergence for the holistic integration of the entire educational experience of the student. In the collective space of the design studio, students synthesize experiences from coursework, research and
from observation via the process of critical and analytical thinking and understanding. Though the studio model is central to the didactic mission of the school, design studio and design culture are only part of a multivalent and broad learning culture that includes other forms of didactic activity and venues such as seminars, lectures, working with professionals, community engagement and transdisciplinary and collaborative learning experiences.

The Studio Environment: Architectural production is ultimately an affirmative act intended to improve the constructed and natural environments and the collective and individual lives of those who inhabit those environments. We also believe that Design is an activity enhanced by dialogue, reflection and experimentation. The Design learning culture cannot be created in isolation. Rather it is supported through the availability of numerous types of resources; physical, logistical, informational, temporal, as well as by collaboration amongst students, faculty and other interested parties. It is from this delicate balance of inputs and full participatory involvement that a design learning culture - conducive towards the productive and unconstrained investigation of ideas - emerges.

To encourage a learning culture centered on sharing, engagement, innovation and collaboration, we encourage the active interaction of diverse groups of participants in reviews and discussions. Examples include active participation of professionals from the region on all final reviews, assigned architectural firm mentors to design studio students in the upper-division, input on projects from non-studio faculty and by faculty from other disciplines and upper-division and graduate student participation on lower-division reviews.

Balancing: We strive to communicate the importance of balance between academic, civic, professional and personal responsibilities. Many of our students are non-traditional students with special concerns. Many commute to school from a job or from home and are involved in numerous extracurricular and co-curricular activities. These external activities frequently make juggling the schedule and responsibility of studio, work and family difficult.

Workload Expectations: We believe that one of the most important elements of a positive studio experience is for all participants to have fair and reasonable workload expectations. This approach not only allows for a well directed and managed sense of timing for the investigation and production of the studio projects, but also provides students with a sense of direction and optimism regarding the timely completion of their work. Instructors produce clear syllabi that function as a contract of expectations between faculty and students, which in turn provides students and faculty adequate benchmarks and grading criteria. The school does not use the traditional Monday, Wednesday, Friday schedule for studio classes. Instead lower division and graduate studios meet on Tuesdays and Thursdays, while lower division studios meet on Mondays and Wednesdays, with the graphics course meeting on Thursdays. This ensures that there is at least one day a week when all design students are in studio together.

Student/Faculty Interaction: Our studio instructors are both full-time instructors as well as adjunct instructors who are primarily practitioners. The sense of professionalism that is reflected by both groups serves to establish fair and balanced relationships between the faculty and the students. Our studio code applies to both students and faculty, ensuring that each constituency is aware of their duties and responsibilities to fulfill their unique roles and ensure a productive and engaging studio experience. This code is intended to foster a sense of collective ownership of studio, understood both as a “space”, a “course” and as a way of learning.
Learning Culture Statement

In the fall of 2005, the NAAB issued an additional condition for accreditation: Studio Culture. In 2009 “studio culture was extended to the more inclusive condition of Learning Culture. Each accredited School of Architecture is now required to have a written policy addressing and shaping its studio and learning culture. Several years ago, the American Institute of Architecture Students (AIAS) created a task force to address both the positive and negative aspects of studio culture and issued its report in 2002. In that report, the AIAS call for explicit policies to support the positive aspects of studio culture, while curbing some of the more unhealthy practices. The positive values identified by the Report include optimism, respect, sharing, engagement, and innovation — values that are shared and supported fully by FIU’s Architecture department.

Learning and Studio Culture Policy

FIU’s Architecture department encourages an academic environment conducive to design learning through thoughtful connections between studio and non-studio courses. Design education at FIU encourages critical discourse based on collaboration, creativity, and learning through making. A healthy learning culture engenders an environment where students and faculty come together to ask questions and make proposals, innovate through today’s knowledge to address tomorrow’s challenges. The learning culture must support and develop respect for the diverse backgrounds of the faculty and student’s educational and professional experiences, and approaches to design.

The Architecture department recognizes the inherent value of the design studio model. Studio learning encourages dialogue, collaboration, risk-taking, innovation, and learning-by-doing. The studio offers an environment where students can come together to ask questions and create proposals. These proposals are developed and discussed among classmates, faculty, visiting professionals, and the public-at-large. Studio learning offers intensive one-on-one instruction from faculty members, and provides the opportunity for each student to develop his/her critical thinking skills and spatial and material sensibilities. The design studio offers a synthetic form of education, where project-based learning becomes the foundation for developing an understanding of and commitment to the department’s core values — broadmindedness, interconnectivity, professionalism, exploration and activism — all in service of Architecture’s fundamental mission; to improve the quality of the built and natural environments.

Open-ended questions - The Architecture department encourages students to embrace studio-based learning as a unique and valuable educational model. Studio learning requires an environment that allows for open-ended questioning, for which there may be no right answers.

Balance - The Architecture department supports its students and faculty in leading balanced lives.

Time-management - Students are encouraged to work smarter, not necessarily longer in studio.

Design process - The Architecture department affirms the value of design intention, design process, and design product, thus encouraging and evaluating (1) the student’s understanding of the ideas that motivate and the forces that inform the project at hand (“grasp”), (2) the student’s assiduousness in the development of ideas and use of information in the process of design (“process” or “effort”), and (3) the material and graphic quality of the studio’s final products — be they models, drawings, or representations in other media — as well as the appositeness of the proposed design in its real-world context (“product”).

Grades - Grades are but one measure of a student’s performance in studio. Advising and counseling are considered integral to the learning culture.

Collaboration - In addition to individual design projects, FIU’s Architecture department values partner and group projects at every level of design research and development.
Interdisciplinary opportunities - To become effective designers of, and advocates for a quality built environment, FIU’s Architecture department supports interdisciplinary work between the three design disciplines that constitute the School of Architecture. The department encourages community-based research and engagement through which students can acquire a broad range of skills and experiences.

Faculty development - Faculty who teach studio are selected for their ability to inspire students to learn, engage students in critical thinking, bring forward their particular expertise, and convey a sense of optimism about the field of architecture.

Critiques/Reviews - Public presentation and display of the work of the design studio is valued, and is essential in developing skills for effective verbal communication. The Architecture department supports considered and respectful dialogue—whether spirited debate or reflective discussion — during public presentations.

Diversity - The Architecture department supports active, and open dialog. The studio is a place where diverse life experiences and opinions are shared. A culture of respect and open inquiry supports the life-long learning process that begins in school.

Maintenance of the Studio Culture Policy - To ensure the effectiveness and implementation of the Studio Culture Policy—as well as to create the opportunity to amend or change policies outlined therein, the Architecture department’s Studio and Learning Culture Policy will undergo review every two years by representatives of the faculty and student body. The policy will also be reviewed periodically in an open forum that invites the participation of all students and faculty members.
1.1.3 RESPONSES TO THE FIVE PERSPECTIVES

A. Architecture Education and the Academic Community

The University Context

The Architecture Department views its setting in South Florida’s only public urban research university as a major asset. The campus provides a stimulating environment for the students and faculty. Florida International University is categorized as a “Doctoral/Research-Extensive” institution, with the caliber of faculty and resources that the designation would imply. A variety of academic programs on campus are scrutinized regularly through accreditation processes and through a rigorous internal review process.

University Resources

The program benefits from University resources such as:

- An excellent research library
- An Honors College
- Faculty development funds, awards and paid sabbatical leave
- Resources and grants to support instructional equipment and technology

Interdisciplinary Initiatives

The department, its faculty and students regularly explore ties with other disciplines within the college and the University. Some notable examples include:

- Two trans-disciplinary DOE Solar Decathlon house projects
- Cross-disciplinary faculty research grants in sustainability
- Cross-disciplinary faculty research grants in structural design
- Trans-disciplinary team teaching in numerous courses (college and University)
- Many students have pursued minors, and certificates in other disciplines
- Professor Vassigh regularly collaborates with faculty from Engineering
- Professor Thomas Spiegelhalter regularly collaborates with faculty from Construction Management
- Professors John Stuart and Gray Read regularly collaborate with faculty from Art, Art History & Theatre
- College faculty participate in University governance and have been asked to serve on University strategic planning committees
- The department has contributed to the University’s Quality Enhancement Program and to its most recent engagement Initiatives through its outreach studios and other forms of community engagement. Additionally, through its Genoa program, the department has taken a leadership role in FIU’s Global Initiative.
- The dean serves as co-chair of the University’s Strategic Planning Arts Committee
- The chair serves on the University’s Engagement Task Force

University Citizenship

The solid appreciation by the University community for the Architecture department and the role that architectural design plays at FIU and in Miami is evidenced by the University’s bestowal of honorary doctoral degrees upon two architects: Morris Lapidus and Ricardo Legoretta. While the department benefits enormously from its setting within FIU, the university also benefits from student and faculty involvement in campus activities. Both faculty and students have played important roles in University governance and in service through campus focused design research and design consultancy:

- Students have served in student government
- 2009 design studio was asked to envision a new Alumni Center on campus
- 2008 design studio was asked to envision a new Honors College building on campus
- a number of studios have been involved in the new masterplan for the medical school
- Faculty and graduate students worked with the Lehman Center for Transportation and the Miami-Dade Expressway Authority on a masterplan for light-rail
- Professor John Stuart was selected as the 2010-12 Faculty Fellow in the office of Academic Affairs
- Professor Marilyns Nepomechie serves on FIU’s Strategic Planning Arts Committee for the Arts
- Professor Adam Drisin serves on FIU’s Engagement Taskforce
- Professor Jason Chandler serves on FIU’s Building and Architect Selection Committee
- Professor John Stuart serves as Chair of the FIU Senate’s Building and Environments Committee
- Professor Thomas Spiegelhalter serves on FIU’s Sustainability Task Force
Other Academic Communities  

The department has been active in extending our academic community into broader and more diverse definitions of “academic community” to create new synergies and opportunities. The department has linked with the Miami-Dade Public School System and teaches college level Architecture courses at DASH through an annual $49,000 grant that is awarded to the Architecture Department to fund the instruction. Additionally, the department sees the University of Genoa and the faculty and students in its Architecture program as part of our broad academic community. Each year we co-organize a colloquium in Genoa that includes faculty and students from both schools. Additionally, during summer sessions – under the guidance of the chair – the program hosts a small number of students from the University of Genoa who are interested in working within South Florida for their thesis projects.

B. Architecture Education and Students

Respect and Empowerment  

The Architecture Department aspires to provide an academic environment of respect and empowerment. From the first year, each student is part of the academic community that includes students of Architecture, Interior Design and Landscape Architecture. Each student has a personal workstation in the Paul L. Cejas Architecture Building which is open 24/7. The design-focused community that is the School of Architecture exists within a broader college environment of faculty and students dedicated to art, design and performance. An atmosphere of student empowerment is fostered in the department and the college through curricula that allow an increasingly diverse student body to receive excellent discipline specific training, without jeopardizing the ability to pursue a variety of individual, self-selected interests.

Student Engagement  

It is a point of considerable pride among School of Architecture students that the strong advocacy of their colleagues, who campaigned intensively both within the University as well as at the State level, was instrumental in the creation of the accredited program and the building. That legacy continues today.

Students continue to play a much-valued, pivotal role in building the school. They hold active and ongoing roles on several school committees. Student representatives meet regularly with the chair and the dean. A graduate student served on the recent Architecture faculty search committees and on the college dean search committee. Students also served on the Paul L. Cejas School of Architecture Building Committee.

Architecture & the Arts Dorm  

In 2005, FIU established the Architecture and the Arts Living and Learning Community, dormitory specifically for students of architecture and the Arts who wish to live in an arts and design centric setting with scheduled formal and informal academic events and social activities.

Academic Advising  

Architecture students have an intensive and mandatory academic advising protocol with its own dedicated advising staff. Advising for architecture students is handled by the college’s student services and advising office. Led by a director of student services, four advisors dedicate the majority of their time to the academic advising of architecture students who are required to meet with their advisors each semester before registration. The chair is available to students for additional consultation. Students also have access to the University’s personal and career counseling services. The range of available student advising include:

- CARTA advising office (required)
- Chair (optional)
- Faculty (optional)
- Departmental Website information
- Peer Advising (informal mentorship via AIAS, Alpha Rho Chi, Tau Sigma Delta)
- Career Services (university)

Student Handbook  

A student handbook contains academic policies and information. The handbook is made available to all students online and can be downloaded as a pdf. Students are less reliant upon inconsistent verbal information from different sources. Consequently, the student/advisor and student/faculty meetings need no longer focus on procedures and policies, but on substantive issues of academic advising and career mentorship.
Student Organizations

Students may participate in any number of student organizations within the department.
- American Institute of Architecture Students (AIAS)
- Tau Sigma Delta Honor Society (TSD)
- Alpha Rho Chi Chapter (APX)
- Architecture for Humanity

Critical Mass

Each year, the department funds architecture graduate students to join students from 30 other programs to participate in Critical Mass, a two-day symposium of architectural design and research where a tradition of collaboration and exploration between schools of Architecture is fostered. The event included round-table discussions and a forum with distinguished critics and guests.

Trans-disciplinarity

The trans-disciplinary character of the school – housing the departments of Architecture, Interior Design and Landscape Architecture – is a defining aspect of the educational experience of all students. While each discipline focuses upon their professional content, all students learn in a context where professional boundaries are intentionally blurred. Students of Architecture frequently take elective classes in the other two design disciplines and learn to value a design culture that is inclusive of other disciplines.

Student Accomplishments

Architecture students have recently had great success in competing on the national stage. In spite of our program’s young age, our students have recently won prizes in numerous prestigious international and national competitions including:
- Entering undergraduate Architecture students are amongst those with the highest entering GPA and the SAT scores at FIU
- The Architecture department historically has had one of the highest rates of participation in the FIU Honors College.
- FIU was one of twenty schools selected by Department of Energy’s Solar Decathlon competition to compete in 2011
- In 2010, our students won 1st, 2nd and 3rd prizes in the USGBC Sustainable Housing National Competition.
- In 2009, Christine Vidal (M.Arch 09) won the AIA Florida Bronze Medal Student Award
- In 2010, Madeline Gannon (M.Arch 10) won the AIA Florida Bronze Medal Student Award
- In 2009, recent alumnus Hai Zhang won the prestigious Rafael Vinoly Research in Architecture Fellowship and Grant
- In 2008, F. Waltersdorfer (M.Arch 08) won Honorable Mention in the ACSA Student Design Competition
- In 2007, Claudio Carbonell (M.Arch 07) received the Florida Foundation for Architecture Award
- In 2006, George Sanchez (M.Arch 06) received the Florida Foundation for Architecture Award
- In 2005, Vera Villegas (BAA 07) received the Van Alen Institute’s Student Design Competition Prize
- In 2005, Gabriel Fuentes (M.Arch 05) was awarded the Boston Society of Architects Unbuilt Architecture Award for his thesis project.

C. Architecture Education and the Regulatory Environment

An acute awareness that a professional degree from an accredited program is a prerequisite for professional licensure is what first led place-bound students in Miami to mount an extraordinary campaign that led to creation of FIU’s accredited Architecture program and the construction of the Paul L. Cejas School of Architecture Building. Student awareness of the process for licensure constituted a powerful and successful argument for the University, the former Florida Board of Regents and members of the Florida Legislature. Given this unique institutional history, there is no doubt that administrators, faculty and students at FIU are well aware of the importance of the regulatory environment, licensure and accreditation.

Professional Practice Course

Students are prepared for transition to internship and licensure in a number of ways:
First, the Professional Practice course (ARC 6280) places considerable emphasis on topics related to professional leadership, roles of the various participants in the design and
building process, project & practice management, as well as legal and business responsibilities. The course covers various practice models and contemporary modes of project delivery. Additionally, the course provides opportunities for students to interact with practitioners and to follow architectural projects on campus from architect interviews to construction management.

IDP Presentation Session
Each year, the program brings staff from the National Council of Architectural Registration Board’s (NCARB) national office to make an in depth presentation to our students on IDP issues. Additionally, the program has an IDP information portal on our website. Web information includes the NCARB’s powerpoint presentation “Inside NCARB: IDP, ARE Licensure & Certification” as well as other resources and links to NCARB, ARCH Careers, NAAB, and the Emerging Professional Companion. Information on internship and licensure is also included in the Student Handbook.

Internship Coordinator
Professor Jason Chandler serves as the IDP Coordinator. He holds IDP meeting throughout the year for our students. Student participation at one meetings per year is required. Professor Chandler attended the NCARB August 2010 Chicago conference is fully aware of the changes to IDP policy that will be introduced by NCARB in October 2010. He is developing a mechanism for delivering this information to our student body immediately after the changes are made.

Student Registration for IDP
As a component of Design 5 Studio and the Professional Practice course, students are required to log on to the NCARB website to create their NCARB IDP Profile. While we cannot legally require that students finalize their application profile as it necessitates a fee, we do require that they fill out the form completely and convert it to a printout. These printouts are kept on file by the program.

Faculty Licensure
Licensure or a Ph.D. is a program requirement for tenure. As such, the program has a high rates of faculty licensure with 82% licensed or in the exam process. Most adjunct faculty are licensed and active members of the professional community.

Active Involvement of Practitioners
The constant involvement of practitioners – both in their role as adjunct faculty, critics and as guest lecturers is considered by the program to be a great strength. Their knowledge of the changing landscape of professional practice and of the regulatory environment allows the program to leverage that knowledge in the educational process.

D. Architecture Education and the Profession
The program has access to a large and diverse group of professionals who practice in South Florida. As the only public accredited program in Miami, we try to maintain a close relationship with the architecture community of the city, the state and the region. An impressive number of professionals regularly come to the program to attend and respond to student presentations, serve as guest lecturers, conduct workshops, participate in program events and interview graduating students at our career fairs. The presence of professionals on the program’s board of advisors helps to maintain that curricula are relevant and competitive. Additionally, the college maintains a board of advisors that includes architectural professionals and construction industry representatives.

Student Internships
As an urban based program, many of our students work in local firms on a part-time basis. This experience allows the students to be actively engaged in the field and allows them to begin fulfilling their IDP requirement while still in school.

New Leadership Component in Professional Practice
The required Professional Practice course (ARC 6280) now has a focused “leadership component. This component is taught by Lillian Chiu Principal of Morgan Environments, a consulting practice specializing in strategic planning, professional development, organizational research and business development strategies for architectural design firms.

Strong Program/AIA Partnership
The program maintains excellent relationships with the Miami chapter of the AIA and with the state organization. The chair of the Architecture department sits on the boards of the state organization and the Miami chapter. Additionally, we send a student representative to the monthly AIA Miami board meetings in order to further strengthen the ties between
Celebrate Architecture Event

The program is an active participant in the professional organization’s annual “Miami’s Celebrate Architecture Month.” This month-long series of lectures, events, tours, and classes culminates in the annual AIA awards gala ceremony. The AIA recognizes FIU Architecture students (scholarships and design awardees) as part of this event.

AIA President’s Lecture

As part of our objective to bring the profession and the academy closer together in South Florida, the program sponsored a breakfast lecture in which AIA President Marvin Malecha delivered a breakfast talk to a group of Miami’s design professionals, students and Miami’s mayor and city council.

FIU and Professional Leadership

The program is fully engaged through the faculty’s leadership role in the profession. The chair of the department sits on the executive board of the Florida AIA and participates in the monthly board meeting of the Miami AIA. Additionally, Professor Jaime Canaves has a significant leadership role at the state level. He served as co-chair of the 2010 National AIA Convention Planning Committee. Professor Marilys Nepomechie is an active leader at the national level and is a frequent contributor to AIA national events. Recent faculty service to the profession includes:

- Editorial Advisory Board, Architectural Record
- National AIA Knowledge Leadership Assembly Advisory Board
- AIA Small Practice Task Force, AIA Board of Directors
- AIA 2030 Initiative Steering Committee
- AIA Orlando Awards Jury
- AIA Gulf States Awards Jury Chair
- Vice President, AIA Florida
- Co-Chair AIA 2010 National Convention Committee
- AIA Silver Medal Jury
- AIA Florida Fellowship Committee

E. Architecture Education and the Public Good

The program believes that the study of Architecture must reach beyond the studio to engage the human and natural conditions that affect our environment. Florida International University has developed many programs, centers, and initiatives that focus on the social and cultural contexts of South Florida, an area with diverse language, political and cultural opportunities and challenges. The accredited Architecture program contributes to that effort by placing particular emphasis on helping students understand their professional role in the growth and prosperity of the region. Additionally, the program is engaged in the Caribbean Basin, Latin American and the global arena. Examples of our engagement activities include our ongoing collaboration with Architecture for Humanity focusing on Haiti’s relief. Recent collaborative community design studios have focused on the rebuilding of Lípico, Chile; a small fishing town on the Chilean coast severely damaged by the 2009 earthquake and on Miami’s own “at-risk” communities and landscapes. Examples include the recent Miami River Mitigation studio and the Asiatown Community Design Studio.

The cultural diversity of both the faculty and the student body reflect the intricate social structures of Miami and the region. Several components of the curricula, including studios and seminars on regional history, colonialism and Latin American architectural culture directly address the role of the architect in meeting the needs of a diverse, multilingual, and multicultural society. The location of the program in-between the vibrant urban metropolis of Miami and the unique eco-system of the Everglades affords an unmatched situation for teaching about the social and ecological awareness that will be a characteristic of a responsible professional. Many studios explore the nuanced and particular challenges of local sites and issues that include a requirement to consider social and environmental conditions in design.

Design and Civic Responsibility

Studios in the third year focus on the social issues of public, civic architecture and the social issues of housing. These two studios focus upon the formal as well as the social and political issues that are linked to the design of public civic buildings and housing respectively. During a recent semester, the third year Design 6 Studio focused upon the
history and current condition of subsidized housing in Miami through a design project located at the Hampton House complex in Overtown, an economically challenged area and the heart of Miami’s African-American community. Other recent studios have addressed societal issues of exile, immigration, and diaspora. Most recently, a third year design 6 studio was funded by a grant from the Hagen Family Foundation to develop new models of live/work housing for Miami’s emerging arts communities.

Service Learning

Within the university, the department is recognized for the social content of many of the design studios (Design 5 Studio, Design 6 Studio, Design 9 Sustainability Studio). The capstone Masters Project Sequence affirms the role of the architect in advancing the public good and promoting an understanding of Architecture as a social and civic art.

Sustainable Cities

In the most recent Sustainability Studio (ARC 5362), students focused their efforts on the design of low cost sustainable housing for New Orleans through the 2010 USGBC housing for New Orleans Competition (Our students won 1st, 2nd and 3rd place in the first stage of this competition.)

Solar Decathlon

Simultaneously other students focused their efforts on Team FIU’s submission to the 2011 US DOE Solar Decathlon House Competition. (TEAM FIU has subsequently been selected as one of twenty groups to compete in the Solar Decathlon.)

Engaged Citizens

The program and its faculty and students are actively engaged citizens. The following are examples of some of our recent activities:

- In an effort to promote active and engaged community citizenship for the program and its students, we have developed a strong relationship with DASH through teaching advanced placement university level architectural coursework.
- Professor Jason Chandler serves on the South Miami Green Task Force
- Professor Gray Read serves on the South Miami Green Task Force
- Professor Adam Drisin Serves on the University’s Community Engagement Committee
- Students are actively participate in projects of Architecture for Humanity and Habitat for Humanity; Currently students are involved in Haiti relief and the construction of low-cost housing in Martin County
- Many faculty have received national recognition for their research related to environmental issues and sustainability
- Led by Professor Alfredo Andia, recent studios have teamed up with Chilean schools of Architecture to focus on Post-earthquake rebuilding efforts along the coast of Chile.

Architecture For Humanity

Beginning in 2009, the program has offered an internship course with the Miami Chapter of Architecture For Humanity. In this three-credit course, students work directly with the leadership team of Architecture for Humanity on projects that respond to both local and global needs. In 2009, the course focused upon developing urban farms for Miami and in 2010, the focus shifted to Haiti. Architecture for Humanity in conjunction with the Architecture department is designing a volunteer village that will be built on the periphery of Port Au Prince in 2011. Students have been central in planning this effort and will hopefully participate in eventual construction.

Design + Architecture Senior High School

The department is active in working towards the good of the community through its partnership with the Miami-Dade Public School System. Through an annual $49,000 grant awarded to the Architecture department, we are able to offer college level architecture courses at DASH. The grant fully funds the cost of instruction.
### LONG-RANGE PLANNING

#### Program’s Strategic Plan
The department has a strategic plan that has guided its evolution over the last five years. The plan was developed by the chair in 2005 with input from the faculty through departmental strategic planning sessions, faculty retreats and ongoing discussion. Most of the short-term goals have been fulfilled. Many of the long-term goals will be accomplished by 2011.

#### Departmental Retreats
The Department held two faculty retreats in the past three years focusing on:
- Curricular review and program response to changes in the NAAB’s Conditions
- Curricular review in relation to 2008 NAAB VTR
- Departmental strategic plan in relation to college strategic planning
- Departmental strategic plan in relation to ongoing University strategic planning
- Development of departmental SWOC planning document
- NAAB’s five perspectives in relation to curricular and strategic planning

Departmental planning documents (SWOC, Strategic Plan, Mission & Vision Statement are incorporated into the college’s planning process and were also submitted for the university’s planning process.

#### Departmental Strategic Plan
The Strategic Plan has ten core areas:

| **1. Curriculum Development** | Developing meaningful degree programs and courses. |
| **2. Program Enhancement** | Developing high quality programs, activities and events that enrich academic life and the reputation of the program, school and University. |
| **3. Academic Standards** | Recognizing and promoting quality in admissions, enrollment management and evaluation processes throughout the program. |
| **4. Student Development** | Offering opportunities for personal and professional growth. |
| **5. Research/Creative Activity** | Extending faculty expertise and promoting a broad definition of research |
| **6. Faculty Development** | Offering opportunities for personal and professional growth. |
| **7. Information Technology** | Integrating digital technologies into the educational mission of the program. |
| **8. Outreach and Service** | Connecting the value of design education at FIU to the city and the architectural profession. |
| **9. Development** | Creating a sound endowment program with active alumni, professional and collateral participation. |
| **10. Communication** | Building relationships with state, regional and local professional groups to promote the program and foster internship and mentorship programs. |
Each core area has long-term and short-term goals that together create a roadmap for the implementation of the strategic plan.

**Architecture Program Strategic Goals:**
Short term (1-3 years) Long term (3-10 years)

1. **Curriculum Development**

   Developing meaningful programs and courses.

   **Short-term goals**
   - Clarify and revise the respective curricula for all architecture degrees in response to NAAB changes, and changing professional landscape.
   - Assess and strengthen consistency and curricular transferability in design, technology, history/theory, taking into account faculty expertise and program needs.
   - Develop a non-studio based bachelor degree.
   - Integrate the Genoa program as an essential component of all curricula.

   **Long-term goals**
   - Develop a more central and integrative digital technologies curriculum (CAD-CAM, BIM, software transition).
   - Establish a digital technologies output lab (CAD-CAM, laser cutter, CNC, 3d printer).
   - Establish permanent downtown studio/classroom facility.
   - Develop post professional degree in Architecture.
   - Develop innovations in studio-based teaching.
   - Strengthen intellectual rigor across program.

2. **Program Enhancement**

   Developing high-quality programs, activities and events that enrich academic life in the program.

   **Short-term goals**
   - Continue to offer diverse lectures, field trips, programs and exhibitions.
   - Clarify the range of our activities; do less and do it better.
   - Provide and off campus experience to 50% of students.

   **Long-term goals**
   - Maximize the impact of all programs.
   - Consider a required off-campus experience for all students.

3. **Academic Standards**

   Promoting quality in admissions and enrollment management throughout the Architecture Program.

   **Short-term goals**
   - Institute portfolio for freshman entrance.
   - Institute more rigorous progression requirements and tracking.
   - Institute procedures to ensure that curricula are followed.
   - Develop targeted program admissions literature.
   - Develop semester post-mortem for non-studio courses.
   - Institute faculty interviews as an optional aspect of admissions.
   - Institute an internal database system to allow timely communications with applicant pool.

   **Long-term goals**
   - Establish and sustain an ideal admissions yield for the program.

4. **Student Development**

   Offering opportunities for personal and educational growth.

   **Short-term goals**
   - Involve faculty in the advising process.
   - Create an automated system of notification for registration advising.
   - Develop a formal mentoring program.
Strengthen the portfolio design / graphic design course components.
Institute a “for credit” apprenticeship / mentorship program.

**Long-term goals**
Place career development resources in reading room.
Install a career services / placement officer.

**5. Research/creative activity**
Extending faculty expertise and promoting a broad definition of research.

**Short-term goals**
- Develop a School of Architecture (SOA) research agenda.
- Increase faculty research / creative activity and participation at national / international conferences.
- Recognize and reward a variety of faculty accomplishments.
- Establish an SOA ad hoc committee to identify and prioritize research agenda.

**Long-term goals**
Seek publication of faculty work in single volume
Support a faculty research studio

**6. Faculty Development**
Offering opportunities for personal and professional growth.

**Short-term goals**
- Continue to maintain high standards in faculty recruiting and promotion.
- Increase faculty funding for development travel and research.
- Clarify the workload statement.
- Develop a consistent mentoring system.

**Long-term goals**
- Develop a faculty exchange program with firms and other academic programs.
- Develop a rotation system that allows for a paid semester of research every six years.

**7. Information Technology**
Integrating digital technologies fully into the educational mission and curricular structure of the program.

**Short-term goals**
- Continue to provide outstanding service and support to students.
- Increase the copy hardware in the studios.
- Provide wireless technology in the building.
- Provide an additional digital teaching lab.
- Provide a laser cutter, CNC 3 axis mill.
- Develop an image bank of student work and SOA activities.
- Implement a laptop program for all students.

**Long-term goals**
- Provide a 3d printer and convert the shop into a digital output shop
- Develop a centralized digital imagery center for all faculty & students
- Develop additional digital technologies courses (tooling theories, CNC milling, advanced digital theories)

**8. Outreach and service**
Connecting the value of design education to the region, the city and the profession.

**Short-term goals**
- Communicate the accomplishments of the program in outreach and service.
- Offer more architecture curricula at DASH.
Fully integrate the missions of the Downtown studios, metropolitan center projects, solar decathlon into the program.
Seek and secure funding for a permanent downtown studio (focus on urbanism, smart growth, environmental issues and sustainability)
Liaison with the Italian consulate and Italian chamber of commerce to bring the Italian and the Miami design communities together.
Work with local and regional Not for Profits on community projects & moderate income housing initiatives.
Promote faculty and student accomplishments through professional organizations, museums and collaterals.

**Long-term goals**
Develop initiatives in pre-Arch/career discovery, Develop continuing education and web based courses.

**9. Development**
Creating a sound endowment with active alumni, professional and collateral organization participation.

**Short-term goals**
Develop SOA alumni newsletter and publication marketing platforms (analog and digital).
Increase alumni support.

**Long-term goals**
Secure funding for supporting digital shop.
Plan an alumni campaign.
Develop a brochure on planned giving
Seek funding from 5 major regional corporate sources (LBA, Rinker, Turner).
Grow the endowment to 5 million dollars by 2015.
Grow the endowment to 10 million dollars by 2020.

**10. Communication**
Communication within and beyond the SOA community. Building relationships with state, regional and local professional/ governmental parties to promote the program and to foster internships, development, and partnerships.

**Short-term goals**
Create a new school website
Increase sponsored studios and short-term partnerships
Communicate with targeted stake holders on a semesterly basis
Involve more local professionals in the program
Develop a career/network day
Seek venues for publicizing the work of faculty and students
Invite “targeted” national/international leaders to reviews / lectures

**Long-term goals**
Develop targeted long-term partnerships with local and regional corporate and professional parties.
Develop targeted long-term partnerships with local and regional governmental agencies.
Program Self-Assessment  
Self-assessment occurs continually and in various forms. The department annually assesses the program, the faculty, and courses and involves all stakeholders including students, faculty, administration, staff, alumni and professionals. Institutionally mandated planning and assessment procedures serve as an important component of self-assessment. These include annual program outcome assessment, annual student learning outcome assessment, annual faculty and administrator performance reviews, as well as course and faculty assessment. Additionally, the chair and the faculty continually assess program progress relative to the strategic plan.

Student Learning Outcomes  
Each year the program has external reviewers (licensed professionals and visiting critics) use a Student Learning Outcome Evaluation Form to evaluate student work by means of a five-point matrix. Reviewers are asked to determine if the work exceeds expectations, meets expectations or needs improvement relative to the five learning outcomes. The following student learning outcomes are evaluated:

- Knowledge Acquisition
- Communication Skills
- Critical Thinking
- Formal Resolution
- Technical Application
- Presentation Completeness
- Creative Expression

Evaluations are collected each year and data are compared against previous year’s data. The program responds to the results with appropriate levels of modification. In Spring 2010, evaluators determined:

- 100% of student work met or exceeded expectations in “Knowledge Acquisition”
- 85.7% of the work met or exceeded expectations in “Communication Skills”
- 100% of the work met or exceeded expectations in “Critical Thinking”
- 100% of the work met or exceeded expectations in “Formal Resolution”
- 100% of the work met or exceeded expectations in “Technical Application”
- 100% of the work met or exceeded expectations in “Presentation Completeness”
- 85.7% of the work met or exceeded expectations in “Creative Expression”

Comparative data for all years are kept by the department and will be made available to the visiting team.

Faculty Meetings  
Scheduled meetings of the departmental faculty, called by the chair, are held on a monthly basis throughout the year to discuss issues of departmental operation, organization and performance, governance issues as well as curricular and budgetary matters.

Faculty Retreats  
Faculty retreats are held when needed and are used as a mechanism for self-assessment. We have held departmental retreats in 2008 and 2010 and the college held a retreat in 2010.

Program SWOC Assessment  
The department developed a comprehensive review of our strengths, weaknesses, opportunities and challenges during the 2010 retreat (see I.1.4 SWOC) This document was used in the development of the college’s SWOC analysis.

Semestert Program Review  
The department holds a full-day “post-mortem” self-assessment at the conclusion of each semester. The purpose is to collectively assess the work of all design studios in relation to our curricular expectations, and in relation to the NAAB-determined student performance criteria (SPC). These meetings are led in the Fall by the chair and in the Spring by an invited guest from either the profession or academe. A secondary objective is a discussion and assessment of the program’s progress as evidenced in student work-in relation to the broader national perspective. Recent consultants have included Peter McKeith, Associate Dean Washington University, Peter Magyar, Director, Florida Atlantic University, Terry Riley, Director, Miami Art Museum and Marvin Malecha, AIA President.

Course Assessments  
Student evaluations of faculty and courses are an important assessment tool and are conducted each semester for every course. These evaluations contribute to the comprehensive assessment of program quality and serve as part of the chair’s annual
summative evaluation of faculty. These are kept on file by the department. Evaluations of each course and faculty are kept on file by the department and will be made available to the Visiting Team.

Licensed Professional External Assessment

Assessment by professionals in the community on design juries and alumni participation in final presentations provide another opportunity to measure the continual improvement of the program. Visitors to the school routinely complete a comparative written appraisal of student performance using a standardized assessment instrument (see Student Learning Outcomes above).

Ongoing Dialogue

Continual assessment also occurs through an ongoing dialogue with student leadership, through evaluations from graduating students, current students and through alumni surveys, as well as through surveys of design professionals. Together, these formal and informal assessments provide opportunities for various stakeholders to address successes and deficiencies in the program.

Regularly scheduled meetings between school administration, student groups and elected student leaders further our ability to measure the performance of the program and help to identify strategies for improvement.

Several standing committees serve to evaluate and enhance the quality of the program. The Curriculum Committee evaluates all proposals for curricular change and is the liaison with college and university committees.

A departmental Academic Standards Committee is involved in self-assessment of student standards.

The school’s administrative leaderships, comprising the three (3) departmental chairs, the coordinator of lower division meet weekly. This group meets with advising staff to assess and respond to advising, progression and admissions issues.

Stream coordinators typically organize and review more limited topics within their respective curricular divisions, and typically become the Architecture program’s liaison with the adjunct faculty teaching in their respective divisions.

Faculty & Staff Assessment

The department deploys numerous processes and instruments for evaluating faculty and staff including:

• Mandatory annual reports by faculty
• Annual evaluation of all faculty by the department chair
• Third-year evaluation of tenure-track faculty by department chair and senior faculty
• Periodic review of adjunct faculty

2009 SWOC Analysis

As part of its strategic planning initiative the chair and the faculty engage in a “Strengths, Weaknesses, Opportunities, Challenges” (SWOC) analysis. The most recent version was created in December 2009 by the faculty and administration during their retreat. The SWOC exercise analyzed the department in terms of its students, its faculty and its educational programs.

Departmental Strengths:

Students
• Diversity
• Student design talent
• Retention rate and graduation rate
• Entering student quality
• Strong placement in top 5 post-professional programs (Ivy league)

Faculty
• Dedicated and exceptional full-time faculty
• Experienced, talented and motivated adjunct faculty
• Collegiality and a culture of respect

Educational Programs
• High demand
• Clarity of mission and vision
• Excellent facilities
• Use of local contexts (natural, urban and cultural)
• Well developed procedures for planning, assessment and evaluation
• Commitment to progressive technology
• Transdisciplinary pre-graduate foundation
• Strong relationships with the profession
• Strong study abroad program
• DASH partnership

**Departmental Weaknesses:**

**Students**
- Student’s academic preparedness
- Too regional in background
- Too many external demands on their time
- Writing and verbal abilities

**Faculty**
- Too few full-time faculty
- Salary compression
- Minimal faculty research support

**Educational Programs**
- Inadequate funding / scholarship support for students
- Small endowment
- Undersized support staff and administration
- A history of constant transformation and restructuring
- Lack of presence in Downtown Miami and Design District
- No in-house library resources (reading room)
- Inadequate IDP & career advising

**Departmental Opportunities:**

**Students**
- Extra-regional recruitment
- Leadership participation in national organizations (AIAS, AIA, ACSA, etc)

**Faculty**
- Untapped regional funding for research support
- Additional department/industry partnerships
- Create department/government partnerships

**Educational Programs**
- Deepen our collaboration with DASH
- Broaden our relationships with regional design firms
- Strengthen our partnership with UNIGE
- Build stronger relationships with local and national industry
- Take better advantage of the context (topics/sub-topics as a unique context for research, teaching and practice)
- Establish permanent downtown center
- Strengthen our community outreach and public service
- Create a vibrant design/build and fabrication culture

**Departmental Challenges:**

**Students**
- Cohort management

**Faculty**
- Lack of funding to fully address salary compression

**Educational Programs**
- Meeting the differentiated culture, requirements and objectives of a professional architectural education while meeting the SACS, University and Florida BOG requirements
- Possible delays in implementing the new funding model
- Context of institutional transformation, instability and volatility
- Potential for new Miami-based private and public accredited programs

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**Summative Program Strengths:**

**Introduction**
As the only accredited graduate public program in South Florida, FIU Architecture is a high quality academic program, with a strong commitment to the integration of teaching, research/creative activity, and service. In the last six years, the program has been on a clear upward trajectory, within striking distance of national recognition as a top 25 program. This recognition could be assured with a small investment related to improving the national visibility of the program, its faculty and students.

Demand for admission is up across all programs and paths with graduate applications having increased by 175% over six years.

The fiscal situation of the department looks extremely promising due to a new entrepreneurial financial model that increases graduate tuition revenue for the department. The department has already begun to reinvest this revenue into the program through technology purchases, additional faculty, funded student travel and other value-added components (see below for details).

**Program Strength:**

**Dedication to Teaching**
Architectural education at FIU is based upon a passionate commitment to the teaching mission, with low student faculty ratios and high contact hours. With the exception of first year, studio sizes range from 11 to 13. First year students also have immediate access and exposure to full-time faculty.

**Program Strength:**

**New Revenue Model**
In response to what has been a looming national funding crisis for higher education, the program moved to a new fiscal and enrollment model in 2008. This model increases graduate revenue generation and decreases undergraduate revenue generation for the department. This was accomplished by modifying one of our M.Arch paths from a 4+2
path to a seamless path that can be done in either five or six years. The new seamless path no longer includes the awarding of an undergraduate degree. This new fiscal and enrollment model allows a greater percentage of the coursework to be offered at the graduate level, thus generating significantly higher revenue for the department. The revised model consists of 59% graduate coursework versus 32% in the former model. In 2008 (at the time of the modification), graduate tuition revenue per credit hour was calculated at $272 per credit hour and was subsidized by the state at a rate of $14,665 per FTE. Undergraduate tuition revenue per credit hour was calculated at $110 per credit hour and was subsidized by the state at a rate of $5,905 per FTE. In short, this modification resulted in minimal curriculum content change but created truly significant increases in the program’s revenue generation (an increase of $1,033,078 for year-two of the new revenue model). The revenue increases are split in a revenue sharing plan between the program (used for value-added components) and the University (detailed information on the increased revenue is in I.2.4 Financial Resources).

At a moment when most architecture programs and most universities are witnessing a decrease in their base budgets, our program has seen a considerable increase – and will continue to see that increase grow over the next three years - due to the program’s proactive and entrepreneurial planning.

Program Strength: Quality of Faculty

The department has a high quality faculty dedicated to teaching and the academic mission of lifelong learning. Seventy-three percent of the full-time faculty have degrees from the highest ranked American architecture programs.

Program Strength: Transdisciplinarity

The School of Architecture unites professional accredited programs in Architecture, Interior Design and Landscape Architecture. In the freshman and sophomore years of all three programs, students are taught together and fundamental design is approached as a transdisciplinary endeavor. Students learn to appreciate not just their own discipline, but at the initial stages of their education, they are taught to value both the commonalities and the overlap between the three disciplines. Finally they are taught to appreciate the unique characteristics and values of each design discipline. This pedagogical model sets them up for career paths that acknowledge the increasingly significant role of collaborative practices and interdisciplinary teamwork.

Program Strength: Broad Definition of Research

Within a research university, the Architecture department demonstrates a broad interpretation of research and creative activity. Design is viewed as a form of “applied research” which can be of benefit to society. Faculty design work and creative activity have received national and international recognition. The faculty has research areas related to environmental issues and sustainability, supported by over $700,000 in grants and over $2,000,000 in pending grants in projects on sustainability, environmental and structural design visualization, urban design, design history and theory, housing, outreach and community engagement.

Program Strength: Student Quality

The department attracts the highest quality of undergraduate (FTIC) students on campus. Demand for the program is high with over 350 applicants for 65 seats in the 2010 freshman class. Retention and graduation rates remain above University averages.

Program Strength: Student & Faculty Diversity

The department remains one of the most diverse accredited programs in the nation with over 80% of our graduate architecture students self-identifying as minority, and over 82% of our pre-graduate architecture students self-identifying as minority. NAAB reports national averages in 2009 at 36% for undergraduate architecture students and 20% for graduate architecture students. Likewise, faculty diversity at 44% non-white/minority is well above the 2009 NAAB reported national average of 22%.

Program Strength: Architectural Technology

In a spectrum of interpretation and application that ranges from the poetic to the pragmatic, the faculty share a strong appreciation for the tectonics of building. Believing that technical and structural considerations are a major source of ideas, spatial character, expression and meaning, this is demonstrated in teaching methods, faculty creative work and scholarship and in the student work. In the last three years, the program has introduced five new courses that focus exclusively on various aspects of sustainability. The comprehensive design studio sequence has partnered with the Miami Chapter of the Construction Specifications Institute (CSI) to give our students access to the very best and
Program Strength: Comprehensive Design

Our Fall semester Comprehensive Design Studio and its concurrent Integrated Building Systems course, were reconceived in 2008 to better address NAAB requirements. Together they allow students the opportunity to develop a building to high degree of resolution with particular attention paid to integrating technical issues into the design process. As evidence of this strength, our students have achieved success in building technology and sustainable design focused competitions including the 2010 USGBC competition in which our students won first, second and third place.

Program Strength: Genoa/Miami Partnership

In 2005, The Architecture Department established a program in Genoa, Italy with its first cohort of seven students. We now boast one of the highest rates of participation in study abroad on campus with over 30% of our 2010 fourth year class attending the Genoa Program. Study abroad has become an important component of the program’s curricula. Architecture students are afforded the opportunity to consider the artifacts and works of art, architecture, landscape design and urbanism that have for centuries been acknowledged for their exceptional and enduring value to Western culture. Students in Genoa take a full complement of courses including Design, History, Theory, Cultural Studies and Language. The FIU Center is located in the historic center of the city in a renovated 13th century monastery complex ideally situated next to the University of Genoa’s School of Architecture (UNIGE). The program frequently hosts faculty and students from the University of Genoa’s School of Architecture for mini-semesters in Miami. Through various forms of collaboration, the two schools have developed a strong partnership that has led to joint faculty research projects, collaboration on thesis advising, and sharing of resources.

Program Strength: Faculty Licensure/Registration

63% of the fulltime faculty maintain professional licensure/registration. This compares favorably to the 34% that NAAB reported as the 2009 national average.

Program Strength: Community Outreach

Using the South Florida region as a laboratory, Design is a form of applied research, of direct benefit to the citizens of S. Florida. The department demonstrates how community outreach can integrate service, teaching, research and creative activity, while promoting economic development. Recent funded examples of outreach studio include:

- Housing the Arts in Miami Studio 2010
- Chilean post-earthquake Reconstruction Studio 2010
- Solar Decathlon Sustainability Studio 2010
- USGBC New Orleans Housing Competition 2010
- MDX Light Rail Masterplanning Studio 2009
- FIU Alumni Center Studio 2009
- Miami River Mitigation Study Studio 2009
- Honors College Building Studio 2008
- Havana Waterfront Studio 2007
- Brownsville Subsidized Housing Studio 2007

Program Strength: DASH High School Partnership

In 2009, DASH was ranked as the 15th best high school and the 2nd best magnet school in the nation by US News and World Report. The Architecture department has been central to DASH’s architecture curriculum through an ongoing $49,000 annual grant that supports the teaching of college level architecture coursework to DASH students. Through this grant, the department has been able to offer coursework to junior and senior students at DASH since 2005.

Program Strength: Active Symposia Program

During the past three years, the department has held at least two major symposia each year. Our HTC colloquia - sponsored in part by the Graham Foundation - provides a semi-annual forum (Fall and Spring) for new research in architectural history, theory and criticism. Since 2008, the department held two additional public symposia. The first...
focused on digital design. Moderated by Jeffery Kipnis, participants included leading designers, theoreticians and polemics of the new digital design and fabrication movements. The text of the symposia along with critical essays will be published in 2011. The second, titled “Engaging the Urban” focused on emergent works of civic modernism in Miami and included an extensive exhibition of these architectural projects. The exhibition along with critical essays will be published in 2011.

Program Strength
Cross-University Partnerships

The department has built a strong collaborative relationship with the African & Diaspora Studies department. In the past three years, we have partnered to bring African architects to FIU as part of our public lecture series. We have brought to FIU, exhibitions that focus on African architecture and urbanism and have sponsored and hosted a gallery talk on the socially conscience design work in East Africa by Donna Cohen & Claude Armstrong.
PART ONE (I): SECTION 2 RESOURCES

1.2.1 HUMAN RESOURCES & HUMAN RESOURCES DEVELOPMENT

Human Resources: Faculty, Administration and Staff

A scan of full-time faculty, administration and staff resources for AY 2010-11 shows 15 full-time faculty and an administrative and staff complement of five plus two academic coordinators:

Departmental Administration
- Chairperson: Adam Drisin
- Office Manager: Nisha Lackhansingh
- Fabrication Shop Manager: Eric Peterson
- Digital Lab Manager: Michael Bisnett
- Information & Media & Special Projects Asst.
- Office Assistants (3) (Part-time student Assistants)

Academic Coordinators
- Pre-Graduate Coordinator: Claudia Busch
- D5/6 Coordinator: Jason Chandler

Excellent Adjunct Faculty
The department relies upon an exceptional group of adjunct faculty to contribute to its teaching mission. On average, the department employs approximately 15-20 adjunct faculty each semester (see course/faculty matrices at the end of this section). Adjunct faculty typically teach one studio course or a studio course and an elective course.

CARTA Student Services Staff
Additionally, the department administration works closely with the staff of the College Student Services and Advising Office. This office handles advising and admissions for the department. As a response to the visiting team’s concern that the students were underserved in advising, the college has created a new office of student services and advising and increased the size of the advising staff from a single advisor to four advisors. Additionally, the college has hired an admissions coordinator to work on recruiting and admissions for the three design departments. This is a dramatic transformation from the advising, admissions and student support situation in 2007-08. This transformation supports President Rosenberg’s initiative of creating a better and more supportive student-focused infrastructure across the University.

CARTA Office of Student Services and Advising
- Director: Natasha Stubbs
- Advisor (3): Mary Zimmerman, Rashid Britain, Joanna Garcia
- Admissions / Recruitment: Vanessa Peeck (School of Architecture only)

Faculty Obligations
Faculty are expected to engage in teaching, research an creative work and service. Together these constitute 100% of overall effort. The standard teaching load is one design studio and one classroom course (either lecture or seminar format) per semester. Instructional duties typically constitute 60% to 70% of the overall effort. Research and creative work typically constitute 20%-25% of overall effort and service constitutes the remaining 5%-10%. In 2006, the university standardized the instructional effort reporting system by assigning a percentile figure to each course based upon its credit hour load.

University Instructional Effort Reporting Formula

<table>
<thead>
<tr>
<th>Course Credit Hours</th>
<th>Max Effort</th>
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<tbody>
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<td>1</td>
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<tr>
<td>2</td>
<td>.17</td>
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<td>.25</td>
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<td>.33</td>
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<tr>
<td>5</td>
<td>.42</td>
</tr>
<tr>
<td>6</td>
<td>.50</td>
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</tbody>
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Thus, full-time instructors teaching one three-credit course and one six-credit graduate design studio in a semester would apply 75% of their expected total effort towards teaching.

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Faculty-to-Student Ratios
The department has been able to ensure comparatively low instructor-to-student ratios at all design studio levels; Pre-graduate studios (years one and two) are generally no more than 16 students per instructor while graduate studios (years three, four and five) are generally no more than 13 students per instructor.

Faculty teaching lecture classes with an enrollment above 80 are given a graduate teaching assistant (GA) to help with lecture preparation, class grading, and recitation supervision.

HR -University Policies
Human resource development policies are formulated at both University and the department levels. The FIU faculty is unionized and most policies and procedures related to appointment, promotion, rank and tenure, as well as policies on evaluation of faculty are part of a collective bargaining agreement (CBA). Additional University policies are contained in FIU’s Tenure and Promotion Manual and in the Faculty Handbook.

HR -Departmental Policies
The department’s Faculty Handbook and T&P Guidelines (made available in the Team Room) outline policies and procedures pertaining to promotion, faculty annual review as well as other human resource matters. Faculty and staff are encouraged to take advantage of various development opportunities, such as career and teaching improvement courses both at the institution and off-campus. A requirement for tenure is professional licensure or a Ph.D. As such, faculty are actively involved in continuing education as related to maintenance of licensure.

Support for Faculty
The department provides support for research and creative work through various funding sources including the Paul L. Cejas Faculty Support Grant Endowment. Inaugurated in 2007-08 this endowment fund has granted over $60,000 in support of faculty research since 2008. Faculty apply for support through submittal of written proposals which are blind reviewed by an external reviewer and by the chair. Currently (AY 2009-10) 33% of the full-time faculty have their research being supported in part or fully by a Cejas Faculty Support Grant.

Support for Faculty Travel
Conferences and symposia travel for faculty is highly encouraged and typically fully funded for all faculty requesting support. Participation at national and international symposia and conferences as well as airfare, lodging and per-diem expenses are supported in full and no faculty member has ever been denied support.

Resources for Faculty
Faculty have private offices. Computer (desktop or laptop) and software are supplied to all faculty and refreshed as needed.

Sabbatical Leave
Faculty are eligible for sabbatical leave every seven years. Sabbatical leave is granted through a formal application process. Leave terms may be with full salary for a one-semester leave or 2/3 salary for a two-semester leave. Two faculty have been granted sabbatical leave since the last accreditation visit (Alfredo Andia, Nathaniel Belcher).

IDP Coordinator
As of 2010, Professor Chandler is the Department’s IDP Coordinator. Professor Chandler attended the August, 2010 IDP coordinator’s meeting in Chicago. As part of his duties, Professor Chandler organizes our annual IDP Information Session in which the department hosts an NCARB staff member who presents IDP, ARE, licensure and registration processes to our students. Attendance is required. Additionally, Professor Chandler organizes the annual Fall semester online student IDP registration initiative. Professor Chandler is currently developing our communication plan to ensure that our students are made fully aware of the pending (October, 2010) changes to the IDP procedures and policies.

Junior Faculty Mentoring
The department considers the mentoring of junior faculty to be one of the most significant aspects of the responsibilities of program administration. The department enjoys a very successful track record in guiding junior faculty through the tenure process. Since 2004-05, three candidates have been granted tenure and promotion to Associate Professor, two faculty have been promoted to Professor. In the last two years, two tenure-track faculty successfully completed the third-year review process. There have been no tenure denials or negative third-year reviews in the department since 2002.
Current Faculty Grants
The faculty have been awarded over $1,700,000 in grant funding since 2004:

- Canaves, J. “Mi Cuba” $4,000
- Nepomechie, M. “Miami/La Habana” $61,670
- Chandler, J. “2004 Solar Decathlon” $350,000
- Smith, K. “3-D Surge Model” $26,848
- Chandler, J., Canavés, J. “Hurricane Loss Mitigation Program” $45,000
- Quintana, N. “Havana and its Landscapes” $325,652
- SOA/MET Center “Opa Locka Community Design” $10,000
- SOA/MET Center “Various Projects” $50,000
- Drisin, A. “Housing Arts” Hagen Foundation $7,500
- Nepomechie, M. “2010 Solar Decathlon” $150,000
- Speigelhalter / Vassigh “Environmental / Structures Systems Lab” $67,000
- Drisin, A “DASH/FIU Dual Enrollment Courses” $245,000
- Vassigh, S. “Building Literacy: The Integration of Building Technology in Arch Education” $420,000

Pending Faculty Grants
The following grant proposals in the amount of $2,950,000 are pending:

- Vassigh, S., et al “A Cyber-based Post-Occupancy System for Building Performance Measurements” $1,400,000
- Vassigh, S., et al “Animation and Simulation (CSAS) Tools to Enhance Learning of Construction Management” $250,000
- Vassigh S., et al “Interoperable Modeling for Engineering Sustainable Buildings” $1,300,000

Professional Currency
Most full-time and adjunct faculty members are active in practice and the department has one of the highest rates of faculty licensure in the country (86%). Knowledge of the evolving demands of practice derives from their professional engagement in practices small and large, as well as through their active membership in local and national chapters of professional associations.

Professional Output
Between 2004 and 2010, the faculty have been active in professional output. Examples include:

- Over $35,000,000 in new construction.
- Over 20 national and international competition entries (many having garnered awards).
- Serving as chairs and jurors on professional design award juries.
- Serving as design and construction experts in legal proceedings.
- Serving as appointed members of local and regional government agencies, boards and committees.

Scholarly Output
Between 2004 and 2010, the faculty have been productive in scholarly activity:

- Publishing and contracts to publish 10 books on architecture, architectural technology, architectural history, theory and urbanism.
- Over $1.7 million received in grant funding.
- Over $2.9 million pending in grant funding.

Faculty Awards & Honors
Since 2004, the faculty have collectively received numerous awards and honors. Recent achievements include:

- Eric Goldemberg, PS1-MOMA Young Architects Award
- Adam Drisin, ACSA Service Award
- John Stuart, Provost’s Fellow
- Jaime Canaves, AIA Architect of the Year
- Adam Drisin, AIA Architectural Educator Leadership Award
- Marilys Nepomechie, Election to AIA College of Fellows
- Alfredo Andia, Honorable Mention in Sept. 11 Memorial Competition
- Eric Goldemberg, Miami Bienal – Bronze Medal
- Nicolas Quintana, Cintas Foundation Life Achievement Award
- Nicolas Quintana, NACAE Educator of the Year Award
- Camilo Rosales, Outstanding Scholarly Achievement Award from Institute for Advanced Studies Germany
- Camilo Rosales, AIA Miami Built Design Award
- Marilys Nepomechie, AIA Miami Silver Medal Award
- Marilys Nepomechie, AIA Miami Education Leadership Award
- John Stuart, New York Library Society Book Award
- Jaime Canaves, AIA Miami Educator Award
- Adam Drisin, AIA Gulf States Awards Jury Chair
- Jason Chandler, AIA Florida Unbuilt Architecture Award
- Jason Chandler, 1st Place Lifeguard Tower Competition
- Adam Drisin, JAE Editorial Board
- John Stuart, VanAlan Institute Prize
Social Equity—Faculty and Staff

FLU’s location in South Florida provides access to a multi-ethnic pool of talented students, faculty and staff. It is one of our most pressing challenges to assure a fair and effective response to this increasingly diverse ethnic and cultural population through the development of programs based on an appreciation of the differences between men and women of different ages, economic backgrounds, races, ethnic groups, creeds, philosophies, cultures, preferences. To this effect, the University has been careful to recruit a faculty and staff with positive attitudes towards developing programs and curricula designed to fully maximize the possibilities offered to us by the talents and abilities of our diverse population.

It has been a long-standing policy of this University to implement nondiscriminatory strategies to eliminate employment barriers that by nature of their elitism fail to capitalize on the advantages offered by our particular setting. This University has long recognized the special opportunities arising from our immersion in a multicultural milieu and reflects the different values found in our diverse community. Therefore, the University has established a non-discriminatory policy for its employees and applicants, which is applied without regard to race, color, sex, religion, creed, national origin, disability, marital status, political opinion or affiliations, Vietnam era or disabled veteran status, or age. The University also enforces its own policies regarding AIDS and prohibiting sexual harassment and also complies with the affirmative action obligation imposed by the Vietnam-Era veterans Readjustment Act of 1974 whereby the law requires contractors to take affirmative action to employ and advance in employment qualified veterans. The University furthermore, complies with Titles VI and IX of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, and the Vocational Rehabilitation Act of 1973.

Our constant vigilance and implementation of the above-noted policies have ensured that FLU achieves the rank of the most ethnically diverse faculty of any doctoral-granting university in the nation, thus realizing the goal that faculty diversity should reflect the population pool. The full-time and adjunct faculty composition of the Architecture department mirrors the diversity found at the institution. Currently, the faculty composition is 25% women, and 44% Minority (Hispanic and African American). All faculty searches involve the participation and approval from FLU’s Equal Opportunities Program (EOP).

Faculty Searches

Provisioning a variety of role models for students is an explicit goal in all faculty searches. Recruitment is done through advertisement in the Chronicle of Higher Education and the ACSA news. Recent searches have focused on strengthening gender and racial diversity in the department and on building strength in the areas of sustainability and environmental and structural technology. Additionally, the new hires have allowed the department to increase grant funding ten-fold in a short period of time.

University Search Process

The University search process for tenure and tenure track faculty is carefully monitored by the Office of Equal Opportunities. Careful procedures and documentation is in place to ensure equitable recruiting and hiring.

Salary Equity Issues

In the past two years, limited salary increases have been targeted to address issues of equity. Funds have been used to address gender equity and salary compression for senior faculty.

Full-Time Faculty Resumes

Abridged faculty bio using the NAAB template are contained in Section III.4.5.

Adjunct Faculty Resumes

Abridged faculty bio using the NAAB template are contained in Section III.4.5.
Program Enrichment: Lecturers & Exhibitions 2009-10

The department maintains an active public lecture series each semester. Participants include international, regional and local practitioners, academics, theoreticians and historians:

**Spring 10**
- 03/23 Donna Cohen and Claude Armstrong RESOURCE: Design in East Africa
- 01/21 Camilo Rosales, FIU
- Philip Anzalone, Columbia University
- David Rifkind, HTC Workshop, FIU
- Preston Scott Cohen, Harvard University
- Peter Rich, South Africa
- Katherine Wheeler, University of Miami
- Gordon Nicholson, GN Gallery Talk in the BEA International Gallery
- TRACE(S) 12358 Exhibition Opening
- Jefre, Jefre-Landscape Architecture

**Fall 09**
- Thomas Spiegelhalter, FIU
- Hilary Sample, MOS, Yale University
- Ron Henderson_L+A
- Lubrano Ciavarra_LCNYC
- David Rifkind htc.Workshop

Lectures & Exhibitions Fall 2006 to Spring 2009

**Spring 09**
- Jeffrey Kipnis, Cejas Scholar, Ohio State
- Peter Zuspan, BureauV
- Fasil Giorggis, Addis Ababa University
- Shashi Caan, Cejas Scholar
- NC-Office, FIU
- Marc Treib, Harvard University
- Elizabeth Mossop, Cejas Scholar, LSU
- Tara Browne, Yabu Pushelberg
- Eric Howeler & Meejin Yoon, Howeler Yoon, MIT, Cornell

**Fall 08**
- Phoebe Crisman, UVA
- Alfredo Andia_FIU
- Chris Reed, StoSS LU, UPenn
- Michael Dennis, MIT
- Hernan Diaz Alonso, Xefirotarch, SciArch
- Ferda Kolatan, Su11, UPenn
- Eric Goldember, MONAD, FIU
- Perry Hall, Lovebrain
- Jeffrey Kipnis, Ohio State University
- Marcelo Spina, Patterns, UPenn
- Chad Oppenheim, Oppenoffice
- Armando Montilla, _FIU

**Spring 08**
- Kevin Smith, Spine3D
- Claudio Vekstein, Chile
- David Lewis, LTL, Cornell
- Shauna Gilles-Smith
- Ebru Ozer, FIU
- David Adjaye, Adjaye Associates, London
- Francis Lyn, Florida Atlantic University
- Bernard Tschumi, Bernard Tschumi Architects, Columbia University
- Ali Rahim, Contemporary Art Practice, Columbia University
- David Ruy, Ruyklein, Pratt
Fall07
David Rifkind, FIU
Maniglio Ghersi, University of Genoa
Andres Duany, DPZ, University Miami
Julie Bargmann, D.I.R.T, Studio, UVA
Ray Graham, University of Florida
Rodolfo Machado, Machado & Silvetti, Harvard
Mario Gooden, Huff Gooden
Leo Alvarez, Perkins + Will

Spring07
Ed Keller, Columbia University
Diana Balmori, Balmori Associates
Mark Wigley, Columbia University
Winka Dubbeldam, Archi-Tectonics, UPenn

Fall06
Franz Prati, University of Genoa
William Braham, University of Pennsylvania
Penny Bonda, Céjas Scholar
Terrence Riley, MAM
John Stuart, FIU
Walter Hood, Hood Design
Larry Wilson, IIDA
Roger Duffy, Skidmore Owings & Merrill
Ott Klotz Wiese, 3 Arquitectos

Departmental RPT Policies
The Department has well-documented policies for appointment, third year review, tenure review promotion and merit review (see below). University RPT policies, procedures and guidelines in their entirety along with related documents will be made available to the NAAB team in the Team Room.

Accepted by SOA faculty and forwarded to Dean Bueno for approval, April 26, 2007
Revised to reflect Departmental status and accepted by Architecture Department faculty vote September 24, 2008. Forwarded to Dean Bueno on November 25, 2008.
Revised by Architecture Department faculty vote on December 8, 2008 to include departmental merit raise and merit bonus criteria and procedures, and forwarded to Dean Bueno on December 11, 2008.
Revised by Department Chair based on review by Dean Schriner Feb 22, 2010

Tenure, Promotion and Third-Year Review Guidelines
Architecture Department
College of Architecture + The Arts
Florida International University

1. CRITERIA
The criteria for tenure and promotion in the Architecture Department set forth in these guidelines shall supplement, but not supersede, the most current college and university tenure and promotion guidelines. These criteria are based upon those established for annual faculty assignments and evaluations. These include the areas of teaching, research scholarship, creative work, and service.

a. Teaching
Faculty members recommended by the Architecture Department for tenure and promotion must be highly competent teachers. High levels of teaching competency are demonstrated through teaching evaluations, innovation in pedagogy, and through a demonstrated responsiveness to student and peer input. Faculty members must also show the ways in which their teaching contributes towards meeting the accreditation criteria of their discipline. Faculty must demonstrate that they meet the criteria in this category through student evaluations, peer review, and other appropriate means.

As part of a highly competent teaching record faculty must develop courses that demonstrate their creative and intellectual currency on the subject matter covered in their area of expertise. Courses must reflect thorough development and a significant contribution to the curriculum. They must demonstrate competency in the development of syllabi and assignments, and through satisfactory results in students’ evaluations of the faculty member’s abilities to administer the course and to deliver the course content. Consideration should be given to the candidate’s participation in collaborative environments and in collaborative projects. These may include both formal and informal co-teaching, invitations to participate in other classes, lecturing and participating in studio critiques and seminars. Faculty members are encouraged to demonstrate the level of excellence achieved through the publication and exhibition of teaching activities. These may intersect with the faculty member’s research agenda and it is the faculty member’s responsibility to demonstrate the value achieved in the type of publication or venue for exhibition. Qualitative evaluation and the recognition of peer review, invited exhibition, juried venue, etc. shall be critical to the evaluation process. Finally, consideration should be given to faculty who are invited to teach at other schools. This may include the type of commitment and length of involvement by the candidate, testimonials from the other schools or departments, and activities including invitations to speak at other schools, guest instructing, guest jurying, etc.
b. Research Scholarship and Creative Work
Faculty members recommended by the Architecture Department for tenure and promotion must show a commitment to excellence through sustained high levels of research and creative work that may include funded and unfunded activities of a scholarly nature as well as critical engagement in their fields. Research scholarship and creative work in the Architecture Department may include, but is not limited to: 1) scholarly books and articles written and/or edited by the faculty member on contemporary or historical design issues; 2) creative work completed by the faculty member alone or in a collaborative setting; and 3) editorials, reviews, professional and academic juries, or any public commentaries in any media made by the faculty member in a professional capacity about design issues. Research in any of these areas that is not yet complete at the time of tenure and promotion, such as unpublished manuscripts or unfinished creative works, may be included in the tenure and promotion file with a detailed explanation of future progress and plans for the work.

Scholarly and professional books, articles, and presentations in other media written and/or edited by others that focus on or include the faculty member’s own designs are very important areas of faculty achievement and recognition. In these cases, it is imperative that the faculty member gives a detailed account of the process for selection and review that their creative work underwent to be included in the book, article, or other media. All forms of research must be presented with evidence that it both sets acceptable professional standards and contributes to disciplinary knowledge through original and innovative work. Evidence of peer review and/or broad professional acknowledgement of one’s accomplishment will be most highly considered.

Faculty who engage in funded research projects should demonstrate the nature of the work’s recognition, critical assessment, and review within both the academy and the discipline. Consideration should be given to whether the faculty member is principal or co-investigator and to the prestige of a funding agency, the impact or the potential impact of the work, and the monetary value of the grant. Faculty who engage in research projects that do not receive outside funding should demonstrate how the results of their investigations are disseminated through publication, presentation, lectures or other appropriate venues. External peer recognition and critical review is particularly important in these cases.

Faculty members engaged in creative design work must demonstrate achievement and distinction through peer review, public exhibition, publication and presentation. Consideration will be given to the level of peer review and to the nature of the selection process for publication. The nature of the work’s critical reception will also be considered. To facilitate an understanding of the peer-review context and processes for competitive review and place placement for creative work, faculty must clearly articulate the evaluation process, number of competitors, opportunities for dissemination, and any other relevant information that would assist in the evaluation of the achievement. Faculty members may include compensated design work in the file. They must provide evidence of how the work contributes critically to the discipline. This may be demonstrated through the publication of the work in peer-reviewed journals, and through “critical” reviews on the work, and awards. Particular consideration should be given to how an award was granted (e.g. juried by a group of peer reviewers with the names of the competitors given—also known as “peer-reviewed,” or by peer reviewers without names attached to projects—also known as “blind peer-reviewed,” or juried by some other method). Consideration should also be given to the type of award (international, national regional or local), the scope of work that the award recognizes (a life time achievement award versus an award for a single work of design), the prestige of the awarding agency and of the specific jurors. Examples of institutions offering awards and medals for research and creative work at the local, state, national, and international levels considered especially important for tenure and promotion in the Architecture department include, but are not limited to: The Association of Collegiate Schools of Architecture (ACSA); American Institute of Architects (AIA); American Society of Landscape Architects; the American Society of Interior Designers; and the International Interior Design Association.

There is an ever-changing array of high-quality publications, exhibition venues, and professional competitions and opportunities in the design fields. Examples of those publications considered especially important for tenure and promotion in the Architecture Department include, but are not limited to: The Journal of Architectural Education (blind peer-reviewed, see explanation of process above); The Journal of Interior Design (blind peer-reviewed); The Journal of the Society of Architectural Historians (peer-reviewed); Landscape Journal (blind peer-reviewed); and any peer-reviewed proceedings. In all cases, it is the candidate’s responsibility to place their achievements in the most objective light possible for evaluation. Likewise, it is the evaluators’ responsibility to describe in detail the basis for their evaluation of faculty research in terms of what is considered to be acceptable standards in quality research.

With the understanding that contemporary design practices frequently involve many participants, partnerships and forms of collaboration, it is required that the faculty member identify all participants in a project and that the faculty member’s responsibilities and role in the project are clearly
explained. If traditional terms and definitions such as “PI”, “Co-PI”, “First Author” second Author”, etc. are not suitable, a narrative description should be used.

**Assistant, Associate, and Full-Professors are expected to:**

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<th>Asst.</th>
<th>Assoc.</th>
<th>Prof.</th>
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<tr>
<td>1. To demonstrate evident engagement in research and creative activities, such as writing, research, exhibition, and design work</td>
<td>X</td>
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<td>2. To demonstrate a capacity for independent thought and intellectual curiosity</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>3. To exhibit quality in research and creative work</td>
<td>X</td>
<td>X</td>
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<td>4. To have developed &amp; maintained intellectual depth in an area of expertise</td>
<td>X</td>
<td>X</td>
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<tr>
<td>5. To have made a practice of clear, thorough documentation and presentation of research and creative work of outstanding quality</td>
<td>X</td>
<td>X</td>
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<td>6. To demonstrate a potential for continued creative work / research / scholarship of outstanding quality</td>
<td>X</td>
<td>X</td>
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<td>7. To provide evidence of completed research and creative work of outstanding quality beyond the University</td>
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<td>8. To have achieved peer recognition of completed creative work / research</td>
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**c. Service**

Faculty members recommended by Architecture Department for tenure and promotion should show a sustained commitment to service. This may be at the Department, College, or University level through mentoring faculty and students, committee work and task forces. Faculty members may also participate in service to the profession and community in areas consistent with a faculty member’s academic preparation and interests. They must demonstrate the nature of community service activities and the manner in which such service activities are consistent with a faculty member’s academic preparation and interests.

**Assistant, Associate, and Full-Professors are expected to:**

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<tr>
<td>1. To mentor students effectively</td>
<td>X</td>
<td>X</td>
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<td>2. To participate effectively in faculty governance, committee work, etc.</td>
<td>X</td>
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<tr>
<td>3. To participate effectively in general Departmental events</td>
<td>X</td>
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<tr>
<td>4. To have supported and promoted the Department, College, and University missions</td>
<td>X</td>
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<td>5. To have contributed to the community service of the Department</td>
<td>X</td>
<td>X</td>
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<tr>
<td>6. To mentor faculty effectively</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>7. To have contributed to the University through service on Department College and University committees</td>
<td>X</td>
<td>X</td>
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<tr>
<td>8. To have participated significantly in the professional work of the discipline in ways other than teaching and research</td>
<td></td>
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<td>X</td>
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**Minimum Professional Requirements for Tenure Earning Faculty Positions**

A professional degree in architecture and a terminal degree in architecture or a doctoral degree in a discipline related to the design professions is required. The terminal degree and the professional degree requirement may be satisfied through a single terminal graduate degree or through an undergraduate professional degree followed by a graduate terminal degree.

**Professional Registration Requirements for Tenure**

Professional licensure in architecture or a doctoral degree in one of the design professions or in a discipline related to the design disciplines is required at the time of application for tenure. Minimum requirements may be waived in cases of individuals with exceptional academic or professional credentials, if recommended by the departmental Tenure and Promotion Committee in writing and the Chair in writing and approved by the Dean.

**2. PROCEDURES**

The procedures for tenure and promotion in the Architecture Department set forth here shall supplement, but not supersede, the most current college and university tenure and promotion procedures. Candidates for tenure and promotion shall follow the schedule set forth by the university and college, and the criteria for evaluation set forth above by the Architecture Department.

**a. Outside Evaluators**

The selection of outside evaluators for tenure and promotion will follow university and college guidelines. Within two weeks of the announcement by the dean of the college of an individual’s eligibility for tenure and promotion and the accompanying schedule set by the Office of Academic Affairs the candidate will provide the chair of the department a list of evaluators. These evaluators must follow the guidelines for evaluators set forth by the university and follow university policies in cases where they do not do so. No less than one week before the deadline set by the Office of Academic Affairs for sending out External Review Request Letters, the chair of the department must present to the candidate a list of no fewer than the minimum number of external reviewers, with alternates, if necessary. Following university policy, any external reviewer who the candidate asks to be excluded from the evaluation will not be included. Following university policies, candidates may request additional letters of evaluation.

**b. The External Review Package**

The External Review Package must represent all activities that fall under the tenure and promotion criteria and were undertaken by the candidate during the time of their evaluation. For candidates being evaluated for tenure and promotion, this generally includes those activities undertaken from the time the candidate started working toward tenure and promotion in the Architecture Department or at any prior institution. For candidates with tenure applying for promotion, this generally includes activities undertaken after the date the previous promotion file was completed.
The package should include a bound volume with an overview of the candidate’s accomplishments in teaching, research, and service. Following consultation with the chair of the department and the dean of the college, candidates may include with their evaluator’s packages books, manuscripts, visual media (DVDs, CDs, etc.), and any other materials that may help an evaluator gain a more complete and objective understanding of the candidate’s efforts.

c. Timeline
Candidates for tenure and promotion will follow the timeline and calendar provided by the Office of Academic Affairs for all aspects of the review process including mailing out external review request letters and mailing out external review packages. Voting on tenure and promotion must occur within thirty calendar days from the first day allowed for voting by the Office of Academic Affairs. Unless otherwise arranged with the dean of the college and the chair of the departmental tenure and promotion committee, the Faculty Tenure and Promotion Committee has two weeks from the faculty vote on a candidate’s file to write a letter of evaluation addressed to the dean and submitted to the department chair. The Department Chair will have two weeks to write a letter of evaluation addressed to the dean and submitted with the dossier to the dean and the college tenure and promotion committee.

d. Faculty Tenure and Promotion Committee
Following university policy, all tenured faculty members in the Architecture department are expected to evaluate and vote upon a candidate’s tenure and promotion to associate professor with third party evaluators. Faculty Tenure and Promotion Committee will have two weeks to write a letter of evaluation addressed to the dean and submitted with the dossier to the dean and the college tenure and promotion committee.

The results of the vote will be made known in the committee chair’s letter and an explanation of any irregularities or abstentions noted. The vote will be considered positive if the candidate receives a simple majority of positive votes for tenure and/or promotion.

If the Architecture Department has fewer than three professors at the level of full professor, the extant full professor(s) in consultation with the chair shall seek to augment the committee by inviting full professor(s) from within the university or from other universities in the region to serve as full voting member(s) of the departmental faculty promotion committee in order to achieve the minimum of three full professors.

e. Chair’s Responsibility
In accordance with the deadlines, policies and timetables set forth by the university and by the Office of Academic Affairs, the departmental chair shall notify tenure candidates of their eligibility for tenure consideration and shall inform candidates of their responsibilities. The departmental chair shall schedule appropriate teaching evaluations, classroom visits and work with the faculty to schedule meetings, deliberations and votes and shall be responsible for selecting external reviewers in accordance with university standards and procedures as well as delivering copies of the candidate’s dossier. When the external reviewer’s letters have been received, the chair shall be responsible for adding them to the file and making the entire file available for the faculty T&P committee for their deliberation.

Once the Departmental Tenure and Promotion Committee has delivered its summative memo to the chair, the chair will review the letter, the entire file and the external reviewer’s letters and make a written summative recommendation. The chair’s recommendation along with the entire tenure file/dossier shall be delivered to the Dean for further review.

Difference of recommendation between the chair and the faculty Tenure and Promotion Committee. If the chair’s recommendation differs from that of the faculty T&P committee, the chair’s summative memo shall explain the reasons for the differing conclusions.

Third-Year Review of Tenure Earning Faculty Procedures
According to the schedule and procedures established each year by the Office of Academic Affairs and followed by the Architecture Department, faculty in the third year of a tenure-earning contract shall have their progress towards tenure reviewed during the Spring semester by the Department’s Tenure & Promotion committee, by their chair, and the dean.

Candidates are obligated to demonstrate that they are making progress towards tenure according to the department’s tenure and promotion guidelines, and that they will likely meet the criteria set forth therein by the time they come up for tenure and promotion.

Candidates will follow the schedule for third year reviews outlined by the Office of Academic Affairs. Candidates must discuss their third year review with their department chair and the college dean in the year prior to the review and be prepared to assemble and submit a portfolio/dossier by the published university deadline of their third year. According to university policy, the third-year candidate’s file with letters of review by the faculty and the dean, will be sent to the provost for review. The portfolio/dossier shall contain the necessary information required to adequately assess progress towards tenure. The portfolio/dossier must have

- A current curriculum vitae
- A narrative description of accomplishments in the areas of research, creative work, scholarship & professional work
- A narrative description of the plan for the remaining years of the tenure track of appointment
- Past annual appraisals and teaching evaluations

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- Evidence of significant research / creative work (including papers and works in progress)

University procedures allow for a faculty member to be given a terminal contract for the following academic year if it is deemed that there is unsatisfactory progress towards tenure.

The Tenure and Promotion committee will review the portfolio/dossier prepared by the candidate following the procedures outlined for tenure review.

**Candidate’s Responsibility**

The candidate is responsible for gathering evidence (in written and/or graphic form) that she or he is making progress toward tenure that will result in likely meeting the department’s criteria for tenure and promotion when eligible to apply. The candidate is free to include work of any kind in the portfolio/dossier which she or he believes is relevant to showing progress. It is recommended that the candidate follow, as closely as possible, the format established in the university Tenure and Promotion guidelines for the creation of such a file.

**Faculty Tenure and Promotion Committee’s Responsibility**

Following university policy, all tenured faculty members in the Architecture Department are expected to evaluate and vote upon a candidate’s third-year review with the exception of the candidate’s chair who contributes a separate letter of evaluation of the candidate to the file. The committee must have a quorum, which will be two-thirds of the tenured faculty members eligible to participate on the committee according to university guidelines. Committee members will discuss the candidate’s file and elect a chair, who will be responsible for drafting the letter of recommendation on behalf of the committee that will be addressed to the dean of the college and will outline the results of the committee’s deliberations. The committee chair will schedule at least one meeting of the eligible tenured faculty for such deliberations. The committee chair will oversee a secret ballot by committee members at that meeting with the options of: 1) the candidate is “making satisfactory progress towards tenure”; 2) the candidate is “making satisfactory progress towards tenure with recommendations”; 3) the candidate is “making unsatisfactory progress towards tenure”. The committee chair will count the votes and report the results back to the committee during the meeting when the votes are taken. Abstentions are to be discouraged and votes by proxy or those offered in any other manner than by secret ballot at the meeting will not be considered. The results of the vote will be made known in the committee chair’s letter and an explanation of any irregularities or abstentions noted.

**Chair’s Responsibility**

The chair of the department is responsible for working with the candidate to outline their professional and academic development towards the third-year review, and tenure and promotion. As early as possible in their academic careers at FIU, faculty members should identify, and, in consultation with the chair, approach one or more tenured faculty members to serve as mentors. The mentors may provide advice, look for research, teaching, and, where appropriate, service opportunities, and be available to answer questions about the process of tenure and promotion. The chair of the program will consider such mentoring on the part of tenured faculty members as service to the department. The chair will advise the faculty member and mentor on the direction and nature of the faculty member’s development. In all cases, however, it is the candidate’s responsibility to seek out opportunities for teaching, research, and service that the candidate considers appropriate for progress towards tenure and promotion.

In the Fall semester of the third year, the candidate shall be notified by the department chair of their upcoming third-year review and of their responsibilities in preparation for this review. The chair shall schedule appropriate teaching evaluations and opportunities for the Tenure and Promotion committee members to sit in on the candidate’s classes if they so desire, and evaluate the candidate’s file and the accompanying recommendation of the Tenure and Promotion committee. The department chair will add a letter of review to the candidate’s file and remit the file with all review letters to the dean in a manner consistent with the timetable set forth for third-year review by the Office of Academic Affairs.

**Merit Raise and Merit Bonus Criteria & Procedures**

**Criteria:**

The criteria for determining merit raise and merit bonus in the Architecture Department shall supplement, but not supersede, the most current college and university criteria. Additionally they shall supplement but not supersede those criteria set forth in the BOT_UFF policy concerning salaries and employee performance evaluation.

The criteria for merit raise and merit bonus in the Architecture Department shall be those established for tenure and promotion. These criteria include the areas of teaching, research and creative work and service. The criteria are fully described above in sections 1.a) Teaching, 1.b) Research and Creative Work, 1.c) Service.

**Procedures**

The procedures for determining merit raise and merit bonus in the Architecture Department shall supplement, but not supersede, the most current college and university procedures. Additionally, they shall supplement but not supersede the procedures set forth in the BOT_UFF policy concerning salaries and employee performance evaluation.

The Department Chair shall use the annual self reports and annual evaluations of faculty accomplishments in the areas of teaching, research and creative work and service as the instrument by which distribution of merit raise and merit bonus is determined. Faculty members shall have the right to present any supplemental accomplishments that were erroneously not included by them in past annual self-reports. Any supplemental accomplishments shall be presented to the chair in writing and attached to a copy of the extant annual report as an addendum. If the term (number of annual reports) that the merit increase covers has been determined by the university, it shall be communicated to the departmental faculty by the chair. If the term is not established by the university or by the UFF-BOT contract, the chair shall confer with the departmental faculty to determine the term. Generally the term for merit raise and merit bonus shall be that period between the last merit raise or bonus and the most recent annual faculty accomplishment report submission. **(END RPT POLICY)**
Human Resources: Students Admissions

The department requires a portfolio submission as part of every application. Portfolios are blind-reviewed by the faculty admissions committee. Grade point average, SAT/ACT and GRE scores and an introductory essay are additional elements in the admissions review process.

Pre-graduate Admissions Criteria
• 50% portfolio score
• 50% GPA + SAT Score

Graduate Admissions Criteria
• 50% portfolio score
• 50% GPA + GRE Score

Retention
Pre-graduate students are required to have achieved a 3.0 GPA by the time they reach 120 credit hours in order to transition to graduate student status in the M.Arch degree. Graduate students are required to maintain a GPA of 3.0. In spite of these rigorous retention requirements, the department maintains one of the highest retention rates at FIU.

Retention & Graduation Rates
The Architecture department’s graduation rates have historically been well above the University averages. The program’s six-year graduation rate is 11% above the University average (2003-06) and the four-year graduation rate is 1.6% above the University average (2003-06). The department’s historical retention rates have been in-line with the University averages.

Architecture retention & University Retention Average (2003-06 FTIC cohort)

Four-Year Graduation and Retention Rates
• University four-year graduation rate 18%
• Architecture four-year graduation rate 19.6%

Six-Year Graduation and Retention Rates
• University six-year graduation rate 46.8%
• Architecture six-year graduation rate 58.3%

Student Support Services
The Student Services and Advising Office in the College of Architecture and The Arts is responsible for the advising of architecture students. The office is staffed by a director, four (4) academic advisors and an admissions advisor.

Advising
Advising for architecture students has been significantly upgraded since the 2007-08 accreditation visit in which the department shared one advisor with the other two design departments.

Regular Advising Conferences
Students are required to meet with an advisor each semester before registering for the following semester. The conferences includes an overview of the student’s overall progress toward a degree, course selection for the coming year as well as a discussion of issues which are important to the individual student.

Informal Advising
Because of the studio format and the low student/faculty ratio in architecture courses, students come to know the faculty well. Therefore, informal advising between students and faculty is also common.

Annual Career Fair
The department has a long-standing tradition of hosting a Spring Career Fair in which regional firms recruit graduates. The department typically hosts over 30 firms. However, with the downturn in South Florida’s construction industry, it was not feasible to host the event over the past two years. In lieu of the Career Fair, the chair and the faculty have been pro-actively assisting recent graduates to find positions in S. Florida, other regions and abroad.

Disability Services
Dedicated University services are available for students with physical and/or learning challenges. The department has a number of students with such challenges who have
chosen to study with us because of our attention and concern for their well-being and education enrichment.

University Counseling

The University provides professional counseling services to students. The department brings counselors annually to speak to our first-year class on issues of stress management, sleep loss and depression.

Internships

Historically, many of our students (approximately 60%) work part-time in local architecture firms. Our students are sought after, and are recognized by Miami’s firms as mature, gifted and hard-working contributors. The firms who employ students as interns and part-time employees include:

- Architecture For Humanity
- Arquitectonica, Miami
- BEA Architects
- Chad Oppenheim Architects
- Habitat for Humanity
- Perkins + Will, Miami
- MC Harry, Miami
- RTKL, Miami
- Spillis Candela, DMJM
- Spine 3D
- Zyscovich Architects

Research Opportunities:

Students in the department participate in numerous faculty-led research projects, grants and grant-funded “design as scholarship” projects. Recent examples include:

- HTC Workshop, David Rifkind
- Miami Dade Expressway Authority Masterplanning Grant, John Stuart
- DOE Solar Decathlon Grant, Marilys Nepomechie
- Architecture For Humanity – Haiti Relief, Adam Drisin
- Miami Contemporary Urbanism Exhibition Grant, Jason Chandler
- Housing The Arts In Miami Grant, Adam Drisin, Jason Chandler
- Building Literacy in Structural Design, Shahin Vassigh

Student Organizations

Students in the department participate in various academic and professional societies, honor societies and student clubs.

- American Institute of Architecture Students (AIAS)
- Alpha Rho Xi
- Tau Sigma Delta
- Critical Mass
- Architecture for Humanity
- FIU Student Government
- Construction Specifications Institute (CSI)

Students and the Florida AIA

Each year, the department funds two graduate students to attend the Annual Florida AIA meeting to present their capstone project at the academic forum of the State meeting.

Students and the Miami AIA

Architecture students attend monthly Miami AIA Board meetings as the department’s student representatives to Miami AIA.

Field Trips

Field trips are an important component of class and studio content. For AY 2010-11 the department is allocating $39,000 to support fieldtrips in third and fourth year. A coordinated three-day field trip to a historic American city (Savannah for the past two years) in Graduate Design 6 & Formative 2 is a central element of the learning experience. In recent years, academic off-site travel, both local and regional has become a significant part of Design 3, Design 4, Design 5, and Design 7/8. Additionally, students in the Genoa program have a fieldtrip course as part of the semester program that includes travel to Rome, Florence, Milan, Torino, Venice, and Pisa.
Recent field trips include the following:

<table>
<thead>
<tr>
<th>Destination</th>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City</td>
<td>Fall 2010</td>
<td>Design 10</td>
</tr>
<tr>
<td>Washington DC</td>
<td>Summer 2010</td>
<td>Solar Decathlon</td>
</tr>
<tr>
<td>Wolfsonian Museum</td>
<td>Spring 2010</td>
<td>Design 3</td>
</tr>
<tr>
<td>Savannah</td>
<td>Spring 2010</td>
<td>Design 6</td>
</tr>
<tr>
<td>New York City</td>
<td>Fall 2009</td>
<td>Design 10</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Fall 2009</td>
<td>Design 10</td>
</tr>
<tr>
<td>Savannah</td>
<td>Spring 2009</td>
<td>Design 6</td>
</tr>
<tr>
<td>New York City</td>
<td>Fall 2008</td>
<td>Design 10</td>
</tr>
<tr>
<td>Savannah</td>
<td>Spring 2008</td>
<td>Design 6</td>
</tr>
<tr>
<td>Savannah</td>
<td>Fall 2007</td>
<td>Design 10</td>
</tr>
<tr>
<td>Key West</td>
<td>Summer 2007</td>
<td>Formative 3</td>
</tr>
<tr>
<td>Savannah</td>
<td>Fall 2006</td>
<td>Grad Design 1</td>
</tr>
<tr>
<td>Wolfsonian Museum</td>
<td>Fall 2006</td>
<td>Design 3</td>
</tr>
<tr>
<td>Miami Beach</td>
<td>Spring 2006</td>
<td>Grad Formative 2</td>
</tr>
<tr>
<td>Wynwood, FL</td>
<td>Spring 2006</td>
<td>Grad Design 3</td>
</tr>
<tr>
<td>New York City</td>
<td>Fall 2006</td>
<td>Grad Design 3</td>
</tr>
<tr>
<td>Wolfsonian Museum</td>
<td>Fall 2006</td>
<td>Design 3</td>
</tr>
<tr>
<td>La Belle FL</td>
<td>Fall 2006</td>
<td>Grad Design 3</td>
</tr>
</tbody>
</table>

Study Abroad: Genoa Program

Study abroad has become an important component of the students’ experience. The department established a program in Genoa Italy in 2005 with a cohort of seven students participating. In Fall 2010 the department will have 22 students (35% of our fourth year class) participating. The department would like to see 50% participation by 2013. Students in Genoa take a full course load consisting of studio, and seminar courses.

Paul L. Cejas Scholar Program

Thanks to a $1,000,000 gift from Ambassador Paul L. Cejas, and a $750,000 state match, the department was able to create the Paul L. Cejas Eminent Scholar program. Initiated in 2006, the program brings internationally recognized visiting faculty, practitioners and scholars to work with our students over the course of a semester.

Recent Cejas Scholars:
- Edward Keller, Columbia University & SciArc
- William Braham, University of Pennsylvania
- Neil Frankel, U. Wisconsin & SOM
- Bernard Tschumi, Columbia University
- Jeff Kipnis, Ohio State
I.2.2 **Administrative Structure & Governance**

**Department Administration**

The program head is the chair of the department. The chair reports directly to the dean of the college who in turn reports to the Provost who is the chief academic officer of the University. The department is supported by an administrative/staff team consisting of seven individuals who report to the chair. Since the dean’s administrative offices are located in the Paul L. Cejas Architecture Building, the receptionist/phone answering needs are handled by the college’s staff. Additionally, our proximity to the college’s budget coordinator, director of development and marketing staff, gives the chair and the staff team excellent access to these resources.

**Department Org. Chart**

The following chart outlines the administrative and staff structure of the department.
College Administration

The College of Architecture and The Arts (CARTA) was created in 2006 as part of a broad University reorganization. The college has over eighty faculty, twenty staff and over 1100 majors in both undergraduate and graduate programs. CARTA unites the School of Architecture consisting of the departments of Architecture, Interior Design and Landscape Architecture with the School of Music and the Department of Art and Art History, the Department of Theater, and the Department of Communication Arts. Each department is led by a chair. Both the School of Architecture, consisting of accredited programs in architecture, interior design and landscape architecture, and the School of Music have been granted permission to continue the use of the designation “School.”

The college leadership consisting of the dean, an associate dean, assistant dean, chairs and the directors of student services, Marketing and E-learning and Assessment hold a weekly planning meeting. Additional meetings are called as required. The Architecture department administration team enjoys an excellent working relationship with the dean and the CARTA administration. The chair has unfettered access to the dean and the associate Dean.

College Org. Chart

The following chart outlines the administrative and staff structure of the College.
Shared Faculty Governance

The department has a robust shared governance structure outlined by bylaws and constitution at the departmental and at the college levels. Monthly departmental faculty meetings, as well as a formal committee structure, facilitate shared governance and a strong faculty voice in the department’s decision-making processes.

Standing departmental committees include:
• Curriculum Committee
• Academic Standards Committee
• Bylaws and Constitution Committee
• Tenure and Promotion Committee
• Finance and Budget Committee
• Major Gifts and Budget Committee
• Student Handbook review Committee
• Admissions Committee

The College’s Faculty Assembly meets at least twice a year. An elected chair of the Faculty Assembly leads the assembly in its governance role. The dean meets with the Assembly chair and the Assembly Steering Committee on a monthly basis.

The department and the college are represented in University governance through elected faculty senators. The department currently has two faculty members serving as senators.

Other Degree Programs

In addition to the M.Arch degree, the department offers:
• Master of Arts in Architecture (MAA) – A one year 36-credit hour post-professional degree

The School of Architecture unites the Architecture department with the departments of Interior Design and Landscape Architecture. These departments offer:
• Master of Interior Design (MID)
• Master of Arts in Interior Design (Post Professional)
• Master of Landscape Architecture (MLA)
• Master of Arts in Landscape Architecture ((Post Professional)
## World-Class Facilities

Until January 2003, the School of Architecture was located in multiple spaces throughout the Campus. At the request of the School of Architecture and its students, the University administration and the former State of Florida Board of Regents, and the Florida State Legislature approved funding for a new building to house the School of Architecture. The University held an international design competition and Bernard Tschumi’s submission, developed in conjunction with Miami Architects Bruno Elias Ramos and Associates, was selected for the Paul L. Cejas School of Architecture building. In January 2003, we occupied our new $15.5 million home.

The Paul L. Cejas School of Architecture Building is a state-of-the-art facility designed specifically to meet the needs of the accredited program. It houses lower division, upper division, and graduate studios, over fourteen critique rooms, a 200-seat lecture hall, lecture and seminar classrooms, a reading room, a wood, plastics and metal shop, an interior design resource room, a computer laboratory, a dedicated gallery, a slide library, and faculty and staff offices. These facilities are distributed throughout five structures separated by courtyards, and public spaces.

## Studios

We believe that designers are best educated in an interdisciplinary design setting. Therefore, the studios are open spaces where architecture, landscape architecture and interior design studios work openly. The studios are lined with critique rooms enabling studio instructors access for pin-ups and seminar meetings. Each student has a dedicated desk and workspace in the studio with 24-hour access to studio and desk during the entire semester. The desks were custom fabricated for the school and provide a storage cabinet, electrical and Internet access, and a work and display surface. Providing each student with a dedicated work-space within a collective cross-disciplinary environment mimics an office setting where professionals have access to each other and to tools enabling information gathering, idea generation, representation, and effective communication.

## Faculty Offices

All full-time faculty members have private offices located close to classrooms and studios. Faculty members are provided with the space and equipment to prepare courses, evaluate student work, and perform their various administrative or research duties. Adjunct faculty share offices, as they have no research assignment and are not on campus full-time. Each office is equipped with desks, storage equipment, and IT equipment. Faculty members have access to fax and copy machines on each of the two floors of faculty offices.

## Classrooms

The building provides large classrooms, seminar classrooms, and a large lecture hall. The classrooms hold between 25-80 students each. Each is equipped with projectors, screens, and internet access. The School of Architecture also manages a gallery that is used for various in-house and traveling exhibits as well as for school events. We also use this space to display student work for evaluation and recruiting purposes.

## Fabrication Lab

The department maintains a wood, plastic and metal shop located within proximity of the studios. Containing industrial grade wood working, plastics, and metal working equipment, this shop is designed to give students hands-on experience in large scale model building, CNC milling and furniture building. The shop is staffed by a model shop manager and by work-study assistants who support student training, general project assistance and shop equipment maintenance. The shop is approximately 2,000-square-feet and is open daily, Monday-Friday.

### Large Equipment (wood)

- CNC Mill, 10” Panel Saw, 39” Lathe, 5hp. 60 gal. air compressor, 14” band saw(2), ¾” drill press, ½” drill press, 20” scroll saw, 8” grinder(2), 11/2hp. router table, 4” belt sander, 14” radial arm saw, 12” compound miter saw, 20” planer

### Hand power equipment

- belt sander, 4”grinder, air hammer, orbit sander, heat guns, soldering equipment, staple guns, propane torches, air die grinder, airbelt sander, delta drills, brad gun, electric shears, laminate trimmer, jigsaws, orbital sander, joiner, delta router, 71/2” circular saw, chain saw, spray guns, cement mixer
Machine Shop equipment (metal)
30” capacity plate shear, 30” capacity sheet metal brake, 90” notcher, Beverly shear, 30” slip roller, crimper, sheet metal anvil, hole puncher, 11/2 ton arbor press, 50 ton hydraulic press, Miller stick welder, 14” metal chop saw, spot welder, welding table, pipe bender, rod bender, cutting torch, atlas machine lathe

Genoa, Italy Center
FIU’s study abroad center in Genoa, Italy is located in the 13th century Convento di S. Maria di Castello. Overlooking the Genoa harbor and in close proximity to the University of Genoa’s School of Architecture, our facility consists of design studios, classrooms, a library, and faculty offices. The facility is open to the students on a 24-hour basis and has limited printing, wireless and computer facilities.

Other facility Resources
The University provides several significant resources for the architecture department: the library, The Patricia & Phillip Frost Art Museum located on the Modesto Maidique campus, and the Wolfsonian-FIU Museum located in South Beach. The library’s collection in architecture and the allied disciplines is in solid shape, and the book approval plan is reasonably comprehensive. There are no salient gaps in the journal collections.

Digital Lab
Although we require students to have their own lap-top computers by the time they matriculate to second year, the school also supports a digital print lab that provides students with access to various forms of digital output including black and white and color printing and plotting as well as laser-cutting and three-dimensional printing. The lab is managed by the digital technology lab manager assisted by three-to-five work-study students. Student’s printing and output costs are covered by technology course fees. Students have unlimited access to printing and are not charged per square foot or per page.

The lab is equipped with:
• five 36” HP 1050C plotters
• one 42” HP 5500C plotter
• two 24” HP500C plotters
• one 24” HP800C plotter
• one Z corp 3d printer 12”x12”x12”
• one universal laser cutter 18”x32”
• four desktop workstations
• two HP 4600 color 11x17 printers
• two HP 4100B&W 8.5x11 printers
• one HP 5550 color printer

2010 lab Upgrade
The department is conducting a major overhaul of the digital lab facilities during the Summer of 2010. Work includes migrating the lab to a wireless printing system, the addition of two new 36” plotters, two new 24” plotters as well as a physical renovation of the lab to increase storage and create better service flow.

Expected Changes to Physical Resources
The College has committed (Summer 2010) to lease 12,500sf in Miami’s Design District to house a CARTA Downtown Design Center. The center will house design studios, classrooms, gallery and pinup space and faculty offices. By Spring 2011, the department plans to house fourth-year urban focused studios in the Downtown center in order to afford each design student with an urban located educational experience for at least one semester.

New Environ. Tech. Lab
in 2010, the department applied for and received a $67,000 competitive university seed grant in order to create the Environmental and Structural Technology Learning Laboratory (ETSL). The ETSL Lab will allow departmental faculty to teach environmental systems and structural technology courses by using the most cutting edge demonstration equipment and tools in a dedicated space. Additionally, the lab will demonstrate the cutting edge green and sustainable building and building control systems. The lab will be located on the ground floor of the Paul L. Cejas Architecture Building and will consist of 1,300 square feet of classroom and demonstration space. The department is currently working with environmental systems industry leaders such as Johnson Controls and Schott Glass who are interested in sponsoring the remaining costs of creating the lab (plans, budget and equipment lists for the lab will be made available to the team in the Visiting Team Room).
In order to facilitate use of the lab during academic year 2010-11, the lab will be temporarily located in the university’s Prirna Casa Building while the permanent ETSL facility is being constructed in the Paul L. Cejas Architecture Building.

Scheduling atypical events such as lectures and symposia within the context of the university’s classroom usage/scheduling system has become a challenge. Since the university centralized the control of all classroom and auditoria in 2007 it has become increasingly difficult to ensure that the auditorium in the Paul L. Cejas Architecture Building is available for our public lectures on Thursday evenings and special events (such as the annual IDP presentation).
### 1.2.4 **FINANCIAL RESOURCES**

**Current Academic Year Budget (2010-11)**

<table>
<thead>
<tr>
<th>Budget Academic Year 2010-11</th>
<th>Budget Academic Year 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>$1,040,058.90</td>
</tr>
<tr>
<td>Fringe</td>
<td>$309,909.98</td>
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<tr>
<td>Summer B (2010) Salaries</td>
<td>$46,761.19</td>
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<tr>
<td>Summer B (2010) Fringe</td>
<td>$14,028.00</td>
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<tr>
<td>Summer A (2011) Fulltime Salaries</td>
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<tr>
<td>Adjunct Salaries</td>
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<td>Adjunct Fringe</td>
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<td>Graduate Assistants</td>
<td>$30,000.00</td>
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<td>Graduate Assistant Fringe</td>
<td>$3,333.55</td>
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<td>Misc Program Expenses</td>
<td>$57,144.42</td>
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<td>(travel, duplicating, postage)</td>
<td>$9,500.00</td>
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<td>ACSA Fee</td>
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<tr>
<td>Critical Reinvestment add-ons:</td>
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<tr>
<td>Downtown/Design District facility</td>
<td>$200,000.00</td>
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<tr>
<td>Increase in graduate student support</td>
<td>$50,000.00</td>
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<tr>
<td>Funded studio travel</td>
<td>$15,000.00</td>
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<td>Student scholarships</td>
<td>$11,029.00</td>
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<tr>
<td>Salary compression increases</td>
<td>$6,000.00</td>
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<td>Program operating budget add-on:</td>
<td>$13,971.00</td>
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<tr>
<td>Two new fac. lines (conversions)</td>
<td>$20,000.00</td>
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<tr>
<td>Digital print Lab Expenses (fee revenue)</td>
<td>$174,000.00</td>
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<tr>
<td>TOTAL 2010-11 Departmental Budget</td>
<td>$2,344,840.00</td>
</tr>
</tbody>
</table>

#### Budget Forecasts (2011-12, 2012-13, 2014-14)

**Narrative**

The department’s tuition revenue generation has increased significantly since the last accreditation visit and is expected to increase over the next four years as a consequence of the curricular transition from the BAA+ M.Arch to the seamless five/six year M.Arch. This change results in a net increase in the percentage of graduate tuition revenue (at $340 dollars per credit) and a concurrent decrease in the net percentage of undergraduate tuition revenue (at $142 per credit). This change does not alter the actual enrollment total, only the percentage who pay the higher tuition rate. This shift is expected to double the department’s total annual tuition revenue. The University has established a reinvestment plan in which 50% of the incremental revenue increase is returned to the college on an annual basis in the form of critical re-investments returned to the department. The first critical re-investment in the sum of $437,000 has already been added to the academic year 2010-11 base budget (see below: Table – "2010-11 Critical Program Reinvestment" and Table – "Tuition Revenue Increases through 2013-14").

The first year’s critical reinvestment funds are being used for value added initiatives including a new 12,500 sf. downtown studio facility, doubling the funding for architecture graduate student support and assistantships, fully funding student travel in the Spring semester and the creation of two additional full-time faculty lines.

In short, this transformation of the budget model has resulted in a substantial increase in expenditure per student. The fiscal year 2010-11 will see $4,865 spent; a 25% increase over the 2008-09 expenditure per student. Projected to 2013-14, the program is expecting the expenditure per student to rise to $5,729; a remarkable increase of 47% over the 2008-09 figure of $3,907 per student.

#### Table: Tuition Revenue Increases Through 2013-14

<table>
<thead>
<tr>
<th>TUTION REVENUE</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Tuition</td>
<td>$791,032</td>
<td>$322,740</td>
<td>$197,087</td>
<td>$204,392</td>
<td>$235,051</td>
<td>$270,309</td>
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<tr>
<td>Graduate Tuition</td>
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<td>$1,468,256</td>
<td>$2,207,698</td>
<td>$2,454,187</td>
<td>$2,699,605</td>
<td>$2,969,566</td>
</tr>
<tr>
<td>TUTION REVENUE</td>
<td>$1,371,707</td>
<td>$1,790,256</td>
<td>$2,404,698</td>
<td>$2,658,579</td>
<td>$2,934,657</td>
<td>$3,239,875</td>
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<tr>
<td>INCREASE PER YR NA</td>
<td>$419,289</td>
<td>$631,789</td>
<td>$253,794</td>
<td>$276,078</td>
<td>$305,218</td>
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<tr>
<td>INCREASE OVER 08-09 NA</td>
<td>$419,289</td>
<td>$1,033,078</td>
<td>$1,286,872</td>
<td>$1,562,950</td>
<td>$1,868,168</td>
<td></td>
</tr>
</tbody>
</table>

Table illustrates anticipated revenue increases for the department through 2013-14 when the revenue increase stabilizes:
Annual budgets since Last accreditation visit (2008-09, 2009-10)

<table>
<thead>
<tr>
<th>Budget Academic Year</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>$1,202,311.84</td>
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<tr>
<td>Fringe</td>
<td>$350,806.00</td>
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<tr>
<td>Summer B (2010) Salaries incl. above</td>
<td></td>
</tr>
<tr>
<td>Summer B (2010)Fringe inc. above</td>
<td></td>
</tr>
<tr>
<td>Adjunct &amp; Staff Salaries</td>
<td>$270,366.00</td>
</tr>
<tr>
<td>Adjunct &amp; Staff Fringe</td>
<td>$21,450.00</td>
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<tr>
<td>Graduate Assistants</td>
<td>$15,000.00</td>
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<tr>
<td>Graduate Assistant Fringe</td>
<td>$1,550.55</td>
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<tr>
<td>Misc Program Expenses (travel, duplicating, postage, etc.)</td>
<td>$43,241.41</td>
</tr>
<tr>
<td>ACSA Fee</td>
<td>$9,500.00</td>
</tr>
<tr>
<td>Lectures</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>TOTAL 2008-09 Departmental Budget</td>
<td>$1,926,244.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Academic Year</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>$1,150,124.00</td>
</tr>
<tr>
<td>Fringe</td>
<td>$357,670.00</td>
</tr>
<tr>
<td>Summer B (2010) Salaries incl. above</td>
<td></td>
</tr>
<tr>
<td>Summer B (2010)Fringe inc. above</td>
<td></td>
</tr>
<tr>
<td>Adjunct &amp; Staff Salaries</td>
<td>$223,128.00</td>
</tr>
<tr>
<td>Adjunct &amp; Staff Fringe</td>
<td>$13,659.00</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Graduate Assistant Fringe</td>
<td>$1,550.55</td>
</tr>
<tr>
<td>Misc Program Expenses (travel, duplicating, postage, etc.)</td>
<td>$44,633.00</td>
</tr>
<tr>
<td>ACSA Fee</td>
<td>$9,500.00</td>
</tr>
<tr>
<td>Lectures</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Digital Print Lab Expenses</td>
<td>$113,050.00</td>
</tr>
<tr>
<td>TOTAL 2009-10 Departmental Budget</td>
<td>$1,952,644.00</td>
</tr>
</tbody>
</table>

Per Student Expenditure Comparisons: (Architecture Department, College of Engineering and Computing, College of Nursing and Health Sciences)

Per student expenditure for architecture students has increased annually over the past three years while per student expenditure for both engineering and nursing students has decreased over the same period.

2010-11 Comparison: Operating budget  Student Head count  $ per Student
<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>$2,344,840*</td>
<td>482</td>
<td>440</td>
</tr>
<tr>
<td>Nursing and Health Sciences</td>
<td>$8,844,061</td>
<td>2,126**</td>
<td>2,575</td>
</tr>
<tr>
<td>Engineering and Computing</td>
<td>$21,836,099</td>
<td>4,426**</td>
<td>4,403</td>
</tr>
</tbody>
</table>

2009-10 Comparison: Base budget  Student Head count  $ per Student
<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2009-10</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>$1,952,644</td>
<td>482</td>
<td>493</td>
</tr>
<tr>
<td>Nursing and Health Sciences</td>
<td>$8,975,269</td>
<td>2,126</td>
<td>2,575</td>
</tr>
<tr>
<td>Engineering and Computing</td>
<td>$22,498,382</td>
<td>4,426</td>
<td>4,403</td>
</tr>
</tbody>
</table>

2008-09 Comparison: Base budget  Student Head count  $ per Student
<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2008-09</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>$1,926,244</td>
<td>493</td>
<td>3,907</td>
</tr>
<tr>
<td>Nursing and Health Sciences</td>
<td>$8,751,112</td>
<td>2,575</td>
<td>3,396</td>
</tr>
<tr>
<td>Engineering and Computing</td>
<td>$23,962,249</td>
<td>4,403</td>
<td>5,442</td>
</tr>
</tbody>
</table>

*Projected budget includes base budget + $437,000 critical reinvestment revenue + $178,000 digital lab fee revenue
** Projected enrollment

Departmental and Institutional Financial Narrative

As soon as it became evident that Florida would be facing an economic downturn, FIU’s administration proactively sought strategies to prepare for, and mitigate, the effects on the core mission of the University. The University sought to maximize efficiencies and develop policies for identifying programs requiring merger and/or elimination. Additionally, the University began building a reserve while moving quickly to strategically protect its core mission as well as areas of emerging excellence (such as its professional graduate degree programs, inclusive of Law, Medicine and Architecture).
Changes in Funding Model Since Last Visit:

The program is fiscally strong. Since the last accreditation visit, the program’s budget has increased. The department anticipates cumulative substantial increases to the operating budget over the next five years (see table below). This is particularly notable given the difficult fiscal climate of higher education across the country and the fact that most budgets are being cut. The encouraging fiscal situation is attributed to an entrepreneurial plan that involved a strategic transformation that kept overall enrollment unchanged, while significantly increasing the tuition revenue generation of the department. The transformation occurred by changing the BAA + M.Arch path to a seamless six year M.Arch path. The transformation involved only minor changes to the curriculum (see 2009 NAAB Annual Program Report). The transformation allows the department to optimize tuition revenue stream by increasing the percentage of graduate tuition revenue at $340 per credit hour with a concurrent decrease in the percentage of undergraduate tuition revenue at $142 per credit hour. The department not only avoided budget cuts, but as a consequence of this entrepreneurial initiative can now expect significant budget increases via the critical reinvestment by the university of 50% of the additional revenues per annum. These additional funds are returned to the students through value added program components.

(see page 55: Table: Tuition Revenue Increases Through 2013-14)

In AY 2013-14, the tuition revenue increase will level out and will likely remain constant at $3,239,875. This figure results in additional annual reinvestment revenues of $417,000 per year in addition to the 2010-11 reinvestments that will carry forward. In short, the change in the fiscal model of tuition revenue for the department has resulted and will continue to result in fundamental improvement in our ability to serve our students and faculty. Through this change, the department has mitigated previous fiscal weaknesses caused by Florida’s low in-state undergraduate tuition cost. Florida’s undergraduate tuition has historically been the 2nd lowest priced in the Nation.**

** 2004 US Department of Education IPEDs Survey of “Average academic year tuition (in $U.S.) for a public four-year institution of higher education for in-state students.

<table>
<thead>
<tr>
<th>Table: 2010-11 Critical Reinvestment Budget Add-on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Downtown/Design District facility</td>
</tr>
<tr>
<td>Additional Summer courses</td>
</tr>
<tr>
<td>Increase in graduate student support</td>
</tr>
<tr>
<td>Funded studio travel</td>
</tr>
<tr>
<td>Student scholarships</td>
</tr>
<tr>
<td>Salary compression increases</td>
</tr>
<tr>
<td>Program operating budget add on</td>
</tr>
<tr>
<td>Two new full time fac. lines (conversions)</td>
</tr>
<tr>
<td><strong>Critical Program Reinvestment Total</strong></td>
</tr>
</tbody>
</table>

Enrollment Changes That Could Affect Fiscal Conditions:

The department is not planning any significant changes in overall enrollment figures. The only projected changes are a gradual increase (over three years) in the entering cohort size of the three-year M.Arch path. Current plans are to increase the cohort size to two sections of 15 from its current (AY 2010-11) single section of 17 entering students. Increase in the cohort size will be linked with additional critical investments in the program and would result in a very minor increase (3%) to the overall program enrollment.
Information Resources

Report prepared by: Valerie Boulos, Collection Development Officer and Stephanie Brenenson, Library Liaison to the College of Architecture & the Arts

Institutional Context and Administrative Structure

The FIU University Libraries system includes four individual libraries and several service centers. The Green Library at the Modesto A. Maidique Campus houses the majority of the research and archival collections, including the Sound & Image Department, Special Collections & Archives, and the Digital Collections Center. The library at the Biscayne Bay Campus primarily consists of undergraduate-level materials, with focused research collections for degree programs hosted at BBC. The College of Law Library and College of Medicine Library are located on the Modesto A. Maidique Campus; although their primary clientele are the students in the professional programs, these libraries support the entire FIU community. Additionally, the students and faculty in the Engineering Center (one mile from the Modesto A. Maidique Campus) are served by the Engineering Library Services unit, and coursework taken at the Broward Center are supported by an onsite part-time librarian.

The major components of the Architecture Collection are housed on the 5th floor of the Green Library at the Modesto A. Maidique Campus. The Art & Architecture print materials, both books and journals, classified within the Library of Congress subject heading N are conveniently located immediately adjacent to the Sound and Image Department which houses the visual components. Interdisciplinary materials, including Landscape Architecture Materials in the SB classification, are located on the 3rd, 6th, and 7th floors. Visual collections in this area include an Art & Architecture slide collection with slide views, projectors, and light tables. A Reading Room, dedicated to the needs of the Architecture students, is available for check-out at the Sound & Image Desk. The 5th floor area also includes desktop computers, individual study carrels, open study tables, and group study rooms.

The School of Architecture needs are further supported by the Map & Imagery User Services/Geographic Information Systems Center (MIUS-GIS), located on the 2nd floor of the Green Library, and the Wolfsonian-FIU Museum, located in Miami Beach. The Dean of University Libraries oversees the main campus libraries and coordinates efforts with the independently administered libraries (Law, Medicine, and Wolfsonian). The Dean of University Libraries reports to the Vice President of Academic Affairs and is a member of the Council of Deans. Reporting to the Dean of University Libraries are the Associate Dean for Technical Services, the Associate Dean for Public Services, and the Assistant Dean for Administrative Operations. Also reporting directly to the Dean of University Libraries are the Collection Development Officer, the Head of Special Collections & Archives, and the ILS Coordinator/Planning Officer.

Collection management for the University Libraries is coordinated by the Collection Development Officer in consultation with the library liaisons and other library units. Reference, research and instructional assistance are provided by library liaisons and coordinated through the Reference & Instructional Services Department. The majority of library liaisons, including the liaison to the College of Architecture and the Arts, report to the Department Head for Reference & Instructional Services. The Sound & Image Department provides specialized services for audio-visual materials. The Head of Sound & Image reports to the Associate Dean for Technical Services.

Library Resources Budget

The University Libraries’ resource budget has remained fairly stable for the past three years, despite the financial pressures of the modern economy. The resource budget is financed in the Education and General category through Academic Affairs. The FY10 resources budget of $6,034,310 (not counting endowments, grants, or the professional Medical and Law Libraries, but including the Biscayne Bay Campus) is only slightly lower than the FY09 budget. The numbers below show a three-year overview of the resource budget:

- FY08 - 2007-2008: $5,738,345.00
- FY09 - 2008-2009: $6,105,920.00
- FY10 - 2009-2010: $6,034,309.91

To ensure the core collections, in 2006 the University awarded the library a recurring Strategic Initiative Award of over $1-million to cover the book approval plan and the inflation of journal and database costs. The Strategic Initiative Award has been renewed
annually to allow the library to offset inflationary pressures which might otherwise negatively impact the collection.

Of primary importance is the library’s commitment to meet all practical faculty requests for books that fall outside the parameters of the approval plan (mostly trade-publisher titles in science and engineering, encyclopedias in the social sciences, and vernacular-language titles in the humanities). Librarian subject specialists are also granted annual allocations to enhance the collections in areas particular to user needs. The authority for the acquisition of new journals and databases rests in the librarians’ collections advisory committee. New recurring expenditure requests are closely scrutinized to determine the Libraries’ ability to maintain continuing access. License agreements are subject to the approval of the Office of General Counsel and University Purchasing Department.

The long-term challenge is to continue to develop collections commensurate with FIU’s ranking as a Comprehensive, High-Activity Research institution and to provide support for the expanding variety of programs and degrees. Program proposals, program reviews and library-faculty consultations are the basic process by which collections are expanded.

Library and Information Resource Collections

Particularly in terms of the trans-disciplinary needs of the School of Architecture, the collection development process of Green Library has certain basic strengths. The book approval plan is fairly comprehensive in the social sciences and the humanities. For more specialized books, the budget for faculty orders is expansive to enable the library to meet all requests. The collections of databases and other online resources are also fairly comprehensive—there are no salient gaps in Architecture.

Funding for Architecture Materials

The FY09 University Libraries’ resources budget was $6,105,920. This figure does not include endowments, grants, or the professional Medical and Law Libraries, but does include the library at the Biscayne Bay Campus.

Average annual expenditures directly relevant to the Architecture programs are seen below. Overall, print monograph expenditures directly relevant to Architecture include approximately $21,500: $20,000 in the approval plan, plus an additional $1,500 spent annually for subject liaison and faculty requests. Although the faculty are encouraged to submit orders as their needs require, many faculty rely on the approval plan to fill general needs. Over the past 3 years, only $816 of orders were the direct results of faculty requests, showing the approval plan is sufficient for most Architecture needs.

Print Books

Through its approval plan the library receives nearly all academic and professional-level titles in the social sciences and humanities published in the U.S. and U.K. The plan generally excludes textbooks and popular-level titles, but is customized for specific program needs (for example, it includes popular-level titles in Colonial architecture). In the sciences and engineering, approval books are mostly limited to the university presses, but with customizations in the plan’s profile to cover trade-publisher titles for graduate programs. Due to financial limitations, the approval plan profile in Architecture currently includes a price limit parameter which restricts automatic receipts to items below $150. Items with a cost above that price limit can be firm ordered by the subject liaison or Architecture faculty.

For the five subject areas central to Architecture, the plan profile has had the following parameters for a minimum of 5 years, with automatic shipment of books in four of the five:

- **Architecture (NA):** all academic and professional-level titles, plus collections, conference proceedings, periodical anthologies, bibliographies, encyclopedias; and popular-level titles about buildings or architecture of Colonial America.
- **Interior Design (NK) and all other Arts:** all academic and professional-level titles.
- **Landscape Architecture (SB):** all academic and professional-level titles on landscape architecture (SB469-476) and parks (SB481-485).
- **Civil Engineering (TA):** all advanced-academic titles of university presses with notification slips of professional-level titles of university and trade publishers for direct orders.
- **Building Construction (TH):** no approval books but notification slips for advanced and professional-level titles.
### Book Approval Plan Activity, FY09

<table>
<thead>
<tr>
<th>Library of Congress Class</th>
<th>Titles Covered By Approval</th>
<th>Titles Purchased</th>
<th>% of Total Output Acquired</th>
<th>Total Cost</th>
<th>Average Cost Per Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA - ARCHITECTURE</td>
<td>822</td>
<td>289</td>
<td>35%</td>
<td>$13,721</td>
<td>$47.48</td>
</tr>
<tr>
<td>NK - DECORATIVE ARTS. APPLIED ARTS</td>
<td>430</td>
<td>97</td>
<td>23%</td>
<td>$4,345</td>
<td>$44.80</td>
</tr>
<tr>
<td>SB - PLANT CULTURE</td>
<td>468</td>
<td>14</td>
<td>3%</td>
<td>$734</td>
<td>$52.46</td>
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<tr>
<td>TA - ENGINEERING. CIVIL ENGINEERING</td>
<td>1312</td>
<td>22</td>
<td>2%</td>
<td>$1,485</td>
<td>$67.50</td>
</tr>
<tr>
<td>TH - BUILDING CONSTRUCTION</td>
<td>302</td>
<td>1</td>
<td>0%</td>
<td>$23</td>
<td>$23.25</td>
</tr>
<tr>
<td>TOTALS</td>
<td>3334</td>
<td>423</td>
<td>13%</td>
<td>$20,309</td>
<td>$47.10</td>
</tr>
</tbody>
</table>

#### Specialized Print Collections
FIU’s Special Collections contains several collections of direct relevance to Architecture, including the Wasmuth Portfolio, whose main title, Ausgefuhrte Bauten und Entwurfe von Frank Lloyd Wright, is one of the seminal publications in the field. Verlag Ernst Wasmuth A.G. Berlin published the Wasmuth Portfolio of 100 lithographs in 1910. The portfolio in two large volumes (64x40 cm) includes an introductory text, Studies and Executed Buildings, and annotations written in English by Frank Lloyd Wright. In addition is a collection of rare books on architecture, design and decoration donated by Morris Lapidus, the “American Original” architect of Miami Beach in the 1950s.

#### The Wolfsonian
The Wolfsonian Museum, located on Miami Beach, contains artifacts and print materials primarily of North American and European origin, dating from 1885–1945. They comprise a wide variety of media: furniture; industrial-design objects; glass, ceramics, and metalwork; rare books; works on paper; paintings; textiles; and medals. The nations most comprehensively represented are the United States, Great Britain, Germany, Italy, the Netherlands, and Russia/Soviet Union. Objects are interpreted to explore key issues in design history—the way design has both altered and been altered by cultural change, industrial innovation, and strategies of persuasion.

#### Online Books
To date, the University Libraries have purchased over 61,650 electronic books. Collections include the Lyrasis NetLibrary Shared Collections, SAGE eReference packages, Oxford Reference Online, and individual titles from eBray, EBL, NetLibrary, and Gale Virtual Reference Library. With the exception of NetLibrary, most electronic books allow unlimited simultaneous users, with some products also allowing content downloads. Electronic books can be accessed 24/7 through the Libraries’ proxy server authentication. A simple keyword search for “Architecture” in the catalog shows 493 electronic books readily available.

#### Serials
Over the past 12 years the University Libraries have been steadily converting journal subscriptions from print to online to ensure broader access to research needs. Nevertheless, for the Arts & Architecture, a large number of print subscriptions have been maintained due to the potential loss of image quality in an online environment. The Libraries’ acquisition system shows 83 current print subscriptions related to Architecture. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the cost for conversion to online is prohibitive.

The external standard for serial holdings is the Association of Architecture School Librarians Core List. Of the total 54 titles in the 2009 list, the library’s collection is sufficient with cover-to-cover full text, either in print or online, to 43 titles (80%). The library has access to select volumes through aggregators or in print to an additional 4 titles. Of the total 42 titles on the Supplementary List, the library’s collection is a bit weaker with access to 12 (28%). The FIU holdings for AASL titles are included in Appendix 2. The University Libraries have access to articles from 44,196 online journals through various vendors. Online journal content can be accessed from the library catalog or through the E-journal Portal, which utilizes the SerialsSolutions platform. Although many of the online
journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program’s offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Architecture (102)
- Fine Arts - General (61)
- Gardens, Landscape Architecture & Parks (27)
- Visual Arts - General (246)
- Materials Science (152)
- Civil Engineering (318)
- Environmental Engineering (178)
- Engineering - General (213)

**Databases**

The library’s collections of databases and other electronic resources (about 500 in number) are readily available through the Libraries’ webpage via the “Research” tab. Remote access to databases is achieved with a user-authentication proxy server.

The core databases owned or leased by the library for Architecture include:

- Avery Index to Architectural Periodicals
- DAAI: Design and Applied Arts Index
- Art Full Text
- Art Index Retrospective
- Arts & Humanities Citation Index
- Grove Art Online.

Given the trans-disciplinarity of Architecture, the following databases are also essential:

- CAMIO (Catalog of Art Museum Images Online)
- Index to Nineteenth-Century American Art Periodicals
- Engineering Index
- ASCE Civil Engineering Abstracts
- Applied Science and Technology Index
- Sociological Abstracts
- Social Sciences Full Text
- Social Sciences Citation Index
- ProQuest Dissertation & Theses Full Text
- Miami Metropolitan Archive
- Sanborn Fire Insurance Company Maps of Florida
- New York Times Historical File

**Visual and Digital Resources**

The library’s collections of over 14,000 sound and image resources include 163 video recordings on Architecture. Of special interest is the series of films produced by Michael Blackwood Productions that include documentaries of the works of Mies van de Rohe, Arata Isozaki, and “new American modernists.” These documentaries have been featured in the FIU Film Series, which attracts significant numbers of area students. FIU is the only university in Florida to own these documentaries other than the University of Florida.

The Art Slides Collection of some 70,000 35-mm items includes about 18,000 of buildings, sites, and related architectural images that range from ancient to modern and Eastern to Western. The collection of classical Greece and Rome images is quite strong, with more recent emphasis on acquisitions of digital images of architecture in the Americas. The Art and Art History program is working with the Sound and Image Resources Department on a database of digital images that will incorporate those for architecture. Recent purchases have included digital images in the MDID collections, rather than physical slides.

The School of Architecture’s specific interests in geography and demography are supported by the Geographic Information Systems / Remote Sensing Center, which provides computerized mapping and image-processing resources and services. The Center’s fee-based plotting service has benefited many faculty and students in School of Architecture. The center maintains broad collections of demographic and social-economic data sets of South Florida counties and municipalities. Through the Map & Imagery User Services (MIUS) division, GIS/RS offers workshops and instruction materials, consulting services on geo-statistical analysis, image processing, data modeling, 3-D
visualization and geo-spatial metadata creation and scanning and digitizing of large-format maps. Principal resources and services include LandsAT imagery; USGS color-infrared aerials; high resolution (1-foot) panchromatic aerials photographs of Miami-Dade County; land cover, land use, vegetation, hydrological data, and digital elevation models (IHC's LiDAR data); Decennial Census data and associated TIGER/Line Files (both online and print); property parcel and appraisal data; as well as commercial mapping and image processing software (e.g., ArcGIS and ERDAS Imagine).

The Digital Collections Center develops and preserves digital information resources of interest to scholars, educators, learners, and citizens. Of general importance to all programs is the FIU Digital Commons, aimed at capturing, storing, providing access to and preserving the scholarly and creative output of the FIU faculty, staff, and students. Examples of resources for this institutional repository are theses and dissertations, teaching materials, conference papers, patents, invited lectures, datasets, art and specimen slides, video or audio performances, technical reports, working papers, electronic journals, and supplementary materials accompanying a publication.

Digital Collections

Three digital collections of interest to Architecture should be singled out.

• The Miami Metropolitan Archive contains digitized historical records, reports photographs, oral history interviews, and other information resources from various municipal, civic and cultural organizations. Topics covered include local architecture and urban planning; local history; social and political movements; real estate records; and community development. http://miami.fiu.edu/index.htm

An important sub-collection of the Miami Metropolitan Archive is Coral Gables Memory, a digital photo album of images donated to the City of Coral Gables, Florida by Kerdyk Realty. The photographs, which document homes and business structures, were made mainly in the 1940s. The buildings represented in this image bank were created in the 1920s and 1930s. They show the development of the City of Coral Gables, a planned community that drew from the Garden City and City Beautiful movements of the late 19th and early 20th centuries. The architectural styles were in large part inspired by those of the Mediterranean, but include designs inspired by the architecture of other countries as well, giving the community an international flavor. http://miami.fiu.edu/coralgables/index.htm

• The Sanborn Fire Insurance Company Maps of Florida comprise a collection of more than 300 bibliographic units in more than 3,000 map sheets. The maps were mainly designed to help fire insurance agents determine the degree of damage to a property and show accurate information to help them determine risks and establish premiums. Along with fire stations, you could also find water facilities, sprinklers, hydrants, cisterns, and alarm boxes as well as firewalls, windows, doors, elevators and chimneys and roof types. The maps included street names, property boundaries and lot lines, and house and block numbers. http://ufdcweb1.uflib.ufl.edu/ufdc/?c=sanborn&n=palmm

• The Wolfsonian-FIU Modern Dutch Collection consists of selected digitized items from the museum’s holdings of Dutch artifacts, including rare book covers, calendars, proofs, advertisements, and original sketches. Particularly notable is the unrivaled collection of “Niewe Kunst” (Art Nouveau or “new art”). http://palmm.fcla.edu/wolfmdc/

Overall Holdings

On the broadest level, Green Library’s overall holdings are estimated (in the 2008-2009 Annual Report) to be 1,335,620 monograph volumes (print and electronic); 2,407 current print serial subscriptions, with access to 44,196 journal titles through consortial agreements and aggregator databases; 2,784,804 microform units; 1,662 computer files; 3,873 linear feet of manuscripts and archives; 8,198 maps; 102,398 graphic resources; 32,209 audio resources; and 14,939 film and video resources.

The online-journal packages—central to research and curricular programs as a whole—include those of the American Chemical Society, American Geophysical Union, American Institute of Physics, American Mathematical Society, American Society of Civil Engineering, American Society of Mechanical Engineers, American Anthropological Association, Association for Computing Machinery, American Theological Library Association, Berkeley
In terms of the numbers of items classified in the NA subject class standard to NAAB reports, Green Library has 8,042 monograph volumes; 149 audio-visual resources; 265 items in Special Collections; 246 electronic resources (including books and journals); and 61 serial titles. Including duplicates and multi-volume sets, the total number of items is 9,032.

In terms of the NK subject class (Interior Design), the library has a total of 2,935 monograph volumes; 14 audio-visual resources; 77 items in Special Collections; 73 electronic resources (including books and journals); and 36 serial titles. With duplicates and multi-volume sets, the total number is 3,286.

In terms of the SB1-486 range (Landscape Architecture, Parks); the library has 1,306 monograph volumes; 43 audio-visual resources; 113 items in Special Collections; 236 electronic resources (including books and journals); and 36 serial titles. With duplicates and multi-volume sets, the total number of items is 1,917.

The Reference Collection at Green Library has approximately 340 volumes in the call numbers of NA, NK, and SB1-246, of which about 49 have been published since 2000.

Services: Reference & Research Assistance

The Information/Research Desk, located in the center of the Green Library 2nd floor, is staffed 75 hours per week with professional librarians or senior library technical staff who provide both general and specialized reference and research assistance. Assistance is also provided online through the Libraries’ chat reference service (Meebo), a statewide consortial chat reference service (Florida Ask-A-Librarian), and via e-mail. Library staff and architecture faculty refer architecture students who require more specialized assistance or those working on complex research projects, including theses, to contact the architecture library liaison directly. Individual consultation with the liaison is provided by appointment and via email. A portal of sources for architecture research is accessible from the Research tab on the FIU Libraries homepage including discipline-specific and recommended databases, electronic sources and internet sites.

The Sound & Image Resources Desk, located in the center of the Green Library 5th floor, The Sounds & Image Desk is staffed 67 hours per week primarily by senior library technical staff and student workers, with the oversight of two professional librarians. The Sound & Image staff is available to assist students and faculty with specialized resources and equipment, such as the slide collection. The Sound & Image Librarian is also available for consultations for students who require specialized assistance with Art or Architecture collections and images.

Library Instruction

As part of the FIU Libraries’ Information Literacy Program, basic library instruction sessions are available for all freshman through their English Composition classes. These sessions focus on the development of basic skills to effectively locate and evaluate information. Architecture faculty may schedule a course-related library session taught by a librarian in one or more sessions. Library instruction offered in the context of a discipline-specific course is one of the most effective methods to teach research skills because it has a direct relationship to the research requirements of a course and consequently supplements the course itself. The library sessions aim to build information skills such as developing search strategies, utilizing online databases to identify appropriate discipline-specific and interdisciplinary resources including books and articles, accessing information in print and online formats, preventing plagiarism and evaluating information resources. Since 2005, a total of thirty (30) specialized library instruction sessions were taught for courses in the Architecture Program as indicated in the chart below.
Access to Local Collections

Library materials are generally available in an open stacks configuration. Materials on course reserves, special collection and archives, and some stored materials are exceptions to this general policy. All of the resources for Architecture, including books, journals, slide collections, and other visual materials, are housed together with study spaces and computer workstations on the 5th floor of the Green Library.

Over the past several years, the FIU Libraries have increasingly transferred print subscriptions to an online format. Online subscriptions allow for 24/7 access to research needs, regardless of library hours. The Libraries are also expanding e-book holdings, particularly for Reference materials, as a method of increasing access. Library materials are cataloged in the MARC format according to national standards of physical, bibliographical, and intellectual access (digital collections have other formats). Acquisitions are shown in the online catalog at the time they are ordered. Materials in process requested by users for rush cataloging are made available within 24 hours. The entrance floors of both campus libraries have new-book areas to display recent acquisitions.

There is no cataloging backlog of current mainstream acquisitions. A backlog of some materials that require original cataloging is not unusual for any university library; however, in that class of highly specialized research materials, Green Library’s Cataloging Department has the proven expertise to be among the few in the nation that are authorized to contribute original records to the international database (OCLC).

Circulation policies and other library information are posted on the library’s home page at http://library.fiu.edu.

Resource Sharing

Interlibrary loan and other resource-sharing services have had substantial online development this decade. The library is a member of a number of resource-sharing networks, including: RAPID ILL, Florida State University System Libraries, Southeast Florida Library Information Network, Association of Southeastern Research Libraries, Center for Research Libraries, LYRASIS, and the Global Interlibrary Loan Framework (the last for Asian materials). The FIU Libraries use ILLIAD and Ariel services to deliver materials electronically to patrons. Since joining RAPID ILL in the fall of 2009, the average delivery time of Interlibrary Loan materials has dropped from 10-14 days to 5-7 days. Many journal articles are delivered within 24 hours of their request.

The Florida State University System is also in the initial stages of implementing a patron-initiated borrowing service, called UBorrow. UBorrow will allow patrons from FIU to borrow books from other State University System libraries without mediation by library staff. The turnaround time for non-returnables (mainly books) is expected to be 48 hours, regardless of location. The UBorrow service is planned to launch in fall 2010.

Library Staff

Librarians have academic faculty status, non-tenured, with a well-defined process for promotion in rank from instructor to university librarian. All librarians have a master’s degree in library science from a program accredited by the American Library Association. Each librarian reviews their job assignment annually and creates an annual work plan of goals and objectives. The main FIU University Libraries (not including Law and Medical) have 32.5 FTE professionally degreed librarians. Librarians serve on nearly all university governance councils, including the Faculty Senate Graduate Council and the Curriculum

<table>
<thead>
<tr>
<th>Courses</th>
<th>2009-10</th>
<th>2008</th>
<th>2007</th>
<th>2006</th>
<th>2005</th>
</tr>
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<tbody>
<tr>
<td>ARC 2303</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC 3797</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC 4910</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC 5798</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>IND 3131</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>IND 4455</td>
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<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IND 4943</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>IND 5626</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>IND 5627</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>IND 5937</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LAA 6918</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>LAA 6919</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>5</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
Professional librarian salaries are competitive on a national scale (beginning at the instructor rank at $44,000). The University Libraries have 2 additional non-tenured faculty in Researcher positions. The researchers primarily work in the Geographic Information Systems Department assisting with high-level data manipulation and reporting. The University Libraries employs 47 paraprofessional staff members in a variety of roles throughout the libraries. Paraprofessional staff members have at least a high-school degree, but a beginning requirement of increasing importance in the hiring process is computer skills. All paraprofessional staff are required by the university to complete at least 20 hours of additional training annually (ranging from human resources management to technical skills). Paraprofessional position descriptions have been updated in recent years, in line with increased responsibilities and skills and, more generally, with a university-wide effort to ensure equitable compensation across all units and within the state. The library has regular, ample budgets to enable professional and paraprofessional staff alike to attend workshops and conferences. In addition, the library staff includes several employees in administrative positions such as accountants and office and computer personnel, as well as student workers. As the economic climate continues to affect higher education at all levels, the library is increasingly replacing part-time student workers with federal work study students. This change in funding stream has allowed the library to maintain many services that might otherwise be adversely affected. The FIU Libraries are the top employer of federal work study students in the university.

Facilities

With its $39-million renovation and expansion of the mid-1990s, Green Library is one of the largest and best-equipped in the state. As previously noted, all resources for Architecture—books, journals, and visual-arts materials together with computers and workstudy spaces—are in a specially designated area of the Sound and Images Department of Green Library, which is located at the center of the University Park campus and a short walk from the School of Architecture. The University Libraries are open 109 hours a week during the fall and spring semesters, and 92 hours a week during the summer semester. The University Libraries generally close on weekends during intersession and holidays. Hours are extended during final exam periods.

The library has four computer-equipped classrooms devoted to library instruction. The capacity of these classrooms ranges from 30 to 60 students. Two of the rooms are equipped specifically to provide classroom instruction to high-level research courses in the areas serviced by Geographic Information Systems.

The library does not have environmental, safety, or security problems. Emergency procedures are posted by the elevators on each floor; the general emergency plan is up to date. A designated security guard is employed by the Green Library for forty hours per week, primarily during the late evening hours.

The library follows the highest preservation standards possible from acid-free paper and binding to temperature, light and humidity control. Items needing special care are housed in Special Collections with appropriately higher levels of conservation.

Equipment

The various equipment needs at the FIU Libraries (e.g., slide viewers, computer work stations, and scanners) are primarily met through annual state appropriations to the Florida Center for Library Automation (FCLA) consortium, which distributes the funds to member institutions. Additional funding for library equipment may be supplemented by the operating budget or by request to the University Technology Fee Committee. The library has about 250 flat-screen computer workstations for public use. Computers in several areas, including the Electronic Resource Center, have scanners for student use. The Electronic Resource Center is staffed by University Technology Services to assist students with software needs. The ERC staff can also assist students with other functions such as connecting their laptops to the University’s wireless network and resetting passwords to university systems.

Over 75 laptops are available for user check-out. Approximately 25 laptops are refreshed very year to ensure reliable computing. In addition to the standard FCLA funding sources, the Student Government Association and the University Technology Fee has also contributed funding for laptops. There is wireless connectivity throughout the building and surrounding area.

An on-site proxy server enables off-site access to practically all of the 400 subscription-based online resources.
The Geographic Information Systems / Remote Sensing Center provide computerized mapping and image-processing resources and services. The Center's fee-based plotting service is available for student and faculty requests.

The library is equipped with 4 microform scanners to facilitate access to archival materials. Microform scanners are attached to computer workstations to allow inversion and manipulation of images, which can then be saved in a variety of formats for later use.

In addition to slide projectors, the Sound & Image Department has a scanner to allow digitization of materials in the slide collection. Students may use this equipment to enhance their presentations or attach images to their reports.
# Appendix 1 - Statistics Report

<table>
<thead>
<tr>
<th>Types of Collections</th>
<th>Number of Volumes</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10 (as of June 1, 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books classed in LC subject class: NA</td>
<td>9,032</td>
<td>280 added by the Approval Plan</td>
<td>289 added by the Approval Plan</td>
<td>288 by Approval Plan as of June 1, 2010</td>
</tr>
<tr>
<td>Approval Plan Expenditures in Architecture (NA)</td>
<td></td>
<td>$12,443</td>
<td>$13,721</td>
<td>$13,705</td>
</tr>
<tr>
<td>Books classed in LC subject class: NK, SB</td>
<td>5,203</td>
<td>128 added by the Approval Plan</td>
<td>111 added by the Approval Plan</td>
<td>105 by Approval Plan as of June 1, 2010</td>
</tr>
<tr>
<td>Approval Plan - Other Fields Related to Architecture (NK, SB, TA, TD)</td>
<td></td>
<td>$6,774</td>
<td>$6,588</td>
<td>$6,758</td>
</tr>
<tr>
<td>Periodical Subscriptions for Architecture: Journals</td>
<td>83 print journals, plus access to 102 online (See Note 1)</td>
<td>$13,013</td>
<td>$12,988</td>
<td>$12,707</td>
</tr>
<tr>
<td>Architecture databases</td>
<td>6 core, 12 of additional interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Books: All Academic Programs</td>
<td>1,335,620</td>
<td>The book approval plan generally runs approximately $500,000 a year. Faculty and liaison orders average an additional $150,000 a year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodical Access, All Academic Programs</td>
<td>44,196 (approx.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microfilm Reels</td>
<td>2,784,804</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microfiche</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td>70,000 (approx.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td>14,939</td>
<td>The annual budget for Sound &amp; Images is $10,000. Sound and video resources may also be ordered by individuals with faculty and liaison funds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Electronic</td>
<td>61,650 electronic</td>
<td>Of the 61,650 electronic books, 493 have Architecture as a descriptor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications</td>
<td>c books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Library Budget</td>
<td>$5,738,345</td>
<td>$6,105,920</td>
<td>$6,034,309</td>
<td></td>
</tr>
</tbody>
</table>

Note 1: Periodical Subscriptions – This amount reflects print titles attributed to Architecture. It is difficult to determine a breakdown of distributions costs by subject area for electronic journals due to the number of titles subscribed to as packages.
### Appendix 2 - Association of Architecture School Librarians Core List Comparison

#### AASL Core List 2009

<table>
<thead>
<tr>
<th>Title</th>
<th>Available at FIU</th>
</tr>
</thead>
<tbody>
<tr>
<td>306090</td>
<td>select issues in print</td>
</tr>
<tr>
<td>A + U (Architecture and Urbanism) = Kenchiku to toshi</td>
<td>print</td>
</tr>
<tr>
<td>AA Files</td>
<td>print</td>
</tr>
<tr>
<td>Abitare</td>
<td>print</td>
</tr>
<tr>
<td>ARCA</td>
<td>print</td>
</tr>
<tr>
<td>Architect</td>
<td>print + online aggregator access</td>
</tr>
<tr>
<td>Architects’ Journal (AJ)</td>
<td>print + online aggregator access</td>
</tr>
<tr>
<td>Architectural Design (AD)</td>
<td>print + online</td>
</tr>
<tr>
<td>Architectural History: the Journal of the Society of Architectural</td>
<td>print</td>
</tr>
<tr>
<td>Historians of Great Britain</td>
<td></td>
</tr>
<tr>
<td>Architectural Record</td>
<td>print + online aggregator access</td>
</tr>
<tr>
<td>Architectural Review</td>
<td>print + online aggregator access</td>
</tr>
<tr>
<td>Arkitektur DK</td>
<td>print</td>
</tr>
<tr>
<td>ARQ: Architectural Research Quarterly</td>
<td>online</td>
</tr>
<tr>
<td>Arquive</td>
<td></td>
</tr>
<tr>
<td>AV Monografias</td>
<td>print</td>
</tr>
<tr>
<td>Baumeister</td>
<td>print + online aggregator access</td>
</tr>
<tr>
<td>Canadian Architect</td>
<td>print + online aggregator access</td>
</tr>
<tr>
<td>Casabella</td>
<td>print</td>
</tr>
<tr>
<td>Competitions</td>
<td>print</td>
</tr>
<tr>
<td>Crit, the Journal of the American Institute of Architecture Students</td>
<td>print</td>
</tr>
<tr>
<td>El Croquis</td>
<td>print</td>
</tr>
<tr>
<td>Detail (Munich)</td>
<td>print</td>
</tr>
<tr>
<td>Domus</td>
<td>print</td>
</tr>
<tr>
<td>Environment and Behavior</td>
<td>online</td>
</tr>
<tr>
<td>GA Document</td>
<td>print</td>
</tr>
<tr>
<td>GA Houses</td>
<td>print</td>
</tr>
<tr>
<td>GreenSource</td>
<td>select issues in print</td>
</tr>
<tr>
<td>Grey Room</td>
<td>backfiles via JSTOR</td>
</tr>
<tr>
<td>Harvard Design Magazine</td>
<td>print</td>
</tr>
<tr>
<td>ID (International Design)</td>
<td></td>
</tr>
<tr>
<td>Interior Design</td>
<td>print + online aggregator access</td>
</tr>
<tr>
<td>Japan Architect (JA)</td>
<td>print</td>
</tr>
<tr>
<td>Journal of Architectural and Planning Research</td>
<td>print + online aggregator access</td>
</tr>
<tr>
<td>Journal of Architectural Education (JAE)</td>
<td>online</td>
</tr>
<tr>
<td>Journal of Architecture</td>
<td>print + online</td>
</tr>
<tr>
<td>Journal of Green Building</td>
<td></td>
</tr>
<tr>
<td>Journal of the American Planning Association (JAPA)</td>
<td>print + online</td>
</tr>
<tr>
<td>Title</td>
<td>Available at FIU</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Journal of the Society of Architectural Historians (JSAH)</td>
<td>print</td>
</tr>
<tr>
<td>Journal of Urban Design</td>
<td></td>
</tr>
<tr>
<td>Landscape Architecture</td>
<td>print</td>
</tr>
<tr>
<td>Landscape Journal</td>
<td>print + online</td>
</tr>
<tr>
<td>Log</td>
<td></td>
</tr>
<tr>
<td>Lotus International</td>
<td>print</td>
</tr>
<tr>
<td>Metropolis</td>
<td>print + online aggregator access</td>
</tr>
<tr>
<td>Perspecta</td>
<td>print</td>
</tr>
<tr>
<td>Places</td>
<td>print + online</td>
</tr>
<tr>
<td>Planning</td>
<td>print + online</td>
</tr>
<tr>
<td>Praxis: Journal of Writing and Building</td>
<td></td>
</tr>
<tr>
<td>Preservation</td>
<td>print</td>
</tr>
<tr>
<td>Quaderns d’arquitectura i urbanisme</td>
<td>print</td>
</tr>
<tr>
<td>RIBA Journal (Royal Institute of British Architects)</td>
<td>print</td>
</tr>
<tr>
<td>Thresholds</td>
<td></td>
</tr>
<tr>
<td>Urban Land</td>
<td>print</td>
</tr>
<tr>
<td>Werk Bauen und Wohnen</td>
<td>aggregator access</td>
</tr>
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**AASL Supplementary List 2009 (partial) - FIU holdings**

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>2G</td>
<td>some volumes</td>
</tr>
<tr>
<td>ACSA News</td>
<td>print + online</td>
</tr>
<tr>
<td>Architectural Science Review</td>
<td>print to 2008; current aggregator access</td>
</tr>
<tr>
<td>Arquitectura Viva</td>
<td>print</td>
</tr>
<tr>
<td>Bauwelt</td>
<td>print</td>
</tr>
<tr>
<td>Center</td>
<td>print</td>
</tr>
<tr>
<td>Journal of Architectural Engineering</td>
<td>online</td>
</tr>
<tr>
<td>Old House Journal</td>
<td>print</td>
</tr>
<tr>
<td>Topos</td>
<td>print</td>
</tr>
<tr>
<td>UME</td>
<td>online</td>
</tr>
</tbody>
</table>
### Comparative Student Characteristics (arch grad & university by gender, ethnicity) 2006-07, 2009-10

#### Institutional and Program Characteristics

**Part One (I): Section 3**

**Statistical Reports**

<table>
<thead>
<tr>
<th>ACAD_YR</th>
<th>ETHNICITY</th>
<th>GENDER</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>African American</td>
<td>FEMALE</td>
<td>2,399</td>
<td>669</td>
<td>3,068</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MALE</td>
<td>1,671</td>
<td>257</td>
<td>1,928</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>4,070</td>
<td>926</td>
<td>4,996</td>
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<tr>
<td></td>
<td>Asian</td>
<td>FEMALE</td>
<td>629</td>
<td>180</td>
<td>809</td>
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<td></td>
<td>MALE</td>
<td>601</td>
<td>121</td>
<td>722</td>
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<tr>
<td></td>
<td></td>
<td>Total</td>
<td>1,230</td>
<td>301</td>
<td>1,531</td>
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<tr>
<td></td>
<td>Hispanic</td>
<td>FEMALE</td>
<td>11,197</td>
<td>1,052</td>
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<tr>
<td></td>
<td></td>
<td>MALE</td>
<td>8,626</td>
<td>1,051</td>
<td>9,677</td>
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<tr>
<td></td>
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<td>Total</td>
<td>19,823</td>
<td>2,103</td>
<td>21,926</td>
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<td></td>
<td>Native American</td>
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<td>5</td>
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<td></td>
<td></td>
<td>Total</td>
<td>34</td>
<td>8</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
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<td>22</td>
<td>282</td>
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<tr>
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<td>166</td>
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<td>186</td>
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<td></td>
<td></td>
<td>Total</td>
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<td>42</td>
<td>468</td>
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<tr>
<td></td>
<td>White</td>
<td>FEMALE</td>
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<td>3,203</td>
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<td>2,306</td>
<td>664</td>
<td>3,060</td>
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<td></td>
<td></td>
<td>Total</td>
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<td>1,523</td>
<td>6,173</td>
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<tr>
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<td>Hispanic</td>
<td>FEMALE</td>
<td>11,402</td>
<td>2,083</td>
<td>13,485</td>
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<td>MALE</td>
<td>9,352</td>
<td>1,248</td>
<td>10,600</td>
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<td></td>
<td></td>
<td>Total</td>
<td>20,754</td>
<td>3,331</td>
<td>24,085</td>
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<tr>
<td></td>
<td>Native American</td>
<td>FEMALE</td>
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<td>11</td>
<td>44</td>
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<tr>
<td></td>
<td></td>
<td>MALE</td>
<td>34</td>
<td>8</td>
<td>42</td>
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<tr>
<td></td>
<td></td>
<td>Total</td>
<td>67</td>
<td>19</td>
<td>86</td>
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<tr>
<td></td>
<td>Not Reported</td>
<td>FEMALE</td>
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<td>47</td>
<td>253</td>
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<tr>
<td></td>
<td></td>
<td>MALE</td>
<td>221</td>
<td>35</td>
<td>256</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>427</td>
<td>82</td>
<td>509</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>FEMALE</td>
<td>2,453</td>
<td>1,033</td>
<td>3,486</td>
</tr>
<tr>
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### Architecture Program Admissions Demographics (2009-10)

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### Graduate Admissions

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<td>204</td>
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### Architecture Program Faculty – Historical Headcount/FTE & Faculty/student Overview

#### Departmental Fulltime Faculty (2004-05 to 2010-11)

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<td>Busch(Instr)</td>
<td>Busch(Instr)</td>
<td>Busch(Instr)</td>
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<td>Drnin(Director)</td>
<td>Drnin(Char)</td>
<td>Drnin(Char)</td>
<td>Drnin(Char)</td>
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</table>

**# Fulltime Faculty**

- 11
- 532
- 48 : 1

**# Full-time Students**

- 12
- 473
- 39 : 1

**Students/Fulltime Faculty**

- 12
- 461
- 38 : 1

- 12
- 487
- 40 : 1

- 15
- 493
- 41 : 1

- 16
- 482
- 32 : 1

- 30 : 1
Fulltime Faculty Demographics

The full-time faculty are 25% female and 44% minority/non-white and. Of the 44%, we have 13% who are African American. The program has a higher representation of both women and minorities than the profession at-large and most other accredited programs. We wish to increase the percentage of women and African Americans on the faculty.

### Fulltime Faculty Ethnic Demographics (2010-11)

<table>
<thead>
<tr>
<th></th>
<th>Professors(2)</th>
<th>Associate Profs(8)</th>
<th>Assistant Profs(3)</th>
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<th>Total</th>
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<tbody>
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<tr>
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<td>0</td>
<td>1</td>
<td>2</td>
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### Fulltime Faculty Ethnic Demographics (2007-08)

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<tr>
<td>Hispanic/Latino</td>
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</tbody>
</table>

Adjunct Faculty Demographics

In academic year 2009-10, 60% of the part-time faculty self-reported as “non-white” and 50% of the part-time faculty self-reported as female. When compared to both the profession at-large and to other accredited programs, the department enjoys a high percentage of both minority and female part-time faculty.

### Part-time & Adjunct Faculty Ethnic Demographics (Spring 2010)

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<tr>
<td>Race and Ethnicity Unknown</td>
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</table>

Full-time Faculty Promotions

Since the last accreditation visit three years ago, the department has had two faculty (12%) promoted to professor from associate professor and one faculty member promoted to associate professor from assistant professor. Additionally, the department has had one faculty member selected as the Office of Academic Affairs’ Faculty Fellow for academic year 2010-11. Since the last accreditation visit, the department has made three full-time hires (18% increase); one at the Assistant Professor level (Spiegelhalter) and two at the Instructor level (Benjamin and Peterson). The rates of promotion and the addition of faculty lines compares favorably with other departments at the University. Since 2004, the
department has had a 100% success rate in its promotion cases. This result exceeds the university’s success rate.

Faculty Granted Tenure

Since the last accreditation visit, the department has had one faculty member (Chandler) reviewed for tenure and promotion. The case was successful with both tenure and promotion granted in 2009-10. The department has also had two faculty (Goldemberg, Rifkind) go through the formal third year review process since the last accreditation review. Both cases were successful. Since 2004, the department has had a 100% success rate in its tenure cases. This result exceeds the university’s success rate.

Faculty Licensure/Registration

Of the total 16 full-time faculty, ten (63%) hold professional licensure. An additional three are in the process of sitting for the exam. Professional licensure or a doctoral degree is a requirement for tenure within the department. Thus, 100% of the tenured faculty hold a professional license and/or a doctoral degree.

<table>
<thead>
<tr>
<th>Faculty</th>
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<th>Location</th>
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<tr>
<td>Adam Drisin</td>
<td>Y</td>
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</tr>
<tr>
<td>Alfredo Andia</td>
<td>Y</td>
<td>Florida</td>
</tr>
<tr>
<td>Nathaniel Belcher</td>
<td>Y</td>
<td>Florida</td>
</tr>
<tr>
<td>Malik Benjamin</td>
<td>N (in progress)</td>
<td>Florida</td>
</tr>
<tr>
<td>Claudia Busch</td>
<td>N (In Progress)</td>
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</tr>
<tr>
<td>Jason Chandler</td>
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<td>Florida</td>
</tr>
<tr>
<td>Eric Goldemberg</td>
<td>Y</td>
<td>Argentina</td>
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<td>Marilyss Nepomechie</td>
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<td>Eric Peterson</td>
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<tr>
<td>Gray Read</td>
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<td>Pennsylvania</td>
</tr>
<tr>
<td>David Rifkind</td>
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<tr>
<td>Camilo Rosales</td>
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<td>Florida</td>
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<tr>
<td>Thomas Spiegelhalter</td>
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<td>E.U.</td>
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<tr>
<td>John Stuart</td>
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<tr>
<td>Nicolas Quintana</td>
<td>Y</td>
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<tr>
<td>Shahin Vassigh</td>
<td>N (Engineer, Y)</td>
<td>-</td>
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</tbody>
</table>
July 15, 2010

The National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

To Whom it May Concern:

The statistical data that FIU’s Office of Planning and Institutional Effectiveness supplies to the architecture program for its accreditation report are consistent with the university’s institutional reports that it supplies to national and regional accrediting agencies, including the Integrated Postsecondary Education Data System of the National center for Education Statistics. Additionally, The Office of Planning and Institutional Effectiveness assists in the preparation of data that the department submits each year to the National Architectural Accrediting Board.

Thanks,

[Signature]

Hiselgis Perez, Ph.D.
Director, Institutional Research
prof practice & digital fabrication

prof practice & urbanism

prof practice & landscape urbanism

prof practice & materiality

research & scholarship in history/theory

sustainability and pedagogy of comprehensive design

PhD in history/theory & research in Italian & North African architecture

sustainability, arch technology and twentieth century arch of Cuba

professional practice & Latin American design practices

degree in engineering & research in structural design pedagogy

research & scholarship in environmental technology & sustainability
digital fabrication and representation

professional practice & arch technology, construction

professional practice & Latin American design practices

design history & theory, non Western history

degree in engineering & research in structural design pedagogy

research & scholarship in environmental technology & sustainability
prof practice & urbanism

sustainability and pedagogy of comprehensive design

digital fabrication and representation

research & scholarship in environmental technology & sustainability

Scholarship in Cuban architecture

sustainability, arch technology and twentieth century arch of Cuba

prof practice & pedagogy of beginning design

professional practice & Latin American design practices

PhD. information technology and design teaching

IGFD

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EECD

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CCGD

CCFC

CCEC

National Architecture Accreditation Board

Florida International University
The following documents will be made available in the Team Room:
• Department Tenure, Promotion & Third Year Review Guidelines
• College Tenure & Promotion Policies
• College Bylaws & Constitution
• FIU Tenure & Promotion Policies
• Faculty Collective Bargaining Agreement Department Student Handbook
• Department Student Information Guidebook
• Department Guide to New Faculty
• Department Plagiarism Policy
• Department Student Writing Policy
• Genoa Program Student Policies
• FIU Student Handbook
• Department Student Learning Outcome Annual Survey Results (2007-10)
• Program Learning Outcome Annual Survey Results (2007-10)
• IDP Online Student Registration Records
• FIU Course Catalogs
### Student Performance Criteria: 105 Credit Hours 3 Yr Path

#### Part Two (II): Educational Outcomes and Curriculum

<table>
<thead>
<tr>
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<tr>
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<td>Introduction to Architecture</td>
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<td>AE 2101</td>
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<td>AE 3301</td>
<td>Building Codes</td>
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<td>AE 5501</td>
<td>Architectural Technology</td>
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</table>

**Total Credits:** 105

*Note: The table represents the credit hours and course codes for the curriculum. Each course is assigned to a specific pathway.*
II.1.1 STUDENT PERFORMANCE CRITERIA: 60 Credit Hour 2 Yr Path (Adv. Standing w/ Pre-professional degree)

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<td>Engineering Drawing</td>
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<td>Engineering Thermodynamics</td>
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<td>ENGR 1070</td>
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<td>April 65</td>
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<td>Engineering Materials</td>
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Total Credit Hours: 60
### II.1.1 STUDENT PERFORMANCE CRITERIA:

- **Credit Hour 5 and 6 Seamless Path:**
  - 2010 APR
  - National Architecture Accreditation Board
  - Florida International University

<table>
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<td>Semester 16</td>
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</table>

**Note:**
The above table is a sample representation of student performance criteria. Actual performance path may vary.
Reaffirmation Letter from SACS

March 11, 2004

Dr. Modesto A. Maidique
President
Florida International
University
11200 S.W. 8th Street
University Park, P.O. Box 528
Miami, FL 33199

Dear Dr. Maidique:

This is to certify that Florida International University in Miami, Florida, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate's, Bachelor's, Master's, and Doctoral degrees.

The institution was initially accredited in 1974 and was last reviewed and reaffirmed in 2000. The 2000 reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located. The institution is scheduled to receive its next reaffirmation of accreditation review in 2010.

Sincerely,

James M. Rogers
Executive Director
Commission on Colleges

JTR:tb
II.2.2  PROFESSIONAL DEGREES AND CURRICULA

Curriculum description: The department offers three paths of the accredited M.Arch degree.

3 Year M.Arch

The 3-year M.Arch path is a professional degree program for applicants with no background in architecture and who possess a four-year undergraduate bachelor’s degree in any area. The path consists of 105 credit hours and is usually completed in three years. The course of study consists of six semesters of design studio coursework followed by a semester long master’s project. Supporting courses in history/theory, building technology, digital technology, professional practice as well as cross-disciplinary electives complete the course of study. Students are eligible to spend their sixth semester studying in Genoa, Italy.

### 3-Year M.Arch

#### Course Outline

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6 and 5 Year M.Arch

This path is a professional degree program for applicants who have completed high school and who wish to begin their architectural studies as undergraduate freshman. This path provides a seamless course of study leading from undergraduate freshman year to the conferral of the Professional Master of Architecture degree (M.Arch). The 6 year and 5 year seamless paths integrate pre-graduate and graduate coursework in a single curricular program and are comprised of 73 credit hours of pre-graduate coursework taken over two years followed by 102 credit hours of graduate coursework (taken in either four or three years). Transition to graduate study occurs without the conferral of an undergraduate degree.

Students who have completed the AA in Architectural Studies may apply for transfer admission into the third year of this path as junior year transfer students. This path provides students with a solid base of knowledge in the discipline of architecture along with an expansive general education. Emphasis in this path is placed upon six thematic areas; general education studies, architectural design studies, architectural history & theory, building technologies, digital technologies, and ethics & professional practice. The fully integrated pre-graduate and graduate course of study covers the comprehensive knowledge and skills required for a professional career in the discipline of architecture. Students are eligible to spend a semester studying in Genoa, Italy.
### Registration Advisement Form

**Pre-Graduate Curriculum Accelerated Master**

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**Semester Total**: 12

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**Semester Total**: 13

**First Year Credit Total**: 37

**Second Year: Fall**

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**Semester Total**: 13

**Second Year Credit Total**: 37

**Pre-Graduate Curriculum TOTAL**: 73

### Selection List

**VERBAL COMMUNICATION 9 credits**

- ENC 1101 Writing and Rhetoric I * ✓
- ENC 1102 Writing and Rhetoric II * ✓
- COM 3100 Business and Professional Communication

**CULTURAL CONTEXT 9 credits**

- HUM 3300 History of Ideas *
- PHI 2103 Critical Thinking
- PHI 2000 Introduction to Ethics *

**ENVIRONMENTAL CONTEXT 11 credits**

**Pre-Architecture**

- MAC 2147 Pre-calculus Mathematics *
- PHY 2053 Physics without Calculus *
- EVR 1017 The Global Environment and Society *

**Creative Context**

- ARH 4450 Modern Art
- ARH 4470 Contemporary Art

**Creative Context**

Students planning to major in this field must contact the School of Architecture @ (305) 348-3181 for an advisory appointment prior to enrolling in any classes. All candidates must complete the required courses with a minimum grade of "C." All courses must be taken in the prescribed sequence. Pre- and Co-requirements must be completed accordingly.

**Pre-Interior Design**

- MAC 1114 Trigonometry *
- PHY 2003 Physics without Calculus *
- EVR 1017 The Global Environment and Society *

**ELECTIVES (9 credit hours)**

**Pre-Landscape Architecture**

- MAC 1114 Trigonometry *
- PHY 2023 Survey of General Physics
- EVR 1017 The Global Environment and Society *

* UCC Courses
✓ State composition requirement met

![Course Outline](image-url)
### Registration Advisement Form

**Master in Architecture**

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### Third Year: Summer

**Third Year Credits Total** 27

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**On Genoa Study Abroad**

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**Fourth Year Credits Total** 24

### Fifth Year: Fall

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**Fifth Year Credits Total** 24

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**Sixth Year Credits Total** 24
Transfer Students

Applicants who have completed a four-year pre-professional degree at another NAAB accredited program may apply for transfer admission into the 5 and 6 year path. Transfer applicants who have completed the four-year component of a 4+2 program and have earned either a BA or a BS in Architecture must complete a minimum of 60 credit hours and two years of coursework. Transcripts, course syllabi and portfolios are carefully reviewed in order to determine which courses, and by extension which NAAB SPC competencies, have been successfully completed in the pre-professional degree.

Phase-out of BAA path

Curricular changes in 2008-09 resulted in the modification of the 187(127 + 60) credit hour 4+2 path to a seamless 175 credit hour 6/5 year path. The change eliminates the pre-professional undergraduate degree thus allowing students to seamlessly progress from freshman year to the conferral of the M.Arch degree. The program’s submission to the University Senate Curriculum Committee, consisting of explanatory and comparative information and supporting material, will be made available to the NAAB team.

2 Year M.Arch

In spite of the elimination of the BAA degree, the program can continue to accept students who have previously earned a pre-professional architecture degree (BA in Architecture or the BS in Architecture) into its extant 60 credit hour advanced standing M.Arch path. Students continue their architectural education by following a course of study consisting of 60 credit hours that are usually completed in two years. Students are eligible to spend their third semester studying in Genoa, Italy.
### Non-Accredited Degrees

The Master of Arts in Architecture is an advanced post-professional degree for those already holding an accredited professional design degree (the five-year B.Arch or the M.Arch degree) who are interested in continuing their education through advanced research, study and teaching. The Master of Arts in Architecture degree currently offers three tracks, each corresponding to a specialized area of study. All three tracks follow a 36 credit hour course of study over roughly one academic year.

### Certificate Programs

The department offers a certificate in the history and theory of architecture. The certificate is designed for students currently enrolled in any of the school’s programs (Architecture, Interior Design & Landscape Architecture). Motivated students in related areas of study throughout the university are permitted to pursue the certificate through written application to the department. The certificate involves 18 credit hours of coursework from a select group of seminar and lecture courses. The School of Architecture offers three additional certificates in furniture design, cruise ship interior design and landscape architecture.

### Course Outline

The following table outlines the course structure for the Master of Arts in Architecture degree:

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#### First Year: Spring

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</tr>
<tr>
<td>ARC 6810 Graduate Seminar</td>
<td>3</td>
<td>Advanced Standing</td>
<td>✓</td>
</tr>
<tr>
<td>ARC 5XXX ARC Elective</td>
<td>3</td>
<td>Advanced Standing</td>
<td>✓</td>
</tr>
<tr>
<td>ARC 5XXX ARC Elective</td>
<td>3</td>
<td>Advanced Standing</td>
<td>✓</td>
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</tbody>
</table>

#### Second Year: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Type</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 6970 Masters Project</td>
<td>6</td>
<td>Advanced Standing</td>
<td>✓</td>
</tr>
<tr>
<td>ARC 6210 Professional Office Practice</td>
<td>3</td>
<td>Advanced Standing</td>
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</tr>
<tr>
<td>ARC 5XXX ARC Elective</td>
<td>3</td>
<td>Advanced Standing</td>
<td>✓</td>
</tr>
<tr>
<td>ARC 5XXX ARC Elective</td>
<td>3</td>
<td>Advanced Standing</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### Credits Summary

| First Year Credits Total                           | 330     |
| Second Year Credits Total                          | 270     |
| **TOTAL DEGREE CREDITS**                           | 60 credit Hours |

** May be replaced w/ a prof elective if content has been satisfied in the pre-professional degree (by review and approval).
<table>
<thead>
<tr>
<th>General Studies (87 cr)</th>
<th>Required courses with non-architectural content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENC 1101 Writing &amp; Rhetoric 1</td>
</tr>
<tr>
<td></td>
<td>ENC 1102 Writing &amp; Rhetoric 2</td>
</tr>
<tr>
<td></td>
<td>COM 3110 Business &amp; Prof. Communication</td>
</tr>
<tr>
<td></td>
<td>MAC 3147 Precalculus</td>
</tr>
<tr>
<td></td>
<td>HUM 3306 History of Ideas</td>
</tr>
<tr>
<td></td>
<td>PHY 2053 Physics w/o calculus</td>
</tr>
<tr>
<td></td>
<td>EVR 1107 Global Environment &amp; Society</td>
</tr>
<tr>
<td></td>
<td>MAC 2147 Precalculus</td>
</tr>
<tr>
<td></td>
<td>MAC 2148 Trigonometry *</td>
</tr>
<tr>
<td></td>
<td>PHY 2053 Physics w/o calculus</td>
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<tr>
<td></td>
<td>ARH 4450 Modern Art History</td>
</tr>
<tr>
<td></td>
<td>ARH 4470 Contemporary Art History</td>
</tr>
<tr>
<td></td>
<td>ART XXXX Drawing Painting or Ceramics studio</td>
</tr>
<tr>
<td>Elective courses with non-architectural content</td>
<td>Non ARC Elective</td>
</tr>
<tr>
<td></td>
<td>SOA Elective</td>
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<tr>
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<td>SOA Elective</td>
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<table>
<thead>
<tr>
<th>Professional Studies (128 cr)</th>
<th>Required courses with architectural content</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ARC 1301 Design Studio 1</td>
</tr>
<tr>
<td></td>
<td>ARC 1131 Graphics 1</td>
</tr>
<tr>
<td></td>
<td>ARC 2701 History of Design 1</td>
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<tr>
<td></td>
<td>ARC 1302 Design Studio 2</td>
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<td></td>
<td>ARC 1305 History of Design 2</td>
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<tr>
<td></td>
<td>ARC 2903 Design Studio 3</td>
</tr>
<tr>
<td></td>
<td>ARC 1817 Fluids &amp; Materials 1</td>
</tr>
<tr>
<td></td>
<td>ARC 2001 History of Design 4</td>
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<tr>
<td></td>
<td>ARC 2910 History of Design 5</td>
</tr>
<tr>
<td></td>
<td>ARC 2860 Structures &amp; Systems</td>
</tr>
<tr>
<td></td>
<td>ARC 2844 History 6</td>
</tr>
<tr>
<td></td>
<td>ARC 5270 Design Studio 5</td>
</tr>
<tr>
<td></td>
<td>ARC 5290 Design Practice</td>
</tr>
<tr>
<td></td>
<td>ARC 5204 Structural Design 1</td>
</tr>
<tr>
<td></td>
<td>ARC 5235 Structural Design 2</td>
</tr>
<tr>
<td></td>
<td>ARC 5254 Advanced Design 1</td>
</tr>
<tr>
<td></td>
<td>ARC 5256 Advanced Design 2</td>
</tr>
<tr>
<td></td>
<td>ARC 5284 Advanced Design 3</td>
</tr>
<tr>
<td></td>
<td>ARC 5340 Design Studio 7</td>
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<td></td>
<td>ARC 5342 Environmental Systems 1</td>
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<td>ARC 5343 Design Studio 8</td>
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<td>ARC 5345 Environmental Systems 2</td>
</tr>
<tr>
<td></td>
<td>ARC 5346 Environmental Systems 3</td>
</tr>
<tr>
<td></td>
<td>ARC 5350 Environmental Design</td>
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<td></td>
<td>ARC 5351 Sustainability Studio 1</td>
</tr>
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<td>ARC 5352 Sustainability Studio 2</td>
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<tr>
<td></td>
<td>ARC 5353 Advanced Design 1</td>
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<tr>
<td></td>
<td>ARC 5354 Advanced Design 2</td>
</tr>
<tr>
<td></td>
<td>ARC 5355 Advanced Design 3</td>
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<tr>
<td></td>
<td>ARC 5356 Advanced Design 4</td>
</tr>
<tr>
<td></td>
<td>ARC 5357 Advanced Design 5</td>
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<td></td>
<td>ARC 5360 Graduate Seminar</td>
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<td></td>
<td>ARC 5610 Stable Project</td>
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<td>ARC 5620 Professional Practice</td>
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<table>
<thead>
<tr>
<th>Elective courses with architectural content</th>
<th>ARC XXXX Prof Elective</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ARC XXXX Prof Elective</td>
</tr>
<tr>
<td></td>
<td>ARC XXXX Prof Elective</td>
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</table>
### Table 1
### Cont’d.
### 3-Year M.Arch

**M.Arch 105 Cr. (3.5 year)**

Students in this program have completed a non-architecture undergraduate degree and have fulfilled all their general education requirements.

<table>
<thead>
<tr>
<th>General Studies</th>
<th>Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required courses with non-architectural content</strong></td>
<td><strong>Required courses with architectural content</strong></td>
</tr>
<tr>
<td>• Pre-Calculus (Prerequisite)</td>
<td>• ARC 4058 Fund. of Digital Design</td>
</tr>
<tr>
<td>• Physics w/calculus (Prerequisite)</td>
<td>• ARC 5273 Formative Design 1</td>
</tr>
<tr>
<td></td>
<td>• ARC 5271 Formative Design 2</td>
</tr>
<tr>
<td></td>
<td>• ARC 5435 Design Theories</td>
</tr>
<tr>
<td></td>
<td>• ARC 5517 Environmental Systems 1</td>
</tr>
<tr>
<td></td>
<td>• ARC 5976 Formative Design 3</td>
</tr>
<tr>
<td></td>
<td>• ARC 5518 Environmental Systems 2</td>
</tr>
<tr>
<td></td>
<td>• ARC 5733 History 2</td>
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<td></td>
<td>• ARC 5440 Structures and Systems 1</td>
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<td></td>
<td>• ARC 5471 Geotech &amp; Materials 1</td>
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<td></td>
<td>• ARC 5577 Environmental Systems 3</td>
</tr>
<tr>
<td></td>
<td>• ARC 5472 Geotech &amp; Materials 2</td>
</tr>
<tr>
<td><strong>Required elective courses with non-architectural content</strong></td>
<td><strong>Required elective courses with architectural content</strong></td>
</tr>
<tr>
<td>• NA</td>
<td>• ARC 5578 Formative Design 1</td>
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<td></td>
<td>• ARC 5582 Structures and Systems 2</td>
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<td>• ARC 5473 Geotech &amp; Materials 3</td>
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<td>• ARC 5554 Structural Design 1</td>
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<td>• ARC 5474 Geotech &amp; Materials 4</td>
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<td>• ARC 5555 Structural Design 2</td>
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<td>• ARC 5475 Geotech &amp; Materials 5</td>
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<td>• ARC 5579 Environmental Systems 3</td>
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<td>• ARC 5476 Geotech &amp; Materials 6</td>
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<td>• ARC 5478 Geotech &amp; Materials 10</td>
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<td>• ARC 5585 Geotech &amp; Materials 11</td>
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<td>• ARC 5586 Geotech &amp; Materials 13</td>
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<td>• ARC 5480 Geotech &amp; Materials 14</td>
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<td>• ARC 5587 Geotech &amp; Materials 15</td>
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<td>• ARC 5481 Geotech &amp; Materials 16</td>
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<td>• ARC 5588 Geotech &amp; Materials 17</td>
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<td></td>
<td>• ARC 5482 Geotech &amp; Materials 18</td>
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<td></td>
<td>• ARC 5589 Geotech &amp; Materials 19</td>
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<td></td>
<td>• ARC 5483 Geotech &amp; Materials 20</td>
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<tr>
<td></td>
<td>• ARC 5590 Geotech &amp; Materials 21</td>
</tr>
</tbody>
</table>

**Required elective courses with architectural content**

- ARC XXXX Prof Elective
- ARC XXXX Prof Elective
- ARC XXXX Prof Elective
- ARC XXXX Prof Elective
- ARC XXXX Prof Elective
- ARC XXXX Prof Elective
### M.Arch 60 Cr. (2 years)

Students in this program have completed a pre-professional undergraduate degree and have fulfilled all their general education requirements. Transcripts and curricula of incoming advanced standing students are reviewed to ensure that NAA8 content presumed to have been covered in a pre-professional program has in fact been satisfactorily met.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Cont’d.</th>
<th>2-Year M.Arch</th>
</tr>
</thead>
</table>

#### General Studies

<table>
<thead>
<tr>
<th>Required courses with non-architectural content</th>
<th>Required elective courses with non-architectural content</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NA</td>
<td>• NA</td>
</tr>
</tbody>
</table>

#### Professional Studies

<table>
<thead>
<tr>
<th>Required courses with architectural content</th>
<th>Required elective courses with architectural content</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ARC 5176 Advanced Digital Design**</td>
<td>• ARC 5176 Advanced Digital Design</td>
</tr>
<tr>
<td>• ARC 5361 Comprehensive Design</td>
<td>• ARC 5361 Comprehensive Design</td>
</tr>
<tr>
<td>• ARC 5621 Env. Systems in Arch 2**</td>
<td>• ARC 5621 Env. Systems in Arch 2**</td>
</tr>
<tr>
<td>• ARC 5555 Struct. Design 2**</td>
<td>• ARC 5555 Struct. Design 2**</td>
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<td>• ARC 5483 Integ. Building Systems</td>
<td>• ARC 5483 Integ. Building Systems</td>
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<td>• ARC 5362 Sustainability Studio 9</td>
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<td>• ARC 5205 Advanced Design Theories</td>
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<td>• ARC 6356 Design 10</td>
<td>• ARC 6356 Design 10</td>
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<tr>
<td>• ARC 6910 Graduate Seminar</td>
<td>• ARC 6910 Graduate Seminar</td>
</tr>
<tr>
<td>• ARC 6970 Master Project</td>
<td>• ARC 6970 Master Project</td>
</tr>
<tr>
<td>• ARC 6280 Professional Practice</td>
<td>• ARC 6280 Professional Practice</td>
</tr>
</tbody>
</table>

** May be replaced with Prof Elective if content is satisfied through coursework in a pre-professional degree (by formal review and approval).
### Curriculum Review and Development

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multifaceted Review Process</td>
<td>Curricula, collective content areas and individual courses are assessed using various tools.</td>
</tr>
<tr>
<td>Post-Mortem</td>
<td>The professional curricula are assessed by the faculty at the conclusion of each semester via a day-long semester post-mortem. The semester’s student work is evaluated in terms of having met the program’s self-defined learning goals, University learning goals and the NAAB Student Learning Criteria. The program frequently invites professionals and academics from other schools to serve as external reviewers for these post-mortem sessions.</td>
</tr>
<tr>
<td>Faculty Retreats</td>
<td>Additionally, the program holds bi-annual faculty retreats that focus on broad curricular review. Moreover, the program developed a rubric of seven student learning objectives: Knowledge Acquisition, Communication Skills, Critical Thinking, Formal Resolution, Technical Application, Presentation Quality, and Creative Expression.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>As per the requirements of the University’s accrediting agency (SACS), at the conclusion of each semester, the program invites licensed professionals and other academics to assess the student work and the curricula via seven self-defined student learning objectives (SLOs). The program collects and analyses the assessment data each year in order to identify and support areas of excellence and areas in need of attention and possible modification. (The survey instrument and the historical data will be made available to the NAAB team in the Team Room). Additionally, the program has an advisory board whose members are frequently consulted regarding curricular reform in relation to changing trends in the profession. The program is proud of being ahead of the national curve in introducing technology and disciplinary trends into the curricula.</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>As per the requirements of the University’s accrediting agency (SACS), at the conclusion of each academic year, the program compiles a Program Outcome (PO) Matrix in which the Program’s progress towards meeting three self-determined progression criteria are evaluated.</td>
</tr>
<tr>
<td>Stream Area Review</td>
<td>In response to the previous Visiting Team Report, the program established three faculty focus committees to ensure that curricula changes would be rapidly developed and implemented to address each of the perceived areas of weakness. The committee foci were: 1) Technology and Sustainability, 2) Professional Development, IDP &amp; Leadership, 3) Human Resources &amp; Administrative Structure. Each of these committees created an extensive report that led to immediate changes in the curricula. Finally, both the program and the college have standing Curriculum Committees to review changes and approve new courses. The program Curriculum Committee is tasked with considering submissions in relation to accreditation issues and ensuring compliance with NAAB requirements.</td>
</tr>
<tr>
<td>Program Review</td>
<td>The University requires all programs to conduct a program review every six years. The Programs reviews consist of a self-study of all degree programs, a two-day on-site visit by an external consultant (chosen by the department) whose review is submitted in a written report. The Architecture department is scheduled to begin its self-study in 2011.</td>
</tr>
</tbody>
</table>
The department does not offer the 4+2 program as a standard curricular path and thus has very few students who transfer into the accredited M.Arch degree with four-year pre-professional degrees. Our students earn the M.Arch through a seamless five and six-year curricular path or as part of a 3.5 year first professional degree.

In the occasional cases where transfer credit or advanced standing status are necessary, the department maintains a formal review process for content that will substitute for our required courses that satisfy NAAB competencies. Official transcripts, course syllabi and examples of completed student work are reviewed in a three-tiered process. This process involves assessment by the director of student advising & admissions followed by assessment by the chair who typically consults with faculty who teach in the competency areas (history/theory, structures, building technology, design, etc.) of those courses under review for advanced standing. Additionally, all of Florida’s public accredited programs participate in a regulated course numbering system in which course numbers, course content, and learning expectations are coordinated across Florida’s public universities and community colleges in order to ensure course equivalency. This system minimizes variation in content and helps to ensure that NAAB competencies are fully met in cases where transfer credit and/or advanced standing is accepted.
II.4.1 Statement on NAAB Accredited Degrees:

The department includes the following statement on its website, in its Student Handbook, in its marketing material and in the university Course Catalogs:

“In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Florida International University, College of Architecture and The Arts, Department of Architecture offers the following NAAB-accredited degree program:

- M. Arch. (73 pre-graduate credits + 102 graduate credits)
- M. Arch. (105 graduate credits)
- M. Arch. (pre-professional degree + 60 graduate credits)

Next accreditation visit for all programs: 2012”
### II.4.2  ACCESS TO NAAB CONDITIONS AND PROCEDURES:

| Department Statement | The department includes the NAAB student Performance Criteria in its Student Handbook and promotes access to all NAAB information including Conditions and Procedures of accreditations from the program website. Hardcopies of current NAAB Conditions and NAAB Procedures are kept in the department office and are available for students and faculty. |
II.4.3 **ACCESS TO CAREER DEVELOPMENT INFORMATION**

**Career Development Initiatives**

The department typically holds a career / recruitment fair each year in which regional firms meet and interview graduating students. Additionally, students are active participants in state and local AIA organizations and events. The department also maintains portals to the following organizations from the career development page of our website:

- ARCHCareers.org
- NCARB
- AIA
- AIAS
- ACSA
- CSI

The department also has a faculty IDP coordinator (i.e., Professor Chandler). Professor Chandler is actively involved in ensuring that all students are kept informed of career and IDP issues. He regularly consults with Florida’s NCARB IDP Coordinator and the National Office of NCARB to ensure that changes to IDP procedures and new trends are immediately addressed by the program and communicated to our students. Most recently Professor Chandler attended NCARB’s August 2010 meeting in Chicago to review the pending October 2010 changes to the IDP registration process. Over the course of an academic year, Professor Chandler meets with the students in each design studio to inform them of IDP and career issues and the most recent changes.
### II.4.4 PUBLIC ACCESS TO APRs AND VTRs

| Access to NAAB Information | The department maintains hardcopies in the departmental office of all recent NAAB APRs, VTRs, and Requests for Extension of Term. These are accessible to all. |
II.4.5 ARE PASS RATES

NCARB did not have pass-rate data on two of the six accredited Florida schools before 2009. We have reported this issue to NCARB. NCARB is investigating the current absence of data. Because of this oversight by NCARB, NCARB is currently unable to report to the public, FIU or NAAB on historical ARE pass rate data for graduates from a number of Florida’s accredited programs.
III.3.1.1 Responses to Conditions Not Met (2)

13.19. Environmental Systems

“The curriculum has been adjusted to address acoustical understanding. Examples of student works sent for review exhibited understanding related to criteria 13.19. The student work provided was helpful but was not adequately convincing to demonstrate acoustical understanding. This criteria remains “Not Met”.”

Previous Team Report Excerpt (2008):
“The required student work in BCN 4561-Environmental Controls 1 and BCN 4564 Environmental Controls 2 demonstrated detailed knowledge of electrical, plumbing and mechanical systems, but the visiting team found no evidence that the requisite knowledge of acoustical systems is acquired by all students in the FIU architecture program.”

Program’s Response & Corrective Actions:

The 2008 visiting team was concerned that the program’s two environmental technology courses that covered content related to environmental systems integration, building services systems, acoustics, lighting and sustainability were being taught by the Construction Management Department. In direct response to the VTR, the University’s chief academic officer fast tracked the approval of a new faculty position for the department in the area of environmental technology, sustainability and building services systems. A search (AY 2008-09) successfully concluded with the hiring of Thomas Professor Spiegelhalter joined the Department in August 2009. Additionally, the Department sought and received approval for two new “in-house” courses in environmental technology (Environmental Systems in Arch 1 [ARC 5612] and Environmental Systems in Arch 2 [Arch 5621] which will focus specifically on acoustics, and lighting in architectural design. Since Fall 2009, these two new required courses replaced the environmental controls courses (BCN 4561 and BCN 4564) that were outsourced to, and taught-by, the Construction Management Department.

The second of the two new courses taught by Professor Spiegelhalter, ARC 5621-Environmental Systems in Arch 2 familiarizes the student with acoustics and lighting in the design process through the introduction of the theoretical foundations, computational approaches, and methods for acoustics and lighting integration in the design process. Room acoustics, building acoustics, vibration control and architectural lighting (daylighting, electrical lighting) are covered through lectures, readings, discussions and case studies. These channels explore the nature of sound and lighting as design parameters on a non-mathematical basis along with a general survey of source material. (See course binders in the Team Room)

ARC 5483-Innovations in Building Technology was also reorganized to address the visiting team’s comments. Two exercises where added to address the team’s comments related to this criterion: Exercise 7, Building System Layouts 1 requires the sizing and layout of a mechanical system for an office building. The building is the Swissair office building by Richard Meier. Students are given the plans and sections of this building and are required to select a mechanical system for it (See Extension of Term Report, Exhibit 13.19.D “Exercise 7” and Exhibit 13.19.E “Student work”). The class textbook, The Architect’s Studio Companion, by Edward Allen and Joseph Iano is used as a reference. Students select a system, size it, and prepare duct layouts. Reading 5, “MEP for large buildings” 137-189 “MEP for small buildings” 189-215 by Allen is required for this assignment. Students provide summaries of this reading. In Exercise 8, “Building System Layouts #2” a major space (ballroom or auditorium) in their design project is analyzed acoustically. Students are required to select materials based on acoustical values for the space (See Extension of Term Report, Exhibit 13.19.F “Exercise 8” and Exhibit 13.19.G “Student work”). Reading 8, “Acoustics” pages 1491-1548 of Stein, Benjamin and Reynolds, John, Mechanical and...
Electrical Equipment for Buildings is required reading for this assignment. Students provide summaries of this reading.

Programs Summative Statement:
As a response to feedback, we have modified all of our environmental technology courses, hired new faculty with expertise in the area and have focused on improving this SPC. During this period, our students have won – with their design studio projects - two first prizes, a second prize and a third prize in USGBC national competitions focused on sustainability and environmental issues and building service systems integration. Additionally, our program’s design submission was one of only twenty chosen for the US Department of Energy’s 2010 Solar decathlon competition. Our student and faculty are now in the midst of that project. In short, we believe the program’s curricular changes, the addition of new faculty with expertise in environmental technologies and our new courses (focusing on this criterion) make a strong case that the program now fully meets this SPC.

13.22 Building Services Systems
“There was concern by the 2008 visiting team that environmental systems education was being outsourced to the Construction Management Department. New faculty has been hired by the Architecture Department using a fast-track process to address environmental system education. That faculty member is beginning in the Fall of the 2009-10 academic year so student work is not available based on the additional faculty and reorganized curriculum. Other examples of student work were provided for review that was produced prior to the addition of the referenced faculty. Assessment of remotely viewed materials is not as reliable as review of student work on-site, and in this case, the examples were not compelling. Efforts being addressed in the upcoming year may certainly address the visiting team’s concerns. At this time the criteria 13.22 which includes security and communication systems remains “Not Met”.”

Previous Team Report Excerpt (2008):
“The visiting team found insufficient evidence in the student work to indicate that an understanding of security systems and communication systems is gained by all students in the architecture program.”

Program’s Response & Corrective Actions:
The 2008 visiting team was concerned that the program’s two environmental technology courses that covered content related to environmental systems integration, building services systems, acoustics, lighting and sustainability were being taught by the Construction Management Department. In direct response to the VTR, the University’s Chief Academic Officer fast tracked the approval for a new faculty position for the department in the area of environmental technology, sustainability and building services systems. A search (AY 2008-09) successfully concluded with the hiring of Thomas Spiegelhalter who joined the Department in August 2009. Additionally, the Department sought and received approval for two new “in-house” courses in environmental technology (Environmental Systems in Arch 1 (ARC 5612) and Environmental Systems in Arch 2 (Arch 5621) which will focus specifically on acoustics, and lighting in architectural design. Beginning Fall 2009, these two new required courses replaced the environmental controls courses (BCN 4561 and BCN 4564) that were outsourced to and taught by the Construction Management Department and which the visiting team found lacking in the area of security and communication systems.

ARC 5612: Environmental Systems in Arch 1 familiarizes the student with the integrated building technology systems (thermal, electrical conveyance and mechanical systems) within the architectural design process. Upon completion of this course students have an introductory understanding of the thermal, electrical and mechanical behaviors and systems in works of architecture. Students will gain an understanding of these behaviors and systems (sanitary, water supply, sewage disposal, conveyance, heating, ventilating, air condition and passive and active sustainable systems) and practices for creating and controlling interior environments, building envelopes and site conditions. Particular attention is given to student comprehension of energy interactions and to the design of appropriate strategies for choosing points of origin, generating equipment, distribution
devices, delivery mechanisms and control systems. Students are introduced to heat load calculations, cooling load calculations, design of heating systems, cooling systems, air distribution systems, ventilation systems, life safety ventilation, psychometrics, plumbing and fire protection systems, and electrical and fire alarm systems, alternate system comparisons with major emphasis on energy conservation and construction costs. (See course binders in Team Room)

ARC 5483-Innovations in Building Technology has been reorganized to address the technical concerns of the visiting team. As a support class to ARC 5361-Comprehensive Design, its content and schedule respond to the integration of building service systems in the comprehensive design project. The ARC 5483- Innovations in Building Technology course now incorporates multiple targeted lectures, five readings and two exercises, which focus exclusively upon building service systems. The following lectures address this criterion:

- Chandler Lecture 3, Building Services Systems: plumbing, electrical, vertical transportation
- Chandler Lecture 4, Communication, Security and fire protection.


Finally, ARC 5483-Integrated Building Systems incorporates a series of required exercises / charettes focusing on building service systems. Examples include: Exercise 9 in which students produce the following plans/diagrams for their design project:

- Electrical Plans.
- Reflected ceiling plan showing fixtures with a fixture legend.
- Power Plan: showing electrical panels, outlets and equipment with dedicated circuits.
- Plumbing Riser diagram: showing water supply riser, sanitary riser and storm drainage riser integration
- Vertical Transportation diagram: students select an elevator for their building: traction, hydraulic, geared, mono-space or other and draw a section through the hoist way and a representative hoist way plan.

In a second required exercise, students produce the following plans/diagrams for their design project:

- Exercise 10 – students produce the following service systems diagrams for their design project;
- Sprinkler Layout Plan: Students schematically lay out sprinklers for their project
- Fire Alarm, security, communication and Fire Extinguisher Layout Plan: Students schematically lay out smoke detectors, strobes, enunciators, fire extinguishers, telephone, Internet, and cable receptacles, security cameras and intrusion sensors.

The work from these exercises is incorporated into the final working drawing set and specifications booklet of the comprehensive design project for ARC 5361-Comprehensive Design. In these student produced document sets, drawing series 700 includes reflected ceiling plans showing lighting integration. Series 800 includes power distribution plans and diagrams. Series 900 includes fire protection plans and diagrams with sprinkler layout. Series 1000 includes plumbing riser diagrams, water supply and evacuation and sewer service system integration.
Programs Summative Statement:

As a response to feedback, we have modified all of our environmental technology courses, hired new faculty with expertise in the area and have focused on improving this SPC. During this period, our students won – with their design studio projects - first prize, second prize and third prize in USGBC national "Natural Design Talent" architectural competition for sustainable housing in New Orleans. This design competition focused on sustainability and environmental issues and building services system integration in a sustainable house. Additionally, our program’s design submission was one of only twenty chosen for the US Department of Energy’s 2011 Solar Decathlon Competition. Our student and faculty are now carrying out that project. In short, we believe the program’s curriculum changes, the addition of new faculty with expertise in environmental technologies and our new courses (focusing on this criterion) make a strong case that the program now fully meets this SPC.
Program’s Response & Corrective Actions:

The History/Theory sequence of courses that emphasize writing skills culminates in the development of a Master’s Project with both a written and a design component. The written component is developed in the Master’s Seminar ARC 6910 course, and thus the APR pointed to this course as the appropriate locus to evaluate students’ writing skills. The team noted that the written work produced in this course and other graduate courses met the criteria easily. Their feedback focused on undergraduate writing skills. In response, we have instituted a standard for all Architecture students. This standard is posted on the school website and distributed with each substantive writing assignment in writing intensive courses.

“Department of Architecture Writing Standards

FIU Writing Standards for Architecture Students

Architects are required to write clearly in diverse professional settings. In the normal course of business, architects write: proposals for building projects, building programs, specifications, detailed notations on drawings, project descriptions, materials for websites, and site reports. The FIU Writing Standards for Architecture Students provide a baseline for acceptable writing in professional and academic settings and offer suggestions toward better, more effective writing.

General Guidelines

Professional architects and university students rely on word processing programs to assist with spelling and grammar. At the most basic level, all assignments completed for courses in architecture (including design studios) must be typed texts that have been composed or finished in a word processing software. Students should be vigilant users of the “spell check” and “grammar check” functions on all software, including MSWord, Illustrator, Photoshop, PowerPoint, AutoCAD, and Rhino, etc. Any error in spelling or grammar is unacceptable in writing assignments or on presentation drawings. Students should be particularly mindful of spelling and grammar errors in emails to their professors or other professionals. In addition to following the guidelines presented here in the Writing Standards, students should strictly follow the specific instructions for individual assignments laid out by their instructors.

All students should own and refer to: Andrea Lunsford, The Everyday Writer (Bedford-St. Martins, 2004) website: http://bcs.bedfordstmartins.com/everyday_writer

Stylistic and Grammatical Guidelines

Please follow the specific guidelines listed below in every applicable situation.

1. Write in the active voice. Instead of “red was used for the exterior” try “Tschumi chose red for the exterior.” Make it clear that the architect (or client, or contractor) ACTS in a specific way.

2. Identify each person fully (first and last names) the first time you mention him or her, then refer to the same person by LAST NAME ONLY each subsequent time. For example, the very first time you mention the architect, identify her as Zaha Hadid, then every time after that identify her as Hadid. Avoid using the figure’s first name alone (ie. Zaha).

3. Be careful when using plural and possessive nouns. “Buildings” means more than one building; “building’s” means something belonging to the building.

4. Be accurate when using punctuation in quotations. “Note where I put this comma,” and “pay attention to this exclamation mark!” “Do you recognize a misplaced question mark?” “Please put periods where they belong.” A valuable exception is when you include a quoted phrase within your own exclamatory or questioning sentence. For example, can we all believe that Kahn “asked the brick what it wanted to be”?

5. “Then” and “than” are often confused. Examples: a) First the foundations were laid then the walls were constructed. b) The number of people in the room was greater than that allowed by the Fire Marshal. Remember that a “critic” writes a “critique,” and never the other way around.

6. Never write “I feel that…” or “My opinion is that…” or “I disagree…” because these papers are written as interpretations. Anything you don’t quote or paraphrase (anything you do not attribute to another writer) is assumed to be your opinion.

7. Of course, when you ARE conveying the thoughts of another writer (or architect, or whoever) you must either quote or paraphrase that person. The former requires quotation marks, while the latter does not. In both cases, you MUST identify the person in your text and you MUST include a citation, such as a footnote or endnote. Two examples: Louis Kahn said that bricks wanted to be made into walls.12 (paraphrase) “I asked the brick what it wanted to be,” Kahn once claimed, “and it said, a wall.”12 (quotation) In both cases, a footnote follows the sentence.

8. Avoid repetition. Do not to use a word more than once in a paragraph, and be careful not to repeat words too much in the paper as a whole.

9. Use standard footnote/endnote formatting, as defined by the Chicago Manual of Style or the MLS.

Chicago formatting for footnotes/endnotes looks like this:


Program's Summative Statement:
The program has made significant efforts to ensure that writing standards have improved across the entire curriculum. We believe that examples of student writing from both the first years of the program and from the master project books produced in the final year of the program reveal that our students do have the ability to read, write, speak and listen effectively.

13.17 Site Conditions
Additional Examples of site development design efforts by architecture students were provided for review. References to courses where criterion is demonstrated were provided. The 2008 visiting team was particularly concerned about the lack of ability exhibited by student work addressing topography as a site condition. This was a concern in this criterion 13.17, as well as in a lack of demonstration of this ability in comprehensive design, criterion 13.28...Site design criteria remain a “Cause of Concern”.

Previous Team Report Excerpt (2008):
“The visiting team deemed this criterion minimally met in the student work in ARC 2303 Design Studio 3 and Graduate Studio 1."

Program's Response & Corrective Actions:
Recognizing that the context of South Florida offers a limited range of site conditions (“site” understood in part as the physical, environmental, cultural, historical and political manifestation of place), the program has made a concerted effort to expose its students to a diverse range of contexts in which design projects are located. The first year of the graduate program traditionally involves a design project sited in Savannah, Georgia. The class incorporates a three-day fieldtrip in which students engage in in-depth analysis of the urban, environmental, morphological, and typological conditions of site in relation to its context; the city, the environment. This project and fieldtrip are predicated on the idea that “context” and “site” will be the primary determinants of architectural form, materiality, scale, etc. Additionally, in 2005, the program established the Genoa program. The semester long experience (Design 7) is predicated upon the belief that architectural production and urban form are derived from the specificity of place and site. Student projects consist of extensive formal analysis from the scale of the city to the scale of the building as well as speculative design projects that always center upon and test the relation between urban morphology and architectural typology as one of the primary factors in defining place.

The majority of studio projects are sited in either the urban contexts of South Florida (Miami, Coral Gables, Miami Beach, Ft. Lauderdale) or the ex-urban subtropical landscapes of South Florida (the Keys, the Everglades). We believe it to be critically important that our students develop an ability to understand the unique characteristics of South Florida in formal, cultural, hydrological, geological and environmental characteristics. In order to expand site issues beyond those related to South Florida, we also ensure that studios use sites elsewhere with differing site and context issues. Our students are immersed through these project site choices in understanding sloped site, different cultural and climatic conditions, differing flora and fauna as well as different code requirements. Savannah, New York, Barcelona, Tehran, Havana, Llico Chile are just a few of the non-Florida sites that have been used in the past three years.

In Design 2 (ARC 131302) and in Design 5 (ARC 5329) students are assigned a cut and fill design charrette exercise in order to teach strategies associated with reconciling sloped sites. Students work in model, plan and section to resolve placing a work of architecture on a steep slope.

In the Masters Seminar (ARC 6910) and in the Masters Project Design Studio (ARC 6970) students are required to deploy various methodologies for site analysis (from the regional
scale to the specificity of the local and micro contexts (understood as physical, environmental, historical and cultural). In developing the groundwork (program and site choices) for their master projects, students are exposed to significant readings, discussions and lecture content dedicated to the historical and theoretical understanding of both “site” and “program” as determinates of architectural form.

In the co-requisite Comprehensive Design (ARC 5361) and Integrated Building Systems (ARC 5483) courses, students are required to develop extensive documentation, site plan strategies, environmental (sun, wind and light) analysis for their site design proposals. Additionally, the program has implemented “site interpolation” charrettes to teach how to read, create and alter contour plans.

In response to the visiting team’s concerns regarding sustainability and site, the program instituted a sustainability studio (ARC 5362) that follows immediately after, and builds upon, the lessons of Comprehensive Design. Studio projects have focused on the Miami River mitigation, sustainable housing, Everglades restoration, etc. The second iteration of this studio in Spring 2010 showed demonstrable success, with student design projects from this coordinated studio winning first, second and third places in the USGBC Natural Design The competition focused on criteria of sustainability and site design in relation to the rebuilding effort in New Orleans. Competitors designed a LEED for Homes project that is priced affordably and is functional for elderly occupants. Once the homes are built, they will enter a measurement and verification phase in which they will be graded on energy efficiency, water reuse, and indoor air quality among other categories. The design team whose home performs best during measurement and verification will be awarded the final grand prize in 2011.

Additionally, with $64,000 in seed grant funding from the University, the department created the Environmental and Structural Technology Integration Lab. This teaching lab is stocked with cutting edge teaching, visualization and testing/monitoring equipment for environmental and structural technology learning as well as for the development and evaluation sustainable and smart building and site design solutions. The lab is used by the faculty and students of the Comprehensive Design studios and by the environmental and structural technologies classes.

Program’s Summative Statement:

The program has made significant effort to ensure that there is demonstrable evidence that student design work is deeply and rigorously informed by an understanding of site conditions and that our students have a thorough ability to analyze, interpret, and respond to both natural and built site characteristics in the development of a program and the design of a project.

13.28 Comprehensive Design


Numerous additional examples of comprehensive design efforts by architecture students were provided for review. Many demonstrate adequate ability for integrating mechanical and life-safety systems and sustainability into solutions. Concerns expressed by the 2008 visiting team related to adequate design responses to site conditions remain unalleviated. Assessment of remotely reviewed materials is not as reliable as assessment of student work on-site particularly when considering comprehensive design – regardless, the team believes that while student work may technically demonstrate that it meets student performance criteria requirements, the results are not compelling and thus Comprehensive Design remains a “Cause of Concern”.

Previous Team Report Excerpt (2008):

“The visiting team determined that this criterion is met in the student work found in Graduate Design1 (ARC 5361 -Comprehensive Design). The visiting team found that FIU M.Arch students produce detailed drawings and fine models of their design efforts. The team, however, found that many of the designs were not fully responsive to the requirements of a specific site, and at times appeared to be free-floating objects in space. The team was also surprised to find the design work was not more regularly informed by the basic
principles of sustainability. Further the integration of mechanical and life-safety systems into the design work was found to be minimal."

Program’s Response & Corrective Actions:
In response to the visiting team report, the program has significantly altered the course content and expectations in student work for Innovations in Building Technology (ARC 5483) and Comprehensive Design (ARC 5361). As co-requisite courses they constitute the locus in the curriculum where a comprehensive building design project is produced. Over the past three years, we have refined these paired classes to more fully address the accreditation team’s comments and concerns. Lectures, readings and exercises in Innovations in Building Technology (ARC 5483) serve to assist students in the development of a comprehensive and rigorous final drawing set and specifications. The requirements include site plan development, environmental analysis, building details, wall assemblies as well as graphic information concerning mechanical, life-safety, electrical and plumbing systems as well as structural and enclosure systems. Additionally, students develop a specifications set for their design and perform cost estimates and life-cycle cost analysis. Students develop their projects using BIM / parametric modeling software in the development of their specifications, cost analysis and environmental analysis. Requirements for the courses have been altered so that students are now required to submit a working drawing formatted set and a specifications binder of their design project.

In response to the visiting team’s perception regarding a lack of “responsive(ness) to the requirements of a specific site,” the comprehensive design projects all contain thorough site plan development inclusive of parking plans, ADA information, planting and landscaping design as appropriate. Additionally, in Innovations in Building Technology (ARC 5483), the program has instituted a targeted site charrette/exercise: “Exercise 1, Site Plan” requiring the interpolation of contours and their reconfiguration to direct water to a catch basin. The course also has increased the required reading and lectures in those areas that the visiting team felt were lacking. Sun Wind and Light, by G.Z. Brown (Part1), students read and produce a written summary of Section A “The climate as context”, Section B “Program and Use”, Section C “Form and Envelope”, Section D “Combining Climate Program and Form.” Faculty in this course now deliver additional lectures focused on the perceived areas of weakness such as “site planning principles”, “site orientation and site drainage” In response to the visiting team’s comment on sustainability, a Bio-climatic sustainability study is now required in Comprehensive Design (ARC 5361).

In response to the visiting team’s concerns regarding sustainability and site, the program instituted a required Sustainability Studio (ARC 5362) that follows immediately after and builds upon, the lessons of Comprehensive Design (ARC 5361). Studio projects have addressed multiple aspects of site and sustainability issues at a range of scales. Individual studio sections addressed sustainable practices in one or more of the following areas: Land use and the reclamation of brown-fields at a regional scale; the re-use of significant historical structures and the reversal of disinvestment practices at the scale of the neighborhood; and the design of disaster relief housing for victims of hurricanes and flooding — both conditions are endemic to the geographic setting of Miami. Aspects of ‘sustainability’ explored through studio projects ran the gamut from the technological to the economic and social. As part of the sustainability studio in 2009, students attended the national AIA conference “The Architect as Agent of Social Change”, and faculty hosted a short series of lectures on the design of tropical building envelopes by a visiting expert in the field.

The second iteration of this studio in Spring 2010 showed demonstrable success, with student design projects from this coordinated studio winning first, second and third places in the USGBC Natural Design Competition. This competition focused on the criteria of sustainability and site design in relation to the rebuilding effort in New Orleans. Competitors designed a LEED for Homes project that is priced affordably and is functional for elderly occupants. Once the homes are built, they will enter a measurement and verification phase in which they will be graded on energy efficiency, water reuse, and indoor air quality among other categories. The design team whose home performs best during measurement and verification will be awarded the final grand prize in 2011.

Additionally, with $64,000 in seed grant funding from the University, the department
created the Environmental and Structural Technology Integration Lab. This teaching lab is
stocked with cutting-edge teaching, visualization and testing/monitoring equipment useful
for environmental and structural technology learning. The equipment is also useful for the
development and evaluation of sustainable and smart building and site design solutions.
The lab is used by the faculty and students of the Comprehensive Design studios (ARC
5361) and by the environmental and structural technologies classes.

In response to the visiting team’s comment on the integration of the mechanical and life
safety systems we have instituted targeted building systems exercises in Innovations in
Building Technology (ARC 5483). Exercise 7- “Building System layouts 1”  requires students to
select and lay out a heating and cooling system for an office building. We have also
instituted a targeted building fire protection exercise. Exercise 10-Building service layouts 2
requires students to lay out fire protection plans, sprinklers plans, fire alarm plans, security
and communications plans, and fire extinguisher plans for their design project. Student
ability is further developed in the integration of these exercises into the student’s
comprehensive design project in the Comprehensive Design Studio.

Program’s Summative Statement:
In response to the VTR, the program has introduced new exercises focusing specifically on
the areas within the criterion that were deemed to be inadequate. The program has
additionally revised course syllabi, course content and expectations in student work in
order to better meet this criterion. The program has also introduced a required
sustainability studio (ARC 5362) focusing on issues of sustainability and site. Finally, in order
to assist our students in the comprehensive design process, the program has partnered
with the university and with industry (Johnson Controls) in creating the Environmental
Technology and Structures Lab, a teaching, learning and visualization lab for the
integration of environmental technology systems, structural systems and building envelope
systems in the design process.

The program has made significant effort to ensure that our students have the ability to
produce a comprehensive architectural project that demonstrates each student’s
capacity to make design decisions across scales, while integrating the requisite sub-
criteria.
Responses to Condition/Criteria considered a “Cause of Concern” by the NAAB 2009 Review Team, but which were considered “Not Met” by the 2008 Team (2)

6.0 Human Resources


“A number of administrative changes have been put into place that are commendable and should result in program improvements. While this condition I now considered Met, the teaching loads for faculty remain of significant concern. From 2002 until 2009 the faculty FTE has increased from 9.5 to 13.5, a very positive trend. Student enrollment has also increased but at a lower rate...

This Condition is changed to “Met” but remains a Cause of Concern.”

Previous Team Report Excerpt (2008):

“Two of the three faculty members scheduled to be hired at the last visit were engaged – one in history and one in technology (structures). While two-thirds of the new faculty commitment was fulfilled, enrollment has dramatically increased…”

Program’s Response & Corrective Actions:

The 2008 visiting team mistakenly noted in their VTR that only two (2) full-time faculty were hired between the 2002 and 2008 visits and that it is less than the three faculty that the program promised to hire during the 2002 accreditation visit. In fact, between 2002 and the 2008, the department searched for and hired six (6) full-time faculty members: assistant professor Jason Chandler (expertise in building technology & design), department Chair Adam Drisin, Pre-graduate Coordinator Claudia Busch, assistant professor Eric Goldemberg, assistant Professor David Rifkind, and associate Professor Shahin Vassigh. During this period, the program had two (2) faculty who retired constituting a net gain of four (4) full-time faculty.

Between 2008 and 2010, the program added three (3) additional full-time faculty (Thomas Spiegelhalter, Malik Benjamin, Eric Peterson) and had one (1) retirement. Thus, between 2002 and 2010, the program has had a net increase of six (6) full-time faculty which translates into a 60% increase of the full-time faculty over this period.

Previous Team Report Excerpt (2008):

“Rather than a full-time technology assistant, there are two part-time technology assistants.”

Program’s Response & Corrective Actions:

In response to the 2008 visiting team’s concern, the department has increased the number of lab and shop technology assistants from two ½ time positions to three (3) ½ time positions.

The department now has the following job titles and descriptions to serve the technology support needs of the department:

- IT & Specials Projects Manager (.5 FTE) supervises IT infrastructure support and serves as the department’s principal digital technology manager,
- Fabrication Lab Manager (.5 FTE) manages our digital output equipment (CNC mill, laser cutting equipment and three-dimensional plotting) & manages our wood and metals workshop and supervises and schedules student lab staff (.5FTE),
- Digital Lab Manager (.5FTE) supervises the digital output laboratory, manages equipment maintenance, new equipment and purchasing. The manager supervises and schedules student lab staff

The program believes that its needs for technology support are now more than well served and that staffing is longer a valid cause of concern.

Additionally, as a response to the 2008 visiting team’s concern that the students were underserved in advising, the college has created a new Office of Student Services and advising and increased the size of the advising staff from a one (1) academic advisor to four (4) academic advisors and an additional dedicated admission advisor. This is a
dramatic transformation from the advising, admissions and student support resources available at the time of the previous accreditation visit in 2007-08.

CARTA’s Office of Student Services and Advising:
Director Natasha Stubbs
Advisor (3) Mary Zimmerman Rashid Britain A Garcia
Admissions/Recruitment Vanessa Peeck

Previous Team Report Excerpt (2008):
"Under the recent reorganization, the development staff position was moved from the office of the dean of the college of architecture and the arts to another college at FIU. A search is underway to fill this vacant position in the College of Architecture and the Arts"

Program’s Response & Corrective Actions:
A development officer has been assigned to the college since October 1, 2008. Her responsibilities include working with the dean of the college and the chair of the Architecture department in development and advancement. Development activities for the department have increased dramatically in the months since the position was filled. The department is seeing promising signs of increased external funding. The department has been increasingly active in the area of grant funding. With over $2,950,000 currently pending in grant support and over $1,700,000 in grants funded since 2004. The department and the college have made significant strides in this area.

Previous Team Report Excerpt (2008):
"There has been a loss of administrative staff due to recent reorganization. The visiting team questioned if the contracts for the chairs are long enough. The issue of faculty salary compression needs to be addressed and mitigated at the college and university levels"

Program’s Response & Corrective Actions:
The University has fully addressed the visiting team’s concern. The department chair’s contract is now a full 12-month administrative appointment. Additionally, the College has centralized much of the registration, advising, course scheduling, and student recordkeeping duties that were previously taken care of by each of the seven department chairs within the college. This reorganization has shifted many of the time-consuming tasks of the departmental staff and the department chair to CARTA.

In Fall 2008, the full-time faculty in the Architecture department received a 2% salary raise and the department distributed an additional 1.5% merit bonus increase according to merit criteria determined jointly by the chair and the faculty. In Summer 2010, the full-time faculty received a 2% salary increase. This increase is determined by the collective bargaining agreement.

The University has been deploying the Oklahoma Study to identify salaries that are below 10% of the regional average (by discipline and rank). The department has identified three faculty who are “compressed” and is addressing this issue through consecutive annual compression mitigation raises. These targeted raises occurred in AY 2009-10, and were repeated in AY 2010-11. It is the chair’s goal to continue with these incremental raises until compression is fully mitigated. In short, in the midst of a period when most universities have been unable to give faculty any raises, the Architecture department saw full-time faculty compensation increase by 4% since AY 2008-09 with some faculty seeing an increase of 5.5-7% due to additional merit and compression increases.

The department, college and University have fully addressed the issue of administrative and technology support and the chair’s contract has been extended to 12-months. Given that the department has shown continued commitment to addressing the issue of salary compression and that all full-time faculty have received compensation increases, we suggest that this issue should no longer be deemed a cause of concern.
Programs Summative Statement:

We believe there to be demonstrable evidence that the changes made in the areas of human resource management, program administrative structure and the addition of new faculty lines all result in the program fully meeting this SPC.

11.0 Administrative Structure


“In just one year since the team visit in 2008, significant structural changes have occurred that significantly mitigate the concerns raised by the visiting team. The position of Director of the School of Architecture (including architecture, interior design and landscape architecture) has been eliminated. The Chair of the Architecture department now reports directly to the dean of the College of Architecture and The Arts. The extra layer of communication and the extra step related to promotion and tenure has been eliminated. Restructuring and additional staff in the administration has reduced the administrative demands on the department. This condition is now considered “Met”. However, it is premature to assess how these changes will play out in implementation and so (we) have changed this condition from “Not Met” to a “Cause of Concern”.”

Previous Team Report Excerpt (2008):

“While FIU is accredited by the Southern Association of Colleges and Schools, the visiting team determined that this Condition was not met because the team concluded that the program currently lacks the required level of autonomy...indications of this reduced autonomy are: Prior to the creation of the college, the dean of the School of Architecture committed 100% of his time to administration of the school. After the college (of architecture and The Arts) was created, only 20% of the dean’s administrative time is devoted to the school (of architecture). While efforts have been made and are ongoing to augment the dean’s office to better support the school and the M.Arch program, at the time of the visit it was clear that there had been a significant dilution in administrative support for the architecture program.”

Program’s Response & Corrective Actions:

In August 2008, in order to immediately and fully address the concerns raised in by the visiting team, the dean of the College of Architecture and The Arts removed the additional administrative layer of a school director that NAAB found to be problematic. As per the visiting team’s desired administrative model, the Architecture department’s chair now reports directly to the dean, and not through the additional layer of a director. As per the visiting team’s recommendation, the chair now has full and direct access to the dean who in turn has direct access to the chief academic officer of the University.

Previous Team Report Excerpt (2008):

“As a result of the visiting team’s call for additional administrative support to the architecture program, and an understaffed advising office, the college has added four new positions in order to better serve the design students and mitigate any potential “dilution” of administrative support caused by the reorganization: Since the 2008 accreditation visit, the college has added the following positions: Associate Dean for Academic Affairs, Director of Student Advising along with three academic advisors, A Director of Development, A Director of E-Learning and Assessment. While these new positions are administratively located within the college administration, they are physically located in the Paul L. Cejas Architecture Building and work directly with the chair of the department to serve and advise our students and assist the departmental administration. In addition, CARTA and the department have hired a full-time recruitment and admissions
staff member (Vanessa Peeck) to manage the admissions and recruiting process for the three design departments in the college. As of 2008, the program enjoys a more pro-active culture of advising. A result is that the architecture students are being advised and tracked by the Office of Advising and Student Services every semester. Additionally, since the 2008 visit, the department has gone from having a part-time administrative assistant to a full-time dedicated administrative assistant. Finally, beginning in AY 2010-11, the department will have a full-time student recruiter who will be shared amongst the three design departments (Architecture, Interior Design, Landscape Architecture) to help manage the admissions process.

While it is true that the dean’s time and energy must now be allocated amongst six departments, the office of the dean now consists of two Associate Deans and a significantly larger administrative staff charged with the management of the college.

Previous Team Report Excerpt (2008):

“The creation of the college has introduced another level in the promotion and tenure process for those architecture faculty members seeking advancement. Prior to the creation of the college, the school’s P & T committee would nominate candidates to the dean who would in turn advance candidates to the provost’s office for final decision. Under the new structure, the recommendation of the school’s P & T committee is now advanced to a second college level P & T committee who then decided on a recommendation to the dean.”

Program’s Response & Corrective Actions:

In August 2008, the dean of the College of Architecture and The Arts restructured the administrative organization of the School of Architecture (consisting of departments in Architecture, Interior Design and Landscape Architecture) in order to immediately and fully address the concerns raised in the VTR: the new administrative structure eliminated the position of school director. This restructuring in response to the VTR fully corrects the visiting team’s concern by removing the added level of review in the T&P procedures caused by the college consolidation & reorganization done in 2006. Currently, the department’s Tenure & Promotion decisions (chair’s letter and the departmental Faculty P&T Committee letter) are forwarded directly to the dean and to the college’s T&P Committee. The dean’s letter is, in turn, forwarded to the chief academic officer of the University.

The tenure and promotion processes of the program have been working effectively both before and after the college reorganization and there is no indication to suggest otherwise. Between 2005 and 2010, the program has had four successful tenure and promotion reviews resulting in a 100% success rate (Alfredo Andia, Gray Read, Shahin Vassigh and Jason Chandler), two successful promotions to full professor resulting in a 100% success rate (Jaime Canaves, John Stuart) and three successful third year reviews resulting in another 100% success rate (Jason Chandler, Eric Goldemberg, David Rifkind). The department’s Guidelines for Tenure, Promotion and Third-Year Review, outline the procedures and will be made available in the Team Room.

We believe there is no evidence to suggest a cause for concern due to an added layer of review in the T&P process. Our program’s tenure and promotion review processes are quite typical of the tiered process that is used by architecture programs situated in multi-departmental schools or colleges.

Previous Team Report Excerpt (2008):

“Under the College of Architecture + The Arts, the chair of the architecture program now reports to the director of the School of Architecture who reports to the dean of the college. The diminished role of the chair within this arrangement appears to be both a dilution of autonomy and a reduction of the attractiveness of this position. This fact may well adversely impact the program in the future when FIU endeavors to attract talented people to fill vacant administrative positions in the program…”

Program’s Response & Corrective Actions:

In reaction to the visiting team’s concern, the dean restructured the College of Architecture and The Arts in August 2008, eliminating the school director positions. This revised administrative structure fully responds to the visiting team’s concern and gives the
chair full access to the dean. The chair reports — as per the recommendation of the visiting team — to the dean who in turn reports to the chief academic officer of the university.

Previous Team Report Excerpt (2008):
"The visiting team considers control over the creation and administration of the architecture program’s budget to be a key measure of autonomy."

Program’s Response & Corrective Actions:
As of August 2008, the Architecture department has complete budget autonomy. The departmental budget is no longer co-mingled with the budgets of the other design departments in the School of Architecture. Once the budget is uploaded annually from the dean’s office, the chair has budgetary planning and management responsibility.

Program’s Summative Statement:
We believe there is demonstrable evidence in the changes made regarding the administrative structure and budget management procedures to warrant the determination that the program meets this SPC.
Responses to Conditions/Criteria considered “Met” by the NAAB 2009 Review Team (4), but which were considered “Not Met” by the 2008 Team

13.14 Accessibility


“Changes have been made to the curriculum and specific exercise added to several courses at both the graduate and undergraduate level addressing accessibility. Examples of student work sent for review exhibited ability related to 13.14(accessibility). While assessment of remotely reviewed materials is not as reliable as review of student work on-site, this criteria is now considered “Met.””

Previous Team Report Excerpt (2008):

“While the visiting team found a few references to site accommodation of the needs of the disabled in the required studio work (such as the garage layout in ARC 4343 Architectural Design 8), the team concluded that this work fell well below the threshold of an ability to design sites for the disabled”

Program’s Response & Corrective Actions:

Beginning of Fall 2008, and as a direct response to the VTR, the program introduced a focused series lectures covering Americans With Disabilities Act requirements into ARC 5483-Innovations in Building Technology (see Exhibit 13.14.A of the 2009 Extension of Term Report). In addition, this class introduced a series of design exercises / charrettes to focus on ADA issues for both building and site design. “Exercise #3: ADA Plans” requires students to design an accessible parking lot for 50 cars. Students use the Florida Building code to determine the number of accessible parking spaces for this lot and lay out the required parking spaces and illustrate a required accessible route. “Exercise #3: ADA Plans” also requires students to design restrooms for 200 persons. Students are required to consult the Florida building Code and the BOCA code to determine the required fixture count and required accessible areas, turn around radii, and door placement. (See Exhibit 13.14.B of the 2009 Extension of Term Report, Exercise #3 ADA Plans and Exhibit 13.14.C, Samples of student work).

Additionally, in ARC 5361- Comprehensive Design, all design projects are expected (and reviewed accordingly) to meet ADA site access, parking, and pathway and restroom requirements. The design project vehicle for Comprehensive Design in Fall 2008 was an Alumni Center for FIU. The program vehicle for Fall 2009 was a multi-floored Downtown University Facility with auditoria. Both were chosen in part for the consideration of accessibility to all floors in a multistory public facility. In these design projects, students are required to reference the Florida Building Code, Chapter 11, Florida Accessibility Code for Building Construction. Additional charrettes require students to layout ADA accessible restrooms with required turning radii and appropriate door location and swings. Grab bars are also illustrated. (See 2009 Extension of Term Report, Exhibit 13.14.C and 13.14.E for Samples of student work).

As a response to the visiting team’s report, the program also incorporated in ARC 5076-Formative Studio 2 and ARC 5335-Design 6 focused ADA exercises / charrettes that require students to lay out a parking lot of 20 spaces with two dedicated ADA spaces and to show the spaces with the required size and accessible route. (See 2009 Extension of Term Report, Exhibit 13.14.F and Exhibit 13.14.G for examples of student work).

In ARC 5329–Design 5, students design a small public multi-story civic building (examples include a library, YMCA, spa, etc.). As a response to the visiting team’s report, the program has introduced a targeted “Egress and Accessibility” assignment in which students diagram the egress of their building in an axonometric egress diagram. Students are given the accessibility requirements of the Florida Building Code, Chapter 11 and are required to implement them in their projects. They must maintain accessible paths and accessible restrooms. (See 2009 Extension of Term Report, Exhibit13.14.H, “Egress and Accessibility Assignment” and Exhibit 13.14.I, “Student work”)

Program’s Summative Statement:

We believe there is demonstrable evidence - as demonstrated through student work - to suggest that the program meets this SPC.

13.25 Construction Cost Control


“The curriculum has been adjusted to address cost estimating understanding related to criter(jon) 13.25. While assessment of remotely reviewed material is not as reliable as review of student work on-site, this criteria is now considered “Met.”"
Previous Team Report Excerpt (2008):

“While the visiting team found that FIU students prepared detailed estimates of the cost of electrical and mechanical systems in BCN 4561 Environmental Controls 1 and BCN 4564 Environmental Controls 2, this criterion was determined to be unmet because no evidence was found showing that an understanding of the fundamentals of building costs and the lifecycle costs was gained by all students in the architecture program.”

Program’s Response & Corrective Actions:

In response to the visiting team’s feedback, the program instituted focused cost estimating exercises / charrettes as part of ARC 5483-Integrated Building Systems. These exercises are introduced and explained with a cost control lectures. In addition to the targeted cost analysis project, students are introduced to an overview of the consequences on cost in relation to building material and systems selections. Students learn the use of building information modeling software and modeling techniques through a series of BIM workshops given to students enrolled in ARC 5361-Comprehensive Design. This valuable tool assists the student to determine building material quantities and associated costs for their comprehensive design project.

In addition to the aforementioned changes, the program instituted life cycle cost exercises in ARC 6280-Professional Office Practice. (See Extension of Term Report, Exhibit 13.25.E “Life Cycle Exercise Assignment” and course binder in Team Room).

Program Summative Statement:

The program concurs with the NAAB 2009 team review in believing that the program’s efforts in curricular and course modification, added targeted assignments in cost control fully address this criterion.

13.26 Technical Documentation


“The curriculum has been adjusted to incorporate understanding of outline specifications into several courses. Examples of student work sent for review exhibited understanding related to 13.26. While assessment of remotely reviewed materials is not as reliable as review of student work on-site, this criteria is now considered “Met”.

Previous Team Report Excerpt (2008):

“Although the visiting team inspected several examples of fine technical documentation in the material reviewed, evidence of the ability to produce outline specifications for a specific project as required by this criterion was not found.”

Program’s Response & Corrective Actions:

Comprehensive Design Studio (ARC 5361) and Integrated Building Systems (ARC 5483) continue to be the courses showing the greatest evidence of the ability to make technically precise drawings and write outline specifications for a proposed design. In response to the visiting team’s comment on outline specifications, we have increased content dedicated to specifications as well as three exercises dedicated to specifications. Additionally we have brought in the Miami Chapter of CSI to work directly with students in Comprehensive Design Studio on developing specifications for their projects. Targeted lectures and course content now describe the role of specifications and the differences between performance and product specifications. The work from the co-requisite Integrated Building Systems course is fully incorporated into the comprehensive design projects in ARC 5361.

In Methods and Materials of Construction 2 (ARC 5467), the 16 divisions of outline specifications are introduced and explained in lecture. Methods and Materials of Construction 2 (ARC 5467) requires the technical and material documentation of a notable building in its Case Study Exercise. In this exercise, students draw a ½”=1’-0” wall section, elevation and plan of a portion of their selected case study. This drawing documents the building’s structure, cladding, windows, materials, and building system. Details are drawn to scale to describe the profiles and internal configuration of materials and systems. Materials and assemblies are called out and noted with descriptive text that introduce the role of specifications in the design project.

Program’s Summative Statement:

With the strengthening of technical documentation in our required comprehensive design studio and its co-requisite Integrated Building Systems course, we believe that this criterion has been fully addressed. Students are now required to produce a set of specifications for their comprehensive design project. Examples of student work from the past two years clearly demonstrate that our students gain the ability to make technically precise drawings and write outline specifications for a proposed design.
13.31 Professional Development


“The curriculum has been adjusted to incorporate IDP understanding. Examples of curricula sent for review exhibited intentions related to criterion 13.31. Registration with IDP is encouraged and a tracking mechanism is in place related to student registration with IDP. In the explanation of the internship criteria submitted with the extension request it is clear that a basic misconception regarding accreditation exists by FIU program leadership. The comment “In spite of the fact that 77% of our students are in the non-professional portion of the 4+2 program we have gone through great efforts this past year to ensure that every student beyond third year is knowledgeable about professional development” raises concern. By choosing to provide an accredited program an institution is choosing to meet accreditation requirements, not just those students who are at the moment in the professional track. While efforts are directed in the right direction and this criterion is now considered “Met”, we would continue to see the attitude about accreditation requirements revealed by program leadership a cause of concern which would benefit from continued future review.”

Previous Team Report Excerpt (2008):

“The visiting team found anecdotal evidence that students at FIU gained a familiarity with the role of internship in licensure in the required business, professional practice and ethics sequence (ARC 6280) Professional Practice, (BUL 6810) Legal Environment of Business Practice, & (PHIL 400) Ethical Responsibilities… however, the visiting team’s meeting with the students revealed that this knowledge was only enjoyed by a small percentage of FIU students and that familiarity fell below the threshold on the understanding level required by the NAAB.

Program’s Response & Corrective Actions:

During the Summer of 2008, the program created and launched an IDP web-portal as part of the school’s student focused content on its website. The IDP portal is produced to explain the requirements and opportunities of IDP registration, as well as serve as a link to the numerous collateral sources for information on IDP.

Additionally, the program instituted a yearly IDP information session in which the program brings a delegate from NCARB’s Washington headquarters to deliver a seminar on the requirements of IDP. IDP literature and handouts are distributed to students and the seminar is immediately followed by a Q&A session in which students can address their specific questions directly to an NCARB representative. The program held this event in 2008-09, 2009-10, and is currently coordinating with NCARB for the implementation of a January 2011 session.

In 2008, the program instituted an IDP awareness program as an integral component of the upper division and graduate studio sequence. As of Fall 2008, evidence of a student’s “understanding” of the role of internship in obtaining licensure and registration is a required component in the Design 5 and Design 6 Studios & the Comprehensive Design Studio. Demonstration of the understanding is validated by the program by every student in these courses being required to submit a copy of their completed IDP registration form from the NCARB website to their instructor. Completed IDP registration forms are kept on file at the school. With the October 2010 pending changes in NCARB’s IDP procedures, the program – under the leadership of its IDP coordinator – is developing new procedures to ensure that all students (from Freshman year up) are made aware of IPD.

Program’s Summative Statement:

We concur with the 2009 NAAB team that the condition has been met through efforts to improve delivery of professional development content to both pre-professional and professional degree students.
Responses to Conditions/Criteria Considered “Met” by the NAAB 2009 Review Team (3), but which were considered a “Cause of Concern” by the 2008 Team

7.0 Human Resources Development


“The 2008 visiting team was strongly influenced by speculation around budgeting for Florida institutions of higher education by its legislature. Those speculations have not materialized and resources provided for human resources development have been maintained at near or better than historic levels. While budgetary trends at universities across the nation are a concern, this cause of concern is not abnormal, is being addressed in a positive manner, and no longer warrants a designation as a “Cause of Concern”.

Previous Team Report Excerpt (2008):

“As outlined in the APR, the architecture program has an active human resource development policy. Faculty and staff are encouraged to take advantage of various development opportunities such as career and teaching improvement courses both at the institution and off-campus, especially since either a doctoral education or professional licensure is required for tenure. Currently, the program provides support for research, creative work and faculty travel for conferences and symposia. The state mandated budget cuts threaten to eliminate the funding for human resource development and represent an ominous threat to the program.”

Program’s Response & Corrective Actions:

While we recognize that the team’s concern was a plausible reaction to Florida’s looming economic downturn, due to strategic planning at the department, college and University levels, a dramatic decrease in human resource support or funding for the program that the team feared did not occur. We respectfully suggest that there can be no reasonable cause of concern beyond a universally applicable apprehension.

### Historical budget (salaries, operating and faculty travel)

<table>
<thead>
<tr>
<th>Budget Year</th>
<th>FT Fac/Staff Salaries</th>
<th>Oper. Budget</th>
<th>Fac. Travel Budget</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>$1,306,914</td>
<td>$516,079*</td>
<td>$12,252</td>
<td>$1,822,993 *</td>
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<tr>
<td>2005-06</td>
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<td>$538,228*</td>
<td>$20,958</td>
<td>$1,874,122 *</td>
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<tr>
<td>2006-07</td>
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<td>$458,043*</td>
<td>$25,233</td>
<td>$1,957,633 *</td>
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<td>2007-08</td>
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<td>$492,531*</td>
<td>$21,952</td>
<td>$1,898,088 *</td>
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<tr>
<td>2008-09</td>
<td>$1,554,119</td>
<td>$449,731*</td>
<td>$22,000</td>
<td>$1,870,791 *</td>
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<tr>
<td>2009-10</td>
<td>$1,507,794</td>
<td>$433,364</td>
<td>$22,000</td>
<td>$1,953,644</td>
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<tr>
<td>2010-11 projected</td>
<td>$1,459,756</td>
<td>$863,084</td>
<td>$22,000</td>
<td>$2,344,840</td>
</tr>
</tbody>
</table>

*In budget years 04 through 08, operating expenses for architecture were combined with those of Landscape Architecture & Interior Design in a school-wide operating expense line item |

## Beginning with budget year 09-10, operating expenditures in the School of Architecture have been disentangled and this line item reflects only the architecture program’s expenses. This figure represents a total arc department budget of $1,821,064 plus $131,600 in course and lab fees which support operating expenses of the digital lab and the fabrication lab.

The accredited program has seen no reduction in its human resource development funding or its support for faculty and staff travel. In fact, we have seen just the opposite. AY 06-07 saw the second largest expenditure in faculty travel support in five years with over $25,000 distributed (averaging $1,900 per faculty member). AY 07-08, 08-09 saw a similar level of support for faculty travel with $22,000 spent) and we are projecting the same level for AY 2009-10. The department’s faculty travel budget has remained well-funded with all requests for travel support during academic years 08-09 and 09-10 honored and fully funded. Additionally, the department awarded over $40,000 in faculty development funds (non travel related) during academic year 2007-08 and an additional $40,000 in AY 2008-09. The department does not anticipate reductions in expenditures on faculty development in academic year 2009-10.

Additionally, as a response to the 2008 visiting team’s concern that the students were underserved in advising and student services, the college has created a new Office of Student Services and Advising and increased the size of the advising staff from a single
advisor to four advisors. The three design departments jointly hired an admissions coordinator to work on recruiting and admissions for the three design programs. This is a dramatic transformation from the advising, admissions and student support situation in 2007-08.

**CARTA Student Services and Advising Office:**

**Director**  
Natasha Stubbs

**Advisor (3)**  
Mary Zimmerman  
Rashid Britain  
A Garcia

**Admissions / Recruitment**  
Vanessa Peeck

During, academic year 2008-09, the Architecture Department held (for the first time in its history) two major symposia involving the participation of internationally renowned scholars and designers. These symposia drew large crowds from the Southeast region with students of architecture coming from as far away as Tennessee. The symposia were funded jointly by the department and through grants from the Graham Foundation.

The department has maintained consistent expenditures in support of its public lecture series. The 2008-09 and 2009-10 lecture public series were fully funded and the 2010-11 series will be supported at the same funding level.

**Programs Summative Statement:**

The program concurs with the 2009 NAAB team’s determination that this condition is fully “Met”. We believe there to be demonstrable evidence to support this determination.

### 10.0 Financial Resources

**NAAB Team Report Excerpt (2009):**

“The 2008 visiting team was strongly influenced by speculation around budgeting for Florida Institutions of higher education by its legislature. Data provided to the visiting team regarding financial resources provided the program indicating a 7.7% planned budget cut were actually erroneous. That data was corrected on the Florida Board of Governors Website. Actual reductions ranged from 1% to 2.6%. While budgetary trends at universities across the nation are a concern, this general concern is not abnormal, the data influencing the 2008 visiting team has been corrected, and this concern no longer warrants designation as a cause of concern.

**Previous Team Report Excerpt (2008):**

“The visiting team determined that the financial resources requirement was currently being met, however there is evidence of an ongoing and ominous deterioration of the financial position of the program in a number of key respects since the 2002 NAAB visit. Section 3.10 of the APR records that in the three year period from academic year 2001-02 to 2004-05 expenditures for graduate level 1 architecture students decreased from $800 per credit hour to $600 per credit hour... The visiting team also noted that the APR contained information on the expenditures per credit hour in the professional programs in engineering, law and health professions.

**Program’s Response & Corrective Actions:**

The department’s tuition revenue generation has increased significantly since the last accreditation visit and is expected to increase over the next four years as a consequence of the curricular transition from the BAA+ M.Arch to the seamless five/six year M.Arch. This change results in a net increase in the percentage of graduate tuition revenue (at $340 dollars per credit) and a concurrent decrease in the net percentage of undergraduate tuition revenue (at $142 per credit). This change does not alter the actual enrollment total, only the percentage who pay the higher tuition rate. This shift is expected to double the department’s total annual tuition revenue. The University has established a reinvestment plan in which 50% of the incremental revenue increase is returned to the department on an annual basis in the form of critical re-investments returned to the department. The first
critical re-investment of $437,000 has already been added to the academic year 2010-11 base budget. The first year’s critical reinvestment funds are being used for value added initiatives including a new 12,500 sf. Downtown studio facility, doubling the funding for architecture graduate student support and assistantships, fully funding student travel in the Spring semester and the creation of two additional full-time faculty lines.

In short, this transformation of the budget model has resulted in a substantial increase in expenditure per student. The fiscal year 2010-11 will see $4,865 spent, a 25% increase over the 2008-09 expenditure per student. Projections through 2013-14 reveal expenditure per student at $5,729; a remarkable increase of 47% over the 2008-09 expenditure per student.

Annual budgets since last accreditation visit (2010-11, 2009-10, 2008-09)

<table>
<thead>
<tr>
<th>Budget Academic Year</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>$1,040,038.90</td>
</tr>
<tr>
<td>Fringe</td>
<td>$309,909.98</td>
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<tr>
<td>Summer B(2010) Salaries</td>
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<tr>
<td>Summer A (2011) Fulltime Salaries</td>
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<tr>
<td>Adjunct Salaries</td>
<td>$159,500.00</td>
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<tr>
<td>Adjunct Fringe</td>
<td>$3,333.55</td>
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<tr>
<td>Graduate Assistants</td>
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<td>Graduate Assistant Fringe</td>
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<tr>
<td>Summer A (2011) Fulltime Salaries</td>
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<tr>
<td>(travel, duplicating, postage)</td>
<td>$9,500.00</td>
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<tr>
<td>ACSA Fee</td>
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<tr>
<td>Critical Reinvestment add-ons:</td>
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</tr>
<tr>
<td>Downtown/Design District facility</td>
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<tr>
<td>Additional Summer courses</td>
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<tr>
<td>Increase in graduate student support</td>
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<tr>
<td>Funded studio travel</td>
<td>$15,000.00</td>
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<tr>
<td>Student scholarships</td>
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<tr>
<td>Salary compression increases</td>
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<tr>
<td>Program operating budget add-on</td>
<td>$13,971.00</td>
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<tr>
<td>Two new fac. lines (conversions)</td>
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<tr>
<td>Digital print Lab Expenses (fee revenue)</td>
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<tr>
<td><strong>TOTAL 2010-11 Departmental Budget</strong></td>
<td>$2,344,840.00</td>
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</table>

<table>
<thead>
<tr>
<th>Budget Academic Year</th>
<th>2009-10</th>
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</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
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<td>Summer B(2010) Salaries</td>
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<td>Summer A (2011) Fulltime Salaries</td>
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<td>Adjunct &amp; Staff Salaries</td>
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<td>Graduate Assistants</td>
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<td>Graduate Assistant Fringe</td>
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<td>Misc Program Expenses</td>
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<tr>
<td>Lectures</td>
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<tr>
<td>Digital Print Lab Expenses</td>
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<td><strong>TOTAL 2009-10 Departmental Budget</strong></td>
<td>$1,952,644.00</td>
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<table>
<thead>
<tr>
<th>Budget Academic Year</th>
<th>2008-09</th>
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<tbody>
<tr>
<td>Faculty Salaries</td>
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<td>Fringe</td>
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<td>Summer B(2010) Salaries</td>
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<tr>
<td>Summer A (2011) Fulltime Salaries</td>
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<td>Adjunct &amp; Staff Salaries</td>
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<td>Adjunct &amp; Staff Fringe</td>
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<td>Misc Program Expenses</td>
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<td>(travel, duplicating, postage etc.)</td>
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<td>Lectures</td>
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<tr>
<td><strong>TOTAL 2008-09 Departmental Budget</strong></td>
<td>$1,926,244.00</td>
</tr>
</tbody>
</table>
Per Student Expenditure Comparisons:

(Department of Architecture, College of Engineering and Computing, College of Nursing and Health Sciences)

Per student expenditure for architecture students has increased annually over the past three years while per student expenditure for both engineering and nursing students has decreased over the same period.

<table>
<thead>
<tr>
<th>2010-11 Comparison:</th>
<th>Operating budget</th>
<th>Student Head count</th>
<th>$ per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>$2,344,840*</td>
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<td>$4,865/student</td>
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<tr>
<td>Nursing and Health Sciences</td>
<td>$8,844,061</td>
<td>2,126</td>
<td>$4,159/student</td>
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<tr>
<td>Engineering and Computing</td>
<td>$21,838,099</td>
<td>4,426</td>
<td>$4,934/student</td>
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<table>
<thead>
<tr>
<th>2009-10 Comparison:</th>
<th>Base budget</th>
<th>Head count</th>
<th>$ per Student</th>
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</thead>
<tbody>
<tr>
<td>Architecture</td>
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<td>$4,051/student</td>
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<tr>
<td>Nursing and Health Sciences</td>
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<td>$4,221/student</td>
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<td>Engineering and Computing</td>
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<td>$5,083/student</td>
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<table>
<thead>
<tr>
<th>2008-09 Comparison:</th>
<th>Base budget</th>
<th>Head count</th>
<th>$ per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>$1,926,244</td>
<td>493</td>
<td>$3,907/student</td>
</tr>
<tr>
<td>Nursing and Health Sciences</td>
<td>$8,751,112</td>
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<td>Engineering and Computing</td>
<td>$23,962,249</td>
<td>4,403</td>
<td>$5,442/student</td>
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</table>

*Projected budget includes base budget + =$437,000 critical reinvestment revenue + =$178,000 digital lab fee revenue
**Projected enrollment

Program’s Summative Statement:

The program’s current fiscal situation is excellent and the projections through 2013-14 suggest continued annual increases to the base budget through critical reinvestment. Expenditure per student has risen from $3,907 per student in AY 2008-09 to $4,865 in AY 2010-11. It is projected that it will rise to $5,729 per student by 2013-14. This trend is contrary to national trends at public universities of diminishing budgets and reduced expenditures per student.

13.15 Sustainability


“Additional examples of sustainable design efforts by architecture students were provided for review. While assessment of remotely reviewed materials is not as reliable as review of student work off-site, sustainable design criteria is adequately demonstrated and no longer warrants designation as a “Cause of Concern”

Previous Team Report Excerpt (2008):

“The visiting team found this criterion met in the coursework covered in ARC 5483 Innovations in Building Technology and ARC 5361 Graduate Design 1. The team also noted that this understanding was not consistently demonstrated in much of the required design studio work.”

Program’s Response & Corrective Actions:

The 2008 visiting team was concerned that the program’s two environmental technology courses that covered content related to sustainability were being taught by the Construction Management Department. In direct response to the VTR, the University’s chief academic officer fast tracked the approval of a new faculty position for the department in the area of environmental technology, sustainability and building services systems. A search (AY 2008-09) successfully concluded with the hiring of Thomas Spiegelhalter, a faculty member at USC with internationally recognized expertise in sustainability. He joined the Department in August 2009. Additionally, the Department sought and received approval for two new in-house courses in environmental technology (Environmental Systems in Arch 1 (ARC 5612) and Environmental Systems in Arch 2 (Arch 5621) which will focus specifically on acoustics, and lighting in architectural design. Beginning Fall 2009, these two new required courses replaced the environmental controls courses (BCN 4561 and BCN 4564) that were outsourced and taught by the Construction Management department.

Under the guidance of Professor Spiegelhalter, the paired curriculum of Comprehensive Design (ARC 536) and Integrated Building Systems (ARC 5483) has been augmented to cover extensive bio-climatic and sustainability components and the introduction to
analysis and modeling software. Bioclimatic and sustainability student deliverables have become required components of the comprehensive design project.

Additionally, the program introduced the required sustainability studio (ARC 5362) that follows immediately after and builds upon the lessons of Comprehensive Design. Studio projects have addressed multiple aspects of site issues and sustainability issues at a range of scales. Individual studio sections addressed sustainable practices in one or more of the following areas: Land use and the reclamation of brown-fields at a regional scale; the re-use of significant historical structures and the reversal of disinvestment practices at the scale of the neighborhood; and the design of disaster relief housing for victims of hurricanes and flooding – both conditions endemic to the geographic setting of Miami. Aspects of ‘sustainability’ explored through studio projects ran the gamut from the technological to the economic and social. As part of the sustainability studio in 2009, students attended the national AIA conference “The Architect as Agent of Social Change”. Additionally, the faculty of this studio developed a lecture series in which visiting experts on the design of tropical building envelopes came to class to deliver focused content to our students. The second iteration of this studio in Spring 2010 showed demonstrable success, with student design projects from this coordinated studio winning first, second and third places in the USGBC Natural Design Competition. This competition focused on the criteria of sustainability and site design in relation to the rebuilding effort in New Orleans. Competitors designed a LEED for Homes project that is priced affordably and is functional for elderly occupants. Once the homes are built, they will enter a measurement and verification phase in which they will be graded on energy efficiency, water reuse, and indoor air quality among other categories. The design team whose home performs best during measurement and verification will be awarded the final grand prize in 2011.

In concert with the above actions, the program applied for and received $64,000 in seed grant funding from the University to create the Environmental and Structural Technology Integration Lab. This teaching lab is stocked with cutting-edge teaching, visualization and testing/monitoring equipment for environmental and structural technology learning, as well as for the development and evaluation of sustainable and smart building and site design solutions. The lab is used by the faculty and students of the Comprehensive Design studios and by the environmental and structural technologies classes. The department is now partnering with industry (Johnson Controls) to expand the size and role of this lab.

Programs Summative Statement:

We concur with the 2009 NAAB team that the aforementioned changes and additions - made in response to the visiting team report - fully address the previous cause of concern and that the criterion is now “Met.” Courses and student work now demonstrate the ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impact of building construction and operation on future generations through means such as carbon neutral design, bioclimatic design and energy efficiency.

13.32 Leadership


“The professional practice curriculum has been revamped to include Leadership issues. Leadership is frankly difficult to demonstrate in student work product whether the team is on-site or assessing results remotely. Lectures and readings seem to support the efforts being made and adequately demonstrate that a leadership criterion no longer warrants designation as a “Cause of Concern”.

Previous Team Report Excerpt (2008):

“The visiting team believes this criterion is met at FIU but noted a general absence of this understanding in much of the student class work in the required professional practice sequence.”

Program’s Response & Corrective Actions:

The program has added content in the Professional Practice course (ARC6280) to address concerns related to this criterion. The effort includes additional targeted lectures, readings and discussions as well as exercises and assignments that explore the leadership role of
architects. This is illustrated in the syllabus of the course. As part of this transformation, a new “Leadership in the Profession” component co-taught by the instructor of record with Lilian Chiu has been added to the course. Ms. Chiu is Principal/Director of Morgan Environments, a consulting firm focusing on strategic planning, professional development, organizational competitive research and business development strategies for architects.

As a direct response to the visiting team report, the program has also strengthened student’s exposure to, and understanding of, this criterion in other areas of the curriculum. The program has been guided in this effort by the language on professional leadership and collaboration from the AIA Draft White Paper for the NAAB 2008 Accreditation Review Conference. (see below)


Leadership and Collaboration

“Recognizing that leadership skills can be developed through many different forms, including an expertise in a topical specialty or more general, individually focused skills, we stress the importance of instituting the teaching of formal and informal leadership qualities. New and emerging models of globally driven social, cultural, geopolitical, and economic conditions will require the academy to formulate new modes of leadership principles centered on interdisciplinary collaboration and hierarchically flattened team structures to create students who are ethical and innovative team members. Vehicles by which to convey these principles include:

- Formal training and instruction in generally applied leadership skills, formal internship and mentorship opportunities
- A renewed emphasis on collaborative and interdisciplinary design studios, and engagement across the campus and with larger community and societal structures outside the design studio
- Providing genuine opportunities for students to gain experience in leadership and collaboration throughout their academic life should be an institutional requirement.

Architecture programs should continue to demonstrate positive and respectful learning environments as required in NAAB Condition 3.5 Studio Culture.

The fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration and staff, should serve as guiding principles of professional conduct that enhance leadership and collaboration.”

Beginning in Fall 2008, The Comprehensive Design (ARC 5361) and Sustainability Design Studio (ARC 5362) introduced - as part of the studio experience - a guest seminar/lecture series in which practicing architects and collateral participants of the construction process attend class to present their leadership roles in the building design and construction process. Guests have come from various regions in the US and discuss the topic from diverse perspectives. Invitees for 2008-09 included, Michael Dennis, FAIA (“Design Leadership in Campus Construction Projects”), Michael O’Keefe (“Design & Construction Processes in Public Buildings”), Angel Suarez, Perkins + Will, (“Leadership Roles in Sustainability”) Herman Brun, Oppenheim Architects (“Project Management & LEED”), V.P. Facilities Management, University Miami (“The Institutional Client & The Architect”), Bill Draughon, Senior V.P Alumni Relations, FIU (“The Clients Perspective in Building The FIU Alumni Center ”). This series is not part of our regular lecture series and is specifically designed to address the criterion through intimate and targeted lecture and discussion.

Numerous recent Design 7/8 Studios introduced a new strategy of integrating lessons on professional leadership and collaboration in order to strengthen our efforts at meeting this criterion. This integrative strategy uses the AIA language on Leadership and Collaboration as its foundation. The Design 8 Studio now has a formal mentorship program as a central aspect of the semester’s studio experience. In this new model, local architecture firms “adopt” students in the Design 8 studio; committing to mentor/tutor their mentees for no less than four hours a week. By second week of studio, each student has – in addition to their studio professor, a team of professional mentors. Students work with their mentors at the offices where they each have a desk/workstation for the entire semester. Students also maintain their “academic” workstation at school where they meet with their professor during the regularly scheduled studio sessions. The content of the external mentoring
includes critiques and assistance at the office on their semester design project via design critiques & consultancy on structural, technology, sustainability, cost and code issues as well as input on career development, IDP planning and professional leadership.

Participating firms included; Perkins +Will, Spilis Candela DMJM, Zyscovich Architects, Arquitectonica, BEA International, Bermello, Ajamil & Partners.

Finally, as part of a concerted effort to refocus attention on this criterion, the program held a one day colloquium on “design leadership”. The program hosted Marvin Malecha, AIA President to present his thoughts on leadership in the building design and construction process and on issues of growth, development, and aesthetics in the community. This colloquium was directed to our students as well as to Miami’s design professionals and state and local government leadership.

Program’s Summative Statement:

The program concurs with the 2009 NAAB teams conclusion that the aforementioned corrective actions have fully addressed the visiting team’s cause of concern and that the program now fully meets this criterion.
The Architecture Program received and reviewed draft copies of the 2009 NAAB Conditions for Accreditation and participated in the various online and live assessment processes organized by NAAB and the ACSA. The program has worked continuously throughout this transition period to ensure compliance with the pending changes. The program is encouraged by many of the changes to the conditions. We particularly welcome the broadening of “studio culture” to the more inclusive “learning culture”.

Examples of specific changes along with the programs response’s are presented below:

I.1.2 Learning Culture and Social Equity: “(This) has been revised to integrate the core tenets of 3.5 studio culture into all elements of the program.”

Program Response: The department has reviewed its policies and data regarding representation of underrepresented groups, and the mechanisms for increasing their representation in the student body and on the faculty. The department is planning to initiate a targeted recruiting effort to attract more African American applicants – with particular attention to HBSC’s in the Southeast.

II.1.3 Responses to the Five Perspectives: “(This) has been revised to be reflective of current issues to minimize the relationship to the five constituencies that make up the NAAB.”

Program Response: The program continually reviews its accredited degree program in relation to the NAAB’s Five Perspectives through assessment of student work (artifacts). Additionally, the program assesses its planning and program development initiatives in relation to the Five Perspectives. The program uses end of semester “post-mortem reviews, external professional reviewers as well as other forms of assessment to ensure that long and short-range planning adequately consider the goals of the five perspectives.

I.1.4 Long Range Planning & I.1.5 Self-Assessment Procedures: “These have been added as a result of the discussion at the ARC.”

Program Response: The program has consistently engaged in both short and long-term planning and supports its inclusion as a NAAB requirement. The program includes all stakeholders in the planning and assessment process. In the last two years, the program has held planning retreats and meetings with staff and faculty, created a new SWOC Analysis document for the program, developed a short and long-range planning report to guide our progress, invited external consultants to assist us in our long-range planning, and developed various assessment instruments for students faculty and professionals to help us evaluate our continuing evolution. Records and data from these assessments are kept by the department and used for its internal review procedures.

I.2.1 Human Resources & Human Resources Development: “Based on discussion at ARC; 3 conditions from the 2004 Conditions for Accreditation have been combined into a single condition.”

Program Response: The program supports this change and in response has reviewed and clarified a number of procedures and duties in relation to both faculty and staff and in relation to students. The role and responsibility of the program’s IDP coordinator (Jason Chandler) has been reviewed and clarified. The program continues to have clear procedures for ensure compliance with university mandated EEO/AA policies. The program has revised its faculty tenure and promotion document and is vigilantly reviewing all documents, policies and procedures related to human resources. Finally, the program has created newly required faculty / course matrices for each semester.

I.2.2 Administrative Structure & Governance: “The 2 elements of the 2004 Conditions for Accreditation have been divided into 2 separate conditions.”
Program Response: The program has robust shared governance structure and procedures that involve all stakeholders in the processes of curricular development, and implementation program administration and governance.

II.2.3 Physical Resources: “The burden is on the program to demonstrate that it is providing appropriate space for each activity.”

Program Response: The program continues to have access to excellent facilities on campus. The studio space, classroom facilities, offices, woodshop, digital lab that make up the physical resources of the program are amongst the best in the country. With the addition of a new 12,500 square foot downtown design center in Spring 2011, the program will be adding a new and important component to the first-rate physical resources that our faculty and students already enjoy.

I.2.4 Financial Resources: “This condition has been revised to request out-year plans as well to identify how the program is responding to other issues that affect financial resources.”

Program Response: The program has supplied in depth historical and well as projective budget data as well as supporting material in order to fully elucidate and contextualize the programs fiscal situation which has dramatically improved over the past three years and is expected to continue on this trend for the next five years in spite of the difficult economic situation for higher education.

I.3.1 Statistical Reporting: “In prior years, this information may have been reported in condition 6 – Human Resources or Condition 7, Human Resources Development, but without a standard form or set of questions. The new condition requests standardized information about students and faculty in ways not reported annually to NAAB.”

Program Response: The program – with the assistance of the FIU Office of Planning and Institutional Research - compiles all required program, student and faculty demographic information requested by NAAB. The program has gone beyond the limited historical snapshot requested NAAB in order to more fully elucidate trends.

I.3.3 Faculty Credentials: “This new condition increases the expectation that the program has engaged faculty either full – or part-time whose current research, experience and expertise is appropriate to the subject matter being taught.”

Program Response: The program – as mandated by our university and by its accrediting agency (SACS) – has a thorough credentialing process for all part-time and full-time faculty. In addition to creating the NAAB mandated faculty/course matrices, the program maintains its own credentialing file for each faculty member. This file includes copies of degrees transcripts and written credentialing justification if required. These files can be made available to the NAAB team during their visit.

Part Two: Section 1 – Student Performance Criteria: “The definitions have been expanded for Understanding and Ability.”

Program Response: The program had been carefully following the proposed changes to the Student Performance Criteria that are now part of the new 2009 Conditions for Accreditation. As such, we have been vigilantly assessing the thirty-two SPC’s and the three realms in which they are organized in relation to our curricula and the specific courses that satisfy the new SPC Matrix and the revised NAAB definitions of “Understanding” and “Ability”. This has been a two-year long process and has involved extensive faculty input.

II.2.1 Regional Accreditation: “The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.”

Program Response: Our APR includes a letter from the Southern Association of Colleges and Schools regarding Florida International University's reaffirmation status.
II.2.3 Curricula Review and Development: “Developed in response to a proposal made at the ARC”.

Program Response: With extensive and continuous curricular review, the program successfully met this requirement before it was mandated.

Part Two: Section 3 Evaluation of Preparatory/Pre-Professional Education: “Although implied in 2004 Condition 12, this new condition sets forth specific expectations for preparatory and pre-professional education.”

Program Response: The program took the “implied” obligation in the 2004 Conditions as a requirement. As such, the program has had a long-standing procedure for the evaluation of transfer and advanced standing coursework that would fulfill required professional coursework in satisfaction of NAAB SPC's.

II.4.3 Access to Career Development Information: “Developed in response to recommendations from AIAS.”

Program Response: The program has developed an IDP portal on its website with access to collateral organizations. The program has also significantly enhanced the expectations for the faculty IDP Advisor. The program annually hosts a representative from NCARB's national office to visit our student body and make a formal presentation on IDP.

II.4.4 Public Access to APRs and VTRs: “Supplements requirements outlined in the 2009 NAAB Procedures for Accreditation.”

Program Response: The Program makes a set of the APR & VTR documents as well as supporting material available to the public in the administrative office.

II.4.5 ARE Pass Rates: “Developed in response to requests for information from parents.”

Program Response: NCARB does not have pass-rate data on two of the six accredited Florida schools before 2009. We have reported this issue to NCARB who has informed their consultant (Prometrics). They are investigating the current absence of data and correct any problems. However, because of this error, NCARB is currently unable to report on historical ARE pass rate data on FIU graduates to the public, FIU or NAAB.
Required Courses

ARC 1131 FALL

GRAPHIC COMMUNICATION 1

Instructor(s): Claudia Busch (Coordinator)
               Eric Bellin
               Lilly Danger
               Mark Marine
               Alice Cimring
               Irina Mitina

Course Units: 2.0

Pre-requisites: None

Type: Required Course

Description: An introduction to basic drawing principles and techniques: Freehand drawing, orthographic and isometric projections and perspective. The first part stresses the act of drawing by hand. It asserts that drawing is an active kinesthetic and tactile process and that perception and visual acuity is learned through a process of interaction with the environment. In the first part of the course, students are asked to draw from observation. The second part of the course introduces different ways of representing within the design process, focusing upon orthographic views and paraline projections. Students are introduced not only to the techniques of descriptive geometry, but also taught strategies for determining how to best describe their ideas and design processes.

Texts: Ching, Francis, Design Drawing
       Cooper, Douglas, Drawing and Perceiving
       Course Reader – Misc Articles

Objectives: To introduce students to the process of drawing as a means of communication and to a graphic vocabulary techniques. Introduce freehand drawing and perspective with simple tools to express visual thought and perception. Introduce orthographic drawing: plan, section and elevation. Introduce paraline drawings: Oblique and isometric.

Requirements: In-class exercises, projects, drawn and oral presentation

NAAB SPC: A3 Visual Communication
          A8 Ordering Systems Skills
ARC 1132 SPRING

GRAPHIC COMMUNICATION 2

Instructor(s): Claudia Busch (Coordinator)
Eric Bellin
Mark Marine
Lily Danger
Alice Cimring
Irina Mitina

Course Units: 2.0

Co-requisites: Design 2

Type: Required Course

Description: Second course in graphic communication. Students explore documentation and analysis of three dimensional objects and spaces. The course is divided into three parts starting with analog drawings using freehand and mechanical means and introduces a transition to digital representation. Students make a series of analytical drawings investigating methods of recapturing and developing three-dimensional understanding and proportional relationships. The second part focuses on the three-dimensional representation through the generation of perspectives of historical precedents in architecture. The third part emphasizes new methods of representation via the creation of a digital portfolio.

Texts: Ching, Francis, Design Drawing
Cooper, Douglas, Drawing and Perceiving
Course Reader – Misc Articles

Objectives: To introduce students to the process of drawing and to a graphic vocabulary used throughout their course of study.
Introduction to drawing equipment and materials with emphasis on both analog and digital drawing techniques.
Orthographic drawing: Plan, section and elevation
Paraline drawing: Oblique and Isometric
Perspective drawing using different techniques
Presentation rendering techniques: Analog and digital

Requirements: In-class exercises, projects, oral and drawn presentations

NAAB SPC A3 Visual Communication Skills
A8 Ordering Systems Skills
ARC 1301   FALL

ARCHITECTURAL DESIGN 1

Instructor(s):  Claudia Busch (Coordinator)
               Eric Bellin
               Felice Groden
               Eric Peterson
               Jaime Canaves
               Mark Marine

Course Units:  4.0

Co-requisites: ARC 1113 Graphic Communication 1

Type: Required Studio

Description: The first design studio is devised for beginning design students in all disciplines. Students are introduced to a rich design vocabulary, an understanding of space, systems of order, and graphic-communication skills of the design professions. The course is designed to immediately engage the student in thinking about and creating architectural space through drawings and models through a series of abstract exercises. Exercises are set with specific parameters, and focus on developing an analytical and speculative design process. The act of diagramming and visual analysis is central to the studio. Students analyze visual information and translate two-dimensional interpretations into three-dimensional assemblages.

Texts:
- Ching, FK, Architecture Form, Space and Order
- Rowe & Slutsky, “Transparency: Literal and Phenomenal”
- Libeskind, D., “New Order between the Lines”
- Krause, R., “Grids”
- Leatherbarrow, D., “The Space”
- Foucault, M., “Of Other Spaces”
- Pallassma, J., “Architecture of the seven Senses”
- Eco, U., “Architecture & Memory”
- Colomina, B., “Split-Wall Voyeurism”

Objectives:
Primary Principles to be explored:
- Basic principles and primary elements of design that form two or three dimensional design.
- Transformation, translation and reading of ideas derived from specific visual arts or literature.

Design Process to be developed:
- Creative and critical Thinking
- Development of perceptual understanding and visualization of ideas
- Conceptualization of form in two and three dimensions
- Reading tectonic elements
- Understanding building program
- ...

Requirements:
Two final presentations (oral and drawn) of design projects including study models, final models, and drawings (plan, section, elevation and axonometric)

NAAB SPC:
A3 Visual Communication Skills
A6 Fundamental Design Skills
A8 Ordering Systems Skills
ARC 1302 SPRING

ARCHITECTURAL DESIGN 2

Instructor(s): Claudia Busch (Coordinator)
Mark Marine
Elite kedan
Erik Sundquist

Course Units: 4.0

Prerequisites: ARC 1301 DESIGN 1, Co-requisite: ARC 1132

Type: Required Studio

Description: Introduction to principles of proportion and scale with an emphasis on the relationship between the body and three dimensional space. An introduction to basic structural theories through interior/exterior exploration of forms and spaces. Design process is emphasized.

Texts:
Ching, F.K. Architecture Form, Space and Order
Rasmussen, S.E. Experiencing Architecture
Sutherland, M. Model making

Objectives:
Introduce students to fundamental design skills and formal ordering systems in architecture.
Introduce students to theories of human behavior and human scale in architecture.
Explore the relationship between interior and exterior space
Understand very basic structural principles
Development of Presentation skills, graphic and oral communication of architectural ideas

Requirements: In-class exercises, spatial studies, final project.

NAAB SPC:

| A3 | Visual Communication |
| A6 | Fundamental Design Skills |
| A8 | ordering Systems Skills |
MATERIALS AND METHODS OF CONSTRUCTION 1

Instructor(s): Jaime Canaves

Course Units: 3.0

Prerequisites: ARC 1301

Type: Required Course

Description: The first introductory course in methods and materials of construction sequence. Physical properties of materials, assemblies and manufacturing processes, size, shape, and performance under normal loads of light construction assemblies.

Text: Ching, FK, Building Construction illustrated.

Objectives: Introduction to building materials and construction techniques. Introduction to building standards. Development of critical thinking skills through analysis, documentation. Development of collaborative skills by participating in design teams. Encouragement of student participation in problem solving design competition.


NAAB SPC: NA
ARC 2303 FALL

ARCHITECTURAL DESIGN 3

Instructor(s): Claudia Busch (Coordinator)
Mark Marine
Andrew Sibyatta
Michele Cintron

Course Units: 4.0

Prerequisites: ARC 1302 Design 2

Type: Required Studio

Description: Students are introduced to issues involving the analysis of physical site, as well as cultural framework through which site can be interpreted. This analytical information supports and generates a design process for a simple architectural program. Content and issues introduced in the first year are re-examined but with the addition of more complex issues and questions. In contrast to the first year, the problems become less abstract and students are expected to consider pragmatic issues associated with program, site, inhabitation and structure. The course is divided into sequential design problems that explore architectural space, program, technology and context as issues in the design process and as potential generators of form. A primary goal of this semester is to introduce principles and ideas that influence and ultimately shape architecture. Implicated in the design process are the larger physical and cultural contexts in which architecture is situated.

Texts: Ching, F.K. Architecture Form, Space, and Order
Ching, F.K., Building Construction Illustrated
Course Reader

Objectives: Ability to analyze and integrate site conditions, as well as social and cultural context into design.
Ability to develop conceptual design into final project
Ability to understand and integrate precedent in design
Ability to use formal ordering systems in the development of design
Ability to complete presentation drawings that express ideas of project

Requirements: Site analysis drawings, full project presentation including site and building models, plans, sections

NAAB SPC: A3 Visual Communication
A6 Fundamental Design Skills
A8 ordering Systems Skills
ARC 2304 SPRING

ARCHITECTURAL DESIGN 4

Instructor(s): Claudia Busch (Coordinator)
Elite Kedan
Eric Peterson

Course Units: 4.0

Prerequisites: ARC 2303 Design 3

Type: Required Studio

Description: The main objective of design 4 is to introduce principles and ideas that influence and ultimately shape architecture in terms of the implications of the larger physical and cultural context. The course is divided into sequential problems that explore architectural space as a result of contextual forces. The city is introduced as a starting point for the exploration of these spatial, social, political and cultural contextual forces. Projects engage the structure and the fabric of the city with its attendant issues of public/private, fabric/space, interior/exterior. Site and context serve as generators for design with repetitive spatial and programmatic elements. The studio emphasizes design process and relationships between conceptual design, structural systems. Projects address several levels of order: territorial order, urban order, architectural order, and constructive order.

Objectives: Ability to develop conceptual design into final project
Ability to integrate site conditions, and social contexts into design
Ability to integrate structural system and materials into design
Ability to complete presentation drawings that express ideas of project
Understanding basic principles of assembly
Understanding basic principles of building enclosure

Requirements: Projects developed to a high degree of design resolution and presented in drawings and models.

NAAB SPC: A3 Visual Communication
A6 Fundamental Design Skills
A8 ordering Systems Skills
ARC 4058 FALL/ SPRING/ SUMMER

COMPUTER APPLICATIONS IN ARCHITECTURE

Instructor(s): Erik Sundquist
Course Units: 3.0
Prerequisites: NA
Type: Required Course

Description: Introduction to two dimensional and three dimensional computer-aided design. Focus upon skill and knowledge creation through the analysis and representation of case-studies.

Applied software: Adobe Photoshop, Adobe Illustrator, AutoCad, Rhino

Objectives: A comprehension of digital hardware and software applications which will provide a foundation for learning and applying various software packages. The course introduced digital technology as a design, representational and analytical tool. Lectures, assignments and workshops will explore content through a series of lectures and hands-on exercises. The class will provide students with the theoretical framework, skills and training necessary to progress toward a continually expanding repertoire of pictorial, spatial and abstract digital languages.

Texts: Course Reader (varies)
Requirements: Digital drawing, digital modeling, PowerPoint presentations

NAAB SPC: A3 Visual Communication Skills
ARC 5075  FALL

FORMATIVE GRADUATE STUDIO 1

Instructor(s): Eric Peterson
Adam Drisin

Course Units: 6.0

Prerequisites: None

Type: Required Graduate Studio for 3yr M.Arch

Description: Introductory studio for graduate students with no previous training in Architecture. Studio will introduce basic design concepts including geometry, articulation of form, spatial relationships, proportion and scale. Studio will also require site and program research and basic understanding of graphic techniques for presentation. Studio will guide student through process of conceptualization of a design and development of a parti, integration of requirements, and presentation

Texts: Course Reader (various articles)

Objectives: Introduction of fundamental design skills, graphic representation/communication skills, research skills. Studio will address fundamental issues of site, program, formal ordering systems, structural systems and materials.

Requirements: Several short design exercises, required readings and discussions

NAAB SPC: A3 Visual Communication
A6 Fundamental Design Skills
A8 ordering Systems Skills
ARC 5076    SPRING

FORMATIVE GRADUATE STUDIO 2

Instructor(s): Jason Chandler

Course Units: 6.0

Prerequisites: Formative 1

Type: Required graduate studio for 3 year M.Arch path

Description: This studio focuses upon housing and related components as a mechanism for exploring design strategies related to repetitive spatial, structural and building and life safety codes are stressed. In the design of the individual unit, the studio considers: the role of the inhabitant in the space; components of the dwelling unit, history of unit types.

Objectives: Competence in manipulating repetitive design elements, integration of structure and construction systems into design, programming for housing, site documentation and zoning guidelines, materials, and construction detailing, ADA guidelines and life-safety codes.

Texts: Course Reader (articles)

Requirements: A series of interrelated and sequential design exercises. Research of housing precedent is a component of the semester. Development of design proposals, construction sections, presentation drawings and models are required at final presentation. IDP registration session

NAAB SPC:  

A3     Visual Communication Skills
A6     Fundamental Design Skills
A7     Use of Precedent
A8     Ordering Systems Skills
FORMATIVE GRADUATE DESIGN 3

Instructor(s): Adam Drisin
              Marilys Nepomechie

Course Units: 6.0

Prerequisites: Formative 2

Type: Required graduate studio for 3 year M.Arch path

Description: An architectural studio that builds upon concepts and approaches presented in Formative Studio and Formative Studio 2.

Objectives: Building upon the principles of the previous two semesters, this course emphasizes design principles related to building expression that are based upon site, function, circulation and structural considerations. The course explores these as generators of form. Continued development and exploration of space as it pertains to the interrelationships of plan, section and elevation with particular emphasis upon processes for the rigorous development of sectional and elevational design strategies allowing for consistency in concept related to building expression and structure.

Requirements: A series of interrelated and sequential design exercises.

NAAB SPC: A7 Use of Precedent
ARC 5176 SPRING

Advanced Digital Design

Instructor(s): Erik Sundquist, Eric Goldemberg

Course Units: 3.0

Prerequisites: ARC 4058

Type: Required Course

Description: This course introduces students to more advanced uses of digital technology by reverse engineering the set of digital techniques and procedures used to produce specific examples of contemporary works of architecture.

Applied Software: Autodesk Maya 7, Rhine 3.0, Autodesk 2007

Objectives: Students will be expected to produce a series of digital and physical models of contemporary works of architecture. A goal is to equip the students with the knowledge of critical and technical skills for the production of digitally based design so that they can appropriate them within their own design processes.

Requirements: In-class exercises, weekly projects, final project.

NAAB SPC: NA
**ARC 5205**  
**FALL**

**ADVANCED DESIGN THEORIES**

**Instructor(s):** Gray Read  
**Course Units:** 3.0  
**Prerequisites:** ARC 5249  
**Type:** Required Course  

**Description:** This course analyzes and compares Western and non-Western examples of critical ideology through the investigation of key historic monuments and current architectural theory and practice. The first part of the semester is dedicated to studying the fundamental aspects of Western and non-Western thought and their affects on built environment. We will contrast theoretical positions about architecture to learn from their differences and we will focus on those characteristics that suggest a special unity of purpose among the myriad designs that humankind has produced. The second part of the semester concentrates on issues of globalization and identity, current issues of architectural practices and speculations about the modern metropolis. The course does not follow a temporal organization or a specific historical line; each theme is autonomous and yet supports the next one in the sequence. Together they explain different world-views and their effect on architecture today.

**Objectives:**  
Awareness of different philosophies that influence design  
Western and non-Western traditions  
Analysis of precedent  
Critical thinking, writing

**Requirements:** Extensive reading, discussion, papers and exams  

**Text:** Course Reader (various)

**NAAB SPC:**  
A1 Communication Skills  
A9 Historical Traditions  
A10 Cultural Diversity  
C2 Human Behavior  
C8 Ethics & Professional Judgment  
C9 Community & Social Responsibility
INTRODUCTION TO DESIGN THEORIES

ARC 5249/3243 FALL

Instructor(s): Gray Read

Course Units: 3.0

Prerequisites: None

Type: Required Course

Description: Introduction to the environmental parameters, morphological concepts, and ideological principals that generate form and meaning in architecture.

Objectives: To ensure awareness of theories of human behavior in the context of environmental design as informed by a wide range of sources: cultural, geographic, artistic, scientific, technical, philosophical, religious, political, and literary. To introduce student to the fundamental principals that have been associated with the generation of form and meaning in architecture and interiors including ordering systems, national and regional traditions, and traditions of western thought. To acquaint student with some of the important thinkers and sources of criticism that have influenced architecture and interiors throughout history. Ability to demonstrate critical thinking, analytical, research, and writing skills.

Requirements: Two papers, maintenance of a sketch/ notebook, mid-term and final exams.

Text: Course Reader (various)

NAAB SPC:

A1 Communication Skills
A9 Historical Traditions & Global Culture
A10 Cultural Diversity
C2 Human Behavior
ARC 5329  FALL

ARCHITECTURAL DESIGN 5

Instructor(s):
Jason Chandler, Coordinator
Malik Benjamin
Elizabeth Cardona
Christina Canton
Lourdes Sanchez
Sandra Suarez

Course Units: 6.0

Prerequisites: ARC 2304 Architectural Design 4

Type: Required Studio

Description: Integration of structure and construction techniques in the production of a small to mid-sized public project that incorporates site and context analysis and consideration, an exploration of materials, and long span structural elements. A legal analysis of relevant ADA and life safety codes is also included.

Objectives: This studio level is the gateway studio for the Architecture Upper Division. It focuses on architectural interventions of small public character that respond to the existing built environment. This includes specific attention to issues of site, context, and working with structures of significant design, cultural and historic value. It also includes careful attention to structure, accessibility, life safety and building codes.

Requirements: Inventory and documentation of existing conditions, analysis, design, design development and detailed two- and three- presentations.

NAAB SPC:
A4  Technical Documentation
A7  Use of Precedent
A11 Applied Research
B2  Accessibility
B4  Site Design
B5  Life Safety
B9  Structural Systems
B10 Building Envelope Systems
B12 Building Materials and Assemblies
ARC 5335 SPRING

ARCHITECTURAL DESIGN 6

Instructor(s): Jason Chandler (coordinator)
Elite Kedan
Malik Benjamin
Elizabeth Cardona
Sandra Suarez
Eric Peterson

Course Units: 6.0

Prerequisites: ARC 5329 Architectural Design 5

Type: Required Studio

Description:
This studio focuses upon housing and related components as a mechanism for exploring design strategies related to repetitive spatial, structural and building and life safety codes are stressed. In the design of the individual unit, the studio considers: the role of the inhabitant in the space; components of the dwelling unit, history of unit types.

Objectives:
Competence in manipulating repetitive design elements, integration of structure and construction systems into design, programming for housing, site documentation and zoning guidelines, materials, and construction detailing, ADA guidelines and life-safety codes.

Requirements:
A series of interrelated and sequential design exercises. Research of housing precedent is a component of the semester. Development of design proposals, construction sections, presentation drawings and models are required at final presentation.

NAAB SPC:
A4 Technical Documentation
A7 Use of Precedent
A11 Applied Research
B2 Accessibility
B4 Site Design
B5 Life Safety
B9 Structural Systems
B10 Building Envelope Systems
B12 Building Materials and Assemblies
ARC 5340  FALL

ARCHITECTURAL DESIGN 7

Instructor(s):
Nicolas Quintana
Eric Goldemberg
Elizabeth Cardona
Jaime Canaves
Mathew Rice (Genoa)
Nik Nedev
Gray Read
Jason Chandler
Alfredo Andia
Camilo Rosales
Sandra Suarez

Course Units:  6.0

Prerequisites:  ARC 5335 Architectural Design 6

Type:  Required Studio (vertical)

Description:  Architectural Design 7 is a special topics studio offering a flexible framework for investigating unique building and/or theoretical projects. It demands a high level of independent research to support the development of a design solution. Entry into national and international design competitions may form a part of this studio experience.

Objectives:  Students demonstrate ability in:
Highly focused independent research
Rigorous design exploration in a range of contexts and through a range of media
Ability to articulate ideas clearly in both verbal and graphic/constructive formats

Requirements:  Design developed and presented to high professional standards in 2 and 3 dimensions.

NAAB SPC:  A7  Use of Precedent
            C1  Collaboration
ARC 5343 FALL

ARCHITECTURAL DESIGN 8

Instructor(s): Alfredo Andia
Nicolas Quintana
Eric Goldemberg
John Kneski
Nik Nedev
Gray Read
Elizabeth Cardona
Sandra Suarez

Course Units: 6.0

Prerequisites: ARC 5340 Architectural Design 7

Type: Required Studio (vertical)

Description: Architectural Design 8 is a special topics studio offering a flexible framework for investigating unique building and/or theoretical projects. It demands a high level of independent research to support the development of a design solution. Entry into national and international design competitions may form a part of this studio.

Objectives: Students demonstrate ability in:
Highly focused independent research
Rigorous design exploration in a range of contexts and through a range of media
Ability to articulate ideas clearly in both verbal and graphic/constructive formats

Requirements: Design developed and presented to high professional standards in 2 and 3 dimensions

NAAB SPC: A7 Use of Precedent
C1 Collaboration
INTEGRATED COMPREHENSIVE DESIGN

Instructor(s): Camilo Rosales
              Marylis Nepomechie
              Jason Chandler
              Shahin VAssigh
              Thomas Spiegelhalter
              Nikolay Nedev

Course Units: 6.0

Prerequisites: Graduate Standing

Co-Prerequisites: ARC 5916 Integrated Building Systems

Type: Required Graduate Studio

Description: Exploration of architectural systems; structural, environmental, life-safety, assembly & enclosure systems and their relationship to building form and expression. Students will assess and integrate systems into their design processes.

Objectives:
- To undertake the comprehensive design of a building as determined by the 2009 NAAB Conditions for Accreditation (SPC’s listed below)
- To analyze and organize a medium scaled program
- To address and absorb client concepts and ideas
- To select and incorporate a structural system into the comprehensive design of a building
- To incorporate environmental systems of heating and cooling into the design of a building
- To select and incorporate lighting and acoustic systems into the comprehensive design of a building
- To incorporate site design and accessibility in the design of a building
- To incorporate egress, life safety, communication and fire protection
- To incorporate plumbing systems into the design of the building
- To incorporate vertical transportation into the design of a building
- To incorporate and select building materials and assemblies into the design of a building
- To incorporate the specifications process into the design of a building
- To undertake a critical reading of sustainability practices

Requirements: Comprehensive design project, integration with Integrated Building Systems class.

Texts:
- Allen, Edward, The Architects Studio Companion
- Brown, GZ, Sun, Wind & Light
- Lechner, Norbert, Heating, Cooling, Lighting, Sustainable Methods
- Stein, Ben, Mechanical & Electrical Equipment for Buildings
- Ford, Edward, Details of Modern Architecture
- Schittich, Christian, Ed, In Detail: Building Skins
- Moussavi, Farshid, The Function of Ornament
- Watts, Andrew, Modern Construction Handbook

NAAB SPC:
- A4 Technical Documentation
- B2 Accessibility
- B3 Sustainability
- B4 Site Design
- B5 Life Safety
- B6 Comprehensive Design
- B7 Financial Considerations
- B8 Environmental Systems
- B10 Building Envelope Systems
- B11 Building Service Systems
- B12 Building Materials & Assemblies
ARC 5362  SPRING

GRADUATE DESIGN 9: SUSTAINABILITY STUDIO

Instructor(s): Camilo Rosales
Marilys Nepomechie
Thomas Spiegelhalter

Course Units: 6.0

Prerequisites: Graduate Standing

Type: Required Graduate Studio

Description: Following the comprehensive experience of the first course in the graduate design sequence, this studio explores and applies best practices of sustainable design emphasizing the relation of site and environmental issues. The course relies upon focused and specialized research.

Objectives: Understanding of the principles of environmental systems in building design
Understanding of sustainable design methodologies, with emphasis on site response, macro & micro environmental issues, active and passive heating and cooling systems, indoor air quality, solar orientation, daylighting and artificial illumination as well as the relationship between human behavior and the natural and built environments.

Requirements: Research, sustained design development throughout semester, proficient presentation drawings and models

Requirements: Comprehensive design project, integration with Integrated Building Systems class.

Texts: Allen, Edward, The Architects Studio Companion
Brown, GZ, Sun, Wind & Light
Lechner, Norbert, Heating, Cooling, Lighting, Sustainable Methods
Hegger, Fuchs, Energy Manual – Sustainable Architecture
Stein, Ben, Mechanical & electrical Equipment for Buildings

Ford, Edward, Details of Modern Architecture
Schittich, Christian, Ed, In Detail: Building Skins
Moussavi, Farshid, The function of Ornament
Watts, Andrew, Modern Construction Handbook

NAAB SPC:

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<td>B3</td>
<td>Sustainability</td>
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<td>B4</td>
<td>Site Design</td>
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<td>B8</td>
<td>Environmental Systems</td>
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ARC 5467 FALL / SPRING

METHODS AND MATERIALS OF CONSTRUCTION 2

Instructor(s): Jason Chandler

Course Units: 3.0

Prerequisites: ARC 1461 Methods and Materials of Construction 1

Type: Required Course

Description: Study of the types of construction and materials used in institutional, residential, multi-residential and office buildings, including: the assemblies of moderate and heavy construction, how materials are properly installed and inspected, and the use of special equipment in accordance with drawings, specifications, codes, standards, and agency recommendations. Integration of building technologies and assemblies to Architectural Design.

Lectures, site visits and projects


Objectives: Understanding of building envelope systems
Understanding of building materials and assemblies
Understanding of legal codes, standards and legal responsibilities
Understanding of code compliance and technical documentation as it applies to building construction and assemblies
Ability to engage in collaborative work

Requirements: In-class and homework exercises.
Group project focuses on building a large-scale model and drawing a detailed wall section of an exemplary existing building.
Students also document the progress of a construction project in a site visit notebook.

NAAB SPC:

A4 Technical Documentation
A11 Applied Research
B9 Building Envelope Systems
B10 Building Service Systems
B12 Building Materials & Assemblies
C1 Collaboration

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ARC 5483 FALL

INTEGRATED BUILDING SYSTEMS

Instructor(s): Jason Chandler
              Shahin Vassigh
              Thomas Spiegelhalter

Course Units: 3.0

Co-requisites: ARC 5361 Graduate Design 1

Type: Required Graduate Course

Description: Exploration of building systems integration and specifications in design and construction processes. Systems include structural, environmental, life-safety, materials, assembly & enclosure.

Objectives: Provide an understanding of how the selection and integration of building systems in the early stages of the design process will lead to the production of efficient buildings with minimal adverse impact on the environment. The course will approach the integration of building technology and architectural design by defining them as mutually supportive processes. The course is designed to guide students to consciously develop an approach to the disposition of structure, assembly, cladding, environmental systems, materials, conveyance systems, detail and site development. Additionally specifications and construction costs are explored. These themes are developed and tested in relation to the design proposals they have developed in their concurrent comprehensive design studio. The course assignments are closely linked to the studio.

Requirements: Precise design development level drawings of studio design projects.
Evaluation of alternative structural, environmental and enclosure assembly systems. Specifications Structural framing and foundation drawings and models, Environmental, conveyance, and enclosure system drawings. Large scale combined systems digital and BIM models integrating all technical building systems.

Texts: Allen E. The Architect’s Studio Companion
Lechner, N. Heating, Cooling, Lighting: Sustainable methods &
Stein, B. Mechanical & Electrical Equip for Buildings
Brown, GZ, Sun, Wind & Light: Architectural Design Strategies

Software: Climate Consultant
          Ecotect-trialvision
          Revit

NAAB SPC: A4 Technical Documentation
          B2 Accessibility
          B3 Sustainability
          B4 Site Design
          B5 Life Safety
          B6 Comprehensive Design
          B7 Financial Considerations
          B8 Environmental Systems
          B9 Structural Systems
          B10 Building Envelope Systems
          B11 Building Service Systems
          B12 Building Materials & Assemblies
ARC 2580/5582 FALL/ SPRING

STRUCTURES & SYSTEMS

Instructor(s): Shahin Vassigh
Course Units: 3.0
Prerequisites: Physics 3053, Physics 3043 and Pre-Calculus
Type: Required Course
Description: Analysis and design of structural elements, fundamental principles of statics and strength of material, including basic concepts such as force, rigid body equilibrium, shear, bending moment forces and stresses and deformation.
Text: S. Vassigh, Interactive Structures (IS)
Schaeffer, R., Elementary Structures for Architects, 2001
French, S.E Determinate Structures 1996
Objectives: Introductory understanding of structural analysis. Understanding of fundamental of structural design. Understanding of basic relationships between human behavior, the natural environment and the design of structure
Requirements: Problem sets, exams, Project, Lab participation
NAAB SPC: B.9. Structural Systems (W/ ARC 5554, ARC 5555)
<table>
<thead>
<tr>
<th>Course Code: ARC 5554</th>
<th>Term: SPRING/SUMMER</th>
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<tbody>
<tr>
<td><strong>STRUCTURAL DESIGN</strong></td>
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<tr>
<td><strong>Instructor(s):</strong></td>
<td>Shahin Vassigh</td>
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<td><strong>Course Units:</strong></td>
<td>3.0</td>
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<td><strong>Prerequisites:</strong></td>
<td>ARC 2580 Structural Systems</td>
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<td><strong>Type:</strong></td>
<td>Required Course</td>
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<tr>
<td><strong>Description:</strong></td>
<td>Exploration of structural specifications as outlined by appropriate codes and manuals to introduce structural analysis, loading and structural elements commonly encountered. The course is the second course in the structures sequence and concentrates on the study and investigation of various structural materials, connections and details. The course will introduce the fundamentals of structural analysis and design applicable to simple buildings. Students will study various design criteria and utilize proper building codes to design timber and steel structures.</td>
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<td><strong>Objectives:</strong></td>
<td>Students will have an introductory understanding of structural systems in the built environment and those design processes used to develop them. This course focuses on timber and steel analysis and design. The student will be able to size simple structural members in timber and steel. Introduction to lateral forces in buildings: wind and seismic design concepts. Integration of structural design and building systems.</td>
</tr>
<tr>
<td><strong>Texts:</strong></td>
<td>Vassigh, S. Interactive Structures: visualizing Structural behavior</td>
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<tr>
<td></td>
<td>Shaeffer, R. Elementary Structures for Architects and Builders</td>
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<td></td>
<td>Schodek, Structures, Prentice Hall, 1998</td>
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<td></td>
<td>AF&amp;PA AWC Supplement to National Design Specifications (NDS) for Wood Construction</td>
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<td><strong>Requirements:</strong></td>
<td>Class participation, four exams</td>
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<td><strong>NAAB SPC:</strong></td>
<td>B9 Structural Systems</td>
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<tr>
<th>Course Code</th>
<th>Year</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Course Units</th>
<th>Prerequisites</th>
<th>Type</th>
<th>Description</th>
<th>Text</th>
<th>Requirements</th>
</tr>
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</table>
| ARC 5555    | SPR  | STRUCTURAL DESIGN 2         | Shahin Vassigh     | 3.0          | Structures & Systems | Required Course | Continuation of analysis and design of structures of concrete and masonry as well as advanced structural systems based upon specific loading requirements. Additionally, the course presents complex and advanced structural systems in architectural design. Computer modeling is used in both analysis and design of architectural structural systems. | S. Vassigh, Interactive Structures (IS)  
Schaeffer, R., Elementary Structures for Architects, 2001  
French, S.E Determinate Structures 1996 | Problem sets, exams, Project, Lab participation |
| NAAB SPC    |      | B.9. Structural Systems (W/ ARC 2580, ARC 5554) |                     |              |                      |                |                                                                              |                                                                                  |                                         |
ARC 5612  FALL

ENVIRONMENTAL SYSTEMS IN ARCHITECTURE 1

Instructor(s):  Thomas Spiegelhalter

Course Units:  3.0

Prerequisites:  None

Type:  Required Course

Description:  Introduction to integrated building technology systems in architectural design practice. The course considers thermal, electrical, mechanical and conveyance systems and their integration in the architectural design process.

Objectives:  The course is intended to familiarize the student with the integrated building technology systems (thermal, electrical, mechanical and conveyance systems) within the architectural design process. Upon completion of this course students will have an understanding of the thermal, electrical and mechanical behaviors and systems in works of architecture. Students will gain an understanding of these behaviors and systems (sanitary, water supply, sewage disposal, conveyance, heating, ventilating, air conditioning and passive and active sustainable systems) and practices for creating and controlling interior environments, building envelopes and site conditions. Particular attention is given to student comprehension of energy interactions and to the design of appropriate strategies for choosing points of origin, generating equipment, distribution devices, delivery mechanisms and control systems. Students are introduced to heat load calculations, cooling load calculations, design of heating systems, cooling systems, air distribution systems, ventilation systems, life safety ventilation, psychometrics, plumbing and fire protection systems, and electrical and fire alarm systems, alternate system comparisons with major emphasis on energy conservation and construction costs.

Requirements:  Exercises, exams, reading, design and analysis projects

Text:  Mechanical and Electrical Systems in Building, Tao & Janis
Sun, Wind & Light, Brown & DeKay
Mechanical and Electrical Equipment for Buildings, 9th Edition,

NAAB SPC:  B3  Sustainability
B5  Life Safety Systems
B8  Environmental Systems
B11  Building Service Systems
C2  Human behavior
ENVIRONMENTAL SYSTEMS IN ARCHITECTURE 2

Instructor(s): Thomas Spiegelhalter

Course Units: 3.0

Prerequisites: None

Type: Required Course

Description: Introduction to electrical systems and the acoustic and luminous behaviors in architecture. The course introduces students to the integration of the technical and design aspects of acoustics, lighting and electrical systems in architecture.

Objectives: The course is intended to familiarize the student with acoustics and lighting in the design process. Through the introduction of the theoretical foundations, computational approaches, and design methods in architectural acoustics (room acoustics, building acoustics, vibration control) and architectural lighting (daylighting, electrical lighting). Acoustics will be covered with lectures, discussions and case studies exploring the nature of sound as a design parameter on a non-mathematical basis along with a general survey of source material. Lighting will be analyzed as an architectural design tool. Semantics and methodology for the communication and realization of light design will be developed. Electrical system needs analysis, design, safety considerations and space requirements will be covered. Sustainable practices and energy conservation practices will be emphasized.

Topics in acoustics include:
- review of physiological and psychological acoustics,
- prediction of outdoor and indoor air-borne sound propagation
- sound transmission between rooms o design methods in room and building acoustics
- application of computer-aided simulation tools in building and room acoustics

Topics in lighting include:
- review of visual performance criteria and lighting psychology
- analytical and numerical methods for the prediction of lighting conditions in interior spaces
- lighting engineering and design methods
- application of computer-aided lighting simulation tools in architecture

Topics in Electrical Systems include:
- Major advantages and disadvantages of the choices in electrical systems
- Space requirements
- Aesthetic issues
- Coordination issues
- Energy Code issues and the conservation of energy and resources
- What good electrical systems embody
- Knowing what a good set of electrical drawings and specifications embody
- Best practices and recent advances in systems application

Texts: Mechanical and Electrical Systems in Building, Tao & Janis
Sun, Wind & Light, Brown & DeKay

NAAB SPC: B3 Sustainability
B5 Life Safety
B8 Environmental Systems
B11 Building Service Systems
C2 Human behavior
HISTORY OF ARCHITECTURE 1

Instructor(s): David Rifkind

Course Units: 3.0

Prerequisites: None

Type: Required Course

Description: Survey of world history of architecture from prehistory through the middle-ages. In addition to the major monuments of European and North American architecture, consideration will be given to the built environments of Asia, Africa and Latin America. The course will explore other media, and social transformations related to the developments in politics, technology, science, religion and cultural exchange. The class places special emphasis on the relationships between buildings, landscapes, cities and interiors.

Objectives: Introduce students to Western and Non-Western traditions of architecture, landscape and urbanism and interiors

Kostoff, Spiro, A History of Architecture: Settings and Rituals
E. Rogers, Landscape Design: A Cultural and Architectural history
K. Frampton, Modern Architecture: A Critical History
M Trachtenberg, I Hyman, Architecture, from Pre-history to Post-Modernism

Requirements: Readings, discussion sessions quizzes, midterm and final exams, writing assignments

NAAB SPC: A1 Communication Skills
A9 Historical Traditions
A10 Cultural Diversity
ARC 5733/2702            SPRING

HISTORY OF ARCHITECTURE 2

Instructor(s): David Rifkind

Course Units: 3.0

Prerequisites: ARC 2701 History of Architecture 1

Type: Required Course

Description: Survey of Architectural History from Renaissance to the mid-19th century. Primarily lecture format. Course considers the contributions of specific artifacts, individuals and institutions within their social and cultural contexts.

Objectives: Course introduces student to both Western and Non-Western traditions in architecture, landscape, and urban design. Each period is studied in the context of social, political, technological, and economic circumstances as they apply. Course develops critical thinking, analytical, research, and writing skills.

Requirements: Three exams and one paper related to the course material

Texts: Global history of Architecture, F. Ching, M. Jarzambek, V. Prakash
Landscape Design: A Cultural History, E. Barlow
Modern Architecture: A Critical History, K. Frampton
Architecture, From Prehistory to Post-Modernism, M. Trachtenberg, I. Hyman

NAAB SPC: A1 Communication Skills
A9 Historical Traditions and Global Culture
A10 Cultural Diversity
<table>
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<tr>
<th>Course Code</th>
<th>Semester</th>
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<tr>
<td>ARC 5744</td>
<td>FALL/SUMMER</td>
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**ARCHITECTURAL HISTORY 3**

**Instructor(s):** John Stuart  
**Course Units:** 3.0  
**Prerequisites:** ARC 2701 & ARC 2702  
**Type:** Required Course  
**Description:** Survey of Architecture from the mid-Nineteenth Century to the present with stress on Western Traditions. Non-Western and Vernacular traditions will be included in selected lectures. Primarily lecture with some in-class discussion.  
**Objectives:** To study western and non-western architectural traditions of the 19th and 20th centuries as a foundation and resource for contemporary architectural practice. Course considers the climatic, technological, social, and cultural contexts that influence architectural decisions and will study some specific examples in depth. Course develops critical thinking, research and writing skills.  
**Requirements:** Required reading for each class meeting. Daily quizzes on reading and lectures, final exam. Two research papers that will be reviewed by professor and rewritten.  
**NAAB SPC:**  
A1 Communication Skills  
A9 Historical Traditions  
A10 Cultural Diversity
ARC 6280 SPRING

PROFESSIONAL OFFICE PRACTICE

Instructor(s): Alfredo Andia
Nat Belcher
Lilliane Chiu

Course Units: 3.0

Prerequisites: (students must be in final year of degree program)

Type: Required Graduate Course

Description: Lectures, guest lectures, discussions, and student presentations focus on the current forces influencing the scope and demands of practice, including: changes in profession, IDP, the business structures, office and fiscal management, legal aspects of practice, ethics, professional judgment, contracts, marketing, and building industry trends.

Objectives: To familiarize students with basic issues and skills associated with professional architecture practice including the need to manage, advocate and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business and leadership skills.

Texts: Course Reader
AIA Architects Handbook of Professional Practice, 2009
Success Strategies for Design Professionals, Super Positioning for Architecture and Engineering firms
The Professional Practice of Architectural Working Drawings, Osama Wakita

Requirements Completion of all required readings, attendance of in-class and off-site lectures as well as site visits. Completion of in-class and take home quizzes and assignments in the areas of ethics, IDP, Leadership, starting an architectural practice, financial planning, risk and legal management, RFQ and RFP processes, project delivery methods, contract documents, professional contracts, zoning and project and lifecycle cost calculation.

NAAB SPC:

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<tr>
<td>B7</td>
<td>Financial Considerations</td>
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<td>C3</td>
<td>Client Role In Architecture</td>
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<td>C4</td>
<td>Project Management</td>
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<td>C5</td>
<td>Practice Management</td>
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<td>C8</td>
<td>Ethics &amp; Prof Judgment</td>
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<tr>
<td>C9</td>
<td>Community &amp; Social Responsibility</td>
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</table>
ARC 6356    FALL

GRADUATE DESIGN 10

Instructor(s): Adam Drisin
              John Stuart
              Alfredo Andia
              Marilys Nepoechie

Course Units: 6.0

Prerequisites: ARC 5631

Type: Required Graduate Studio

Description: This final studio in the Graduate Design sequence encourages students to engage in increasingly
independent work within the context of the themes identified by their studio critic. Students are expected to
articulate a clear intellectual position relative to their design work in the course of the semester-long projects
that address a variety of complex architectural and urban issues, including the changing character of the
city, the nature of social/cultural institutions and the context in which they develop.

Objectives: To integrate all aspects of design into a coherent contextual whole. Students are expected to define design
as a critical engagement in current issues of the discipline or the academy. Students are guided in
identifying areas of intensive research and in individual responses in the form of design research and
proposition.

Requirements: Research, sustained design development throughout semester,
proficient use of a range of representational tools for communication.

Text: Course readings as per instructor

NAAB SPC: NA
ARC 6910 FALL

GRADUATE SEMINAR

Instructor(s): Gray Read

Course Units: 3.0

Prerequisites: Students must be co-enrolled in Graduate Design 10.

Type: Required Course

Description: Coursework under the direction of a faculty in preparation for a master’s thesis or master’s project in architecture.

Objectives: Independent research to articulate an architectural thesis, program and site choice that will lead to a design project during the following semester. The course will cover pre-design issues, programming and program analysis, site selection and site analysis, issues selection and issues analysis. Focus upon social, political, ethical and societal forces that can help shape a design thesis.

Requirements: Substantial written document, thesis program, site selection and documentation, program, site, precedent and issues analysis.

Text: Course reader (various)

NAAB SPC:

A1 Communication Skills
A2 Design Thinking Skills
A3 Visual Communication Skills
A5 Investigative Skills
A7 Use of Precedent
A11 Applied Research
B1 Pre-Design
C8 Ethics & Professional Judgment
C9 Community & Social Responsibility
ARC 6970       SPRING

MASTERS PROJECT

Instructor(s): John Stuart
Marilys Nepomechie
Adam Drisin
Alfredo Andia
With all Faculty serving as committee members

Course Units: 6.0

Prerequisites: ARC 6910 Graduate Seminar

Type: Required Graduate Course

Description: Coursework under the direction of faculty for the completion of project by candidate for the degree of Master of Architecture.

Objectives: The final studio in the Graduate Design sequence encourages students to engage in increasingly independent work that will be presented in both a final review and a Masters Project book containing a full account the design process over the course of the semester. As appropriate, the Masters Project should pointedly address questions related to the changing character of the city, the nature of social/cultural institutions, and the context in which the project is situated. Design research must be based upon evidence, data, drawings, and other forms of empirical evidence. The successful student will clearly express the ways in which they have used their research to achieve a substantial degree of resolution at all scales in their project.

The student’s success in the class is dependent upon their ability to communicate design research and decisions clearly in presentations and in writing to their committee members through regularly scheduled reviews and student-initiated consultation. This will result in a clearly written articulation of ideas and processes involved in the evolutions of the architectural proposal. Students are strongly suggested to keep a notebook of their investigative process, which will form the basis for this written component of their Masters Project.

This course provides the structure within which students engage in independent research and synthetic design speculation. Typically, the Masters Project is addressed over two semesters. In the first semester (Graduate Seminar), A question is explored through academic research and analysis. This process is recorded graphically and in written form. During the term that follows the question is usually—but not exclusively-addressed through a synthetic architectural design exercise. This portion of the Masters Project is led by a primary studio instructor with support by a committee of secondary faculty who convene six times throughout the year for school-wide formal master’s project reviews.

Requirements: Substantial written, model and graphic documents, studio attendance, completion of a masters project book

NAAB SPC: A2 Design Thinking Skills
A3 Visual Communication Skills
A5 Investigative Skills
A7 Use of Precedent
A11 Applied Research
B1 Pre-Design
Elective Courses

ARC 1001       Varies

INTRODUCTION TO DESIGN

Instructor(s): Gabriel Fuentes
              Alfredo Andia

Course Units: 3.0

Type: Non majors

Description: A practical introduction to the professional, technical and aesthetic aspects of architecture, interior design and landscape architecture, and environmental and urban systems.

Objectives: This course serves to introduce students to the disciplines of architecture, interior design and landscape architecture as creative endeavors and professions. It extends the student’s awareness of the built environment by introducing and explaining the nature and history of design professions, education and practice and by discussing architectural issues of the present day.

The course is organized into five major areas:

- The design professions and careers within the field, including a discussion of architecture, landscape architecture and interior design, the curriculum of the school, professional practice, educational and career opportunities.
- The intrinsic qualities of design, addressing such aspects as form, space, materiality, scale, meaning.
- Major twentieth century designers and theories of design.
- An introduction to the history of practice, emphasizing change in education, design processes, and construction techniques.
- An introduction to basic structural principles, including a non-numerical consideration of structural types, materials, and historically significant examples of building and engineering.

Requirements: Out of class assignments include reading assigned texts and completing individual and group assignments related to lecture topics two or three tests are given. Student accomplishment is evaluated through performance on tests and assignments. Attendance is also considered. Students must maintain a course notebook. All tests are open notebook.

Texts: Readings vary but are frequently taken from the following sources:

- Rasmussen, Steen Eiler: Experiencing architecture
- Kostoff, Spiro: The Architect
- Lewis, Roger: The Architect
- Antonaides, Anthonay: Architecture and Allied Professions
- Von Meiss, Pierre: Elements of Architecture
- Le Corbusier: Towards a New Architecture

NAAB SPC: NA
ARC 4754  SUMMER

ASIAN & AFRICAN ARCHITECTURE

Instructor(s): Henry Lares
Course Units: 3.0
Prerequisites: ARC 4783, ARC 2702
Type: Elective

Description: Comprehensive study of non-Western architectural form, styles and construction techniques with an emphasis on Asia and Africa.

Objectives: Comprehension of architectural history with emphasis on Asia and Africa. Particular focus will be upon the relationship of form making and those social and political structures that have informed and engendered architectural production in the non-western world. Non-Western construction methods, sustainability practices and material use are also covered.

Requirements: In-class and homework exercises, mid-term and final projects.
NAAB SPC: NA
<table>
<thead>
<tr>
<th>Course Code: ARC 4940</th>
<th>Semester: FALL/ SPRING/SUMMER</th>
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<tbody>
<tr>
<td></td>
<td>ARCHITECTURE FOR HUMANITY INTERNSHIP</td>
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<tr>
<td>Instructor(s):</td>
<td>Adam Drisin, Jennifer Sequiera</td>
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<tr>
<td>Course Units:</td>
<td>3.0</td>
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<tr>
<td>Prerequisites:</td>
<td>Permission of chair</td>
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<tr>
<td>Type:</td>
<td>Elective</td>
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<tr>
<td>Description:</td>
<td>Advanced issues in architectural practice and leadership learned through work experience with licensed professionals and NGO organizations</td>
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<tr>
<td>Objectives:</td>
<td>Course introduces students to the complexities of a contemporary architectural practice and community leadership. Students work directly with firms or NGO's for five hours a week.</td>
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<tr>
<td>Requirements:</td>
<td>Reading, Discussion An internship notebook, journal and a involvement in an arch for humanity design project.</td>
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<tr>
<td>NAAB SPC:</td>
<td>NA</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>ARC 4995</td>
<td>DESIGN/BUILD</td>
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**Instructor(s):**
- Jaime Canaves
- Daisy Alvarez

**Course Units:** 3.0

**Prerequisites:**
Upper Division, ARC 2304 Design 4

**Type:** Elective

**Description:**
This course integrates the knowledge acquired in design and technology courses by providing hands-on experience and exposure to the full design-through-construction process. Students will design a real project on a local site, developing the drawings to the level of construction details then will participate in the construction process.

**Objectives:**
- Understanding design and construction process
- Understanding building standards, local and national building code requirements
- Ability to assess, select, configure and detail materials, components and assemblies to satisfy the requirements of a proposed design project for construction
- Ability to technically describe, document, and estimate the cost of a proposed design project for construction
- Development of critical thinking skills through analysis, documentation, experimentation, construction and evaluation
- Development of collaborative skills by participating in design teams

**Requirements:**
Design, presentation, participation in group construction project.

**NAAB SPC:** NA
ARC 5035/4030  Varies

FILM AND THE ARCHITECTURE OF MODERN LIFE

Instructor(s): John Stuart
               Jaime Canaves

Course Units: 3.0

Prerequisites: Upper Division/Graduate Course

Type: Elective

Description: Course examines modes of understanding space in terms of design, narration, and sequence expressed in the medium of film. The films will reveal and comment upon perceptions of architecture and modern life through the course of the 20th century. Students respond to the films through class discussions, projects and papers

Objectives: Critical thinking
            Research, oral and written communication

Requirements: Participation, Reading, discussion, final term paper / Project

NAAB SPC: NA
ARC 5036/3031    Varies

MIAMI IN FILM

Instructor(s):          Jaime Canaves
Course Units:           3.0  
Prerequisites:          Upper Division/Graduate Course
Type:                  Elective

Description:           Course examines modes of understanding the natural and built environments of South Florida as expressed in film. The films will reveal and comment upon perceptions of architecture and modern life in South Florida. Students respond to the films through class discussions, projects and papers

Objectives:            Critical thinking
                        Research, oral and written communication

Requirements:          Participation. Reading, Final term paper / Project

NAAB SPC:              NA
ARC 5037  Varies

ARCHITECTURE AND VIDEO MEDIA

Instructor(s):  John Stuart

Course Units:  3.0

Prerequisites:  Graduate

Type:  Elective

Description:  Through experimentation with the video camera, this course engages architecture, urbanism, and society in a dialogue with streaming video and computer animation. Using video, students will observe in space and time what Steen Eiler Rasmussen termed "basic observations." These will range in scale from details, textures, and individual conditions to complex systems of community spaces, identities, and geographies. Students will create short video clips and study them for their use of light, materials and spatial sequences. They will look at the socio-cultural implications of the space they film as well as issues of codes, zoning and ADA requirement. They will narrate and create "architectural projects" made from captured video of the everyday. Course will also screen short films and videos ranging from the pioneering efforts of the Lumiere Brothers in the 19th century to the recent work of Dan Graham, Bill Viola, and others.

Objectives:  Make students aware of the spatial implications of their work as architects
To study the social and cultural realities of architecture
Critical visual thinking

Requirements:  Students make short video presentations, edit and critique them.

Texts:  Course reader

NAAB SPC:  NA
ARC 5165  Varies

Digital Fabrication

Instructor(s):  Eric Goldemberg

Course Units:  3.0

Prerequisites:  ARC 4058

Type:  Elective

Description:  The course explores the configuration of three-dimensional armatures based upon fabrication strategies such that the process of design observes the principles direct physical implementation via digital fabrication at multiple scales. Exploration of advanced use of CNC mill, 3d printer and laser cutting as a primary tool for spatial aggregation.

Applied Software: Autodesk Maya 7, Rhine 3.0, Autodesk 2007

Objectives:  Students will be expected to produce a series of digital and physical models. These digitally developed models may be produced through a computer-numerically assisted fabrication process.

Requirements:  In-class exercises, reading, weekly projects, final project.

NAAB SPC:  NA
CONTEMPORARY DIGITAL STRATEGIES

Instructor(s): Eric Goldemberg
Course Units: 3.0
Prerequisites: Computer Applications in Architecture
Type: Elective
Description: Critical analysis, deployment and reconfiguration of digital techniques based on contemporary case-study work. A focus on iterative processes as design strategy
Software: Maya Rhino
Objectives: This course exposes students to a wide range of computer based design techniques and tools employed in contemporary design practices. It aims to introduce in a concise and clear way skills that will improve the production and representation of designs using Autodesk’s Maya software.
Requirements: In-class exercises, weekly projects, reading, final project

NAAB SPC: NA
### TOPOLOGY & PERFORMANCE

**Course Units:** 3.0  
**Type:** Elective  
**Description:** Exploration of the relationship between form and performance through the use of animation and scripting techniques.  
**Objectives:** Students will understand contemporary practices for scripting and topological modeling as they pertain to the development, representation and construction of surface, skin, space and structure in architectural projects. Students will learn techniques associated with aggregation and computational design methodologies. Students will become competent in scripting using Maya, Rhino script.

**Applied Software:** Maya, Rhino script  
**Requirements:** In-class and homework exercises, mid-term and final projects.

<table>
<thead>
<tr>
<th>Instructor(s):</th>
<th>Jovan Yapur, Eric Goldemberg</th>
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<tbody>
<tr>
<td>Prerequisites:</td>
<td>ARC 5176</td>
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<tr>
<td>NAAB SPC:</td>
<td>NA</td>
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<tr>
<td>Course Code</td>
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<td>ARC 5186</td>
<td>Varies</td>
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ARC 5193/3192  Varies

DESIGN PRESENTATION GRAPHICS

Instructor(s):  Malik Benjamin

Course Units:  3.0

Prerequisites:  NA

Type:  Elective Course

Description:  Exploration of design presentation techniques and portfolio design through the use of digital photography, and digital illustration, desk top publishing and web design.

Applied software:  Adobe Photoshop, Adobe Illustrator

Objectives:  Students will gain a working knowledge of various software associated with graphic design and portfolio design. Students will develop the skills and techniques required for the development and production of a design portfolio as well as for digital publication.

Requirements:  discussion, reading, weekly exercises and final project

NAAB SPC:  NA
ARC 5311  Varies

BUILDING INFORMATION MODELING: FOUNDATION CLASS

Instructor(s): Irina Mitina
               Hector Camps

Course Units: 3.0

Prerequisites: None

Type: Elective

Description: The building information modeling foundation class is designed to introduce the design student to the concept of B.I.M. B.I.M. is a design & construction methodology relying on parametric digital modeling through which architects and designers build intelligent 3D models. While this is technology just now entering the construction industry, it has been implemented successfully and has revolutionized other industries such as aerospace, automotive, shipbuilding and the electronics industries. In the field of architecture, it has been attributed with the success of world famous projects such as the Guggenheim in Bilbao, Spain, and Disney Opera house in L.A., USA.

Objectives: This course will familiarize students with numerous foundational concepts such as parametric modeling, assembly modeling, associativity, generative and interactive drafting as well as the exploration of interoperability issues in the design process.

Requirements: In class assignments, reading, and a series of exercises focusing upon the development and manipulation and management of a BIM model.

NAAB SPC NA
ARC 5381/3380  Varies

ARCHITECTURE AS PERFORMING ART

Instructor(s):  Gray Read
Course Units:  3.0
Prerequisites:  NA
Type:  Elective

Description:  This seminar will consider what architects might learn from the performing arts, particularly how stagecraft can inform design for social spaces in the city. We will look at traditions of set and theater design in relation to architecture and urbanism. Using theatrical space as a guide, we will observe the performance of existing urban spaces as sets for social events. The course will draw on faculty in the departments of Theatre, Dance and Speech to conduct theatrical experiments in the classroom to better understand how space affects action.

Objectives:  This seminar develops research and analytical skills directly applicable to architectural design. It engages a theme in architectural history and theory, exploring how the traditions of design engage the other arts. The course is designed for students of architecture, landscape architecture and interiors.

Requirements:  The class will meet twice a week. Students will do research on a specific topic and write a term paper 15 pages in length. Assignments over the term will lead students through the process of research, experimentation, and writing. Intermediate assignments include: a statement of topic, research proposal, bibliography and an outline.

NAAB SPC:  NA
**ARC 5396/3220**  
**Varies**

**CASE STUDIES IN ARCHITECTURE AND URBAN DESIGN**

**Instructor(s):** Camilo Rosales  
**Course Units:** 3.0  
**Prerequisites:** Graduate Standing  
**Type:** Elective  

**Description:** Course is an in-depth study of some of the most advanced buildings and public spaces of the last thirty years. By linking different spheres of knowledge and expertise, the course aims to analyze architecture and urban design as synthetic practices. Cases will be viewed from the perspectives of architects, planners, developers, engineers, and critics to provide a comprehensive exploration of project design, documentation, construction, and impact. The emphasis of the course will be on the decisions that led to the material evidence of the project. The course uses Gottfried Semper’s four elements of architecture: earthwork, hearth (structure and systems), roof work and curtain wall as the main themes of exploration. Although each case will analyze a building as completely as possible, an individual theme is emphasized in each of the selected projects.

**Objectives:**  
To study the creation of excellent buildings as an interrelated series of operations: design, production and construction  
To study excellent contemporary buildings in order to find modern principles of design, detailing and construction  
To study the integration of design  
Research, critical thinking, analysis of precedent, written, graphic, and oral communication

**Requirements:** Notebook, bi-weekly exercises, research presentation, final paper

**NAAB SPC:** NA
In the past decade a large number of critical design practices began to use the genre of "Architectural installation" to explore the more suggestive and experimental part of architecture. These works are freed from function, clients and code regulations. They remove the idea that architecture is exclusively about functionality, comfort and shelter. These installations have become central to emerging practices. They have allowed for the exploration of the core architectural thinking of the authors, advancing the limits of the discipline. The course will examine the traces of the history of architectural fabrications and its relations to the visual arts, media and technology. Students will develop a final architectural installation project that will evolve during the semester.

Upon completion of the course, students will have gained awareness of how to critically develop the visual, spatial, and temporal languages of installation making. Through the process, students will discover the significance of documentation and presentation.

Critical reading and the production of - over the course of the semester- an architectural installation.

NAAB SPC: NA
ARC 5623/3622  Varies

DESIGN, ECOLOGY AND TECHNOLOGY

Instructor(s):  Camilo Rosales

Course Units:  3.0

Prerequisites:  None

Type:  Elective

Description:  This course explores the environmental impact of design decisions, their philosophical underpinnings and the role played by technology. The course approaches the subject in a holistic interdisciplinary way and it is therefore recommended for the three programs of the school of architecture both graduate and undergraduate.

Objectives:  1. To conduct a brief survey of environmental transactions from vernacular sources to our present condition.
2. To critically assess the recent history of massive human expansion and the resulting environmental degradation.
3. To critically study theories about nature and how they have affected our relationships with our natural environment.
4. To study the latest design technologies and how they may improve our relationship with both the natural and human built environments.

Requirements:  Percentages of final grades are as follows:
25% MID-TERM EXAM
25% FIRST REPORT AND NOTEBOOK SUBMISSION
25% FINAL REPORT AND NOTEBOOK SUBMISSION
25% FINAL EXAM

NAAB SPC:  NA
ARC 5734/4730 FALL (GENOA ONLY)

ITALIAN LANGUAGE AND CULTURE

Instructor(s): Mathew Rice, et al
Course Units: 3.0
Prerequisites: None
Type: Elective

Description: A course to develop a practical capacity with the Italian language for carrying out everyday tasks, engaging socially, and increasing the qualitative depth of the work to be accomplished as part of the academic requirements of the FIU Genoa architecture program. This will be accomplished through classroom exercises as well as through conducted outside activities: shopping, theatre, cinema, museums, etc. to maximize the benefit of the cultural perspective of living in Genoa and Italy.

Objectives: - Development of a practical capacity with the Italian language
- Understanding the relationship of the Italian language and culture
- Developing a perspective on cultural practices.

Requirements: Attendance, writing assignments

NAAB SPC: NA
### ARC 5745/3741  Varies

#### URBAN ARCHITECTURE OF THE 20TH CENTURY

**Instructor(s):** Varies  
**Course Units:** 3.0  
**Prerequisites:** Graduate Status or ARC 2702, ARC 4683  
**Type:** Elective  
**Description:** Seminar explores debates on urban architecture surrounding the rise of Modernism in the early 20th century and follows those lines of thought into current discussions of architectural design in cities. We will discuss the roots and implications of competing approaches to urbanism from modernist utopias to the rebuilding of Berlin. Course stresses critical thinking and writing.  
**Objectives:** To question current assumptions of the role of architecture in the city by exploring their historical roots. To practice critical thinking, historical analysis, verbal presentation and writing skills.  
**Requirements:** Weekly Readings. Each student prepares an in-class presentation on one of the weekly topics and lead the class in discussion. 15 page term paper. Graduate students will be expected to do research in-depth and to prepare 20-page term paper.  
**NAAB SPC:** NA
ARC 5745/3741 FALL (GENOA)

URBAN ARCHITECTURE & THE TWENTIETH CENTURY

Instructor(s): Mathew Rice
Silvia Barisone
Matteo Fochesanti
Gianni Franzone

Course Units: 3.0
Prerequisites: NA
Type: required course in Genoa Program

Description: An examination of the debates on urban architecture surrounding the rise of modernism in the 1920’s and will follow those lines of thought into current discussions of architectural design in Italian cities with particular emphasis on the development of Genoa from the 19th century to the present.

Objectives: An understanding of architecture and urbanism in Italy between 1890 and the present moment with particular emphasis on Liguria and Genoa. The course will examine debates on urban architecture surrounding the rise of modernism in Italy

Texts: Course reader
Requirements: reading, discussion, site visits and projects/papers

NAAB SPC: NA
ARC 5750/4752 Varies

ARCHITECTURAL HISTORY OF THE AMERICAS

Instructor(s): Nicolas Quintana
Course Units: 3.0
Prerequisites: Graduate/Upper Div.
Type: Elective

Description: A study of the development of architectural forms, styles and theories in the Americas with relation to the socio-political, philosophical, and artistic evolution of the American urban environment.

Objectives: To describe the evolution of the main architectural traditions in the Americas as they developed historically. To analyze how a wide series of regional characteristics and trends have influenced the creation of architectural images in different areas of the Americas and how imported ideas influence that process. To establish how these characteristics, traditions, ideas and trends interact over time due to the continuous flow of immigration, tourism and media. To recognize our role as architects in this flux of images and realities in the 21st century. Critical thinking and writing. Design and drawing

Texts: Course Reader
Requirements: Quizzes, Design Notebook and final project presented in drawings, photomontages and written reports.
NAAB SPC: NA
<table>
<thead>
<tr>
<th>Course Code</th>
<th>FALL (Genoa only)</th>
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<tbody>
<tr>
<td><strong>ARC 5756/4755</strong></td>
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<tr>
<td><strong>ARCHITECTURE OF THE CITY</strong></td>
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<tr>
<td><strong>Instructor</strong></td>
<td>Matthew Rice</td>
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<tr>
<td><strong>Course Units</strong></td>
<td>3.0</td>
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<tr>
<td><strong>Prerequisites</strong></td>
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<tr>
<td><strong>Type</strong></td>
<td>Required Genoa Course</td>
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<tr>
<td><strong>Description</strong></td>
<td>Course devoted to the firsthand study of architecture in Genoa, Italy and during the academic travel to the major urban centers of Italy, with an emphasis on developing tools of analysis and representation of architecture and the urban environment. This will be accomplished through the consideration of three media: manual drawing, digital photography, and the conceptual model. The exercises in manual drawing will emphasize the conventions of orthographic and axonometric representation, with particular emphasis on the diagrammatic aspect to examine the fundamental elements and arrangements of existing structures and public spaces. Model-building will be examined as way to extract and develop architectural ideas from built works. All of these will be used both to explore the potential of the material represented through transformation exercises to generate new design ideas, but also to provide opportunity for reflection on the value and limitations of the media itself.</td>
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</tbody>
</table>
| **Objectives** | -Development of seeing and manual drawing skills  
-Competency in executing basic architectural drawing conventions (orthographic, axonometric, perspective) to represent two and three dimensions  
-Development of methods of documentation, analysis, and interpretation  
-Acquisition and development of an architectural vocabulary of elements, arrangements ideas, and qualities  
-Understanding the critical potential of the media involved to generate ideas, architectural and otherwise |
| **Requirements** | -Execution of the required drawing, photographic, and model-building exercises, including field documentation and analysis of urban spaces, buildings, interior spaces, and architectural elements and details  
-Exercises in interpretation, transformation, and generation  
-Individual project treating an architectural/urban subject in Genoa, to be approved by the instructor, involving all media. |
| **NAAB SPC:** | NA |
HISTORIOGRAPHY SEMINAR – PROJECTS & POLEMICS

Instructor(s): David Rifkind, PhD

Course Units: 3.0

Prerequisites: Varies

Type: Elective

Description: This course introduces graduate students to historiographic methodologies in architecture. The course examines the way histories are framed and will revolve around close readings of major texts representing such key positions as formalism, social histories, operative and critical histories, Marxist historical analysis, feminist historical analysis, multiple modernities, and architecture in the context of the history of ideas. The class will consider the formation of canons and the writing of the survey, and will explore the relationships between observation, description, analysis and interpretation.

Objectives: A profound understanding of the key historical texts listed as assigned readings, an acute understanding of the broad range of historiographic and methodologies employed by architectural historians, and an advanced ability to examine, analyze and interpret architecture. The course aims to help students develop an ability to read critically, and to write incisively.

Requirements: Substantial written and graphic document

NAAB SPC: NA
URBANISM: SOCIAL HISTORY OF THE BUILT FORM

Instructor(s): Nicolas Quintana
Course Units: 3.0
Prerequisites: NA
Type: Elective
Description: A review of the present situation regarding our modern cities, from prehistory through suburbia, and the latest trends and theories, through New Urbanism (Duany & Plater-Zyberk) and the concepts of Innovation and the Generic City (Rem Koolhass). The course includes an historic urban analysis of the Caribbean Region, including Florida.
Text: "Social History of the Built Form/Real Urbanism: The Course Book"
Objectives: To present the historical analysis of the Art of Architecture and Urbanism, its roots, techniques, and aesthetics, as the continuous flow of society’s human activities occurring amidst the surrounding built-forms, either natural or manmade and influencing each other throughout history in a creative counterpoint. Critical thinking and writing
Requirements: Examination, final paper
NAAB SPC: NA
MIAMI AND LA HABANA AT MID-CENTURY 1945-1959

Instructor(s): Marilys R. Nepomechie

Course Units: 3.0

Prerequisites: Graduate and Upper Division

Type:

Description: This course will undertake a comparative architectural analysis of tourist hotels built in Miami, Florida and La Habana, Cuba between 1945 and 1959. It will engage students in the documentation, analysis, and interpretation of these buildings, understanding them as unique expressions of Cuban/American trans-cultural influences in the years between World War II and the Cuban Communist Revolution. Interaction between the two cities was particularly intense in the period facilitated by abundant communication and commercial exchange, as well as by unfettered opportunities for travel, newly available to an increasingly mobile middle class. The tourist hotel of the mid-century is studied both as a building typology and as a vehicle for cultural, political, and economic diplomacy. Simultaneously, the hotel is analyzed as an instance of the regional tropical Modernism that developed in parallel but distinct forms in these two cities.

Text: Class handouts and books on reserve in the library.

Objectives: Through the process of documentation, analysis and interpretation, the course will lead students to identify and apply a range of research methodologies to a comparative architectural study of regional mid-century Modernism in Miami and La Habana. The work of the class will define architectural research as a creative, speculative proposition with broad implications that emerge from systematic investigation.

Requirements: One final, documented research project (drawn, constructed, or written). Interim submittals of related materials will also be required. Compilation of CD/digital and hard copy bound, 8 ½” x 11” design document recording your discoveries, and making a coherent intellectually sound case for the course of your exploration.

NAAB SPC: NA
ARC 5803  Varies

PRESERVATION ARCHITECTURE: Archeology of Modernism

Instructor(s):  Sandra Suarez

Course Units:  3.0

Prerequisites:

Type:  Elective Course

Description:  This course explores issues and practices of architectural preservation as an integral concern of architecture, landscape architecture, and interior design.

Text:  course reader

Objectives:  Course introduces students to issues, concepts as well as historical and contemporary practices of architectural preservation.

Requirements:  One paper related to course material.

NAAB SPC:  NA
ARC 5905/3905  Varieties

SOLAR DECATHLON

Instructor(s): Marlyys Nepomechie
Camilo Rosales

Course Units: 1.0-3.0

Prerequisites: None

Type: Elective

Description: Research based course to develop the architectural, engineering, technical and site concepts for the solar decathlon house submission.

Objectives: Students will develop and construct the 2011 FIU submission for the solar decathlon. Students will work in transdisciplinary teams to design, develop and build the FIU house.

Requirements: The class will meet weekly and involve independent as well as guided work. Expectations range from design to construction work

NAAB SPC: NA
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<thead>
<tr>
<th><strong>ARC 5933A</strong></th>
<th><strong>SPRING</strong></th>
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<tbody>
<tr>
<td><strong>SUSTAINABLE DESIGN PRACTICES: INTRODUCTION TO CORE CONCEPTS OF GREEN BUILDING &amp; DESIGN</strong></td>
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<tr>
<td><strong>Instructor(s):</strong></td>
<td>Erik Sundquist</td>
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<td><strong>Course Units:</strong></td>
<td>3.0</td>
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<td><strong>Prerequisites:</strong></td>
<td>None</td>
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<td><strong>Type:</strong></td>
<td>Elective</td>
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<td><strong>Description:</strong></td>
<td>Course provides a forum for the review, analysis, and discussion of issues surrounding architecture and sustainability. The course presents the LEED fundamentals and preparatory material for the LEED Green Associate Exam. Additionally, the course explores the built environment and its impact on the natural environment, human health and the economy.</td>
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<td><strong>Objectives:</strong></td>
<td>Best practices for sustainable design. Students will also be prepared for success in passing the LEED Green Associate Exam</td>
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<tr>
<td><strong>Text:</strong></td>
<td>USGBC LEAD reader, course reader</td>
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<tr>
<td><strong>Requirements:</strong></td>
<td>Participation, final paper/project</td>
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<td><strong>NAAB SPC:</strong></td>
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ARC 5933B/3934  Varies

Architecture & Urbanism

Instructor(s):  Elizabeth Cardona

Course Units:  3.0

Prerequisites:  NA

Type:  Elective

Description:  Seminar explores debates on urban architecture surrounding the rise of Modernism in the early 20th century and follows those lines of thought into current discussions of architectural design in cities. We will discuss the roots and implications of competing approaches to urbanism from modernist utopias to the rebuilding of Berlin. Course stresses critical thinking and writing.

Objectives:  To question current assumptions of the role of architecture in the city by exploring their historical roots. To practice critical thinking, historical analysis, verbal presentation and writing skills.

Requirements:  Weekly Readings. Each student prepares an in-class presentation on one of the weekly topics and lead the class in discussion. 15 page term paper. Graduate students will be expected to do research in-depth and to prepare 20-page term paper.

NAAB SPC:  NA
CEJAS EMINENT SCHOLAR COLLOQUIUM

Instructor(s): Edward Keller, Columbia University
William Braham, Univ. Pennsylvania
Bernard Tschumi, Columbia University

Course Units: 3.0

Prerequisites: Graduate Standing

Type: Elective

Description: This graduate master class consists of 12 seminar sessions taught by renowned educators, scholars and designers. For 2007, the Cejas Eminent Scholars – William Braham and Edward Keller - will lead the class in an exploration of the relationship between urbanism, architecture, technology and film. Professor Keller will investigate a range of different models of time in the city, drawing upon cinematic examples and theory texts. Professor Braham will further explore the development and reception architectural technology in the twentieth century, using critical texts, filmic representations and observable conditions within “the everyday”.

Objectives: Students participate in a weekly discussion session requiring critical reading and discussion of varying thematic topics. The course will expose students to significant visiting educators and scholars who bring fresh insights to their education as a mechanism for initiating a process of “questioning” intellectual and formal stances that tend to become fixed during the final phase of a student’s education.

Requirements: A detailed course notebook, a journal and a synthetic written assignment

NAAB SPC: NA
The Window, Door, Stair & Ramp in Modern Architecture

Instructor(s): Nikolay Nedev

Course Units: 3.0

Prerequisites: None

Type: Elective

Description: Since the advent of steel and reinforced concrete, the face of the building has become independent of structure. Once the skin has been freed from its armature it could just as well hang like a curtain, or clothing. This course will explore the historical evolution of the free façade and concentrate on the “punched” openings such as doors and windows. In addition, the course will examine the stairs and ramps as means of perambulation and ascent in the modern building. The course explores vertical circulation not as a means of egress but as a means of circulation and promenade architecturale.

Objectives: To gain an understanding of the evolution of the free façade
To gain an understanding of punched opening in contemporary architecture
To gain an understanding of the role that stairs and ramps play in modern architecture
To develop critical thinking in façade development
To consciously examine building codes as they apply to windows, doors, stairs and ramps in contemporary architecture.

Requirements: Participation, final paper/project

NAAB SPC: NA
ARC 5933  Fall

Publication As Critical Practice

Instructor(s):  Elite Kedan

Course Units:  3.0

Prerequisites:  None

Type:  Elective

Description:  The course explores communication and representation of architectural space, artifacts and ideas through the medium of publication and print produced by architects. We will look at the role of architects as author/editor/curator and the publications they have produced in relation to the history of 20th century architectural production.

Objectives:  An understanding of the seminal and alternative architectural publications as a critical tool in how we read and understand architecture. In particular, student will examine architects and editors whose work has evolved the production of seminal texts inseparable from their built work.

Requirements:  Participation, final paper/project

NAAB SPC:  NA
Origins of Invention in the Modern Movement

Instructor(s): Sandra Suarez

Course Units: 3.0

Prerequisites: None

Type: Elective

Description: Study of the origins of invention using Siegfried Gideon’s seminal book *Mechanization Takes Command* as a point of departure to research and document the tracing of our mode of life as affected by mechanization – its impact on our dwellings, our food and our furniture.

Objectives: Students will become familiar with the primary texts and treatises associated with the discourse on invention as it relates to the modern movement in architecture. Particular attention will be on gaining an understanding of the reception and interpretation of Gideon’s work.

Requirements: The class will meet weekly and involve independent as well as guided work. Expectations range from design to construction work

NAAB SPC: NA
MATERIAL AND VISUAL STUDIES OF MODERNITY

Instructor(s): David Rifkind, Dennis Doordan

Course Units: 3.0

Prerequisites: None

Type: Elective

Description: Material and Visual Studies of Modernity presents a series of case studies in visual and material culture as the basis for an examination of modernism in Europe and the United States. The course draws on the diverse knowledge base of FIU faculty and Wolfsonian staff, who will lead classes as guest discussants. The seminar will utilize materials from the Wolfsonian library and object collection, and students will be encouraged to use the Wolfsonian’s holdings as part of their semester-long research projects. One subtext of the course will be methodological, as the various guest discussants introduce students to their disciplines’ varying historiographic methods.

Wolfsonian Visiting Scholar Dennis Doordan will lead three class sessions which will include demonstrations of first-hand work with materials from the Wolfsonian library and materials collections. David Rifkind (Department of Architecture) will organize the course, and will lead two class sessions focusing on architecture, publications, and colonialism in twentieth-century Italy. Professor Jeffrey Schnapp (Stanford and Harvard) will lead one class session based on his Speed Limits exhibit at the Wolfsonian. FIU Architecture professors Marilys Nepomechie and John Stuart will lead discussions at exhibitions they’ve curated at the Frost Museum and Coral Gables Museum, respectively.

Objectives: Guest discussants and topics include:
Jon Mogul, Wolfsonian Material and visual studies primer
Marilys Nepomechie, Architecture La Habana Moderna exhibition
John Stuart, Architecture New Deal in Florida
Frank Luca, Wolfsonian FDR’s Alphabet Soup
Alex Lichtenstein, History The American Labor Movement
Gray Read, Architecture Theater and public spectacle
Rebecca Friedman, History Revolutionary Russia
Marianne Lamonaca, Wolfsonian Exporting Italy exhibition
Oren Stier, Religious Studies and Judaic Studies Race and propaganda
Gail Hollander, Global and Sociocultural Studies Food and globalization
Jeffrey Schnapp, Stanford/Harvard Speed Limits exhibition

Graduate and advanced undergraduate students from throughout the university are encouraged to participate in the seminar, which will meet weekly at the Wolfsonian or on the FIU campus. Professor Doordan’s visit to FIU is made possible by support from the Andrew W. Mellon Foundation.

Requirements: Participation, final paper/project

NAAB SPC: NA
GreeN: DESIGNING FOR SUSTAINABILITY

Instructor(s): Marilya Nepomechie

Course Units: 3.0

Prerequisites: None

Type: Elective

Description: This seminar will review established and emerging principles of sustainable design / construction, and test strategies for their implementation in design practice.

Objectives: Population growth, development and building practices of the years since the Industrial Revolution have placed ever-increasing demands on global ecologies and resources. As the proportions of these demands grow, they increasingly compromise the capacity of our environment to absorb and meet them. Engagement in practices that conserve, protect, and limit the burden placed on our ecosystems have become a matter of necessity and the purview of our professional ethical behavior as designers of our world.

Although a growing need for sustainability has inflected professional interdisciplinary practices around the globe for some decades, the United States has been particularly slow to adopt green building strategies. Through a series of case studies, readings, guest lectures, site visits, and design exercises, this course will survey the state of the art in sustainability practices and suggest strategies for their implementation in the design of buildings and the city.

Requirements: The class will meet twice a week. Students develop and present research topics / projects for review by instructor, visitors, and student colleagues.

NAAB SPC: NA
### ARC 5990/3990

**Varies**

**INVESTIGATIONS OF VERTICAL SURFACES**

<table>
<thead>
<tr>
<th>Instructor(s):</th>
<th>Jason Chandler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Units:</td>
<td>3.0</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Type:</td>
<td>Elective</td>
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</tbody>
</table>

**Description:** This seminar focuses on the study of the vertical surface of building (sometimes called the façade). In particular, this course will focus on the mechanisms of surfaces: wall section, the bay, the frame, the grid and their transformations.

**Objectives:** This course will center on the comparative analysis of disparate building facades from the gothic period to the present day. The intent of this analysis is to understand the meaning and function of a building's vertical surface.

**Requirements:** The class will meet twice a week with a lecture on the first class and discussion on the second. Students will be required to read a series of articles and produce one page synopsis for each. A major case study project will examine a series of related buildings through comparative analysis. This project will require a research book, drawings and a final facade model.

**NAAB SPC:** NA
ARC 5992  
Varies

INNOVATIONS IN MATERIALS

Instructor(s): Gisela Lopez-Mata
Course Units: 3.0
Prerequisites: None
Type: Elective

Description: Investigation of intriguing new materials and their applications. Many of the materials have been originally developed for their industries or with another use in mind. Students will analyze the qualities of these materials that make them plausible materials for construction and incorporation into the design of the man-made environment. Issues of sustainability and ‘green’ materials will be researched and presented.

Objectives: To study of new materials- or to discover new uses for already known materials that can enhance the built environment
To make students aware of traditional and new characteristics of materials, including material families such as: glass, plastics, wood, fibers, composites, metals, rubber, foam, paper and ceramics
To understand the effect of materiality in the experience of the built environment
To develop research, writing and presentation skills, collaborative skills and an understanding of building materials and assemblies

Requirements: Research and comparative analysis of material use in building construction.
Verbal, written and graphic presentation of research

NAAB SPC: NA
GENDER AND ARCHITECTURE

Instructor(s): John Stuart

Course Units: 3.0

Prerequisites: Upper Division/Graduate Course

Type: Elective

Description: Course provides a forum for the review, analysis, and discussion of issues surrounding architecture and the social construction of gender. The course presents the groundbreaking work of early feminist theorists and follows the transformation of the discourse on gender to include a wide range of socio-cultural conditions affecting the production of architectural space. Issues of gender and culture are broad and interdisciplinary in nature, however this course focuses on built environments ranging from interior and industrial design to the construction of cities.

Course addresses: The social construction of space; aspects of early feminist reform movements; Le Corbusier, Mies, Loos, and the gender of modernity; image, inhabitation and the construction of everyday life; fashion and modernity; the male perspective; women and the arts and crafts movement; gender and the patronage of architecture; housing the bachelor.

Objectives: Contemporary theory
Human behavior and diversity
Critical thinking
Research and writing

Requirements: Participation, final paper

NAAB SPC: NA
ARC 6947  Varies

RESEARCH METHODS

Instructor(s):  Marilys Nepomechie

Course Units:  3.0

Prerequisites:  None

Type:  Elective / Required Under former Curriculum

Description:  Advanced research methodology in design fields focusing on data acquisition, analysis and interpretation. This graduate level seminar will introduce students to the research, analysis and writing skills required for architecture as a discipline and a profession. The course is coordinated with the studio and topics will center on the studio projects. We will stress critical looking and critical reading and will move through a process of developing original thesis from research. The class will discuss how to organize and present material and how to write with clarity and grace. Skills learned in this course are the basis for success in subsequent courses as well as in preparation for thesis.

Objectives:  To practice research, critical thinking, analysis and writing skills at a graduate level so students may pursue independent work toward their thesis. Course will help students to do independent research, organize their ideas, develop thesis, and write

TEXTS:  Course Reader

Requirements:  Essay with independent research, analysis, and conclusions developed over the semester

NAAB SPC:  NA
MODERN ART AND ITALY

Instructor(s): Silvia Barisione
              Matteo Fochessati
              Gianni Franzone

Course Units: 3.0

Prerequisites: None

Description: An overview of design and the arts in Italy between 1890 and 1950, including painting, sculpture, graphic design, set design, furniture and objects, industrial design, and architecture. Special use will be made of the Mitchell Wolfson Jr. Collection in Genoa as a resource

Text: Selected material by the instructors

Objectives: Knowledge of the design output of Italy during the aforementioned period
Understanding the historical, social, and cultural forces at work on design practices, and the roles that design and the arts play in society

Requirements: Demonstration of a knowledge of the significant design objects and tendencies in Italy during the Modern period
A research project with paper on a specific topic to be determined in conjunction with the course instructor

NAAB SPC: NA
BUL 6810  SPRING

LEGAL ENVIRONMENT OF BUSINESS PRACTICES

Instructor(s): John Wrieden

Course Units: 3.0

Prerequisites: Graduate course

Type: Required Graduate Course

Description: Survey of legal principles that apply to professional business practice. Course will cover: anti-trust law, employment law, administrative law, the international legal and regulatory environment and other topics concerned with government regulation of business. Students will do detailed case analysis of these issues.


Objectives: To assist students to recognize important legal principles and to apply the rule of law in a business practice environment.

- International legal and regulatory issues in business
- Business ethics
- Public Policy
- Critical thinking, research and writing

Requirements: Case studies, midterm and final exams, research paper

NAAB SPC: NA
Alfredo Andia, Ph.D. Associate Professor

Courses Taught (Two academic years prior to current visit):
ARC 6280 Professional Office Practice
ARC 6970 Masters Project
ARC 3485 Architectural Installations
ARC 5486 Architectural Installations
ARC 6356 Architectural Design 10
ARC 1001 Introduction to Design
ARC 4343 Architectural Design 8
ARC 4342 Architectural Design 7

Educational Credentials:
Ph.D. , University of California at Berkeley, 1998
Master of Design Studies, Harvard University, 1989
Architect, Universidad Católica de Valparaiso, Chile, 1984

Teaching Experience:
Associate Professor, Florida International University, 2005-Present
Assistant Professor, Florida International University, 1999-2005
Assistant Professor, University of Cincinnati, 1996-1998

Professional Experience:
Principal, Alfredo Andia Design Studio, 1996-Present
Consultant, Cyra Technologies, California, 1995-1996
Architect & Investigator,
Consultant, Anshen & Allen, California, 1991-1992
Consultant, Stone, Marraccini and Patterson, California, 1991-1992

Licenses/Registration:
Colegio de Arquitectos, Chile

Selected Publications and Recent Research:
Towards Algorithmic BIM Networks, (Cadernos, Brasil, Vol. 8, No 1, 2008)
Branding the Generic City, (Magazine on Urbanism, MONU, Netherlands, No.7, 2007)
Possible Futures competitions I, II, & III, (In book: Bienal Miami + Beach, Trama, 2007)
Computación en Arquitectura, (CA, Chile No. 111, 2003)
Architectural Studios Online: The Internet Studio Network, (SIGGRAPH, ACM, 2002)
e-competition Possible Futures, (CONCEPT, Korea, Feb. 2002)
Internet Studios: Design Studios Online, (Proceedings of the VSMM Conference, IEEE CS Press, 2001)
Internet Studios: Teaching Architectural Design Online, (SIGGRAPH, ACM, 2001)

Professional Memberships:
ACADIA (Associtaition of Computer Aided Design in Architecture)
SigraDi (Sociedad Iberoamericana de Grafica Digital)
Nathaniel Quincy Belcher, AIA, Associate Professor (On Leave)

Courses Taught (Two academic years prior to current visit):
- ARC 5361 Graduate Design One
- ARC 6280 Professional Office Practice

Educational Credentials:
- Bachelor of Architecture, VPI (VA TECH), Architecture, 1988
- Master of Architecture, Harvard University, Architecture, 1992

Teaching Experience:
- Assistant Professor, The Ohio State University, 1992-1995
- Assistant Professor, Tulane University, 1995-1996
- Assistant Professor, Florida International University, 1996-2002
- Associate Professor/Assistant Dean, Florida International University, 2002-2006
- Visiting Associate Professor, Southern California Institute of Architecture, Spring-2006
- Associate Professor/Director, Florida International University, 2006-2008
- Associate Professor, Florida International University, 2008-Present
- Visiting Associate Professor, Harvard University, Fall-2009

Professional Experience:
- Studios Architecture-San Francisco, California Architectural Designer, 6/89 - 7/90.
- Tanner, Leddy, Matum, Stacy - San Francisco, California, Designer, 11/88 - 6/89.
- Branch Construction Company- Roanoke, Virginia, Summer ’85.
- Winema National Forest, Fire fighter, summer ’84 -

Licenses/Registration:
- Florida
- Ohio (inactive)
- Louisiana (inactive)

Selected Publications and Recent Research:
- Dresser Trunk Project, Traveling Exhibition 2007-08
- Practice and Criticism: Integrated Practice and the Twenty-first Century Curriculum. Published 2008
- ARCHILAB 2004: The Naked City- 6th Orléans International Architectural Conference
- Harlem World: Metropolis as Metaphor - the Studio Museum of Harlem in New York City.
- Publication Sites of Memory: Landscapes of Race and Ideology Princeton Architectural Press 2001

Professional Memberships:
- The American Institute of Architects
Malik Benjamin, Instructor

Courses Taught (Two academic years prior to current visit):
ARC 4324 Arch Design 5
ARC 4185/5186 Interactive Media
ARC 4335 Arch Design 6
ARC 3192/5193 Design Presentation Graphics

Educational Credentials:
B.Arch., Cornell University, 2000
M.Arch., University of Miami, 2005

Teaching Experience:
Adjunct, Cornell University
Adjunct, Florida International University, 2006-Present

Professional Experience:
De La Guardia Victoria Architects and Urbanists, 2005-2006
Touzet Studio, 2004-2005

Licenses/Registration:

Selected Publications and Recent Research:
Florida International University-Everything Wrong In Architecture, 2009
University of Louisiana-Body of Work, 2009
Florida International University-Mini-architecture, 2009
Florida International University, Renzo Piano, 2007

Professional Memberships:
The American Institute of Architects
Claudia Busch, 1st & 2nd year Coordinator

Courses Taught (Two academic years prior to current visit):
ARC 1301 Design Studio 1
ARC 1302 Design Studio 2
ARC 2303 Design Studio 3
ARC 2304 Design Studio 4
ARC 1131 Graphic Design 1
ARC 1132 Graphic Design 2

Educational Credentials:
Diplom Engineer in Architecture, FH-Hamburg, Hamburg, Germany, 1989
MSAAS, Columbia University, 1991

Teaching Experience:
Assistant Professor, Florida International University, 1994-2000
Pre-Graduate Coordinator, Associate in Design, FIU 2004-Present

Professional Experience:
Project Architect, The Hillier Group, Princeton, 1992
Project Manager, Nalbach & Nalbach Architeckten, Berlin, 1995-1996
Principal, Claudia Busch Inc., Miami, Fl, 1996-Present

Licenses/Registration:
Florida

Selected Publications and Recent Research:
“Architectural Education in the New American City” (14th EAAE Forum, Architecture Education and Reality, Summary, 1195)
Where is Potsdamer Platz” (Proceedings from ACSA International Conference, Cross Currents: Trans-Cultural Architecture, Education and Urbanism, 2000)
“Visions of Urban Living”, (FIU, School of Architecture, 2000)
“The Fire House”, ( FIU, School of Architecture, 2002)
“Installation: Abwesend/Absent” (Miami Herald, October, 2002)

Professional Memberships:
The American Institute of Architects
Jaime Canaves, FAIA, IIDA, Professor

Courses Taught (Two academic years prior to current visit):
ARC 1301 Design Studio 1
ARC 1461 Mat And Meth Design
ARC 4343 Arch Design 8
ARC 4030/5035 Film/Arch Mod Life
ARC 3031/5036 Miami in Film

Educational Credentials:
B.Arch., University of Florida, 1972
M.Arch., University of Florida, 1973

Teaching Experience:
Adjunct Instructor, International Fine Arts College, 1976-1977
Adjunct Instructor, Miami-Dade College, Miami, Fl, 1976-1978
Assistant Professor, Florida International University, 1978-1983
Associate Professor, Florida International University (Honors College), Miami, Fl, 1990-2001
Associate Professor, Florida International University (Architecture), Miami, Fl, 1983-2005
Professor, Florida International University, Miami, Fl, 2005- Present

Professional Experience:
Vice-President, Advance Enterprises, Fl, 1973-1976
Planning Consultant, Metro-Dade County, Fl, 1976-1977
Vice-President, Dryca Construction, TN, 1990-2005
President, Jaime Canaves, FAIA, IIDA, Fl, 1976-Present
Executive Director, Bienal Miami + Beach, Fl, 2001-Present
Executive Director, Bienal America, Fl, 2002-Present

Licenses/Registration:
Florida

Selected Publications and Recent Research:
Bermello Ajamil & Partners: The Evolution of a Design Practice (Imprenta Mariscal, 2009)
Casagua Residence”, International Houses, Ediciones Trama. (2005)

Research
$ 60,000. Request Matching Fund Grant from AIA Florida to be distributed among State Schools of Architecture doing research in joint ventures with AIA components (2008)
New Design for the Neonatal Physical Environment, Academy of Neuroscience for Architecture; in progress (2006-present)

Professional Memberships:
The American Institute of Architects
Jason R. Chandler, R.A., Associate Professor

Courses Taught:
ARC 3463/5467 Methods and Materials of Construction II
ARC 5076 Graduate Formative Studio 2
ARC 5329 Graduate Design V, (Coordinator)
ARC 5335 Graduate Design VI, (Coordinator)
ARC 5361 Graduate Design One
ARC 5483 Innovations in Building Technology

Educational Credentials:
Harvard University, Master of Architecture, 1993
Cornell University, Bachelors of Architecture, 1991

Teaching Experience:
Florida International University, Associate Professor, 2009-
Florida International University, Assistant Professor, 2003-2009
Florida International University, Visiting Assistant Professor, 2001-2003
University of Miami, Lecturer, 1998-1999
Harvard University, Architecture Instructor, 1992

Professional Experience:
Chandler and Associates Architecture, 1999-
Chandler and Hernandez Architects, 1997-1999
Rodriguez and Quiroga Architects Chartered, 1995-1997

Licenses/Registration:
State of Florida AR 16055

Selected Publications, Recent Research and Awards:
“Building Systems Integration for Enhanced Environmental Performance” by S.Vassigh, K.Mackay & J.Chandler, Published by J. Ross Publishing Inc., Forthcoming
“Engaging the Urban, Infill Projects by young Miami Architects” Forthcoming
Honorable Mention, Dawntown, Miami Waterworks Competition, 2009
“Pre-cast School, Bernard Tshumi’s Dialectic Diagrams” ACSA Northeast Fall Conference Proceedings, 2008
Honorable Mention, Dawntown Waterworks Competition, 2008
Award of Merit for Unbuilt Work, A.I.A. Florida Chapter , 2006
Award of Excellence for New Construction, A.I.A. Miami Chapter, 2005
First Prize, Miami Beach Life Design Competition, Miami Beach, 2004
Solar Decathlon Grant National Renewable Energy Laboratory (w/N. Belcher, Y. Tao, R. Baier),2003
Principle Investigator, “Impact Modifiers” International Hurricane Center, 2002-2003
Honorable Mention, Scattered Housing Competition Miami, Florida, 2001
Silver Medal Silver Medal, Mixed Use Building, Plaza 57, Builders’ Association of South Florida, 2001
Adam Drisin, Chair & Associate Professor

Courses Taught (Two academic years prior to current visit):
ARC 6970 Masters Project
ARC 6356 Grad Design 3
ARC 6356 Architectural Design 10

Educational Credentials:
B.Arch., Cornell University, 1985
MDesS, Harvard University, 1998

Teaching Experience:
Department Chair and Associate Professor, Florida International University, 2004-present
Visiting Assistant Professor, Harvard Graduate School of Design, 1998-1999
Associate Professor, University of Tennessee, 1999-2004
Visiting Critic, University of Toronto, 1997
Visiting Critic, University of Maryland, 1997
Director, Facolta Di Architetturam Firenze, 1992-1997

Professional Experience:
Drisin + McFarlane Architects, 1989-present
Senior Designer, Cooper Robertson & Partners, 1986-1989
Designer, Skidmore, Owings & Merrill, New York, 1985-1986
Junior Designer, Kohn, Pederson & Fox Associates, P.C., 1984

Licenses/Registration:
New York

Selected Publications and Recent Research:
Editor, JAE Theme Issue “Collateral Damage: War & Architecture” 2007
Giambatista Nolli: Rome and Mapping Before and After the Pianta Grande 2007
Miami Herald, Interviewed on Herzog & Demeuron 2006
Miami Herald, Interviewed on New Campus Architecture 2006
JAE: Journal of Architectural Education May 2004
“Intricate Fictions: Mapping Power in Renaissance Florence”
Suburbia: Car Architecture, G. P. Borden ed. 2002
“The Rowhouse in the 21st Century: Capability Brownstone”
Venice Biennale, Marsilio editore “Bucharest Project Pensieri & Mattoni (Thoughts & Constructions) 1995
Antonello Boschi ed. Pontecorbi Editore
“Campi\Pessina Architetti: Vent’Anni” (catalogue) 1995
A. Drisin, Editor

Professional Memberships:
Executive Board, Florida The American Institute of Architects
Board of Directors, Miami, AIA
Editorial Board, Journal of Architectural Education
Eric Goldemberg, Assistant Professor

Courses Taught (Two academic years prior to current visit):
ARC 5176C Comp. Prac. In Des II
ARC 5362 Graduate Design 2
ARC 4342 Arch Design 7
ARC 4324 Arch Design 5
ARC 4343 Arc Design 8
ARC 3181 Digital Fabrication
ARC 5165 Grad Digital Fabrication

Educational Credentials:
B.Arch., University of Buenos Aires, Argentina, 2000
M.S. A.A.D., Columbia University, 2002

Teaching Experience:
Visiting Assistant Professor, Pratt Institute, 2004-2006
Visiting Professor, New York Institute of Technology, 2005-2006
Visiting Professor, Florida Atlantic University, 2006
Assistant Professor, Florida International University, 2006-Present

Professional Experience:
Senior Designer, Just Design NY, 2000
Senior Designer, Eisenman Architects, 2002-2004
Project Architect, Asymptote Architecture, 2004-2005
Founding Partner – Main Designer, MONAD Studio, 1997-Present

Licenses/Registration:
Buenos Aires, Argentina

Selected Publications and Recent Research:
1-Design Book Magazine, 2010- Miami, AIA sponsored
“Pulsationin Architecture” Digital Pulse: The Digital Nouveau, Revisiting the Vector and the Nouveau Materiality
– text by Armando Montilla, graphics by Francisco Waltersdorfer
Review of ‘Digital Pulse’ a conference organized by Eric Goldemberg at School of Architecture, Florida
International University in November, 2008 with the generous support of Paul L. Cejas Discretionary Strategic
initiative
Featuring projects by MONAD Studio / Eric Goldemberg + Veronica Zalcberg:
2-P.S.1 Newspaper, Fall 2009
Research In Process:
5-Publication of book: “Pulsation in Architecture”
Agreement signed – due date: August, 2010
J.Ross Publishing Inc.
Editor: Eric Goldemberg

Professional Memberships:
Consejo Profesional de Arquitectura y Urbanismo, Buenos Aires, Argentina
Sociedad Central de Arquitectos, Buenos Aires, Argentina
Marilys R. Nepomechie, FAIA, Associate Professor

Courses Taught (Two academic years prior to current visit):
ARC 5361 Graduate Design 1: Comprehensive Studio
ARC 5939 GREEN: Design For Sustainability
ARC 5362 Graduate Design 2/9: Sustainable Design Studio
ARC 6947 Graduate Research Methods
ARC 6356 Graduate Design 3:
ARC 5798 Hotels: Miami and Havana at Midcentury

Educational Credentials:
M.Arch., Massachusetts Institute of Technology

Teaching Experience:
Associate Professor, Florida International University
John R. Groves Kentucky Housing Corporation Fellow, University of Kentucky
Sue Fan Gooding Visiting Professor, University of Kentucky
Distinguished Visiting Professor, University of New Mexico
Lecturer, University of Miami

Professional Experience:
Owner/ Principal, Marilys R. Nepomechie Architects, Miami, FL
Director of Architecture, Office of Urban Architecture, MK Roark Inc., Miami, FL
Designer/ Associate, Sasaki Associates, Miami, FL

Licenses/Registration:
Florida (Architecture, Interior Design)

Selected Publications and Recent Research:
US Department of Energy/ NREL, Solar Decathlon 2011, Principal Investigator
Miami Modern/ La Habana Moderna, Research and Exhibition Grants: The Graham Foundation, Andrew W. Mellon Foundation/Wolfsonian, Cejas Family Foundation,
Small Projects Big Ideas, Research and Publication Grants, The American Institute of Architects, PI
Bienal Miami + Beach: A Retrospective, (Ediciones TRAMA, Quito, Ecuador, 2007)

Awards:
Residential Architect Design Awards, Residential Architect Magazine, Award of Merit 2010
The American Architecture Award, Chicago Athenaeum Museum of Architecture + Design 2009
Finalist: International Book Award, XIII Bienal Internacional Arquitectura, Dominican Republic 2009
Excellence in Architecture: Honor Award, Unbuilt Design, AIA Miami 2008
The William G. McMinn Outstanding Educator Honor Award, AIA Florida/ Caribbean 2008
Excellence in Architecture: Merit Award, Unbuilt Design, AIA Florida/ Caribbean 2008
Association of Collegiate Schools of Architecture National Service Award/ARC 2008

Professional Memberships:
The American Institute of Architects
Name: Eric Peterson, Instructor

Courses Taught (Two academic years prior to current visit):

2008
ARC 4335 Design Studio 6
IND 4441, IND 5445 Furniture Design (Cross Listed Undergraduate and Graduate)
ARC 1301 Design Studio 1
ARC 5075, IND 5235, LAA 5652 Formative Design Studio 1 (Cross Listed Interdisciplinary Course)

2009
ARC 2304 Design Studio 4
ARC 4343 Design Studio 8
IND 5445 Furniture Design
IND 5475, LAA 5371 Computer Applications in Interior Design, Computer Practices in Landscape Architecture I
(Cross Listed Interdisciplinary Course)
ARC 1301 Design Studio 1
ARC 5075 Formative Design Studio 1

2010
ARC 2304 Design Studio 4
ARC 4335 Design Studio 6
LAA 5381 Computer Practices in Landscape Architecture III

Educational Credentials:
B.A., Middlebury College, 1991
M.Arch, University of Florida, 2005

Teaching Experience:
Graduate Teaching Assistant, University of Florida, 2003 - 2005
Adjunct Professor, Florida International University, 2005 - Present

Professional Experience:
Construction Foreman, Rosinka Joint Venture, Moscow, RU 1992 - 1993
Lead Carpenter, Goode and Becker Design/Build, New York, NY 1993 - 1994
Project Supervisor, AMRU / VLAN Construction, Moscow, RU 1995 - 1996
Independent Contractor, Ormond Beach, FL 1996 - 2000
Construction Forman, Andreoni and Stanton, Oakland, CA 2000 - 2001
Lead Carpenter, DeSchmidt Design/Build, Oakland, CA 2001, 2003
Designer, Beilinson Gomez Associates, Miami, FL 2006
Designer, Touzet Studio, Miami, FL 2006 - 2007
Designer, Carlos Palmer Architects, Miami, FL 2007 - 2008
Manager, FIU SOA Model Shop, Miami, FL 2008 - Present

Licenses/Registration:
IDP Active NCARB Council Record

Selected Publications and Recent Research:

Professional Memberships:
The American Institute of Architects Associate
Nicolas Quintana, Instructor

Courses Taught (Two academic years prior to current visit):
ARC 4343 ARC Design 8
ARC 4752/5750 Arch History of the Americas
ARC 4796/5786 Social Hist of Blt Form
ARC 3932 Spec Top Des Studio
ARC 4323 Architectural Design 8

Educational Credentials:
Architect Degree, University of Havana, 1951

Teaching Experience:
Invited Professor, University of Puerto Rico, 1965
Adjunct Professor, University of Miami, 1995-1996
Assistant Professor, Florida International University, 1999-2002
Scholar, Florida International University, 2002-2010

Professional Experience:
Partner, Gaumann & Quintana Architects, San Juan, P.R. 1969-1976
Principal Partner, Quintana, Suarez & Associates, San Juan, P.R. 1976-1977
Principal Partner, Arquitotal S.A., Caracas, Venezuela, 1977-1986
Principal, Quintana Architects, Miami, Fl, 1986-Present

Licenses/Registration:
Florida
Puerto Rico

Selected Publications and Recent Research:
Founding Member and Director of the Architecture & Urbanism Committee of the Cuban Cultural Heritage Association - a non-profit institution, since 1993. Chairperson of “Essential Studies of Cuban Architecture”, a project of the School of Architecture at Florida International University (1998-2002). Both entities dedicated to the research, protection and preservation of the essential elements that structure Cuba’s traditions, focused with a creative vision into the future.
Awarded a $325,000 Grant to develop at the School of Architecture at FIU a project titled: “Havana and its Landscapes”, to study Havana and its urban, rural and natural landscapes and create an urban vision and guidelines that will serve preserve, restore and guide the city’s reconstruction and development into the future. Quintana will act as Director of the project, working in collaboration with architects Juan A. Bueno (Co-Director) and Felipe Préstamo (Invited Investigator). Grant was given by Century Partners Group (Sergio Pino, Pres.) and Lennar Homes (Anthony Seijas, Pres. Miami Dade Division) (2004).
Colaborator to the journal “Encuentro de la Cultura Cubana”. “Encuentro” is a highly recognized publication, dealing with Cuban cultural issues (2001)

Professional Memberships:
The American Institute of Architects
Alice Gray Read Ph.D, Associate Professor

Courses Taught (Two academic years prior to current visit):
ARC 3243 Architectural Design Theories
ARC 5249 Design Theories
ARC 5205 Advanced Design Theories
ARC 4343 Architectural Design 8
ARC 3880 Performance Architecture (elective)
ARC 3993 Ways of Seeing (elective)

Educational Credentials:
Ph.D. University of Pennsylvania (Architecture), 1998
M.Arch., University of Pennsylvania, 1980

Teaching Experience:
Visiting Professor, University of North Carolina at Charlotte, 1997-8
Instructor, Temple University, 1994-5
Adjunct Professor, Drexel University, 1987-1996

Professional Experience:
Partner, Bemiss & Read Architects, 1988-1994

Licenses/Registration:
Pennsylvania

Selected Publications and Recent Research:
Autant's theatre laboratory for modern urban architecture: the experiments of "Art and Action," currently under review for publication
“Public Space as Theatre in Multiple Miamis” in Miami Modern Metropolis: Mid-Century Architecture and Urbanism, Allan Shulman ed. (Bass Museum of Art, 2009), pp.60-81.

Professional Memberships:
Society of Architectural Historians
Vernacular Architecture Forum
David Rifkind, PhD, Assistant Professor

Courses Taught (Two academic years prior to current visit):
ARC 2701/5711 History of Design I: Antiquity to the Enlightenment
ARC 2702/5733 History of Design II: Nineteenth and Twentieth Centuries
ARC 5935 Pedagogy Seminar
ARC 5776 Historiographic Methods in Architecture
ARC 4991/5991 Modern Architecture: Projects and Polemics
ARC 5936 Cejas Eminent Scholar Seminar

Educational Credentials:
B.Arch., Boston Architectural Center, 1992
M.Arch., McGill University, 1997
Ph.D., Columbia University, 2007

Teaching Experience:
Instructor/Teaching Fellow, Columbia University, 2001-2005
Instructor, Parsons School of Design, 2002-2005
Instructor, Cooper-Hewitt, National Design Museum, 2005
Instructor, University of Virginia, 2005-2007
Assistant Professor, Florida International University, 2007-present

Professional Experience:
Partner, Four Square Production, Inc., South Orange, NJ, 2001-2005
Project Manager, Buck, Smith and McAvoy Architects, Boston, 1991-1995
Designer, Keith Moskow, Architect, Boston, 1986-1990

Licenses/Registration:

Selected Publications and Recent Research:
"Furnishing the Fascist Interior: Giuseppe Terragni, Mario Radice and the Casa del Fascio," arq – architectural research quarterly v.10, n.2 (June 2006), 157-170.
"Architecture and Revolution on the Street of Empire," Scapes n.6 (Fall 2007), 26-40.

Professional Memberships:
Society of Architectural Historians
Association of Collegiate Schools of Architecture
Modern Studies Association
Camilo Rosales, AIA, Associate Professor

Courses Taught (Two academic years prior to current visit):
ARC 6356 Graduate Design 3
ARC 6957 Masters Project
ARC 5361 Integrated Comprehensive Design
ARC 5362 Architectural Design 9
ARC 5396 Case Studies in Architecture and Urban Design
ARC 5623 Design Ecology and Technology

Educational Credentials:
Arch II, Harvard University Graduate School of Design, 1985
M. Arch., University of Texas at Austin, 1976
B.Arch. with Honors, University of Texas at Austin, 1975

Teaching Experience:
Assistant Professor, Florida International University, 1992
Associate Professor, Florida International University, 1999-present
Visiting Critic, Universidad del Diseno, San Jose, Costa Rica, 2005
Visiting Critic, Universidad Central de Venezuela, 1992

Professional Experience:
Rosales . Stadthagen Architecture, Miami, 1992-Present
Skidmore, Owings and Merryl and Frank O. Gehry and Assoc. (joint venture), New York, 1987-1988
Hellmuth, Obata and Kassabaun, New York, 1985-1987
Arquitectonica, Miami, Florida, 1983

Licenses/Registration:
Registered Architect, State of New York
Registered Architect, State of Florida

Selected Publications and Recent Research:
Hammock House, a personal award winning design project built in South Miami, was published in the 2010 AIA Architectural Guide to Miami.
Playa Honda House, a personal design project built in Costa Rica, was published in the August 2009 issue of Architectural Digest.
Collaborative design work and interest in sustainability contributed to win a place in the 2011 Solar Decathlon worldwide competition.

Professional Memberships:
The American Institute of Architects
Member Intersymp, International German Conference for the Environment
Thomas Spiegelhalter, Assistant Professor

Courses Taught:
FIU-ARC 5362- Architectural Design 9 (Sustainability Studio)
FIU-ARC 5612 Environmental Systems in Architecture 1
FIU ARC 5621 Environmental Systems in Architecture 2
FIU- ARC5483- Innovation In Building Technology

Educational Credentials:
Master of Design, (Meisterschueler) Department of Design and Architecture, University of the Arts in Berlin, Germany, 1989
Diplom-Ingenieur, Architecture, Engineering, and Town Planning, University of Applied Sciences in Bremen, Department of Architecture, Engineering, Town Planning, Germany, 1988

Teaching Experience:
Florida International University, Department of Architecture, Assistant Professor , Fall 2009-present
University of Southern California (USC), Los Angeles, School of Architecture, and Affiliated Faculty at the USC Center for Sustainable Cities, and USC Energy, Technology & Society (ETS) Program, Assistant Professor, SP 2003-SP 2009
University of Minnesota, Center for Sustainable Building Research, Minneapolis, Cass Gilbert Visiting

Professional Experience:
Studio Thomas Spiegelhalter, Freiburg/Germany,EU - L.A./U.S.A, Founder, Principal, Executive Architect, See DESIGN VANGUARD 2003 “10 firms shape the world”:

Licenses/Registration:
Registered Architect and Town Planner, permitted to work in all European Union Member States, 10/06/85 No. 85/384 EWG0 (ACE), 1989-present
Registered Architect and Town Planner, Germany, BW AL No. 3720, 1989-present

Selected Publications and Recent Research:
Monograph (About built research work of Thomas Spiegelhalter):
Professional Books (by Thomas Spiegelhalter, selected):

Professional Memberships:
Distinguished Member (Friedrich Schinkel Prize) of the Architecture and Engineer Society Berlin (Architeken- und Ingenieurverein AIV zu Berlin), Germany, 1986-present
Accredited Professional Member, L.E.E.D., USGBC, 2003-present
John A. Stuart, AIA, Professor

Courses Taught (Two academic years prior to current visit):
ARC 6356 Architectural Design 10
ARC 6970 Masters Project
ARC 4783 History of Design from the Nineteenth Century to the Present (undergraduate)
ARC 5044 History of Design from the Nineteenth Century to the Present (graduate)
ARC 5037 Architecture and Video Media

Educational Credentials:
B.A., Brown University, 1984
M.A., Princeton University, 1987
M.Arch., Columbia University, 1991

Teaching Experience:
Assistant Professor, Florida International University, 1994–1999
Associate Professor, Florida International University, 1999–2008
Visiting Associate Professor, Columbia University, 2003
Professor, Florida International University, 2008–

Professional Experience:
John Stuart Architecture, 2002–
Busch Stuart Architecture, 1999–2001
Peter L. Gluck and Partners, 1993
Gaetano Pesce Ltd., 1993
Robert A. M. Stern Architects, 1992
Zaha Hadid, Architect, 1992
Kohn Pedersen Fox, International, 1991
Pasanella + Klein Architects, 1990
I. M. Pei and Partners, 1989–1990

Licenses/Registration:
Florida AR0016756

Selected Publications and Recent Research:
New York: W. W. Norton, 2006. (co-authored with Stern, Jewel)

Professional Memberships:
The American Institute of Architects
Society of Architectural Historians
Shahin Vassigh, Associate Professor

Courses Taught:
ARC 2580 Structural Systems
ARC 4553 Structural Design I
ARC 553/5555 Structural Design II
ARC 5483 Integrated Building Systems

Educational Credentials:
Bachelor of Science in Civil Engineering, University at Buffalo, the State University of NY, 1983
Masters of Urban Planning, University at Buffalo, the State University of NY, 1994
Masters of Architecture, University at Buffalo, the State University of NY, 1994

Teaching Experience:
Assistant professor, Philadelphia College of Textile & Science 1996-1997
Associate Professor, University at Buffalo, the State University of NY, 1997-2007
Assistant Professor, Florida International University, 2008-present

Professional Experience:
Hadighi Studio for Architecture, Buffalo, New York, Consultant engineer, 2000

Selected Publications and Recent Research:
Funded Research:
Principal Investigator “Building Literacy: The Integration of Building Technology and Design in Architectural Education” U.S. Department of Education, Fund for the Improvement of postsecondary Education, Grant amount $553,000 (2007-2010)

Publications
Vassigh, S. “Virtual Case Studies: A Teaching Tool for Sustainable Design” Building Technology
Vassigh, S. “ Digital Gaming and Sustainable Design, European Association of Architectural Educators, Changes of paradigms in the basic understanding of architectural research, Copenhagen, Denmark June 2008, proceedings (nominated for best paper)

Professional Memberships:
Society of Building Technology Educators
Eric Bellin, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 1302 Design Studio 2
ARC 1301 Design Studio 1
ARC 1131 Design Graphics 1

Educational Credentials:
B.Des. Architectural Studies, University of Florida, 2005
M.Arch., University of Florida, 2007
M.S. Architectural Pedagogy, University of Florida, 2009

Teaching Experience:
Adjunct Professor, Florida International University, 2009
Adjunct Professor, Miami Dade College, 2009
Assistant Professor, Università degli Studi di Napoli Federico II-Scuola di Architettura di Interno, Naples, Italy, 2008
Adjunct Professor, Miami Dade College, 2007

Professional Experience:
Designer/Intern, J. Mikael Kaul Architects, Miami, Fl 2008-2010
Designer/Intern Architect, Bellin and Pratt Architects, Coral Gables, Fl 2004-2008

Licenses/Registration:

Selected Publications and Recent Research:
On Joining, Oxiana Press, Italy
An Art of Utility, Arhitrave- UF Student Journal

Professional Memberships:
Andrew Bannavis Sribyatta, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 2303 Design Studio 3
ARC 4058 Comp Applic. In Arch
ARC 5475 Comptr. Applications
ARC 2304 Design Studio 4

Educational Credentials:
B.Arch., Pratt Institute, 1997
MSAAD, Columbia University

Teaching Experience:
Professor Assistant, Pratt Institute, 1996-1997
Adjunct Professor, Florida International University, 2000-2009
Adjunct Professor, Miami Dade College, 2001 Present

Professional Experience:
Designer/Draftsman, Design 103, Bangkok, Thailand, 1996
Designer/Architect, PIE Miami, Miami, Fl, 2005

Licenses/Registration:
Florida

Selected Publications and Recent Research:
Sustainable / Green architecture and built environment

Professional Memberships:
The American Institute of Architects
Alice Vidal Cimring, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 1131 Design Graphics 1

Educational Credentials:
B.Arch., University of Miami, 2004
M.Arch, Harvard University Graduate School of Design, 2007

Teaching Experience:
Adjunct Professor, Florida International University, 2010

Professional Experience:
Designer, Zyscovich, Miami, Fl, 2007-2009
Designer, Zyscovich, Miami, Fl, 2006
Project Architect, Caruncho, Martinez and Alvarez Architects, Miami, Fl, 2004-2005
Summer Intern, Rocco CEO Architect, Coral Gables, Fl, 2003
Summer Intern, Cure and Penabad Architects, Coral Gables, Fl, 2002

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Cristina Canton, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 101 Architecture Design I
ARC 102 Architecture Design II
ARC 204 Architecture Design IV

Educational Credentials:
B.Arch., University of Miami, 1998
M.Arch., University of Miami, Rome Program 2004

Teaching Experience:
Adjunct Professor, University of Miami, 2006-2009
Adjunct Professor, Florida International University, 2009 - present

Professional Experience:
Senior Associate, Bermello, Ajamil, and Partners, 1994 - 2005
NC-office, Architecture and Urban Design, Principal, 2005 - present

Licenses/Registration:
Architectural Registration Licensure in progress.

Selected Publications and Recent Research:
“Asiatown”- Miami

Publications:
Home Magazine - “A Coffee Shop’s Architecture Hits the Spot” – 2009
Archivos de Arquitectura Antillana - “Cafe Bustelo” Santo Domingo, DR - 2009
Azure Magazine - “Cafe Bustelo” Toronto, Canada – 2009
www.visualize.us.com - “Palmoasis” - 2008
Florida InsideOut Magazine - “Shrink This House Competition” Miami, FL – 2008
CASADECOR’07 - “Color as Ornament” Miami, FL - 2007
www.designboom.com - CASADECOR’07 - “Color as Ornament” - 2007
The New Times - CASADECOR’07 - “Color as Ornament” Miami, FL - 2007
Miami Herald - CASADECOR’07 - “Color as Ornament” Miami, FL - 2007
Edge as Center - Envisioning the Post Industrial Landscape Somerville, MA - 2006
Florida InsideOut Magazine - “Build in the Bay Competition” Miami, FL - 2006
Boston Globe - Edge as Center International Competition Boston MA – 2006

Professional Memberships:
The American Institute of Architects
Cardona, Elizabeth R.A., Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 5933 Architecture as Urbanism- Special Topics
ARC 3934 Architecture as Urbanism- Special Topics
ARC 5335 Graduate Design Studio VI
ARC 3939 Design Studio VII
ARC 5362 Graduate Design Studio II
ARC 4324 Design Studio V

Educational Credentials:
B.Arch., University of Miami, 1999
Master of Architecture in Urban Design, Harvard University, 2004

Teaching Experience:
Adjunct Faculty, Florida International University, 2004-present
Adjunct Faculty Award for Excellence in Teaching FIU, 2009
Adjunct Faculty, Miami Dade College, 2009
Adjunct Faculty, University of Miami, 2006-2007
Lecturer, Harvard University Graduate School of Design Career Discovery, 2004
Guest Juror: Harvard University, Boston Architecture Center, Northeastern University, Tufts University, Carnegie Mellon University

Professional Experience:
Principal, NC office, corp., Miami, FL 2004-present
Project Architect, Bermello Ajamil & Partners, Miami, FL 2000-2002
Partner, Grasshopper Research Institute, (Urbanism Think Tank) Miami, FL 1997-2004
Designer, Luis de Basto Yacht Design, Miami, FL 1999-2000

Licenses/Registration:
Registered Architect Florida

Selected Publications and Recent Research:
Review of Creative Work
Excellence in Design – American Institute of Architects, Miami, 2009
Home Miami - “Café Bustelo – Gansevoort Hotel South”, 2009
Miami Herald - AIA Awards - "Architects are Honored", Miami FL, 2009
AIA Volume 16 “Taking Care of Business”, 2009
Archivos de Arquitectura Antillana - “Café Bustelo – Gansevoort Hotel South”, 2009
Azure Magazine - “Café Bustelo – Gansevoort Hotel South”, 2009
Florida InsideOut Magazine- “Shrink This House Competition?”, 2008
CASADECOR’07 Magazine - “Color As Ornament” – CASADECOR-07, 2007
Miami Herald - “Color As Ornament” – CASADECOR-07, 2007
Edge As Center – Envisioning the Post Industrial Landscape (Ed. Anya Bokov), 2007
Michelle Cintron, M. Arch., Adjunct Instructor

Courses Taught:
ARC 1115 Architectural Communications 1
ARC 1301 Architectural Design 1
ARC 2056 Computer Aided Architectural Presentation
ARC 2303 Architectural Design 3
ARC 2304 Architectural Design 4
ARC 2580 Architectural Structures 1
ARC 5329 Graduate Design 5

Educational Credentials:
B. Design, University of Florida, 1997
M. Arch., University of California-Los Angeles, 2000

Teaching Experience:
Adjunct Professor, Miami Dade College, 2003-2007
Adjunct Professor, Florida International University, 2009
Professor, Miami Dade College, 2010- Present

Professional Experience:
Intern, Gehry Partners (formerly Frank O. Gehry & Associates Inc.), Los Angeles, CA, 1999
Intern, MDA Johnson Favaro, Los Angeles, CA, 2000
Designer, Coop Himmelblau, Guadalajara, Mexico/Los Angeles, CA, 2001
Junior Designer, Johnston Marklee, Los Angeles, CA, 2001-2002
Project Manager, Arquitectonica International, Miami, FL, 2002-2009
Field Architect, Kor Hotel Group, Anguilla, 2009

Exhibitions:
Hammer Museum, Live Dangerously, 2001

Selected Publications:
Contributions in:
Abitare Magazine, Venezia Architettura Biennale (July/August 2000)
Greg Lynn and Hani Rashid Architectural Laboratories (Nai Publishers, 2002)
Sabah Azhar Corso, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 1301 Design Studio 1

Educational Credentials:
B.Des, University of Florida, 2005
M.Arch, University of Florida, 2008

Teaching Experience:
Teaching Assistant, University of Florida School of Architecture, 2003
Graduate Teaching Associate, University of Florida School of Architecture, 2006-2008
Adjunct Professor, Florida International University, 2010

Professional Experience:
Architectural Intern, University of Florida, 2003-2004
Architectural Intern, SWIMcau, 2003-2005
Project Director, Rene Gonzalez Architect, 2009-Present

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Lilliane Danger, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):

ARC 2303 Design Studio 3
ARC 2304 Design Studio 4
ARC 1131 Design Graphics 1
ARC 1132 Design Graphics 2

Educational Credentials:
University of California at Los Angeles, Masters of Architecture, 2003
Florida International University, Bachelors of Science in Architectural Studies, 2000

Teaching Experience:
Design and Architecture Senior High, Dual Enrollment, Adjunct Professor
Florida International University, Adjunct Professor
University of California at Los Angeles: Graduate Teaching Assistant

Professional Experience:
Danger Marine Design 2004-
Behar Font and Partners 2003-2004
Associated Housing Development, Corp. 2000-2003
C3TS, Architects Engineers and Planners 1999-2000

Licenses/Registration:
N/A

Selected Publications and Recent Research:
A+UD Design Magazine, Winter/Spring

Professional Memberships:
NACAE, National Association of Cuban American Educators
Robert Alexander Gonzalez, Visiting Instructor (full-time)

Courses Taught (Two academic years prior to current visit):
ARC 5340/5343 Arch Design 7/8

Educational Credentials:
B.Arch., The University of Texas, 1990
SMArchS, Massachusetts Institute of Technology, 1993
PhD., University of California-Berkeley, 2002

Teaching Experience:
Assistant Professor, Tulane University, 2002- Present
Visiting Professor, Tulane University, 2000
Senior Lecturer, California College of Arts and Crafts, 2000
Lecturer, University of California, Berkeley, 1998
Adjunct Professor, Woodbury University, 1998
Lecturer, University of California, Berkeley, 1997

Professional Experience:
Project Architecture, Donna Carter Architects, Austin, 1986-1987

Licenses/Registration:
Texas

Selected Publications and Recent Research:
Pan-American Modernity outside the Midway,” in Designing Tomorrow: America’s World’s Fairs of the 1930s, Robert W. Rydell and Laura Burd Schiavo, eds. (Yale University Press and the National Building Museum, September 2010) (forthcoming)

Professional Memberships:
ARTstor, Latin American Modern Architecture Digital Collection, Director
AULACanje, U.S.-Latin American academic journal exchange program, Director
Felice Grodin, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 1301 Design Studio 1
ARC 1302 Design Studio 2

Educational Credentials:
B.Arch., Tulane University, 1992
M.Arch., Harvard University, 1997

Teaching Experience:
Architecture Instructor, Harvard University Graduate School of Design, 1996
Adjunct Professor, Rensselaer Polytechnic Institute School of Architecture, 1999
Adjunct Professor, Florida International University, 2003

Professional Experience:
Consulting Interior Architect, Michael Wolk Design Associates, Miami, Fl, 2002-2004
President/CEO, Studio Fogg, Fl, 2001

Licenses/Registration:
Florida

Selected Publications and Recent Research:
Florida International Magazine, “FIM Artist Showcase 07: A Look at Emerging and Established Visual Artists Around the State (from Tallahassee to Key West) Who are Putting Florida on the Global Art Map” By Jayme O’Rouke, pg 78(2007)
Catalog: NAT 22 New American Talent: Twenty-Second Exhibition
“Waiting for the Revolution” essay by Anne Ellegood, curator, June 16-August 19, 2007
The Diet Newsletter (Online)
Metropolis Rex: Felice Grodin w/Nina Johnson
Published Interview about solo show Cartographies
www.gallerydiet.com April 2007/Issue no.1

Professional Memberships:
Robert Holton, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 2303 Design 3

Educational Credentials:
B.S., University of North Carolina, 1993
M.Arch., Columbia University, 1999

Teaching Experience:
Teaching Assistant, Columbia University, New York, 1998-1999

Professional Experience:
Project Leader, Smith, Oppenheim Architects, Miami Fl, 2008-2009
Project Team, Peter Marino Architect, New York, NY, 2007-2008
Project Leader, Peter Gluck Architects, New York, NY, 2003-2006
Project Designer, Gensler, New York, NY, 1993-1996
Project Intern, Smith-Miller+Hawkinson, New York, NY, 1997
Project Intern, Eisenman Architects, New York, NY 1992

Licenses/Registration:

Selected Publications and Recent Research:
Architectural Record “Zenith Concert Hall, Limoges, France”, January 2008, p. 120-124
Architectural Record, “Linder Athletics Center”, January 2007, p. 72-77
Architectural Record, “FIU School of Architecture”, October 2003, p. 102-107
L’Architecture d’Aujourd’hui,”Le Zenith de Rouen”, July-August 2001, p.98-103
Lotus “Downsview Park, Toronto”, #109, 2001, p.34-63

Professional Memberships:
The American Institute of Architects
John Kneski, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 4342 Arch Design 7
ARC 4335 Arch Design 6

Educational Credentials:
B.Arch., University of Miami, 1987
M.Arch, Syracuse University, 1990

Teaching Experience:
Teaching Assistant, Syracuse University, 1988-1989
Adjunct Professor, University of Miami, 1989-1991
Adjunct Professor, Florida International University (Architecture Department), 1997-2009
Professor, Florida International University (Honors College), 1998-Present

Professional Experience:
Creative Director, NK Gallery, Coral Gables, Fl, 1989-1995
Production Designer, BGW Design, Miami, Fl, 1996-1997

Licenses/Registration:
Florida

Selected Publications and Recent Research:

Professional Memberships:
The American Institute of Architects
Society for Architectural Historians
Elite Kedan, AIA, RA, LEED, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 2304 / Design Studio 4
ARC 4320 / Design Studio 5
ARC 4321, 5335/ Design Studio 6
ARC 4343/ Design Studio 8
ARC 3934-U02, 5933-U02 /Seminar – Publication as Critical Practice

Educational Credentials:
B.Arch., Cornell University, 1991
M.Arch, MAUD, Harvard University, Graduate School of Design 1996

Teaching Experience:
Adjunct Professor, Florida International University, 2005-present
Visiting Instructor, University Oregon, summer 2003
Design Instructor, Boston Architectural Center, 1995-1998
Program Instructor, Cornell University, Summer 1991

Professional Experience:
Principal, Elite Kedan Architect; New York, NY, Miami, FL , 2005-
Partner, Shemesh + Kedan Architects; New York, NY, Miami, FL , 2003-2005
Architect, Ronnette Riley Architect; New York, NY , 2000
Designer, Traboscia Rolatti Architects; New York, NY, 1999-2000
Designer, Arrowstreet Inc.; Boston, MA, 1996-1999
Intern, Division of Capital Planning and Operations, Commonwealth of Massachusetts; Boston MA, 1994
Intern, Moshe Safdie Architects; Jerusalem, Israel, 1991-1993

Licenses/Registration:
Florida
New York

Selected Publications and Recent Research:
Provisional – Emerging Modes of Architectural Practice USA, editorial director, Elite Kedan with Jonathan
Dreyfous and Craig Mutter; (Princeton Architectural Press, 2009)
Waterfront City, FIU design studio, Elite Kedan and students of FIU (2009)

Professional Memberships:
The American Institute of Architects
NCARB
Henry Lares, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 2701 Des Hist Ant To Ma
ARC 2702 Des Hist Ren To Xix

Educational Credentials:
B.A. History, Florida International University, 1987
M.Arch., Texas A&M University, 1992
B.A. Liberal Studies, Florida International University, 2002
B.A. Philosophy, Florida International University, 2008
B.A. History of Arts, Florida International University, 2008
M.A. Liberal Studies, Florida International University, 2008

Teaching Experience:
Assistant Professor, Miami-Dade College, 2004-Present
Adjunct Professor, Florida International University, 1991-Present
Adjunct Professor, Design and Architecture Senior High School, 1996-1997
Adjunct Professor, Texas A&M University, 1991-1992

Professional Experience:
Architectural Designer, Nicholas Brosch, Sandoval Architects, Fl 2001-2004
Project Manager, Robert M. Swedroe Architects, Fl 1998-2001
Job Captain, Arquitectonica, NV 1995-1998
Job Captain, Robert M. Swedroe Architects, Fl 1993-1995

Licenses/Registration:

Selected Publications and Recent Research:
Studies in Egyptian Architecture; documentation and analysis of architectural remains at various ancient sites, 2004
Studies in Pre-Hispanic & Colonial Architecture in Mexico; Chiapas, Oaxaca, Quintana Roo, Veracruz, Tlaxcala, Cuernavaca, 1994-2002
Studies in Pre-Hispanic & Colonial Architecture in the Yucatan Peninsula, 1993
Studies in Parisian Architecture, 1992

Professional Memberships:
The American Institute of Architects
Mark Marine, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 1301 Design Studio 1
ARC 1302 Design Studio 2
ARC 2303 Design Studio 3
ARC 2304 Design Studio 4
ARC 1131 Design Graphics 1
ARC 1132 Design Graphics 2

Educational Credentials:
University of California at Los Angeles, Masters of Architecture, 2003
Florida International University, Bachelors of Science in Architectural Studies, 2000

Teaching Experience:
Design and Architecture Senior High, Dual Enrollment, Adjunct Professor
Florida International University, Adjunct Professor
University of California at Los Angeles: Graduate Teaching Assistant

Professional Experience:
Danger Marine Design 2004-
Behar Font and Partners 2003-2004
Associated Housing Development, Corp. 2000-2003
R2ARCH + Partners 2000-2003
C3TS, Architects Engineers and Planners 1999-2000

Licenses/Registration:
Florida

Selected Publications and Recent Research:
A+UD Design Magazine, Winter/Spring 2002

Professional Memberships:
NACAE, National Association of Cuban American Educators
NOMA, National Organization of Minority Architects
Nikolay Nedev, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 4343 Design Studio 8 - S/10
ARC 5361 Graduate Design Studio 9 - F/09
ARC 3934 Special Topics: The Window, Door, Stair & Ramp in Modern Architecture - F/09
ARC 5933 Special Topics: The Window, Door, Stair & Ramp in Modern Architecture - F/09
ARC 4335 Design Studio 6 - S/09
ARC 5361 Graduate Design Studio 1 - F/08
ARC 5483 Innovations in Building Technology - F/08
ARC 4343 Design Studio 8 - S/08
ARC 5361 Graduate Design Studio 1 - F/07
ARC 5483 Innovations in Building Technology - F/07

Educational Credentials:
B.Arch., University of Miami, 1999
Master of Architecture in Urban Design, Harvard University, 2003

Teaching Experience:
Adjunct Faculty: Florida International University, 2005-present
Adjunct Faculty: University of Miami, 2000-2001, 2005-2008
Guest Juror: Harvard University, Boston Architecture Center, Northeastern University, Tufts University, Carnegie Mellon University, MD College

Professional Experience:
Principal: NC-office, corp., Miami, FL 2004-present
Partner: Grasshopper Research Institute, (Urbanism Think Tank) Miami, FL 1997-2004
Designer: Roberto Behar & Rosario Marquardt (R&R Studios), Miami, FL 1999-2000

Licenses/Registration:
LEED Accredited Professional

Selected Publications and Recent Research:
Review of Creative Work
Excellence in Design – American Institute of Architects, Miami, 2009
Home Miami - “Café Bustelo – Gansevoort Hotel South”, 2009
Miami Herald - AIA Awards - “Architects are Honored”, Miami Fl, 2009
Archivos de Arquitectura Antillana - “Café Bustelo – Gansevoort Hotel South”, 2009
Azure Magazine - “Café Bustelo – Gansevoort Hotel South”, 2009
Florida InsideOut Magazine- “Shrink This House Competition?”, 2008
CASADECOR’07 Magazine - “Color As Ornament” – CASADECOR-07, 2007
Miami Herald - “Color As Ornament” – CASADECOR-07, 2007
Edge As Center – Envisioning the Post Industrial Landscape (Ed. Anya Bokov), 2007
Jovan Rodriguez Yapur, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 5177 Topology and Performance

Educational Credentials:
B.Arts, Design., University of Florida, 2006
M.Arch., Southern California Institute of Architecture, 2008

Teaching Experience:
Adjunct Professor, Florida International, 2009-Present

Professional Experience:
Intern, Error! Contact not defined. Architects, Miami, Fl. 2006-2006
Project Manager, AM Home Solutions, 2008-Present

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Charles Paros, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 5361 Integr. Comprehensive Design

Educational Credentials:
B.S., The Ohio State University, 1985
M.Arch, The Ohio State University, 1995

Teaching Experience:
Adjunct Faculty, The Ohio State University, 2000
Teacher, Bishop Ready High School, 1987-1992

Professional Experience:
Architect/Designer/Builder, Paros Architecture + Design, Ohio, 1987-Present
Designer, Jonathan Barnes Architecture and Design, Ohio, 1996
Architectural Staff/Designer, Feinknopf Macioce Schappa Architects, Ohio, 1997-2000
Design Architect, NBBJ Design, Ohio, 2000-2002
Architect/Project Manager-Designer, Moody Nolan Inc, Ohio, 2004-2009
Architect/Senior Project Designer, Zysocovich Inc., Florida, 2009
Architect/Senior Design Architect, HADP Architecture, Florida 2010

Licenses/Registration:
Florida
Ohio

Selected Publications and Recent Research:

Professional Memberships:
The American Institute of Architects
National Council of Architectural Registration Board
Council of Educational Facilities Planners
Mathew Rice, Director Genoa Program

Courses Taught (Two academic years prior to current visit):
ARC 4755 Architecture of City
ARC 4730 Culture/Art In Italy
ARC 3932 Spec Top Des Studio
ARC 3741 Urban Arch. 20th Century
ARC 5340/5343 ARCH Design 7/8
ARC 322 Architectural Design 7

Educational Credentials:
B.S. Clemson University, 1980
M.Arch., Clemson University, 1987

Teaching Experience:
Collaboratore Univeristario, Facolta di Architettura, Universita degli Studi di Genova, 2002-Present
Associate Professor, Clemson University, 1995
Assistant Professor, Clemson University, 1989-1995
Visiting Professor, Clemson University, 1987-1989

Professional Experience:
Architectural Intern, McCreary-Dickinson Architects, Augusta, GA, 1982-1985

Licenses/Registration:
South Carolina

Selected Publications and Recent Research:
Association of Collegiate Schools of Architecture International Conference, Helsinki, Finland:
Reflections on the Surface of a Genoese Painted Façade: Representation and the Cognitive Image in
Architecture, Cartography and Drawing, August 2003.
Association of Collegiate Schools of Architecture Annual Meeting 2003:
The Contrary Value of the Riddle, the Subjunctive, the Mannered: Lessons on Architectural Resistance from
Genoa and Italy, March 2003.
Architectural Research Consortium Conference:

Currently working with the School of Architecture to develop international ties; current projects include
updating and completing the translation of the School of Architecture website and the Landscape
Architecture Department website

Professional Memberships:
The American Institute of Architects
Jennifer Siqueira, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):

ARC 4940 Arch For Humanity Internship

Educational Credentials:
B.A. Arch, University of California at Berkeley, 2005

Teaching Experience:
Adjunct Professor, Florida International University, 2010

Professional Experience:
Junior Architect, Touzet Studio, Miami, Fl, 2007
Project Design/Drafter, Max Strang Architecture, Miami, Fl, 2008
Project Manager, Sebastian Eilert Architecture, Miami, Fl, 2009
Founder/Executive Director, Architecture for Humanity, Miami, Fl, 2007-Present

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
Sandra Suarez, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 1115  Architectural Communications 1
ARC 1301  Architectural Design I
ARC 1302  Design Studio II
ARC 2171  Computer Aided Drafting 1
ARC 2461  Architectural Materials and Construction 1
ARC 4342  Design Studio VII - An Interdisciplinary Studio
ARC 4905  Independent Studies - The Branding of Bacardi Through Architecture
ARC 5340  Design Studio VII - Skyscraper Studio
ARC 5362  Graduate Design Studio II - An Addition to a Complex
ARC 5803  Preservation of Modernism

Educational Credentials:
Bachelors of English, Florida International University, 1994
Masters of Architecture, Florida International University, 2000

Teaching Experience:
Adjunct Professor, Florida International University, 2007-Present
Adjunct Professor, Miami Dade College, 2008-Present

Professional Experience:
Project Architect, Perkins + Will, Miami, FL 2009
Project Manager, Platt Byard Dovell White, New York, NY 2000-2008

Professional Memberships:
DOCOMOMO, Board Member, 2007-2008
Erik Sundquist, Adjunct Instructor

Courses Taught (Two academic years prior to current visit):
ARC 4173/5175 3d Computer Modeling
ARC 3932 Spec Top Des Studio
ARC 2304 Design 4
ARC 5176C Comp Prac in Des II
ARC 3934/5933 Special Topics
ARC 4058 Fund of Digital Design

Educational Credentials:
B.A., University of Massachusetts, 1999
M.A., State University of New York, 2002
M.Arch, Florida International University, 2007

Teaching Experience:
Lecturer, State University of New York, 2000-2002
Adjunct Faculty, Florida International University, 2007-present
Adjunct Faculty, Design and Architecture Senior High School, 2009-present

Professional Experience:
Program Assistant, Harvard Institute for International Development, Cambridge, MA, 1999
Research Associate, Department of Psychology, UMass Boston, Boston, MA, 2000-2001
Design Architect, Claudia Busch Inc, Miami, Fl, 2006
Assistant to the Chair, Florida International University, Miami, Fl, 2005-2007
Design Architect, Oppenheim Architecture and Design, Miami, Fl, 2007-Present

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:
The American Institute of Architects
October 13, 2009

Adam M. Drizin
Chairperson and Associate Professor
Department of Architecture
College of Architecture & the Arts
Florida International University
Paul L. Cajas School of Architecture Building
Room 271-B
University Park Campus
11200 SW 8th Street
Miami, FL 33199

Dear Adam,

Enclosed is a draft of the 2009 Florida International University Extension of Term Report for your review. If it is found to contain errors of fact, please indicate possible corrections and send those to the NAAB office no later than close of business October 13, 2009. If no response is received, the NAAB will assume you find no errors of fact in the draft report and will continue to prepare the report for presentation at the NAAB Board of Directors meeting in October 2009 for review.

For an explanation of the NAAB process and policy regarding the Extension of Term Report, please refer to the 2009 Procedures for Accreditation. The preliminary copy of the NAAB Extension of Term Report must remain confidential until formal action has been taken by the Board.

We look forward to your comments. If you have any questions, please contact me at the NAAB office.

Sincerely,

[Signature]

[Name]
Assistant Director
November 2, 2009

Dr. Mark B. Rosenberg, President
Office of the President
Florida International University
PC 528
Miami, FL 33199

Dear President Rosenberg:

At the October 2009 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the 2009 Extension of Term Team Report for Florida International University. This report was prepared after a review of the request for an extension of the current term of accreditation.

As a result, the request for an extension of the term of accreditation for the professional architecture program:

Master of Architecture

was denied. The program's next full accreditation visit remains scheduled for spring 2011. This decision is not subject to appeal or reconsideration (See Section 8 of the 2009 Procedures for Accreditation).

The Architecture Program Report is due in the NAAB office on or before September 7, 2010. Please be advised that in the event the APR is rejected by the team chair, the deadline for submission of an acceptable APR is November 15. If an acceptable APR is not submitted by that date, you will be notified that the site visit cannot proceed and that accreditation may lapse.

Continuing accreditation is subject to the submission of Annual Reports. Annual Reports are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

Part I (Annual Statistical Report) captures statistical information on the institution in which a program is located and the degree program.

Part II (Narrative Report) is the narrative report in which a program responds to the most recent Visiting Team Report (VTR). The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

Florida International University is required to submit both parts this year.

If you have any questions, please feel free to contact Cassandra Pair or Andrea S. Rutledge at (202) 783-2007.

Sincerely,

[Signature]

Linda L. Steidt, FAIA
President

CC: Adam Dinin, Chair
    Bruce E. Blackmer, FAIA, Lead reviewer
    Jack A. Kremer, AIA, Secondary reviewer

Enc.
Florida International University
Department of Architecture

Extension of Term Request Report

Master of Architecture
(Track Two: Undergraduate degree plus 106 graduate credit hrs.)
(Track Three: 127 undergraduate credit hours plus 60 graduate credit hrs.)

Current Term: 3 years
Request: Accreditation term be extended until 2014

The National Architectural Accrediting Board
2009 October

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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1. Summary of Team Findings

1. Team Comments

The Florida International University has requested an extension of term for its Master of Architecture program. The review team has evaluated the extensive materials provided by FIU to NAAB as well as numerous examples of student work sent directly to the team members. FIU is to be commended for much progress that has been made in addressing the conditions that were identified as "Not Met" or "Causes of Concern" by the 2008 NAAB visiting team. A number of actions have taken place at FIU that position the program for success in the future. Yet, the results of some of those activities are not yet able to be demonstrated, particularly with student work, since the changes are only now beginning to be implemented. The efforts made by FIU would have been more effectively evaluated if this request had been made a year later.

2. Progress Since the Previous Site Visit (2008) – Conditions Not Met

Condition 6, Human Resources: The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Previous Team Report (2008): This condition is still unmet although some steps to correct the situation have been taken since the last accreditation visit.

Two of the three faculty members scheduled to be hired at the last visit were engaged—one in history and one in technology (Structures). The hiring of a new Urban Design faculty member was put on hold and that position has been reassigned to technology. While two-thirds of the new faculty commitment was fulfilled, enrollment has increased dramatically (132% in the graduate program and 70% in the combined graduate and upper division). Over this period the ratio of design students per full time faculty member has increased from 16.1 to 21.1.

Under the recent reorganization, the development staff position was moved from the office of the dean of the college of architecture and the arts to another college at FIU. A search is underway to fill this vacant position in the college of architecture and the arts.

Rather than a full-time technology assistant, there are two part-time technology assistants.

The present administrative assistant will be retiring in a few months and her position will be filled by a secretarial level person.

There has been a loss of administrative staff due to recent reorganization. The visiting team questioned if the contracts for the chairs are long enough. The issue of faculty salary compression needs to be addressed and mitigated at the college and university levels.

(2009 Review Team Assessment): A number of administrative changes have been put into place that are commendable and should result in program improvements. While this condition is now considered met, the teaching loads for faculty remain of significant concern. From 2002 until 2009 the faculty FTE has increased from 9.5 to 13.5—a very positive trend. Student enrollment has also increased but at a lower rate. Comments in the VTR implied only one faculty position had been added while comments in the extension of term request implied that six positions
Florida International University
Extension of Term Request Report
October 2009

had been added. The actual net addition to positions appears to be four based on statistical exhibit 6.0:1 of the extension request. The additions to the faculty are very helpful, yet the faculty remains over loaded when compared to faculty/student ratio benchmarks. This condition is changed to “Met”, but remains a “Cause of Concern.”

Condition 11, Administrative Structure (2008): The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Previous Team Report (2008): While FIU is accredited by the Southern Association of Colleges and Schools, the visiting team determined that this Condition was not met because the team concluded that the program currently lacks the required level of autonomy.

In 2006-7 the university created the College of Architecture + the Arts. Within this new college, the M. Arch. program is one of three programs in the School of Architecture. The School of Architecture in turn, is one of five units in the College of Architecture + the Arts. This College includes the School of Architecture, the School of Art and Art History, the School of Music and the School of Theater, Dance, Speech Communication as well as the Patricia and Philip Frost Art Museum.

The visiting team recognizes that the new College of Architecture + the Arts is a work in progress and that many key aspects of its administration are, as the APR notes, in transition. Nonetheless at the time of the visit the creation of the college has resulted in a significant reduction of autonomy for the architecture program. Observed indications of this reduced autonomy are:

- Prior to the creation of the college, the dean of the School of Architecture committed 100% of his time to administration of the school. After the college was created, only 20% of the dean’s administrative time is devoted to the school. While efforts have been made and are ongoing to augment the dean’s office to better support the school and the M. Arch. program, at the time of the visit it was clear that there had been a significant dilution in administrative support for the architecture program.
- The new structure has resulted in an additional administrative layer between the M Arch and the provost’s office. Previous to reorganization, the program director reported to the dean of the school of architecture who in turn reported to the chief academic officer of the university. Under the new structure, the chair of the architecture department reports to the director of the school of architecture who in turn, reports to the dean of the college of architecture and the arts who has direct access to the chief academic officer of the university. This reduced access is viewed by the visiting team as a reduction in autonomy.
- The creation of the college has introduced another level in the promotion and tenure process for those architecture faculty members seeking advancement. Prior to the creation of the college, the school’s P & T committee would nominate candidates to the dean who would in turn advance candidates to the provost’s office for final decision. Under the new structure, the recommendation of the school’s P & T committee is now advanced to a second college level P & T committee who then decides on recommendations to the dean.
- Under the College of Architecture + the Arts, the chair of the architecture program now reports to the director of the School of Architecture who reports to the dean of the
college. The diminished role of the chair within this arrangement appears to be both a
dilution of autonomy and a reduction of the attractiveness of the position. This fact may
well adversely impact the program in the future when FIU endeavors to attract talented
people to fill vacant administrative positions in the program, much in the same way that
FIU is currently experiencing difficulty in filling the position of director for the Patricia and
Philip Frost Art Museum. Some candidates view a structure that removes the chair from
direct reporting to the provost as a diminished position within the university hierarchy.

- This visiting team considers control over the creation and administration of the
architecture program’s budget to be a key measure of autonomy. During the visit, the
team learned that the director of the school and the chair of the program believe they are
lacking this important autonomy.

- It also appears to the visiting team that another comparable professional program within
FIU – the professional nursing program – has greater budgetary autonomy than does the
program in architecture.

As noted above, the visiting team recognizes that the new College of Architecture + the Arts is a
work in progress. Many of the issues that lead the visiting team to conclude that this Condition is
not met may well be resolved as the transition into the college is completed. Nonetheless in
February 2008, at the time of this visit, the team was not convinced that the M. Arch. program
possessed sufficient autonomy to insure conformance with the NAAB conditions—to have
autonomy equivalent to comparable professional program within the university.

(2009 Review Team Assessment): In just one year since the team visit in 2008,
significant structural changes have occurred that significantly mitigate the
concerns raised by the visiting team. The position of Director of the School of
Architecture (including architecture, interior design and landscape architecture)
has been eliminated. The Chair of the Department of Architecture now reports
directly to the Dean of the College of Architecture and the Arts. The extra layer of
communication and the extra step related to promotion and tenure has been
eliminated. Restructuring and additional staff in the Administration has reduced
administrative demands on the department. This condition is now considered
“Met.” However, it is premature to assess how these changes will play out in
implementation and so have changed this condition from a “Not Met” to a “Cause
of Concern.”

Criterion 13.14, Accessibility (2008): Ability to design both site and building to accommodate
individuals with varying physical abilities

Previous Team Report (2008): While the visiting team found a few references to site
accommodation of the needs of the disabled in the required studio work (such as in the garage
layout in ARC 4343 Architectural Design 8), the team concluded that this work fell well below the
threshold of a demonstration of an ability to design sites for the disabled.

(2009 Review Team Assessment): Changes have been made to the curriculum and
specific exercises added to several courses at both the graduate and
undergraduate level addressing accessibility. Examples of student work sent for
review exhibited ability related to criterion 13.14. While assessment of remotely
reviewed materials is not as reliable as review of student work on-site, this criteria
is now considered “Met.”
Florida International University
Extension of Term Request Report
October 2009

Criterion 13.19, Environmental Systems (2008): 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.

Previous Team Report (2008): The required student work in BCN 4561 Environmental Controls 1 and in BCN 4564 Environmental Controls 2 demonstrates detailed knowledge of electrical, plumbing, and mechanical systems, but the visiting team found no evidence that the requisite knowledge of acoustical systems is acquired by all students in the FIU architecture program.

(2009 Review Team Assessment): The curriculum has been adjusted to address acoustical understanding. Examples of student works sent for review exhibited understanding related to criteria 13.19. The student work provided was helpful yet was not adequately convincing to demonstrate acoustical understanding. This criteria remains “Not Met.”


Previous Team Report (2008): The visiting team found insufficient evidence in the student work to indicate that an understanding of security systems and communication systems is gained by all students in the Architecture program.

(2009 Review Team Assessment): There was concern by the 2008 visiting team that environmental systems education was being outsourced to the Construction Management Department. New faculty has been hired by the Architecture Department using a fast-track process to address environmental system education. That faculty member is beginning in the fall of the 2009-10 academic year so student work is not yet available based upon the additional faculty and reorganized curriculum. Other examples of student work were provided for review that was produced prior to the addition of the referenced faculty. Assessment of remotely reviewed materials is not as reliable as review of student work on-site, and in this case the examples were not compelling. Efforts being addressed in the upcoming year may certainly address the visiting teams concerns. At this time criteria 13.22 which includes security and communication systems remains “Not Met.”


Previous Team Report (2008): While the visiting team found that FIU students prepared detailed estimates of the cost of electrical and mechanical systems in BCN 4561 Environmental Controls 1 and in BCN 4564 Environmental Controls 2, this criterion was determined to be unmet because no evidence was found showing that an understanding of the fundamentals of building costs and of life cycle costs was gained by all students in the architecture program.

(2009 Review Team Assessment): The curriculum has been adjusted to address cost estimating understanding. Examples of student work sent for review exhibited understanding related to criteria 13.25. While assessment of remotely reviewed materials is not as reliable as review of student work on-site, this criteria is now considered “Met.”
Criterion 13.26, Technical Documentation (2008): Ability to make technically precise drawings and write outline specifications for a proposed design

Previous Team Report (2008): Although the visiting team inspected several examples of fine technical documentation in the material it reviewed, evidence of the ability to produce outline specifications for a specific project as required by this criterion was not found.

(2009 Review Team Assessment): The curriculum has been adjusted to incorporate understanding of outline specification into several courses. Examples of student works sent for review exhibited understanding related to criteria 13.26. While assessment of remotely reviewed materials is not as reliable as review of student work on-site, this criteria is now considered “Met.”

Criterion 13.31, Professional Development (2008): Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Previous Team Report (2008): The visiting team found anecdotal evidence that students at FIU gained a familiarity with the role of internship in licensure in the required business, professional practice and ethics sequence (ARC 6993/6280 Professional Office Practice, BUL 6810 Legal Environment of Business, and PhilHum 4000 Ethical Responsibilities). Additionally, the required participation in the yearly orientation by the state of Florida IDP director increased this exposure for some of the students; however, the visiting team’s meeting with the students revealed that this knowledge was only enjoyed by a small percentage of FIU students and that this familiarity fell below the threshold on the understanding level required by the NAAB.

(2009 Review Team Assessment): The curriculum has been adjusted to incorporate IDP understanding. Examples of curricula sent for review exhibited intentions related to criteria 13.31. Registration with IDP is encouraged and a tracking mechanism is in place related to student registration with IDP. In the explanation of the internship criteria submitted with the extension request it is clear that a basic misconception regarding accreditation exists by FIU program leadership. The comment “in spite of the fact that 77% of our students are in the non-professional portion of the 4+2 program we have gone through great efforts this past year to ensure that every student beyond third year is knowledgeable about professional development” raises concern. By choosing to provide an accredited program an institution is choosing to meet accreditation requirements, which means all graduating students must meet those requirements, not just those students who are at the moment in the professional track. While efforts are directed in the right direction and this criterion is now considered “Met”, we would continue to see the attitude about accreditation requirements revealed by program leadership a “Cause of Concern” which would benefit from continued future review.

3. Progress since the Previous Site Visit (2008) – Causes for Concern

Human Resource Development:

Previous Team Report (2008): As outlined in the APR, the architecture program has an active human resource development policy. Faculty and staff are encouraged to take advantage of various development opportunities such as career and teaching improvement courses both at the institution and off-campus, especially since either a doctoral education or professional licensure is required for tenure. Currently the program provides support for research, creative
work, and faculty travel for conferences and symposia. The state mandated budget cuts threaten to eliminate the funding for human resource development and represent an ominous threat to the program.

In regard to other continued development of the faculty and students the program has and currently does offer a variety of lectures, events, field trips and off-campus experiences that reflect the diverse interests in the school. The school promotes membership and participation in professional societies and organizations and honor societies. The APR lists the guest lectures, guest critics as well as public exhibits since the previous site visit.

The program provides student support services in the terms of academic advising, however, the near unanimous student opinion expressed at the student meeting was that the existing undergraduate and graduate academic advising staff was inadequate.

(2009 Review Team Assessment): The 2008 visiting team was strongly influenced by speculation around the budgeting for Florida institutions of higher education by its legislature. Those speculations have not materialized and resources provided for human resources development have been maintained at near or better than historic levels. While budgetary trends at universities across the nation are a concern, this cause of concern is not abnormal, is being addressed in a positive manner, and no longer warrants designation as a Cause of Concern.

Financial Resources

- Previous Team Report (2008): The visiting team determined that the financial resources requirement was currently being met, however there is evidence of an ongoing and ominous deterioration of the financial position of the program in a number of key respects since the 2002 NAAB visit.

Section 3.10 of the APR records that in the three-year period from academic year 2001-2 to 2004-5 for expenditures for Graduate Level 1 Architecture students decreased from $800 per credit hour to $600 per credit hour. This represents a 25% reduction. The visiting team also noted that the APR contained information on the expenditures per credit hour in the professional programs in engineering, law, and health professions. The visiting team felt that the Health Professional program was most comparable to architecture and observed that data furnished in the APR indicated that for the same period the expenditure per credit hour for Health Professional Graduate Level 1 students decreased by about 2%.

While this recent history is unfortunate, the trend or the future looks worse in a key regard. The state of Florida has mandated a 3.2% cut in the budget of the School of Architecture for the academic year 2007-8. Since the collective bargaining agreement between the union representing the faculty and FIU precludes adjustments in the salary of permanent faculty, the preponderance of this cut must be take form the operating budget where it translates to approximately a 13% reduction. The visiting team was informed by the dean during the visit that similar reductions are now scheduled for the subsequent two academic years. Taken as a whole, this will result in a 34% reduction of the operating budget in 2009-10 from the 2006-7 level. Such a reduction in the operating budget will threaten funding for everything from basic supplies to faculty and student enrichment.

The creation in academic year 2006-7 of the College of Architecture + Arts has resulted in the architecture program being located in an academic unit where other, mostly comparable programs appear to receive significantly greater support in at least one key area. The APR on page 203 cites state of Florida information on the number of graduate assistants/teaching assistants available to the various programs in the college. The APR records that the School of Architecture accounts for 75% of the graduate fundable student credit hours in the college and
receives 16% of the available graduate assistant/teaching assistants. During the visit, the team learned that about 50% of the total graduate fundable student credit hours in the college are in the accredited architecture program which receives the benefit of only two graduate assistant/teaching assistants or 8% of the allocation. This suggests a significant imbalance in the allocation of resources within the college exists.

These factors lead the visiting team to conclude that the level of institutional support for the M. Arch. at FIU is a cause of concern and that there were indications in the APR that the architecture program is allocated financial resources at a disproportionately lower rate than comparable units within the college and the university.

(2009 Review Team Assessment): The 2008 visiting team was strongly influenced by speculation around the budgeting for Florida institutions of higher education by its legislature. Data provided to the visiting team regarding financial resources provided to the program indicating a 7.7% planned budget cut were actually erroneous. That data was corrected on the Florida Board of Governors website. Actual reductions ranged from 1% to 2.6%. While budgetary trends at universities across the nation are a concern, this general concern is not abnormal, the data influencing the 2008 visiting team has been corrected, and this concern no longer warrants designation as a Cause of Concern.

Speaking and Writing Skills:

Previous Team Report (2008): FIU architectural students are verbally articulate and listen with care and attention. The Team also found, however, that much of the student writing of indifferent quality and that evidence that all students in the accredited program can write effectively is not easy to locate, particularly in the first four years of the accredited program. Nonetheless the same students demonstrated noticeable progress in writing in the preparation of their work for ARC6970 Masters Project. Further, courses like ARC 5205 Advanced Design Theories that have weekly writing assignments as part of the required coursework were found to be very worthwhile.

In summary, the Visiting Team concluded that this criterion was met, but hopes the students in the M. Arch program will benefit from the upcoming university wide effort to strengthen writing skills at FIU.

(2009 Review Team Assessment): Some additional student writing examples of architecture students were provided for review. Additional steps have been taken by FIU to improve the speaking and writing skills of its students. The results of these efforts may take years to be seen. While efforts are commended there is still not convincing evidence that ability in speaking and writing is of the level desired. Speaking and writing skills remain a Cause of Concern.

Sustainable Design:

Previous Team Report (2008): The visiting team found this criterion met in the coursework covered in ARC 5483 Innovations in Building Technology and in ARC 5361 Graduate Design 1. The team also noted that this understanding was not consistently demonstrated in much of the required design studio work.

(2009 Review Team Assessment): Additional examples of sustainable design efforts by architecture students were provided for review. While assessment of remotely reviewed materials is not as reliable as review of student work on-site,
sustainability design criteria is adequately demonstrated and no longer warrants designation as a Cause of Concern.

Site Conditions:

Previous Team Report (2008): The visiting team deemed this criterion minimally met in the student work in ARC 2303 Design Studio 3 and ARC 5361 Graduate Studio 1.

(2009 Review Team Assessment): Additional examples of site development design efforts by architecture students were provided for review. References to courses where this criterion is demonstrated were provided. The 2008 visiting team was particularly concerned about the lack of ability exhibited by student work addressing topography as a site condition. This was a concern in this criterion 13.17, as well as in a lack of demonstration of this ability in comprehensive design, criterion 13.26. The comments by program leadership in the request for extension mention that sloped sites are “...ironically utterly and completely disconnected from the actualities and particularities of the natural and constructed environments in which our school is located” demonstrate a lack of understanding that their graduates will need to be able to practice all over the globe and that being able to address topographic challenges is a basic ability needed by all graduates. Site design criteria remain a Cause of Concern.

Comprehensive Design:

Previous Team Report (2008): The visiting team determined that this criterion is met in the student work found in ARC5361 Graduate Design 1. The visiting team found that FIU M. Arch. students produce detailed drawings and fine models of their design efforts. The team, however, found that many of the designs were not fully responsive to the requirements of a specific site, and at times appeared to be free-floating objects in space. The team was also surprised to find the design work was not more regularly informed by the basic principles of sustainability. Further the integration of mechanical and life safety systems into the design work was found to be minimal.

(2009 Review Team Assessment): Numerous additional examples of comprehensive design efforts by architecture students were provided for review. Many demonstrate adequate ability for integrating mechanical and life safety systems and sustainability into the solutions. Concerns expressed by the 2008 visiting team related to adequate design response to site conditions remain unalleviated. Assessment of remotely reviewed materials is not as reliable as assessment of student work on-site particularly when considering comprehensive design – regardless, the team believes that while student work may technically demonstrate that it meets student performance criteria requirements, the results are not compelling and thus Comprehensive Design remains a Cause of Concern.

Leadership:

Previous Team Report (2008): The visiting team believes this criterion is met at FIU but noted a general absence of this understanding in much of the student class work in the required professional practice sequence.
(2009 Review Team Assessment): The professional practice curriculum has been revamped to include leadership issues. Leadership is frankly difficult to demonstrate in student work product whether the team is on-site or assessing results remotely. Lectures and readings seem to support the efforts being made and adequately demonstrate that a leadership criterion no longer warrants designation as a Cause of Concern.
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II. Appendices

Appendix A: The Extension of Term Request Review Team

Reviewer, Representing the Profession
Bruce E. Blackmer, FAIA
NACI/Architecture
1203 West Riverside Avenue
Spokane, WA 99201-1107
(509) 838-8240
(509) 838-8261 fax
bblackmer@nacarchitecture.com

Reviewer: Representing the Academy
Jack A. Kremers, AIA
School of Architecture
Southern Illinois University Carbondale
College of Applied Sciences and Arts
875 S. Normal Avenue
Mail Code: 4337
Carbondale, IL 62901
(618) 453-1220
(618) 453-1129 fax
jkremers@siu.edu
Appendix B: The Visit (Review) Agenda (in the event there is no visit; the team is to document its process of research, review, and evaluation in this section).

There was no visit made to evaluate the request for an extension of term. The team reviewed extensive materials provided by FIU to NAAB as well as examples of many student projects sent directly to team members. Since several items in the 2008 VTR addressed student performance criteria a visit would have perhaps been beneficial, however with the materials provided the team felt capable of making its evaluation and recommendation to the NAAB.
Florida International University
Extension of Term Request Report
October 2009

III. Report Signatures

Respectfully Submitted,

[Signature]
Bruce E. Blackmer, FAIA
Representing the Profession

[Signature]
Jack A. Kremers, AIA
Representing the Academy
Program Response to Extension of Term Review Report
October 13, 2009

Cassandra R. Pair
Accreditation Manager
NAAB
1735 New York Avenue NW
Washington DC 20006

Dear Cassandra,

We have received the NAAB Extension of Term Report and we wish to thank the NAAB and the review team for their superb work in reviewing our report and request for term extension. As per your request we have carefully reviewed it for “errors of fact”. There appears to be one point in need of clarification regarding criterion 6.0 and one instance of potentially confusing use of language regarding criterion 13.31 that we hope to have clarified.

6.0 Human Resources (Clarification)
The Team’s Report notes the following:

“the Extension of Term Request implied that six positions had been added. The actual net addition to positions appears to be four based upon statistical exhibit 6.0:1 of the extension request.”

The confusion regarding whether there are 4 new “positions” or six new “positions” results from the difference between calculating faculty head count and faculty FTE. Since faculty who serve in an administrative capacity are not considered to be 100% full-time teaching equivalent (FTE), a divergence between faculty FTE and faculty head count occurs. In short, both numbers are correct. The program has in fact hired six new fulltime professors since the accreditation visit in 2002-3. However, it is also true that historically, two of our faculty spent 50% of their time dedicated to administrative duties. Thus, Exhibit 6.0:1 correctly shows six new faculty added and four new full-time faculty equivalents (FTE) since 2002-3. In short, both of these calculations (Faculty Head Count and Faculty FTE) are correct.

13.31 Professional Development (Clarification)
The Extension of Term Report notes that “this condition has now been met”. The report also notes that the program leadership’s “attitude about accreditation to be a cause of concern.” It is the program’s understanding – and we seek confirmation from NAAB - that the use of the term “cause of concern” in no way constitutes a summative evaluation of criterion 13.31 or invalidates the preceding declaration that the program “met” criterion 13.31

Summary of NAAB Criteria
It is our understanding that the following summary represents the program’s status based upon the Extension of Term Report.

Conditions Well Met:
5. Studio Culture
8. Physical Resources
13.5 Formal ordering Systems
13.8 Western Traditions
13.9 Non-Western Traditions
13.11 Use of Precedent
13.18 Structural Systems
13.34 Ethics & Professional Judgment

Conditions Met:
1.1 Arch Education and the Academic Context
1.2 Arch Education and Students
1.3 Architecture Education and Registration
1.4 Architecture Education and the Profession
1.5 Architecture Education and Society
2 Program Self Assessment Procedures
3 Public Information
4 Social Equity
5 Studio Culture
6 Human Resources
7 Human Resource Development
8 Physical Resources
9 Information Resources
10 Financial Resources
11 Professional degrees and Curriculum
12 Critical Thinking Skills
13.2 Graphic Skills
13.4 Research Skills
13.6 Fundamental Skills
13.7 Collaborative Skills
13.10 National & Regional Traditions
13.12 Human Behavior
13.13 Human Diversity
13.14 Accessibility
13.15 Sustainability
13.16 Program Preparation
13.18 Structural Systems
13.20 Life-Safety
13.21 Building Envelope Systems
13.23 Building Systems Integration
13.24 Building Materials Assemblies
13.25 Construction Cost Control
13.26 Technical Documentation
13.27 Client role in Architecture
13.29 Architect's Administrative Roles
13.30 Architectural Practice
13.31 Professional Development
13.32 Leadership

Conditions Met but Causes of Concern:
- 6 Human Resources
- 11 Administrative Structure
- 13.1 Speaking & Writing Skills
- 13.17 Site Design
- 13.28 Comprehensive Design

Conditions Not Met:
- 13.19 Environmental Systems
- 13.22 Building Service Systems

Revised from Cause of Concern
Revised from Not Met
Remains Cause of Concern
Remains Not Met
Dear President Maidique:

At the July 2008 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the Florida International University Department of Architecture.

The board noted the concerns of the visiting team regarding several critical areas including but not limited to: human resources, financial resources, administrative structure, accessibility, environmental systems, building service systems, construction cost control, technical documentation and professional development.

As a result, the professional architecture program:

Master of Architecture

was formally granted a three-year term of accreditation. The accreditation term is effective January 1, 2008. The program is scheduled for its next accreditation visit in 2011.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by November 30 and must include the following:
- a response to each condition identified as not met in the Visiting Team Report,
- a response to each of the causes of concern in the Visiting Team Report,
- a brief summary of changes that have been made or may be made in the accredited program, and
- the statistical report.

Please note, beginning in November 2008, these reports will be submitted online.

If an acceptable Annual Report is not submitted to the NAAB by January 15, 2009, the NAAB may consider advancing the schedule for the program’s next accreditation sequence. A complete description of the Annual Report process can be found on pages 14-15 of the NAAB Procedures for Accreditation, 2008 Edition.

NAAB encourages public dissemination of information about each school contained in both the school’s 2008 Architecture Program Report and the 2008 Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Bruce E. Blackmon, FAIA
President

Enc.

[Signature]

Visiting Team Report

Adam Dinne, Chair
Michael Stanton, FAIA, Team Chair
Visiting Team Members
National Architectural Accrediting Board, Inc.
July 22, 2008

Dr. Modesto A. Maidique, President
Office of the President
Florida International University
PC 528
Miami, FL 33199

Dear President Maidique:

At the July 2008 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the Florida International University Department of Architecture.

The board noted the concerns of the visiting team regarding several critical areas including self-assessment, human resources, financial resources, administrative structure, accessibility, environmental systems, building service systems, construction cost control, technical documentation and professional development.

As a result, the professional architecture program:

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The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Bruce E. Blackmer, FAIA
President

Enc. Visiting Team Report
CC: Adam Drizin, Chair
    Michael Stanton, FAIA, Team Chair
    Visiting Team Members
Florida International University
Department of Architecture

Visiting Team Report

Master of Architecture
(Track Two: Undergraduate degree plus 106 graduate credit hours)
(Track Three: 127 undergraduate credit hours plus 60 graduate credit hours)

The National Architectural Accrediting Board
20 February 2008

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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Florida International University
Visiting Team Report
16-20 February 2008

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I. **Summary of Team Findings**

1. **Team Comments**

   The visiting team would like to start the report by acknowledging the effort and gracious hospitality of the Florida International University (FIU), the College of Architecture + the Arts, and School of Architecture. The thoroughness of the program’s preparation for this visit was matched only by the courtesy and graciousness of the individuals with whom this team had the pleasure to interact. Everyone involved, starting with Adam Drisin, the chair of the program of architecture, was most professional, helpful, and friendly.

   **Team Room** – The material assembled by the program of architecture for review by this visiting team was well-organized, complete, and clearly presented. The team room was readily understandable presentation of the required material and a comfortable milieu for the team to use for its work. The attention shown in these preparatory steps made the tasks of the visiting team much easier to accomplish.

   **Academic Leadership** – The visiting team found that M. Arch. students at FIU benefit from engaged and concerned leadership. Juan Buenos, the dean of the College of Architecture + the Arts, is dedicated to developing a dynamic synergy amongst the schools in the new college and committed to the best for the School of Architecture. The School of Architecture is ably led by Nathaniel Belcher, AIA, who has done a commendable job helping to shepherd this young accredited program in its formative years. The visiting team found that Adam Drisin, the Chairperson of the Program of Architecture, excels in his multiple roles. He was widely complemented by students and faculty for his clear leadership of the program, for his success in focusing the pedagogy of the program, and for his availability to all of the school’s population.

   **Faculty** – The students in the program of architecture benefit from a faculty that is highly committed and very competent. The faculty is open and available to the program’s students. Their unwavering dedication to the intellectual and professional development of the students was readily apparent to this visiting team. They constitute a significant resource of the program, and the visiting team can only hope that upcoming searches to fill faculty positions will be used to further strengthen this important resource of the program.

   **Students** – The architectural students at FIU are an impressive group of talented and dedicated individuals. Not only are they committed to their professional architectural education, but they take full advantage of the opportunities to be involved in the school’s governance and, to a lesser extend, policy formulation. M. Arch. students are valued contributors to the work of the school committees, and deserve commendation for their initiative in energizing existing student organizations. Further, their initiative in forming new student organizations that foster improved communication between FIU architectural students and their peers in other national and international programs of architectural education is to be commended.

   **Architectural Program Progress** – The visiting team was heartened by the obvious progress made by the M. Arch. program since the 2002 NAAB visit. The visiting team was impressed by the attention the program paid to insuring the instruction generally addresses the student performance criteria established by the NAAB. The program clearly benefits from regular exposure to the practice of architecture. Several members of the faculty have meaningful professional practices that positively infuse the program with energy, and many of the leaders of the greater Miami architectural community regularly serve as jurors for studio presentations. This interaction enriches the M. Arch. program and facilitates an easier transition from the academy to practice.

   **New Facility** – No discussion about obvious progress since the last visit would be complete without acknowledgment that it is a significant accomplishment that the M. Arch. program at FIU
now occupies a fine new facility specifically designed for modern architectural education. The Paul L. Cejas School of Architecture facility is a significant amenity of the program.

Opportunities—The visiting team believes that there are several opportunities that FIU might consider implementing as its accredited M. Arch. program continues to develop and mature.

- The program is situated in a college with several professional programs in the related disciplines of landscape architecture and interior design. The visiting team found scant examples of meaningful close collaboration between the programs after the core curriculum, and believes both the program and the college as a whole would greatly benefit from interdisciplinary collaboration aimed at honing team problem solving skills.
- In this same vein, the M. Arch program now finds itself in a college with other creative disciplines that offer unique opportunities for new interdisciplinary programs in design for the arts.
- The visiting team is concerned that enough time is spent in studio. More than two afternoons a week in studio would improve the design quality of student work.

Closing Observation—While there is much work to be done to further advance the program and to address the issues in this report, these factors should not obscure the fact that the visiting team is highly impressed with the significant progress that FIU has made with its M. Arch. program over the first decade of its existence. The program’s fine facility is home to a dedicated faculty providing instruction to a talented and energetic student body. By any measure, these achievements represent considerable progress since initial accreditation in 1999.

2. Progress Since the Previous Site Visit

Perspective 1.2, Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

Previous Team Report: The relationship between the students and the professors is one of mutual admiration and respect. The students have indicated that the faculty members are available and approachable. Selected faculty members informally make efforts to place the students in professional environments after they graduate. However, there is currently no program within the school to introduce the students to and place them with potential employers.

The students lack means of student governance that would facilitate organization of activities and give them an active voice in the direction of the school. The school has instituted neither the selection of a student representative nor the organization of a governing body. Attempts should be made to initiate and encourage student involvement and leadership within the program.

The new facility provides a place for student organizations and meetings to occur and develop. AIAS, Alpha Rho Chi, Tau Sigma Delta and Quattro Centro student chapters now exist. The faculty and administration regularly meet with these groups. Representatives of IDP and Florida AIA regularly meet with the students. NAAB’s response to the 2005 Annual Report stated that “no further reporting was required on this topic.”
Florida International University
Visiting Team Report
16–20 February 2008

Condition 5, Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

Previous Team Report: This condition is not met. To date, faculty and administration have put forth a monumental effort to develop the program. The temporary addition of a director of administration position in August has been most helpful, and needs to be made permanent. The team understands that there is a commitment to add three faculty member positions in the near future; the team believes this will be an extremely important development, providing needed skills in history, technology, and urban design. There is also a need for a full-time technology assistant, particularly as the school moves into a new facility with enhanced networking capabilities, and a full-time development staff position, based in the college. The team understands that both of these staff positions will be provided by the university administration in the near future.

Adam Drisin was named Chair of the Architecture Program in June 2004. Five full-time faculty members have been hired since 2001-2. Creation of the College of Architecture + the Arts has created challenges in the last two years. Tenure and promotion procedures have been documented and clarified. Due to reorganization, this issue requires continued attention and reporting.

Criterion 12.19, Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

Previous Team Report: Given the thoroughness of the integration of many technology issues into the design studio environment, this deficiency was surprising. The team expected a fuller depiction of life-safety in the design projects.

Several adjustments in course content and studio project requirements have satisfied this deficiency. The NAAB’s response to the 2005 Annual Report stated that no future reporting was required on this deficiency. The visiting team, however, believes that additional progress is needed in this area. (See comments on Student Performance Criteria 13.19 and 13.22.)

Criterion 12.26, Building Economics and Cost Control

Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project

Previous Team Report: Only minimal evidence was provided that this criterion is being addressed.

According to NAAB’s response to the 2005 Annual Report, this requirement was satisfied. However, the visiting team found minimal evidence that this criterion is being satisfied and, therefore, continues to list this as a deficiency in student performance. (See comments on Student Performance Criterion 13.25.)
[Causes of Concern taken from the VTR dated March 22, 2002]

1. This is the third accreditation visit for the Architecture program in 5 years. During that time, the faculty members and administrators have exhibited a remarkable energy in developing the program to meet requirements. With the completion of this current accreditation visit, the "survival mode" period of rapid adjustment is coming to an end; basic requirements are sufficiently met. The challenge is to keep up the energy level of the students and faculty during this much needed and deserved period of adjustment.

The program needs to focus on its sense of self over the term of accreditation. The school now needs to develop a sense of its own identity. The program should now begin to evolve based on its inherent strengths rather than simply focus on how to correct its weaknesses. A roadmap needs to be developed through consensus of the faculty and administration and corroborated by university administration, students of the program, and the professional community.

In terms of curriculum, a clarified mission should be able to take advantage of opportunities available but not yet realized, such as better interaction with other design programs on campus; new opportunities with affiliated programs such as urban design, planning, and ecology; promulgation of an introductory History/Theory course accepted for general education credit; a more structured approach to professional internship; and a clearly structured approach to writing expectations.

2. There is currently a lack of student government both to organize and represent the student body. While student involvement is largely based on the strength of the students themselves, the school needs to institute the means by which students participate in overall governance issues.

3. There are clear human resources needs for both faculty and staff. The provost is clearly aware of these needs and is committed to provide additional faculty positions, a college-based development position, and a college-based technology position in the near future.

The director of administration has relieved the faculty of a substantial amount of administrative responsibility. However, this appointment is temporary. We encourage the school to clarify administrative responsibilities and structures on a long-term basis and enhance governance procedures (particularly so that students have clear responsibilities).

Particular attention needs to be paid to the circumstances of junior faculty members. The merit review process needs to be clear to them, promotion and tenure process and standards should be completed and disseminated to all faculty, and administrative responsibilities adjusted so that they can carry out a comprehensive research effort.

4. While the students expressed great appreciation for the accessibility of the current faculty and administration, the team believes that the existing compromised facilities have fostered a fragmented culture among both students and faculty. There is a comprehensive need for mentorship within the school. Senior faculty should be encouraged to help and guide junior faculty in their research and teaching. Also, the students in the lower levels of the program would benefit greatly from an exposure to students in the upper levels. The structure of the studios in the new building may discourage the students on the bottom floor from interacting with the other classes; an effort should be made to facilitate opportunities for students to learn from each other.

5. The new building will afford a profound opportunity, but there are two cautionary notes. The building should be celebrated by the school in a manner that enhances the school's relationship with other programs on campus and with its students. "Ownership" of the
building, as one student described it, should be generous, facilitating engagement with others outside the architectural field. In the short term, the school must be vigilant to maintain safety standards in Viertes Haus for all its occupants. In addition, the school must demonstrate that enrollment is managed so that there are no hot desks in the new building.

3. Conditions Well Met
   5. Studio Culture
   8. Physical Resources
   13.5. Formal Ordering Systems
   13.8. Western Traditions
   13.9. Non-Western Traditions
   13.11. Use of Precedents
   13.18. Structural Systems
   13.34. Ethics and Professional Judgment

4. Conditions Not Met
   6. Human Resources
   11. Administrative Structure
   13.19. Environmental Systems
   13.22. Building Service Systems
   13.25. Construction Cost Control
   13.31. Professional Development

5. Causes of Concern
   7. Human Resource Development
   9. Financial Resources
   13.1. Speaking and Writing Skills
   13.15. Sustainability
   13.17. Site Conditions
   13.28. Comprehensive Design
   13.32. Leadership
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met Not Met

[X] [ ]

The School of Architecture is a vital and central unit within the university. The new Paul L. Cejas School of Architecture building provides a visual image that both identifies the architecture program and helps create a signature entry statement and focus for the university. The school has several links to other academic components on the campus. It provides services to and benefits from these relationships. These programs include the College of Engineering and Computing, the College of Business and Administration, the College of Social Work, Justice and Public Affairs, the College of Arts, Sciences/Latin America and Caribbean Center and the University Honors College. The Metropolitan Center of the College of Social Work, Justice and Public Affairs in downtown Miami provides an interdisciplinary effort focused on the urban context. Both faculty and students are active participants in the Honors College. The creation of the College of Architecture + the Arts provides new opportunities to develop programs, special events and scholarly efforts to serve development and community programs.

Several faculty members have received university recognition for research, teaching and service. A member of the full-time faculty of the M. Arch. program serves on an important campus wide facilities planning group.

The continued maturation of the program should strengthen the presence of the school within the university. Students and faculty in the M. Arch. program are well positioned to contribute to the university mission of international education to the region through cultural diversity. Emerging research and scholarly efforts relating to regional architectural design and to investigation focused on Cuba and the Caribbean Basin indicate this potential.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program’s mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure
Florida International University
Visiting Team Report
16–20 February 2008

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program’s relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students’ understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

The state IDP coordinator visits the school, meets with the students, provides information, and answers questions about the IDP program. Students are urged to initiate an NCARB certification file and start the IDP process. The process is introduced to the students in the professional practice class and through word-of-mouth among the student body. The school was accredited in 1999, and there has not been enough data to identify the percentage of graduates who have sought and achieved licensure although all available data is being tracked and recorded.
1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school, how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

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The program in architecture is fortunate to have access to the large and diverse group of professionals who practice architecture in the Miami area. The architecture department regularly draws talented adjuncts and visiting instructors from this pool of practitioners, creating a positive symbiosis between Miami's academic and professional worlds and the school.

Many students work in local firms and create linkages with particular offices and professionals. Others participate in the schools internship program, studios at the graduate level and various other professional interface initiatives. The professional interface balances the world of dreams, potentials and possibilities with the realities of construction and budgets, approval agencies and processes codes and legal requirements.

An emerging AIAS organization maintains close contact with the local chapter of the AIA. The schools, in partnership with the Miami AIA chapter, offers ARE preparatory courses annually to interns.

As part of curricular revision to the undergraduate program, all students are required to take an ethics course in the philosophy department. This course, when paired with the professional practice course, assists the student in reconciling the conflicts between the architect's obligations to their clients, the public and the demands of the creative enterprise.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

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Visiting Team Report
16–20 February 2008

Cultural diversity within the architecture program reflects the local and regional setting. Both in terms of the students served and the community being served by the faculty and students, there is a bond and relationship between the academy and society. The learning experiences reflect the services provided by both the academy and the local community. Various design projects completed by classes during recent years exhibit this connection. Climatic studies and potential architectural responses to the unique environmental qualities of the region express the current critical needs for energy and resource conservation and appropriate bioclimatic form development.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.

Met Not Met
[ ] [ ]

The FIU architecture program actively assesses and documents the extent to which it is fulfilling its mission. The APR lists the following twelve ways by which the program endeavors to measure its success against established goals:

- The FIU Program Review self-study every seven years,
- The School of Architecture Work Plan,
- The Architecture Program Action Plan where both short and long term aspirations are documented and implemented, the Visiting Critic Assessment Tools that provide a standardized assessment instrument focusing on six targeted areas. These are reviewed and discussed by full faculty at the end of each term and changes in response to these discussions are instituted,
- The external surveys of Licensed Professionals and AIA members,
- Alumina Surveys,
- The Student Assessment Program that requires all student to file an evaluation of faculty and courses each semester,
- The Architecture Program Chair’s strategic action plan that integrates the program’s focus areas with the seven themes of the department, the goals of the SOA, and the goals of the University,
- Faculty Meetings to assess issues and action steps,
- Regular faculty retreats to address issues of change,
- Regular Semester Post Mortems, and
- Ongoing Dialogue

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met Not Met
4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

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It is evident by the summary information presented in the APR that students, faculty and staff in the architecture program are presented with an equal opportunity to learn, teach and work. With the adaptation of numerous non-discrimination policies and the participation and authorization of FIU’s Equal Opportunities Program office the architecture program is able to provide an equal opportunity for education, employment and career advancement.

As noted in the APR, existing policies adopted by the architecture program are available to all students, faculty and staff via the School of Architecture Student Information guide, published each year as well as on the school’s website. The formation of new policies is addressed by the administration at monthly faculty meetings and monthly department meetings. Also, at the beginning of each semester a school-wide convocation and information session is held for students, faculty and staff.

The majority of students in the program are Hispanic. They are making efforts to recruit under represented groups through visits to historically black institutions as well as local high schools.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

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The visiting team believes the architecture program has a vibrant studio culture that presents the opportunity for a respectful and positive learning environment. This undoubtedly develops a positive work ethic among students and faculty, as demonstrated to the visiting team through student interviews, faculty interviews, and studio observations. The FIU studio culture policy is outlined in the APR in section 4.2 in its entirety. Included in the policy is an outline of a time management plan. A paraphrased version of the AIAS Studio Culture policy is also available in the School of Architecture Florida International University Student Information Guide available to all students. The visiting team would also like to note that the idea of a positive studio culture is
continually reinforced by the collaborative efforts of the active FIU School of Architecture student organizations.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

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This condition is still unmet although some steps to correct the situation have been taken since the last accreditation visit.

Two of the three faculty members scheduled to be hired at the last visit were engaged—one in history and one in technology (Structures). The hiring of a new Urban Design faculty member was put on hold and that position has been reassigned to technology. While two-thirds of the new faculty commitment was fulfilled, enrollment has increased dramatically (132% in the graduate program and 70% in the combined graduate and upper division). Over this period the ratio of design students per full time faculty member has increased from 16:1 to 21:1.

Under the recent reorganization, the development staff position was moved from the office of the dean of the college of architecture and the arts to another college at FIU. A search is underway to fill this vacant position in the college of architecture and the arts.

Rather than a full-time technology assistant, there are two part-time technology assistants.

The present administrative assistant will be retiring in a few months and her position will be filled by a secretarial level person.

There has been a loss of administrative staff due to recent reorganization. The visiting team questioned if the contracts for the chairs are long enough. The issue of faculty salary compression needs to be addressed and mitigated at the college and university levels.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

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As outlined in the APR, the architecture program has an active human resource development policy. Faculty and staff are encouraged to take advantage of various development opportunities such as career and teaching improvement courses both at the institution and off-campus, especially since either a doctoral education or professional licensure is required for tenure. Currently the program provides support for research, creative work, and faculty travel for conferences and symposia. The state mandated budget cuts threaten to eliminate the funding for human resource development and represent an ominous threat to the program.
In regard to other continued development of the faculty and students the program has and currently does offer a variety of lectures, events, field trips and off-campus experiences that reflect the diverse interests in the school. The school promotes membership and participation in professional societies and organizations and honor societies. The APR lists the guest lectures, guest critics as well as public exhibits since the previous site visit.

The program provides student support services in the terms of academic advising, however, the near unanimous student opinion expressed at the student meeting was that the existing undergraduate and graduate academic advising staff was inadequate.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met Not Met
[X] [ ]

The architecture program at FIU is the principal tenant in the Paul J. Cejas School of Architecture building, a new facility first occupied in 2003. The five-building facility provides a fine home for a professional program in architecture. All faculty members above the adjunct level have their own office, and each student is given a space for their exclusive use in the large two-level drafting room. The facility also offers classroom space for general instruction, a handsome tiered 150-seat auditorium, multiple jury rooms, computer facilities, a dedicated gallery space, and a multi-functioning reading room.

The computer facilities include adequate scanners, plotters, and printers to support the program, a three-dimensional printer, a CNC fabrication table, and a laser cutter. A separate structure houses the shop with facilities for wood, plastics, and metal fabrication.

The open rooftop terrace above the auditorium and the courtyard that separates the office/administrative wing from the studio building afford excellent venues for both informal and structured social interaction between students.

Taken as a whole, the physical resources available to FIU students constitute a significant amenity for the architectural program. In order to maintain this positive element of the program during the upcoming years of reduced state of Florida funding, great care will need to be exercised. Reduced hours of operation and/or elimination of technical support for the shop and the computer facilities should be avoided as responses to temporary budgeting pressures.

While the Paul L. Cejas School of Architecture Building is a valuable asset of the program, the visiting team did learn during the visit that there are security and usability issues with the studio spaces. Students relate that that the current security system on the doors does not function properly and that card access is denied. In order to maintain access to these spaces, students regularly prop the doors open which results in safety and security concerns for students and properly. It was also noted that numerous lighting fixtures are currently not functioning in the design studio.
9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

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The library supporting the architecture program is housed in FIU’s main library facility, Green Library. The library is situated near the Paul L. Cejas School of Architecture building making it readily accessible to architecture students. The Green Library is open until 1.00 AM Sunday through Thursday with reduced hours on weekends. There have been sufficient funds for acquisition of new architecture books and periodical subscriptions in recent years, and the architecture faculty reports no difficulty in gaining new titles required for scholarship and teaching. Library staff is viewed by the program as supportive of and helpful to architecture.

During the visit, the team heard that there are a limited number of copies of some heavily used volumes and that there is the potential problem of inequitable access problem. The program might consider options, such as a reserve library, for books and periodicals that are in high demand.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

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The visiting team determined that the financial resources requirement was currently being met, however there is evidence of an ongoing and ominous deterioration of the financial position of the program in a number of key respects since the 2002 NAAB visit.

Section 3.10 of the APR records that in the three-year period from academic year 2001-2 to 2004-5 for expenditures for Graduate Level 1 Architecture students decreased from $800 per credit hour to $600 per credit hour. This represents a 25% reduction. The visiting team also noted that the APR contained information on the expenditures per credit hour in the professional programs in engineering, law, and health professions. The visiting team felt that the Health Professional program was most comparable to architecture and observed that data furnished in the APR indicated that for the same period the expenditure per credit hour for Health Professional Graduate Level 1 students decreased by about 2%.

While this recent history is unfortunate, the trend or the future looks worse in a key regard. The state of Florida has mandated a 3.2% cut in the budget of the School of Architecture for the academic year 2007-8. Since the collective bargaining agreement between the union representing the faculty and FIU precludes adjustments in the salary of permanent faculty, the preponderance of this cut must be take form the operating budget where it translates to approximately a 13% reduction. The visiting team was informed by the dean during the visit that
similar reductions are now scheduled for the subsequent two academic years. Taken as a whole, this will result in a 34% reduction of the operating budget in 2009-10 from the 2006-7 level. Such a reduction in the operating budget will threaten funding for everything from basic supplies to faculty and student enrichment.

The creation in academic year 2006-7 of the College of Architecture + Arts has resulted in the architecture program being located in an academic unit where other, mostly comparable programs appear to receive significantly greater support in at least one key area. The APR on page 203 cites state of Florida information on the number of graduate assistants/teaching assistants available to the various programs in the college. The APR records that the School of Architecture accounts for 75% of the graduate fundable student credit hours in the college and receives 16% of the available graduate assistant/teaching assistants. During the visit, the team learned that about 50% of the total graduate fundable student credit hours in the college are in the accredited architecture program which receives the benefit of only two graduate assistant/teaching assistants or 8% of the allocation. This suggests a significant imbalance in the allocation of resources within the college exists.

These factors lead the visiting team to conclude that the level of institutional support for the M. Arch. at FIU is a cause of concern and that there were indications in the APR that the architecture program is allocated financial resources at a disproportionately lower rate than comparable units within the college and the university.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

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While FIU is accredited by the Southern Association of Colleges and Schools, the visiting team determined that this Condition was not met because the team concluded that the program currently lacks the required level of autonomy.

In 2006-7 the university created the College of Architecture + the Arts. Within this new college, the M. Arch. program is one of three programs in the School of Architecture. The School of Architecture in turn, is one of five units in the College of Architecture + the Arts. This College includes the School of Architecture, the School of Art and Art History, the School of Music and the School of Theater, Dance, Speech Communication as well as the Patricia and Philip Frost Art Museum.

The visiting team recognizes that the new College of Architecture + the Arts is a work in progress and that many key aspects of its administration are, as the APR notes, in transition. Nonetheless at the time of the visit the creation of the college has resulted in a significant reduction of autonomy for the architecture program. Observed indications of this reduced autonomy are:

- Prior to the creation of the college, the dean of the School of Architecture committed 100% of his time to administration of the school. After the college was created, only 20%
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of the dean's administrative time is devoted to the school. While efforts have been made
and are ongoing to augment the dean's office to better support the school and the M.
Arch. program, at the time of the visit it was clear that there had been a significant dilution
in administrative support for the architecture program.

• The new structure has resulted in an additional administrative layer between the M. Arch.
and the provost's office. Previous to reorganization, the program director reported to the
dean of the school of architecture who in turn reported to the chief academic officer of the
university. Under the new structure, the chair of the architecture department reports to
the director of the school of architecture who in turn, reports to the dean of the college
of architecture and the arts who has direct access to the chief academic officer of the
university. This reduced access is viewed by the visiting team as a reduction in
autonomy.

• The creation of the college has introduced another level in the promotion and tenure
process for those architecture faculty members seeking advancement. Prior to the
creation of the college, the school’s P & T committee would nominate candidates to the
dean who would in turn advance candidates to the provost’s office for final decision.
Under the new structure, the recommendation of the school’s P & T committee is now
advanced to a second college level P & T committee who then decides on
recommendations to the dean.

• Under the College of Architecture + the Arts, the chair of the architecture program now
reports to the director of the School of Architecture who reports to the dean of the
college. The diminished role of the chair within this arrangement appears to be both a
dilution of autonomy and a reduction of the attractiveness of the position. This fact may
well adversely impact the program in the future when FIU endeavors to attract talented
people to fill vacant administrative positions in the program, much in the same way that
FIU is currently experiencing difficulty in filling the position of director for the Patricia
and Phillip Frost Art Museum. Some candidates view a structure that removes the chair from
direct reporting to the provost as a diminished position within the university hierarchy.

• This visiting team considers control over the creation and administration of the
architecture program’s budget to be a key measure of autonomy. During the visit, the
team learned that the director of the school and the chair of the program believe they are
lacking this important autonomy.

• It also appears to the visiting team that another comparable professional program within
FIU – the professional nursing program – has greater budgetary autonomy than does the
program in architecture.

As noted above, the visiting team recognizes that the new College of Architecture + the Arts is a
work in progress. Many of the issues that lead the visiting team to conclude that this Condition is
not met may well be resolved as the transition into the college is completed. Nonetheless in
February 2008, at the time of this visit, the team was not convinced that the M. Arch. program
possessed sufficient autonomy to insure conformance with the NAAB conditions—to have
autonomy equivalent to comparable professional program within the university.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture
(B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The
curricular requirements for awarding these degrees must include professional studies, general
studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are
strongly encouraged to use these degree titles exclusively with NAAB-accredited professional
degree programs.

Met Not Met
[X] [ ]
There are two available tracks to earn the accredited Master of Architecture degree. Track three consists of a four-year undergraduate program consisting of 127 hours and a Graduate Program consisting of 60 hours for a total program of 187 hours. Within the undergraduate program this is further broken into a Lower Division (first two years) of 77 hours including 40 hours in the Architecture major plus 37 hours of University core requirements and an Upper Division (years 3 and 4) of 50 total hours including 18 hours of general electives. The 18 hours of general electives plus the 37 hours of core requirements provide a total of 55 hours of general studies requirements thus exceeding the "-45 credit hours - that must be outside architectural studies either as general studies or as electives with other than architectural credit."

The 60 hour graduate program includes 12 hours of architectural elective credit. Specific options for minors or concentrations are not listed but there appears to be ample opportunity to create such options.

The track two Master of Architecture is a 3 ½ year program that includes 106 hours of total credit. This includes the 60 Graduate hours of the track three program plus 46 hours of foundational graduate courses equaling the content of the undergraduate architectural program. 15 hours of architectural electives are included in the 106 hours. There are no general study requirements. No minor or concentration options are listed.

A one semester option in Genoa, Italy consisting of 15 credits is offered in both tracks two and three.

13. Student Performance Criteria

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 an internship leading to registration for practice.

13.1 Speaking and Writing Skills

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FIU architectural students are verbally articulate and listen with care and attention. The Team also found, however, that much of the student writing is indifferent quality and that evidence that all students in the accredited program can write effectively is not easy to locate, particularly in the first four years of the accredited program. Nonetheless the same students demonstrated noticeable progress in writing in the preparation of their work for ARC6970 Masters Project. Further, courses like ARC 5205 Advanced Design Theories that have weekly writing assignments as part of the required coursework were found to be very worthwhile.

In summary, the Visiting Team concluded that this criterion was met, but hopes the students in the M. Arch program will benefit from the upcoming university wide effort to strengthen writing skills at FIU.
13.2 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.

Met Not Met
[X] [ ]

The visiting team found this ability demonstrated in the student work in ARC 6910 Graduate Seminar and ARC 6970 Masters Project.

13.3 Graphic 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.

Met Not Met
[X] [ ]

Student work in the sequences of design studios and the work prepared in conjunction with ARC 1131 Design Graphics 1 and ARC 1132 Design Graphics 2 demonstrate that this performance criterion is met.

13.4 Research Skills

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

Met Not Met
[X] [ ]

The requisite research skills are demonstrated in the student work in ARC 2303 Design Studio 3, in ARC 4335 Design Studio 6, and in other required coursework.

13.5 Formal Ordering Skills

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.

Met Not Met
[X] [ ]

FIU M. Arch. students gain a thorough understanding of formal ordering skills in the required, eight-course, design studio sequence.

13.6 Fundamental Skills

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

Met Not Met
[X] [ ]
13.7 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

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Architectural students at FIU spend their first two years of design studio with the students who are studying interior design and landscape architecture. This shared core program fosters an appreciation of interdisciplinary teaming. In ARC 4335 Design Studio 6 students collaborate in their precedent research. These factors caused the visiting team to deem this criterion met, although the team also believes that the location of the program in a school (with related professional disciplines) affords opportunities for more substantive interdisciplinary collaboration that are not currently being taken advantage of.

13.8 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

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ARC 5711/2702 History of Architecture 1, ARC 5733/3702 History of Architecture 2, and ARC 5744/4783 History of Architecture 3 are thorough and well-organized presentations of the western traditions in architecture.

13.9 Non-Western Traditions

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

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ARC 5711/2702 History of Architecture 1 and ARC 5733/3702 History of Architecture 2 contain lectures on ancient Central and South American architecture, Islamic architecture, North African architecture, Colonial American architecture, and Asian Architecture. Additionally the visiting team found it laudable that all students in architecture are required to write a paper on a non-western city as part of their participation in ARC 5205 Advanced Design Theories. The visiting team also noted that the tests taken in conjunction with ARC 5711/2702 History of Architecture 1 and ARC 5733/3702 History of Architecture 2 focused almost exclusively on Western Traditions.
13.10 National and Regional Traditions

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

Met Not Met
[ ] [ ]

ARC 5744/4783 History of Architecture 3 contains five lectures on American national traditions. Local regional traditions are addressed in the required studio sequence, most particularly in ARC 4335 Design Studio 6 and ARC 5361 Graduate Design 1.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met Not Met
[ ] [ ]

The visiting team found ample evidence that FIU students gain an ability to use relevant precedents through their participation in the required sequence of studio work.

13.12 Human Behavior

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

Met Not Met
[ ] [ ]

Student work in the required ARC 5349/3243, Introduction to Design Theories, and ARC 5205 Advanced Design Theories courses demonstrate an understanding of the relationship between human behavior and the physical environment. Examples of this understanding were also in evidence in some of the ARC 6970 Masters Projects work.

13.13 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

Met Not Met
[ ] [ ]

FIU M. Arch. students gain a firm understanding of human diversity through their required coursework and their day-to-day interaction with their fellow students on this highly diverse campus.

13.14 Accessibility

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

Met Not Met
[ ] [X]
While the visiting team found a few references to site accommodation of the needs of the disabled in the required studio work (such as in the garage layout in ARC 4343 Architectural Design 8), the team concluded that this work fell well below the threshold of a demonstration of an ability to design sites for the disabled.

13.15 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

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The visiting team found this criterion met in the coursework covered in ARC 5483 Innovations in Building Technology and in ARC 5361 Graduate Design 1. The team also noted that this understanding was not consistently demonstrated in much of the required design studio work.

13.16 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

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Evidence that this criterion is met was found in ARC 6910 Graduate Seminar and ARC 6970 Masters Project.

13.17 Site Conditions

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

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The visiting team deemed this criterion minimally met in the student work in ARC 2303 Design Studio 3 and ARC 5361 Graduate Studio 1.

13.18 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

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ARC 5582/2580 Structures and Systems and ARC 5554/4553 Structural Design are detailed and thorough presentations of the principles of structural behavior.

13.19 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

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The required student work in BCN 4561 Environmental Controls 1 and in BCN 4564 Environmental Controls 2 demonstrates detailed knowledge of electrical, plumbing, and mechanical systems, but the visiting team found no evidence that the requisite knowledge of acoustical systems is acquired by all students in the FIU architecture program.

13.20 Life-Safety

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

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The visiting team found the coursework covered in ARC 5483 Innovations in Building Technology imparted an understanding of life safety principles, but the visiting team observed that much of the studio work reviewed during this visit demonstrated only a very superficial application of these principles to design.

13.21 Building Envelope Systems

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

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Evidence that this criterion is met was found in ARC 1461 Materials and Methods 1, ARC 5467/3463 Materials and Methods 2, and ARC 5483 Innovations Building Technology.

13.22 Building Service Systems

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

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The visiting team found insufficient evidence in the student work to indicate that an understanding of security systems and communication systems is gained by all students in the Architecture program.
13.23 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

Met | Not Met
---|---
[X] | [ ]

Evidence that this criterion is met was found in ARC 5361 Graduate Design and ARC 5483 Innovations Building Technology.

13.24 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

Met | Not Met
---|---
[X] | [ ]

The visiting team found the coursework covered in ARC 5483 Innovations in Building Technology and ARC 1461 Materials and Methods satisfied this criterion.

13.25 Construction Cost Control

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

Met | Not Met
---|---
[ ] | [X]

While the visiting team found that FIU students prepared detailed estimates of the cost of electrical and mechanical systems in BCN 4561 Environmental Controls and in BCN 4564 Environmental Controls, this criterion was determined to be unmet because no evidence was found showing that an understanding of the fundamentals of building costs and of life cycle costs was gained by all students in the architecture program.

13.26 Technical Documentation

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

Met | Not Met
---|---
[ ] | [X]

Although the visiting team inspected several examples of fine technical documentation in the material it reviewed, evidence of the ability to produce outline specifications for a specific project as required by this criterion was not found.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user
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ARC 6993/6280 Professional Office Practice imparts an understanding of the client’s role in architecture.

13.28 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.

The visiting team determined that this criterion is met in the student work found in ARC5361 Graduate Design 1. The visiting team found that FIU M. Arch. students produce detailed drawings and fine models of their design efforts. The team, however, found that many of the designs were not fully responsive to the requirements of a specific site, and at times appeared to be free-floating objects in space. The team was also surprised to find the design work was not more regularly informed by the basic principles of sustainability. Further the integration of mechanical and life safety systems into the design work was found to be minimal.

13.29 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.

While the visiting team found the coursework covered in ARC 6993/6280 Professional Office Practice heavily weighted to issues related to the business of interior design and decoration, nonetheless the architect’s administrative roles were adequately addressed.

13.30 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.

ARC 6993/6280 Professional Office Practice imparts the required understanding of the practice of architecture.
### 13.31 Professional Development

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

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The visiting team found anecdotal evidence that students at FIU gained a familiarity with the role of internship in licensure in the required business, professional practice and ethics sequence (ARC 6993/6280 Professional Office Practice, BUL 6810 Legal Environment of Business, and Phil/Hum 4000 Ethical Responsibilities). Additionally, the required participation in the yearly orientation by the state of Florida IDP director increased this exposure for some of the students; however, the visiting team’s meeting with the students revealed that this knowledge was only enjoyed by a small percentage of FIU students and that this familiarity fell below the threshold on the understanding level required by the NAAB.

### 13.32 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

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The visiting team believes this criterion is met at FIU but noted a general absence of this understanding in much of the student class work in the required professional practice sequence.

### 13.33 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

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BUL 6810 Legal Environmental Business Practices and ARC 6993/6280 Professional Office Practice impart an understanding of the legal responsibilities of the architect.

### 13.34 Ethics and Professional Judgment

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

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The visiting team found that the material covered in Phil/Hum 4000 Ethics Requirement imparts a sound knowledge of ethical responsibilities to FIU students.
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Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 Florida International University Architecture Program Report.

The University - History Florida International University, Miami’s public research university, is one of America’s most dynamic institutions of higher learning. Since opening in 1972, FIU has achieved many benchmarks of excellence that have taken other universities more than a century to reach. FIU, a member institution of the State University System of Florida, was established by the Florida Legislature in 1965. Classes began in September 1972, with 5,667 students enrolled in upper division and graduate programs - the largest opening day enrollment in the history of American higher education. In 1984, FIU received authority to begin offering degree programs at the doctoral level, and in 1994, the Carnegie Foundation for the Advancement of Teaching classified FIU as a Doctoral I University. In 2005 FIU was classified by the Carnegie Foundation as a Research University/High Research Activity. Modesto A. (Mitch) Maidique is FIU’s fourth president. Appointed in 1988, the former Harvard Business School professor and high-tech entrepreneur received his Ph.D. in Electrical Engineering from the Massachusetts Institute of Technology and was associated with MIT, Harvard, and Stanford for 20 years. President Maidique has built on the sound foundation laid by his predecessors - Charles E. Perry, FIU’s first president, appointed in July 1969; Harold B. Crosby, who succeeded in June 1976; and Gregory B. Wolfe, named the third president in February 1979. FIU has nationally and internationally renowned faculty known for their outstanding teaching and cutting-edge research; students from throughout the U.S. and more than 130 foreign countries; and alumni who have risen to prominence in every field and are a testament to the University’s academic excellence. The University is a member of Phi Beta Kappa, the nation’s oldest and most distinguished academic honor society.

The University - Description Florida International University offers more than 200 baccalaureate, master’s and doctoral degree programs in 19 colleges and schools:

- College of Arts and Sciences
- College of Architecture + the Arts School of Architecture
- School of Art and Art History School of Music
- School of Theatre, Dance, and Speech Communication
- College of Business Administration
- Alvah H. Chapman Jr. Graduate School of Business
- School of Accounting
- College of Education
- College of Engineering and Computing
  - School of Computing and Information
- Sciences College of Nursing and Health
- Sciences College of Social Work, Justice, and Public Affairs
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School of Social Work
School of Criminal Justice
School of Public Administration
Dr. Robert R. Stempel School of
Public Health The Honors College
School of Hospitality and Tourism
Management School of Journalism
and Mass Communication College of
Law
College of Medicine (opening)
Fall 2009 University
Graduate School

FIU has more than 37,000 students, 1,100 full-time faculty, and 115,000 alumni, making it
the largest university in South Florida and placing it among the nation’s largest colleges
and universities. The University has two campuses - University Park in western Miami-
Dade County and the Biscayne Bay Campus in northeast Miami-Dade County - and an
educational facility at the Pines Educational Center in nearby Broward County.
Additionally, numerous programs are offered at off-campus locations and online. U.S.
News & World Report has ranked FIU among the top 10 public national universities in
its annual survey of “America’s Best Colleges.” FIU has been recognized as one of the top
10 public commuter universities in the nation by Money. Kiplinger’s Personal Finance
Magazine ranked FIU as the country’s 18th best value in public higher education.
Research is a major component of our mission. The purpose of the Division of Research
is to improve the quality of life in our region, the state and the larger international
community through research. We are particularly interested in environmental quality,
ergy, health, water quality, sustainable communities, economic development, security
and safety. Multidisciplinary teams, information technology and international culture are
major themes in our research.

FIU is one of the nation’s major research universities and we expend approximately $100
million annually on research. Our research is funded by more than 200 public and private
organizations, and in terms of dollar value, our largest sponsor is the Federal
Government with funding from 41 different Federal agencies. The University has many
specialized research facilities including a new nano scale research and fabrication
laboratory. We also conduct many studies “off site” throughout the United States and the
world.

Undergraduate and graduate students participate actively in all of our research
devotees. FIU exports its discoveries for public benefit through publications, formal
technology transfer agreements, public testimony and evidence-based advocacy.

University Park Campus The University Park Campus is a 344 acre site on the western
edge of Miami, the center of a metropolitan area of almost four million people.
Apartment-style residence halls, the PharMed Arena, a nationally certified environmental
preserve, and athletic facilities all contribute to a pleasant collegiate atmosphere on
University Park, which is also Florida International University’s largest campus. FIU’s
University Park (UP) has an impressive campus architecture, lush tropical landscaping,
the Martin Z. Margulies Sculpture Park, recognized nationally as one of the world’s most
important collections of sculpture and the largest on a university campus, and an eight-
story, $30 million library. There is also a state-of-the-art performing arts center, a new
fitness center, an expanded university center, a 4,500 seat PharMed Arena and a new
football stadium is under construction. University Park also has laboratories, auditoriums,
music and art studios, an art museum, an international conference theater, an experimental theater and many student organizations including the prestigious Phi Beta Kappa Honor Society. There is a wide variety of clubs on campus to meet the professional, service, athletic, social, and cultural needs of the FIU community.

The Green Library at University Park is the largest in South Florida. FIU's libraries at University Park and Biscayne Bay Campus have more than 1.5 million volumes, 19,000 journals (5,000 online), 300 databases, 158,000 audio-visual units, and 3.4 million microform units, along with substantial holdings of federal, state, local, and international documents, maps, institutional archives, and curriculum materials. In addition to its own holdings, the libraries can access those of other universities nationally. Recent additions to University Park include The Ronald W. Reagan Presidential House; the Paul L. Cejas School of Architecture building designed by Bernard Tschumi; a 221,000 square-foot Health and Life Sciences complex (HLS I & II); a Health & Wellness Center; a 50,000 square-foot Recreation Center; an 83,000 square-foot Management and Advancement Research Center (MARC); new buildings for the Alvah H. Chapman Jr. Graduate School of Business, and four parking garages with over 4,500 additional parking spaces.

The Graham Center, currently approximately 270,000 square feet, includes an expanded Barnes & Noble bookstore with a cafe and new Campus Life offices in the second floor addition. A new food court and shops have been added. Residence halls at University Park include Panther Hall, Everglades Hall, University Park Towers, and Lakeview Housing. Housing for married students is available on a limited basis.

Biscayne Bay Campus The Biscayne Bay Campus of Florida International University is located on 200 acres on the waterfront of Biscayne Bay and has an enrollment in excess of 8000 students. The campus is headquarters for academic programs in Hospitality and Tourism Management, Journalism and Mass Communication, Marine Biology, and Creative Writing. The new Marine Biology building opened in Fall 2006. Select programs in Arts and Sciences, Business Administration, Education, Nursing and Health Sciences, and Social Work, Justice and Public Affairs are also offered. The Biscayne Bay Campus is also the hub of Continuing and Professional Studies (CAPS). It serves as host for the Lifelong Learning Institute, the HRS-Children and Families Professional Development Center, the International Media Center, the Institute for Public Opinion Research, and the Raz and Cal Kovens Conference Center.

Faculty-Ninety-five percent of the university's full-time faculty hold doctorates or the highest degree attainable in their field.

Research–FIU emphasizes research as a major component of its mission. Sponsored research funding (grants and contracts) from external sources for the year 2005-2006 totaled $92 million. The University is ranked as a Research University in the High Research Activity category of the Carnegie Foundation’s prestigious classification system.

Alumni–With more than 117,500 alumni, Golden Panthers constitute the fastest growing university alumni group in Miami-Dade County. FIU confers approximately half of all degrees now awarded by universities in Miami-Dade County.

National Recognition FIU is the youngest university to have been awarded a chapter of Phi Beta Kappa, the nation's oldest and most distinguished academic honor society. FIU recently ranked among the best values in public higher education in the country, according to Kiplinger's Personal Finance magazine's 2006 survey, "100 Best Values in Public Colleges." FIU ranked among the top 50 nationally for in-state students and among the top 100 nationally for out-of-state and international students. FIU recently ranked 3rd in granting bachelors degrees to minorities and 8th in granting masters degrees to
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minorities (among the top 100 degree producing colleges and universities), according to Diverse Issues in Higher Education, June 1, 2006.

U.S. News & World Report ranks FIU’s undergraduate international business programs 7th in the nation and their graduate programs among the top 20. The university has also been named one of the “10 Cool Colleges for Entrepreneurs” by Fortune Small Business magazine. Our Executive MBA program was recently ranked #1 in Florida by the Financial Times.

Economic Impact The University’s 2006 operating budget was $586 million. FIU has more than 4,800 employees. The University has an economic impact of more than $1.7 billion on the South Florida economy.

Arts & Culture In recent years, FIU has emerged as one of South Florida’s major cultural assets, offering programs to both students and the local community. Several of its programs are nationally renowned for their excellence.

The Patricia & Phillip Frost Art Museum will celebrate the grand opening of its new facility on the University Park campus in 2008.

The Wolfsonian-FIU museum, located in Miami Beach, promotes the collection, preservation and understanding of decorative art and design from the period 1885–1945.

The departments of theatre and dance produces a wide variety of live student performances, and the School of Music presents an annual fall series of concerts that showcase talent in a variety of genres. The festival features FIU musicians as well as distinguished visiting performers.

Under the direction of the creative writing program, the Writers on the Bay lecture series presents noted authors and poets.

The School of Hospitality and Tourism Management helps present the annual South Beach Wine & Food Festival, one of the major culinary events in the nation.

2. Institutional Mission

The following text is taken from the 2008 Florida International University Architecture Program Report.

University Mission Statement Submitted to the Florida Board of Regents, May 20, 1999. Florida International University is an urban, multi-campus, research university serving South Florida, the state, the nation and the international community. It fulfills its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity.

1.2.2 University Values Statement

Values Statement—As an institution of higher learning, Florida International University is committed to:

Freedom of thought and expression;
Excellence in teaching and in the pursuit, generation, dissemination, and application of knowledge;

Respect for the dignity of the individual;
Respect for the environment;

Honesty, integrity, and truth;

Diversity;

Strategic operational and service excellence.

1.2.3 University Operational Philosophy

Operational Philosophy Strategic operational and service excellence is an institutional imperative at Florida International University. The University seeks to employ concepts and strategies that foster systematic institutional-wide continuous improvements in providing services and in achieving constituent satisfaction. We have the following guides for managing excellence:

Quality—Generating outcomes and services that exceed constituent expectations

Competitiveness—Performing in a way that allows the University to achieve a comparative advantage in our endeavors

Accountability—Monitoring and assessing the results of policies, programs, and processes to ensure that results are achieved in an efficient, effective manner

Innovation—Exploring and implementing new ideas in our administrative, research, and academic endeavors

Collegiality—Formulating decisions, policies, and management practices through a consultative process engaging the University community

Diversity—Creating a University environment that is responsive to diversity in all of its forms

Operational Vision—Implementing improved information and management systems to optimize use of our resources

University Vision—These five words summarize FIU’s vision:
TOP * URBAN * PUBLIC * RESEARCH * UNIVERSITY

Top—To be recognized in national rankings as one of the top urban public research universities

Urban—To address metropolitan and community issues and contribute through teaching, research, and service to the economic growth and cultural richness of the region. Students, faculty, staff, and alumni reflect the diversity of the urban region

Public—To be known for the breadth and quality of academic programs, affordable tuition, and engagement with local communities, industries, and governments
Research—To be recognized as contributing to the discovery, invention, and reinterpretation of knowledge as well as for the innovative application of knowledge and techniques that contribute to the enhancement of human understanding and to the promotion of artistic accomplishment.

University—“Magistorum et scholarium”: to be dedicated to teaching, scholarship, and service while offering a full range of programs from baccalaureate to doctoral level with professional schools and programs for professional development and life-long learning.

1.2.4 University Strategic Themes

Strategic Themes

Strategic themes are areas of activity (academic programs, research, and service) that offer opportunities for development and the potential to achieve strategic advantages in higher education. Given rapid globalization in the 21st century, FIU’s strategic themes necessarily involve engagement at both the local and global level.

A. International—Florida International University was originally chartered with a mission to promote international understanding. We responded to this mission by appointing faculty who have professional expertise in fields that are international in content and application and who have professional experience abroad as well as by encouraging our students to pursue a bilingual/bilingualist competency and study abroad experience. These efforts led to a distinguished international reputation, particularly in international business and the study of the Latin American and Caribbean region.

Our efforts in the international sphere are supported by our geographic location; the cultural and ethnic diversity of the South Florida community; the continued globalization of the Florida and national economies; and the State’s desire to be a global leader in economic development in the 21st Century. These conditions provide a unique opportunity for FIU to be a major connecting point between nations and their citizens.

B. Environment—South Florida is a fragile blend of the ocean, Everglades, and urban areas. Continued development of the area provides a unique opportunity for environmental education and research. Understanding our natural and man-made environments and the relationships between them is necessary for the continued vitality of both. Population growth and exploitation of natural resources and the environment have created local and global environmental problems that must be addressed to ensure a sustainable environment and development.

Environmental knowledge relies on the humanities to help clarify our values and attitudes toward our environment, the basic and applied sciences which teach us how environmental processes work and how we can influence these processes, and planning and management disciplines to develop and implement effective and efficient improvement efforts. Applying our understanding of the dynamics of these systems can provide models that will assist in addressing both local and global environmental issues.

C. Florida and Local Economic Development

FIU’s future is strongly tied to the economic health and development of the state of Florida and the South Florida community. The opportunity to partner with the local community to provide the research and innovation required to address social and economic problems and to enhance economic development is critical to the University’s future. Our greatest contribution to economic development is our graduates, who constitute a major portion of the region’s educated workforce. However, the University’s role in economic development extends beyond the local community to include the global community. The State of Florida has a vision of “being a global leader in knowledge-based jobs, leading-edge technology, and competitive enterprises in traditional and new
D. Health
Primary care, prevention of disease, rehabilitation, public health, and environmental health are concerns of every community. FIU has established a role as a provider of health professionals - nurses, physical therapists, biologists - and researchers dedicated to addressing the health needs of the local community. In recognition of the increasing multidisciplinary nature of health care, FIU encourages multidisciplinary instructional and research activities. The University intends to continue its engagement with the health care needs of the community and to expand its engagement as the needs of the community grow and evolve. Our involvement in these efforts will help meet the needs of the local community and provide us with the experience needed to develop health care services and techniques that have application beyond the local community.

E. Arts, Culture, & Diversity
South Florida and FIU have diverse populations that create opportunities to understand and appreciate different artistic and cultural traditions and modes of artistic expression, recognize the interplay of culture and artistic expression, and celebrate diversity. FIU's two museums, The Patricia & Phillip Frost Art Museum and The Wolfsonian-FIU, and outstanding programs in music, art, theatre, dance, and film offer students unique academic and professional experiences. These facilities and programs enrich campus life, enhance community involvement, and support our quest for excellence. FIU will continue its leadership in these areas and in providing learning opportunities to meet the needs of diverse populations.

F. Learning Opportunities
Formal education is and will continue to be a major element of FIU's engagement with its constituent communities, particularly the South Florida community. Graduates are encouraged to pursue a bilingual/bilingual competency and to experience study abroad programs. However, opportunities for the future lie beyond the traditional undergraduate and graduate education models. Changes in the economy and career patterns will result in situations in which individuals will have to renew/develop career skills. This shift will create a need for new or additional programs in adult learning, continuing professional education, and technology-based education as well as self-improvement programs. Meeting these needs will require the increased use of distance learning technology as a means of enhancing access to educational opportunities. Moreover, the need for traditional students to become better integrated into their communities will increase the demand for experiential and service-learning programs.

Institutional Goals—In pursuit of our vision of being a Top Urban Public Research University, we have established the following goals:

1. To educate undergraduate students:
   To become critical thinkers empowered to learn how to learn and to integrate their understanding in a variety of areas of knowledge, creativity, and accomplishment
   To possess the intellectual and personal competencies needed to excel in their fields throughout the world
   To understand their culture and the cultures of others and appreciate the complexities and diversity of our global society
To understand and commit to their civic responsibilities
2. To educate graduate and professional students:
   To demonstrate an ability to synthesize knowledge and practice in ways that produce new
   insights
   To add to the existing body of knowledge in a discipline area
   To understand the obligation of the holders of advanced degrees to apply their knowledge
   and critical intellectual abilities in an ethical manner to issues important to society
3. To generate research results and creative contributions that achieve national and
   international recognition and to have at least five academic programs ranked among
   the top twenty-five in the United States while fostering quality in all of our programs
4. To be a leading university in engagement by developing and implementing effective
   programs that address educational, economic, social, cultural, and environmental needs
   through lifelong learning opportunities, research, service, and creative endeavors
5. To be a leader in developing information technology alliances and in the effective
   application of selected information technology to the teaching-learning process
   research activities, institutional administration, and global engagement
6. To enhance the financial infrastructure of the University by achieving funding equity
   within the university system, increasing the proportion of external contracts & grants
   funding, and expanding significantly the University endowment

3. Program History

The following text is taken from the 2008 Florida International University Architecture
Program Report.

Founding
A product of a 25-year history of growth and reorganization, Florida International
University's School of Architecture originated in 1973 as part of the School of Technology's
department of construction. From 1973 to 1982, the department of construction included
programs in architectural technology, landscape architecture, and urban studies, interior
design, fashion and apparel studies, construction management, civil engineering
technology, and construction engineering technology.

College of Engineering
In 1986, the School of Technology was transformed into the College of Engineering &
Applied Science. Subsequent reorganization of the College subdivided the construction
department into two programs: (1) Construction, consisting of a Bachelor of Science in
Construction Management, and a Master of Science in Construction; and (2) School of
Design, offering a Bachelor of Science in Interior Design, a Bachelor of Science in
Architectural Technology Studies, a Bachelor of Science in Apparel Studies, and a Master of
Landscape Architecture degree.

School of Design In 1991, a reevaluation of the strengths and weaknesses of the
construction department resulted in program reorganization. The construction department
became an independent unit within the College of Engineering, and the School of Design
retained the three professions of Architectural Studies, Interior Design, Landscape
Architecture, but eliminated the Apparel Studies program. The Landscape Architecture
Program, the first program within the School of Design to seek professional accreditation,
was accredited by Landscape Architectural Accreditation Board (LAAB) in 1993.

Accreditation
(1999) Largely through the lobbying efforts of students, the Florida Board of Regents
approved the creation of the professional graduate program in architecture in 1996. Application for initial NAAB accreditation was made in 1997.

School of Architecture
The graduate program in architecture was first accredited in January 1999, for an initial three-year term. This precipitated the creation of the School of Architecture as an independent academic unit with programs in architecture, landscape architecture and interior design. Its founding dean was William G. McMinn, FAIA.

Re-Accreditation
The accredited architecture program went through its first re-accreditation in March 2002. This led to our first full six-year accreditation term.

The first home of the School of Architecture was the Viertes Haus building on the University Park Campus. At the request of the School of Architecture and its students, the University Administration and the State of Florida Board of Regents, the Florida State Legislature approved funding for a new building to house the School of Architecture. The university held an international design competition and Bernard Tschumi's submission, developed in conjunction with Miami Architects Bruno-Elias and Associates, was selected for the Paul L. Cejas School of Architecture Building. In January 2003, the School of Architecture occupied its new $15.5 million signature structure. The new building and the focus on improving quality inspired several significant changes in the School's curricular structure. The school implemented a completely new interdisciplinary lower division. Together in the first four semesters, architecture students along with those in interior design and landscape architecture follow a 60-credit hour foundation curriculum developed to introduce core aspects interdisciplinary curricula of design shared by all three professions. The ongoing review of curriculum content resulting from this interdisciplinary focus has produced new rigor within the lower division curriculum along with improved efficiencies in faculty assignments.

Controlled Freshman Admissions
The new building and the focus on improving quality inspired several significant changes in the school's curricular structure. The school implemented a completely new interdisciplinary lower division curriculum (first two years of the Bachelor of Arts in Architecture). Together in the first four semesters, architecture, interior design and landscape architecture students follow a 60-credit hour foundation curriculum developed to introduce core design aspects that form the basis of all three disciplines. The ongoing review of lower division curriculum content resulting from this interdisciplinary focus has produced both new rigor and breadth in the along with

Cold Desks
improved efficiencies in faculty assignments. In order to run cold desks studios, where each student in lower division has an individual workspace, the school

Controlled Enrollment
developed a controlled admissions and enrollment policy for the lower division. This replaced what was formerly a completely open admissions policy

Reduced Enrollment
dramatically reducing the targeted lower division enrollment from 330 lower division students in Fall 2000 to 120 in Fall 2007. Admissions is now controlled at the freshman level, the Design 5 level (upper division) and at the graduate level. This ensures that student progress is tracked and measured and that students who matriculate into our
professional program have been carefully monitored along the way with multiple evaluations and escalating GPA thresholds. As a result of the managed freshman admissions, the average GPA of our entering freshman class has escalated from 2.3 in 2001 to 3.7 in 2007. Data shows that we have some of the best students on campus enrolled in our programs. At the Design 5 (upper division) level, we continue to operate a portfolio review and GPA screening process that allows community college students with Associates in Arts (in Architecture) degrees to enroll in our programs.

Administrative Structure
In response to the 2002 VTR (Visiting Team Report) and our recognition that the school and its programs required a more substantial administrative and staff infrastructure, the School of Architecture created a new position of program director for each of the three accredited programs in the school (architecture, landscape architecture and interior design). In AY 2004-05 the School of Architecture’s new administrative structure was fully implemented with 6 administrators; a Dean (Juan Antonio Bueno), an Associate Dean (David Bergwall) and an Assistant Dean (Nathaniel Belcher), and the three program directors (Adam Drisin for the architecture program) administering each of the three programs of the school. As a consequence of university reorganization and the creation of the College of Architecture + The Arts in AY 2006-07, the administrative structure of the School of Architecture was altered. A dean and two associate deans are now located at the college level and oversee the four schools of the new college; the School of Architecture, the School of Art and Art History, the School of Music, and the School of Theatre, Dance, and Speech Communication, as well as the Patricia & Phillip Frost Art Museum. As a consequence of reorganization, the school’s administrative structure was reduced from 4 full-time administrative equivalents to 2.5 full-time administrative equivalents.

Undergraduate Selectivity
Between 2002 and 2007 the program witnessed dramatic increases in both the quality and quantity of its applicant pools at each of the three gateways for admission (freshman, lower division and graduate). In AY 2007-08 we had 550 applications for 60 available seats in the freshman class (Design 1). For admission to upper division (Design 5), we operate a portfolio review process. All lower division students must apply to continue their studies in the upper division via a competitive portfolio and GPA review process. This process allows the very best community college students with Associates of Arts in Architecture degrees to join our own students in the lower division pre-professional program. In 2007 we reviewed over 230 applicants for the 75 available seats in the design 5 class and over 100 applicants for the 42 entering graduate seats.

Graduate Enrollment
Graduate enrollment in the architecture program (2-year track and the 3.5-year track) has more than doubled since 2002 with an increase of 134% between 2002 (35 students) and 2007 (82 students). The increase of selectivity and the increase in the percentage of full-time students have led to demonstrable improvements in retention and on-time graduation rates. On-time graduation for the 2-year graduate program (4+2) have gone from 28% in AY 2002-03 to 88% in AY 2006-07. On-time graduation for the 3.5-year graduate program has been between 83% and 100% since its inception in AY 03-04.

Curricular Revisions (2005)
The consequences of moving from an open admissions process to the controlled/managed admission process between 2001 and 2003, and the resultant qualitative transformation of the student demographics led to a thorough curriculum assessment. In AY 05-06, modifications were made to the undergraduate and graduate
curricula as well as to the recommended paths of study. These modifications were done as a response to the new admissions policy, to NAAB changes, and in order to create more coherent paths of study and more differentiated curricula between undergraduate and graduate study. Efficiencies were maximized for both faculty and students and to allow for more un-programmed summers in order to facilitate internships, travel and work opportunities. Additionally, a new series of required electives were introduced including courses in ethics, art history, and business law. Finally, aspects of the professional curriculum that were previously spread throughout both the professional graduate and the non-professional undergraduate curricula were repositioned in the graduate program to further intensify the differentiation of pre-professional versus professional architectural study as well as to further distinguish undergraduate education from graduate education.

Laptop University
In the fall of 2006, the faculty of the school initiated a requirement for all incoming students to have a laptop computer by the time they begin their second year of study. In addition to hardware requirements, the school specified a suite of software that will serve them throughout their education in the SOA. In conjunction with this requirement, the school is creating wireless connectivity in the building. The laptop initiative and the standardization of software expectations for all levels of study has had a profoundly positive effect upon the way that we deploy digital technology; as a pedagogical delivery tool for the faculty, as a creative design tool for the students and as a study/learning tool for the students.

The Wolfsonian-FIU
The new college, particularly the architecture department, takes advantage of our special relationship with university in 1996 and comprising the largest gift ever given to any university in the history of the State of Florida. A major museum, library, and research center devoted to the study of decorative complexes, industrial design and propaganda arts from 1875 to 1945, it is an invaluable resource for inter-disciplinary research. Finally, The Wolfsonian-FIU has become an increasingly important resource and teaching laboratory for both the undergraduate and graduate curricula in architecture.

Advisory Board
In AY 2006-07 the architecture department established an architecture department Advisory Board. Consisting of 12 professionals from the design and related fields, the board is tasked with advisement and a assistance in fund-raising, developing and implementing strategic initiatives, program promotion as well as assisting in identifying and responding to local, regional and national trends in the design discipline. Additionally, the board connects the department, the faculty and the students to many of the professional offices in the region.

Genoa Program
In Spring 2005, the Architecture department initiated a new semester-long study abroad program in Genoa, Italy. This 13-15 credit hour semester is now an integrated and popular aspect of both the undergraduate and graduate curricula for those students who wish to attend.

Reorganization (2006)
In 2004 the provost's office began an exploratory study for reorganization that would ultimately change the School of Architecture's status as an autonomous unit led by our own dean. Following the conclusion of that study, the president and provost united those schools and departments focusing upon the fine and performing arts into a single college. AY 2006-07 witnessed the creation of the new College of Architecture + The Arts. The new college, led by its founding dean, Juan Antonio Bueno, consists of four schools; the School of Architecture, the School of Art and Art History (formerly a department in
The College of Arts and Sciences, the School of Music (formerly a school in the College of Arts and Sciences), the School of Theatre, Dance and Speech Communication (formerly a department in the College of Arts and Sciences) as well as The Patricia & Phillip Frost Art Museum. Under this new structure each of the four schools has an administrative structure consisting of a director and departmental chairs. The School of Architecture’s former assistant dean for academic affairs (Nathaniel Belcher) assumed the role of director and the three former program directors (architecture, landscape architecture, and interior design) became departmental chairs.

Cejas Eminent Scholars
Thanks to a $1,000,000 gift from Ambassador Paul L. Cejas, and a $750,000 state match, the school has been able to create the Paul L. Cejas Eminent Scholar program. Initiated in 2006, this gift allows the architecture department to bring internationally recognized visiting faculty, practitioners and scholars to work with our students. To date, the Cejas Architectural Scholars have taught graduate level advanced seminars as part of the accredited graduate degree program.

Architecture department Cejas Scholars for AY
2006-07 Professor Edward Keller,
Columbia University GSAPP
Professor William Braham, University of Pennsylvania,
PennDesign

Architecture department Cejas Scholar for AY
2007-08 Bernard Tschumi, Former
Dean, Columbia GSAPP

Solar House Collaboration
Collaborative efforts in 2004-05 between the architecture department and the College of Engineering and Computing led to the design and fabrication of the FIU Solar House. Our entry garnered a first place award in energy balance, a first place award in peoples choice and an overall 13th place in the 2005 National Solar Decathlon.

Cejas Faculty Initiative
Inaugurated in 2007-08, the Paul L. Cejas Faculty Initiative Endowment is expected to fund approximately $40,000 annually towards faculty projects, research, scholarship and travel via a competitive SOA faculty initiative application process.

The Present Situation
The program has been able to aggressively capitalize upon its youthful and entrepreneurial spirit and has demonstrably garnered a very strong national reputation for excellence in a very short period since its first accreditation was granted eight years ago in 1999. The program has done this through considerable expenditure of faculty and administration's collective energy. During the past six years, there has been an almost constant series of modifications to the School and to the department. These include controlled admissions coupled with spectacular enrollment growth since 2002 (132% in the accredited architecture programs), constructing, moving into and learning to inhabit a new home(2003), the creation of a new administrative structure with an architecture program director(2004), curricula changes(2005), new degree programs(2006), and finally, a university mandated reorganization plan that has significantly affected the daily working, administrative structure and budget practices of the school(2006). Most of the recent transformations have been productive and have further enabled demonstrable qualitative
improvement, however, some of the changes, particularly the rapid growth without correlated increases to the base budget and faculty size, have been adverse to the short-term welfare of the department. The unit has been strained by a 132% growth of its accredited graduate programs over 5 years. During this growth period, the operating budget has remained essentially flat but the department has been able to increase faculty lines by 3.53 FTE. The strategic decision to grow the graduate programs were done in part to support the university strategic plan to emphasize graduate education. However the demands placed upon the program by a significantly larger population of graduate students has further stretched the resources of the department. The department must now move into a phase of stable and steady maturation defined by the promise of institutional investment in departmental and School of Architecture resources and infrastructure, as well as the augmentation of faculty and staff lines. Most critically, the budget, infrastructure and resources must catch up with and reflect the department’s graduate enrollment growth.

4. Program Mission

The following text is taken from the 2008 Florida International University Architecture Program Report.

The School of Architecture, consisting of the departments of architecture, landscape architecture an interior design, is predicated upon the two-fold principles of departmental inter-disciplinarity and departmental autonomy. As such, the school has a collective mission statement and each department has a mission statement. In addition, the newly founded College of Architecture + The Arts has its own mission statement.

Adopted by faculty vote April, 2007

"As part of FIU, a ‘top public research university,’ the Architecture department is dedicated to educating future generations of ethical professionals, creative designers and informed citizens.

We believe architecture to be a conceptually based intellectual endeavor and a form of critical inquiry that addresses the physical environment from the scale of the city to the scale of furniture.

The Architecture department is committed to producing conceptual thinkers and skilled makers who are versed in the techniques, history and theory of the discipline and who are grounded in the broad intellectual and societal values that engender the production and reception of architecture. To realize these objectives, design is taught as a critical and creative endeavor that embraces both the humanities and the sciences.

Our mission embraces:

Diversity To serve a diverse student body with a variety of academic backgrounds, experiences and interests by creating an open atmosphere of inquiry and exchange that engages the varied cultural and academic experiences of faculty and students.

Design as Critical Thinking To present architecture as a reflective and conceptually based problem-solving discipline. We encourage students to form thoughtful and imaginative solutions to the challenges confronting urban society here and abroad and to cultivate intellectual curiosity and life-long learning.

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To explore the diverse areas of knowledge and the technical skills that play a critical role in thoughtful formation of the constructed environment and which are essential for successful design practices.

Commitment to Innovation
To celebrate the power of innovation and experimentation and our discipline’s commitment to imagine and construct beautiful, healthful and responsible environments.

An Appreciation for Constructed and Natural Environments
To foster sensitivity and appreciation for the constructed and natural environments of South Florida. The Architecture department values the unique opportunities and challenges for creative exploration and problem solving afforded by South Florida’s rich sub-tropical ecologies, urban contexts, multicultural and multilingual populace.

A Culture of Connectivity
To promote connections between the Architecture department and members of the design community in local, national and international, academic, professional and lay contexts. In particular, we seek to engage our colleagues in the College and the School, local practitioners in design education and to develop cooperative links with schools of design in North America, Latin America and Europe.

An Ethos of Trans-Disciplinarity
To engage adjacent disciplines within the School of Architecture to create an atmosphere of trans-disciplinary cooperation that can collaboratively address the complex spatial, social and environmental challenges of contemporary practice.

The School of Architecture consists of three departments: the department of architecture, department of landscape architecture and department of interior design. All three departments offer accredited degrees in their respective disciplines. The mission and vision statements and the work-plan of the school reflect our multi-disciplinary ethos and those broad collectively shared values that apply to all three departments and disciplines.

"The vision and mission of the School of Architecture are closely aligned with those of the University which are to be a top, urban, public, research institution. Architecture defines our urban experience to a great extent, interior design is a hallmark on many of our public and private spaces, and landscape architecture links our unique environments and tropical settings."

The vision of the School of Architecture is excellence in design education. We aspire to be recognized nationally and internationally as a leader of innovation in teaching, research, creativity, and service. We aspire to be ranked as one of the top 10 schools in design education for the Americas and Europe.

The mission of the School of Architecture is to educate men and women who will serve and lead the community in enhancing the quality of life and the physical environment through aesthetic, meaningful, and sustainable design.

Goals
1. To excel in the scholarship of teaching, research, creativity and service
   We aspire to be ranked among the top-ten-percent design schools in the Americas and Europe in the next ten years. The School is not yet ranked.

2. To promote an open, diverse, and supportive climate for learning
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We respect and celebrate the dignity of the individual, parity of the sexes, and diversity of cultures. The objective is to value individuality and diversity as catalysts for creativity in a multicultural and interdependent world.

We aspire to offer scholarships to the students and to recognize the accomplishments of the students, faculty, and staff. The objective is to afford an environment supportive of education in our school.

3. To other liberal, integral, and meaningful curricula
We aspire to characterize our lower division education by its liberal arts design curriculum. Its objective will be to explore the relationship of design with the arts, society, and the environment as foundation for our disciplines and professions.

We aspire to characterize our lower division education by its theoretical and practical curriculum. Its objective will be to address the discovery, integration, and application of knowledge as the basis for competence in the design disciplines and professions.

We aspire to characterize our graduate education by its critical curriculum. Its objectives will be to emphasize design and technical innovation grounded in research as the basis for leadership in the design disciplines and professions.

We aspire to offer a core of academic and professional degree programs in architecture, interior design, and landscape architecture. We plan to implement the undergraduate program in landscape architecture, graduate program in interior design, and academic and professional doctoral degree programs.

We also aspire to offer international dual professional graduate degree programs, professional development programs, and interdisciplinary certificates and graduate degree programs with the College of Business Administration (design management), College of Engineering and Computing (design/build), and College of Social Work, Justice and Public Affairs (community development).

4. To pursue the exploration of knowledge
We aspire to augment the knowledge base of the design disciplines and professions. The objective is to afford a foundation for the integration and application of knowledge.

5. To pursue the integration and application of knowledge
We aspire to create aesthetic, meaningful, and sustainable design. The objective is to enhance the quality of life in the physical environment.

6. To pursue the dissemination of knowledge
We aspire to establish a lecture series, exhibition series, publication agenda, and conference program. The objective is to communicate design issues and values to the academy, profession, and community.

7. To engage in the ethical and competent practice of the profession
We aspire to offer orientation, mentorship, and internship programs in partnership with the profession. The objective is to nurture our students in civic engagement as well as competence and innovation.

8. To serve the community
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We aspire to engage our students and faculty in the civic aspirations of the community. The objective is to enhance the quality of life in our community.


Mission Written by Dean Juan Antonio Bueno, 2007

The College of Architecture + The Arts is committed to the value of the human mind and its creative spirit in the pursuit of knowledge and the production of artistic works. We believe in the rigor and significance of creation, exhibition, performance, presentation, publication, and research in the fine arts. We are committed to personal and civic enrichment through the cultivation of the creative imagination, intellectual curiosity, and artistic expression in our region and the world. We educate men and women to lead the in fine arts for the betterment of the individual and society.
5. Program Self Assessment

The following text is taken from the 2008 Florida International University Architecture Program Report.

The School of Architecture and the architecture department have achieved broad advancement between 2001 and 2007 through consistent and focused progress towards our goals and objectives. Advancement has been framed by strategic planning processes that were implemented at the level of the college (established AY2007-08), the School of Architecture and finally at the level of the architecture department. Program self-assessment must therefore be understood and measured in relation to the strategic planning framework of the college, the school and the department. A series of interrelated documents make up this the strategic framework. The architecture department’s strategic action plan themes (see 3.2.2) contains 10 major themes (excerpted directly below) which support the School of Architecture’s annual work plan (see 3.2.3 below) as well as the school’s mission and vision statement (see 1.4.2). These in turn support the college’s mission.

The architecture department’s strategic action plan (SAP) targets areas showing correlation with the department’s themes articulated in its mission statement and the School of Architecture’s 8 goals.

Strategic Action Plan’s Target Areas:

1. Curriculum Development

   Developing meaningful degree programs and courses
   ARC goal #1 Design as Critical Thinking: To present architecture as a reflective and conceptually based problem-solving discipline, encouraging students to form thoughtful and imaginative solutions to the challenges confronting urban society here and abroad and to cultivate intellectual curiosity and lifelong learning.
   ARC goal #2 Knowledge and Skill Based Learning: To explore the diverse areas of knowledge and the technical skills that play a critical role in the thoughtful formation of the constructed environment and which are essential for successful design practices.
   SOA goal #2: To offer broad, integrated and meaningful curriculum

2. Program Enhancement

   Developing high quality programs, activities and events that enrich academic life and professional life as well as the reputation of the programs, school and university
   ARC goal #1 Diversity: To serve a diverse student body with a variety of academic backgrounds, experiences and interests by creating an open atmosphere of inquiry and exchange that engages the varied cultural and academic experiences of faculty and students.
   ARC goal #3 Knowledge and Skill Based Learning: To explore the diverse areas of knowledge and the technical skills that play a critical role in the thoughtful formation of the constructed environment and which are essential for successful design practices.
   ARC goal #4 A Commitment to Innovation: To celebrate the power of innovation and experimentation and our discipline’s commitment to imagine and construct beautiful, healthy and responsible environments.
   ARC goal #6 An Appreciation for the Constructed and Natural Environments: To foster sensitivity and appreciation for the constructed and natural environments of South Florida. The Architecture Department values the unique opportunities and challenges for creative exploration and problem solving offered by South Florida’s subs-hyperbolic ecologies, urban contexts, multicultural and multilingual populace.
   ARC goal #6 A Culture of Connectivity: To promote connections among the architecture department and various communities in the local, regional and international academic and professional contexts. In particular, we seek to engage our colleagues in the College and the School, local practitioners in design education and to develop cooperative ties with schools of design in North America, Latin America and Europe.
   ARC goal #7 An Ethos of Trans-Disciplinary: To engage adjacent disciplines within the School of Architecture to create an atmosphere of trans-disciplinary cooperation that can collaboratively address the complex spatial, social and environmental challenges of contemporary practice.
   SOA goal #3 To promote an open, diverse and supportive climate for learning
   SOA goal #3 To pursue the integration and application of knowledge
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3. Academic Standards

Recognizing and promoting quality in admissions, placement management and evaluation processes throughout the programs.
ARC goal #1 Diversity: To serve a diverse student body with a variety of academic backgrounds, experiences and interests by creating an open atmosphere of inquiry and exchange that engages the varied cultural and academic experiences of faculty and students.
ARC goal #2 Design as Critical Thinking: To present architecture as a reflective and conceptually based problem-solving discipline. Encouraging students to form thoughtful and imaginative solutions to the challenges confronting urban society here and abroad and to cultivate intellectual curiosity and life-long learning.
ARC goal #3 An Ethos of Trans-Disciplinarity: To engage adjacent disciplines within the School of Architecture to create an atmosphere of trans-disciplinary cooperation that can collaboratively address the complex spatial, social and environmental challenges of contemporary practice.
SOA goal #7: To engage in the ethical and competent practice of the profession.

4. Student Development

Offering opportunities for personal and professional growth.
ARC goal #1 Diversity: To serve a diverse student body with a variety of academic backgrounds, experiences and interests by creating an open atmosphere of inquiry and exchange that engages the varied cultural and academic experiences of faculty and students.
ARC goal #2 Design as Critical Thinking: To present architecture as a reflective and conceptually based problem-solving discipline. Encouraging students to form thoughtful and imaginative solutions to the challenges confronting urban society here and abroad and to cultivate intellectual curiosity and life-long learning.
ARC goal #3 Knowledge and Skill-Based Learning: To explore the diverse areas of knowledge and the technical skills that play a critical role in thoughtful formation of the constructed environment and which are essential for successful design practices.
SOA goal #2: To promote an open, diverse and supportive climate for learning.

5. Research/Creative Activity

Extending faculty expertise and promoting a broad definition of creative work as a form of research.
ARC goal #4 A Commitment to Innovation: To celebrate the power of innovation and experimentation and our discipline’s commitment to imagine and construct beautiful, healthy and responsible environments.
ARC goal #5 An Appreciation for the Constructed and Natural Environments: To foster sensitivity and appreciation for the constructed and natural environments of South Florida. The Architecture Department values the unique opportunities and challenges for creative exploration and problem solving afforded by South Florida’s rich Sub-Tropical ecologies, urban contexts, multicultural and multilingual populace.
ARC goal #6 A Culture of Connectivity: To promote connections between the Architecture department and members of the design community in local, national and international, academic, and professional contexts. In particular, we seek to engage our colleagues in the professional and lay contexts. In particular, we seek to engage our colleagues in the College and the School, local practitioners in design education and to develop cooperative links with schools of design in North America, Latin America and Europe.
ARC goal #7 An Ethos of Trans-Disciplinarity: To engage adjacent disciplines within the School of Architecture to create an atmosphere of trans-disciplinary cooperation that can collaboratively address the complex spatial, social and environmental challenges of contemporary practice.
SOA goal #4: To pursue the exploration of knowledge.
SOA goal #5: To pursue the integration and application of knowledge.
SOA goal #6: To pursue the dissemination of knowledge.

6. Faculty Development

Offering opportunities for personal and professional growth.
ARC goal #4 A Commitment to Innovation: To celebrate the power of innovation and experimentation and our discipline’s commitment to imagine and construct beautiful, healthy and responsible environments.
ARC goal #5 An Appreciation for the Constructed and Natural Environments: To foster sensitivity and appreciation for the constructed and natural environments of South Florida. The Architecture Department values the unique opportunities and challenges for creative exploration and problem solving afforded by South Florida’s rich Sub-Tropical ecologies, urban contexts, multicultural and multilingual populace.
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ARC goal #7 An Ethos of Trans-Disciplinarity - To engage adjacent disciplines within the School of Architecture to create an atmosphere of trans-disciplinary cooperation that can collaboratively address the complex spatial, social and environmental challenges of contemporary practice.
SOA goal #5 To pursue the integration and application of knowledge
SOA goal #6. To pursue the dissemination of knowledge

7. Information Technology

Integrating digital technologies into the educational mission of the programs
ARC goal #2 Design as Critical Thinking - To present architecture as a reflective and conceptually based problem-solving discipline. Encouraging students to form thoughtful and imaginative solutions to the challenges confronting urban society here and abroad and to cultivate intellectual curiosity and lifelong learning.
ARC goal #3 Knowledge and Skill-Based Learning - To explore the diverse areas of knowledge and the technical skills that play a critical role in thoughtful formation of the constructed environment and which are essential for successful design practices.
ARC goal #4 A Commitment to Innovation - To celebrate the power of innovation and experimentation and our discipline’s commitment to imagine and construct beautiful, healthy and responsible environments.
SOA goal #2 To support an open, diverse and supportive climate for learning
SOA goal #3 To offer liberal, integrat, and meaningful curricula

8. Outreach & Service

Advancing the value of Design and connecting the significance of design education to the city of Miami and to the region
ARC goal #2 Design as Critical Thinking - To present architecture as a reflective and conceptually based problem-solving discipline. Encouraging students to form thoughtful and imaginative solutions to the challenges confronting urban society here and abroad and to cultivate intellectual curiosity and lifelong learning.
ARC goal #5 An Appreciation for the Constructed and Natural Environments - To foster sensitivity and appreciation for the constructed and natural environments of South Florida. The Architecture Department values the unique opportunities and challenges for creative exploration and problem solving afforded by South Florida’s rich sub-tropical ecologies, urban contexts, multicultural and multilingual populace.
ARC goal #6 A Culture of Connectivity - To promote connections between the Architecture department and members of the design community in local, national and international, academic, and professional contexts. In particular, we seek to engage our colleagues in the professional and lay contexts. In particular, we seek to engage our colleagues in the College and the School, local practitioners in design education and to develop cooperative links with schools of design in North America, Latin America and Europe.
ARC goal #7 An Ethos of Trans-Disciplinarity - To engage adjacent disciplines within the School of Architecture to create an atmosphere of trans-disciplinary cooperation that can collaboratively address the complex spatial, social and environmental challenges of contemporary practice.
SOA goal #8 To serve the community

9. Development

Creating a sound endowment program with active alumni, professional and collateral participation
ARC goal #6 A Culture of Connectivity - To promote connections between the Architecture department and members of the design community in local, national and international, academic, and professional contexts. In particular, we seek to engage our colleagues in the professional and lay contexts. In particular, we seek to engage our colleagues in the College and the School, local practitioners in design education and to develop cooperative links with schools of design in North America, Latin America and Europe.
SOA goal #2 To promote an open, diverse and supportive climate for learning

10. Communication

Building relationships with state, regional and local professional groups to promote the programs and to foster internship, and mentorship programs
ARC goal #6 A Culture of Connectivity - To promote connections between the Architecture department and members of the design community in local, national and international, academic, and professional contexts. In particular, we seek to engage our colleagues in the professional and lay contexts. In particular, we seek to engage our colleagues in the College and the School, local practitioners in design education and to develop cooperative links with schools of design in North America, Latin America and Europe.
SOA goal #7 To engage in the ethical and competent practice of the profession
Summary of Achievements & Challenges

PROGRAM STRENGTHS

Well-Balanced Curriculum
The pre-professional and professional curricula carefully balance the need for a broad and liberal humanist education at the undergraduate level and a balance of coursework in design, technology, history/theory, professional and business practices in the lower division and graduate programs. The accredited programs maintain the requisite balance of professional coursework and non-architecture coursework as defined by the NAAB.

High-quality undergraduate students
As a result of the recent introduction of selective admissions, the architecture program has been able to attract a highly-qualified undergraduate student population. Since 2003, there has been steady improvement in demand, applicant quality, yield and retention rates.

High-quality graduate students
While student recruitment efforts for the graduate program need additional funding and attention, particularly out of state, the quality of our entering classes students has increased. Since 2003, the program has witnessed significant increases in GPA (from 3.2 to 3.67), yield (from 17% to 75%) and retention rates. The program has also become more selective, with selectivity rate going from 56% in 2003 to just under 40% in 2007 for the 4+2 program.

Student Diversity
Our student body is one of the most diverse in the nation. A scan of the AY2006-07 enrollment shows 79% minority and 46% female. Of the minority student population, 4% are Asian, 7% Black, 64% Hispanic and 5% are minority Alien Residents. Many of our students come to the SOA with extraordinarily varied backgrounds, academic histories and life circumstances. While we are deeply committed to excellence, we value the diversity of our student population and the rich variety of our stakeholders’ narratives.

Commitment to progressive technology
Faculty share an appreciation for the tectonics of building and an interest in new technologies and the application of these technologies in the crucible of practice. Technology is understood as having the potential to be both poetic and pragmatic, transparent and conspicuous. Recent Cejas Visiting Scholars
are internationally recognized authorities and theorists on the theory of architectural technology.

The digital curriculum has evolved rapidly in the school. Digital technologies have been thoroughly integrated into the lower and upper divisions, as well as the graduate programs. The implementation of the laptop initiative and the hiring of a coordinator of digital technology fostered a strong digital culture in the school. The current transformation of the digital labs and the significant addition of output and printing devices will build upon the past advancements. (see 4.16 for digital initiative report)

Interdisciplinary Foundation and Courses

The lower division, which feeds into the disciplinary specific upper division of architecture, interior design and landscape architecture is taught in a non-disciplinary specific manner. Students are exposed to a wide range of topics and themes that center upon design from the scale of the city to the scale of furniture, and cut across traditional disciplinary boundaries. In addition, architecture students at the lower division and graduate level are encouraged to take courses in the disciplines of interior design and landscape architecture within the School of Architecture as a way to continue the interdisciplinary trajectory of their formative design education.

Community Outreach - Public Service

The school is proactive in its service to the community, to the extent that it has become part of our culture. Students and faculty are regularly involved in community projects in studio classes each semester. There are a variety of projects, masters projects and theses ranging from historic preservation to master-planning, ecological restoration and urban infill. Often project explorations are part of the studio work in design 7/9 or graduate studio 2. They are frequently done in collaboration with the FIU Metropolitan Center. Additionally, faculty serve on numerous community and professional boards and committees. Examples of recent and current service include: Design Review Board – HUD Housing, Design Review Board – Miami Beach, Design Review Board – S. Miami, Little Haiti Housing Association Board, Board of Cuban National Heritage, Chair Broward County Trauma Advisory Committee, AIA Board, Chair State Chapter IIDA, Co-Chair, Vice President Florida AIA, Co-Chair ACSA Annual Meeting, Scientific Committee, SIGRADI, Editorial Board Revista.
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Portfolio, Editorial Board JAE, JAE Design Publications Committee. Finally, The School of Architecture has maintained a relationship with the Design and Architecture Senior High School (DASH), a public magnet school in the Miami-Dade County Public Schools system. We offer advanced placement architecture coursework at DASH in discipline specific areas for their high school students. Many of these students are sought after by the nation’s best five year architecture programs and some DASH students choose to matriculate into our undergraduate program.

Community Outreach & Design

The architecture department is involved in community outreach through various mechanisms, but the design studio has played a pivotal role in our community engagement. As an active stakeholder in community development, the department has initiated design studios that partner with community and governmental agencies to address some of Miami’s pressing needs. Community outreach studios frequently occur in design studio 6 and typically focus upon the typological, material and societal issues associated with housing. Additionally, faculty teaching in the design 7, design 8 and graduate design 2 studio sequences have run community outreach studios. Recent examples include:

- Design-Build Studio @ Plaza Ines Suarez, Providencia, Chile 2003
- Community Redevelopment Studio, South Miami, 2003
- Little Haiti Housing Competition, 2003
- Little Havana Public Housing Studio, 2004
- Hampton House Public Housing Studio, 2005
- Brownsville Public Housing Studio, 2005
- Wynwood School for the Arts Studio, 2006
- La Belle master plan small-town re-development, 2006
- Campong Studio, 2007
- Little Haiti, Liberty City & Wynwood Farmer’s Markets, 2007

Community Outreach Little Haiti Housing Competition

In 2002-03, and in partnership with the Little Haiti Housing Association (LHHA), the School of Architecture sponsored a symposium, an exhibition and a national design competition titled “Scattered Houses.” This program was developed to assist in introducing single family home ownership in the neighborhood of Little Haiti, and to support in the negotiation to transfer a series of 23 vacant build-able lots from the City of Miami to the LHHA. Furthermore, the idea was to get design professional to look closely at the real parameters required to make this happen.
Community Outreach Partnership - FIU Metropolitan Center

Beginning in 2004, the School of Architecture and the architecture department partnered with the FIU Metropolitan Center to deliver information and expertise to decision makers, community leaders and citizens as they seek to forge solutions to urban problems. The center is engaged in the study of the demographics, economics and politics of South Florida. The overall goal of the partnership is to provide decision-makers with the best possible information to forge solutions to the problems confronting South Florida's urban areas. Toward that goal, the partnership provides research, analysis, community charettes and urban, landscape, architectural and planning solutions as well as technical assistance to governmental and non-profit organizations in South Florida. The alliance of the School of Architecture and the FIU Metropolitan Center involves a dynamic partnership that at times incorporates School of Architecture community outreach studios, faculty design/envisioning work, as well as funded faculty research and creative activity on a consultancy basis. Funding from the partnership since inception in 2004 has exceeded $60,000 (20,000 yearly average) and continues to grow annually. Examples of projects include:

- Sweetwater master plan Phase I, 2006
- Sweetwater / FIU Town/Gown study, 2006-07
- FIU University Park Campus master plan, 2006
- Opa Locka landscape study, 2006
- FIU Medical School feasibility study, 2005
- Jesuit's Downtown Civic design study, 2005

The Solar House Project

A joint collaborative effort of the architecture department and the College of Engineering and Computing, The Solar House team, under the leadership of Assistant Professor Jason Chandler and Associate Professor Nathaniel Belcher, conducted intensive design charettes, analysis, research and development studies, and a department-wide design competition to develop a broad array of ideas. They then refined the ideas to a concept design. The 2005 FIU Solar House was displayed on the Mall in Washington D.C. and was awarded 1st place in the energy balance category, 1st place in the people's choice category and 13th place overall. We are currently developing a proposal to compete in the 2009 Solar Decathlon competition.
The school and the department have initiated numerous program enrichment initiatives. Examples might include:

**The FIU Architecture Living and Learning Community**
In 2004, the university and the School of Architecture created the opportunity for students of architecture and students in the arts to live collectively in a dedicated dormitory. The Architecture + the Arts Living and Learning Community sponsors monthly events such as discussion sessions, lectures and films, field trips, and social activities focusing on architecture, art, landscape architecture and interior design.

**Sponsored Studios**
The department has offered a number of “sponsored studios” which allow for focused exploration of topical themes in lower division and graduate studio. Generally, sponsored studio topics are developed jointly between the individual faculty member, the sponsoring agency and the departmental chair or school director.

Recent sponsored studios have focused upon:
- The creation of a new medical school at FIU-FIU
- A new master plan for University Park campus, FIU-FIU
- Re-visioning Havana- Spine 3 D
- A residential college/ dormitories at FIU-FIU
- Scholars/Admin Center, the Kampong Botanical Center
- Subsidized moderate/low income housing, Hampton House Complex-City of Miami
- Brownsville Public Housing- Metropolitan Center
- La Belle Florida master plan & civic buildings- City of La Belle
- Havana Civic Design Studios- HADP Architecture, Inc.
- Honors College building- FIU

**Standing New Facility**
The Paul L. Cejas School of Architecture building and its facilities have been instrumental in recruiting students, helping us achieve our recent growth that has been tied with simultaneous qualitative improvements. As of September 2007, studio enrollment will have reached the building’s capacity. In fact, to fully accommodate our studio enrollment in academic year 07-08 we will be required to operate studios in a downtown design center and in Genoa to accommodate all of the design students in the School of Architecture.
South Florida’s Context

South Florida’s rich variety of urban, rural and natural contexts, the issue of tropical architecture, and Miami’s international stature and milieu as a design center provide a unique setting in which to study the design disciplines in an interdisciplinary fashion.

Exceptional Faculty

Faculty are dedicated to teaching and consider the commitment to the art of teaching, particularly in the design studio, central to our self definition as a unit. Teaching portfolios and other forms of qualitative evaluations of teaching effort are essential components in all forms of the school’s self-evaluation processes. The faculty consists of an excellent mixture of youth and experience. The School of Architecture has one of the highest rates of licensure and professional licensure and/or a PhD remains a requirement for tenure and promotion. Faculty members have demonstrated excellence by winning numerous awards at the national, regional, and international levels. They make significant contributions to the academic discourse of the discipline through writing, lecturing, and exhibitions. Since 2001, the full-time architecture faculty, consisting of 8-11 individuals, has been responsible for an average of $70,000 per year in grant funding, the production of six scholarly books and over $40 million dollars in new construction.

Genoa Study Abroad Center

While the school has always had a strong commitment to study abroad and a belief in the value of architectural study in Italy, the school typically reified this commitment by offering summer programs and by contracting to use another school of architecture’s facilities and faculty in Rome. In 2005 the school made a long-term commitment to relocate to Genoa Italy. (see 4.8)

In three years, the program has grown significantly and now offers an exceptional program to our graduate and undergraduate students. The program is coordinated by a resident full-time director and instruction is handled by Genovese adjunct and full-time faculty. The program now accommodates up to 18 students per semester in a recently renovated portion of an early renaissance monastic complex located adjacent to the University of Genoa School of Architecture (UNIGE). An offshoot of this initiative has been an intensive masterclass/study abroad session held in Miami for architecture faculty and students from UNIGE over the course of two weeks each Fall.
Downtown Studio

In AY 2007-08, the school is establishing a permanent presence in the heart of downtown Miami. The 3,000-square-foot facility will house up to three advanced design studio sections focusing upon issues of urbanism and growth in the city and region. Additionally, the downtown studio will be used as a venue for School of Architecture exhibitions and events and as a setting for continued interchange between the academy and the profession.

Career Opportunities

As of 2004-05, the school established an annual career and recruiting fair. A rapidly growing list of regional firms participate each year. The director, chair, and the faculty informally help students find opportunities, both locally and outside of the immediate region. The newly formed Board of Advisors has also been helpful in career advising.

Tenure & Promotions Policies

What was a note of concern six years ago is now a noteworthy strength. The chair of the department and the School of Architecture faculty collaborated in developing and implementing new policies for annual review, third year review, promotion, and tenure review. A comprehensive School of Architecture document now fully delineates policies and processes (see 4.10). This document is under review by the Dean of the College of Architecture + the Arts for reconciliation with similar documents at the college and university levels. In addition, the university is currently revisiting its tenure and promotion guidelines and in concert with the creation of the new College of Architecture + the Arts, the university has valorized the roles of creative work and creative activity within the tenure and promotion guidelines and policies. Additionally, the architecture department has developed mentoring guidelines to assist new full-time and adjunct faculty (extracts included in APR).

Solar House Decathlon

The School of Architecture garnered great success in its first entry in the Solar Decathlon competition. The cross-disciplinary project between the architecture department and the College of Engineering and Computing earned the “Peoples Choice Award” and received 13th place overall in the competition at the Mall in Washington DC.

Reorganization

The architecture department recognizes the potential for immense opportunities from the reorganization and the creation of the College of Architecture + Arts; particularly in the areas of interdisciplinary curricula,
course development, prospects for faculty to more easily engage in cross-disciplinary research and creative work, and opportunities to develop an arts and architecture intensive development and fund-raising campaign.

PROGRAM CHALLENGES

Critical Funding Deficit

The school has been historically under-funded. Fiscal resources of the school are comparatively thin and both full-time faculty and staff are stretched thin given the charges and the requirements of accreditation. The school’s annual operating budget has remained inelastic while graduate enrollment has more than doubled over the last four years. Compounding this, is the reality that the infrastructure and staffing needs for graduate teaching are significantly greater than those for undergraduate education. Unfortunately, the short-term budgetary environment looks even bleaker as the State has already approved a 3% budget reduction for AY 2007-08.

Recommended Course of Action

Base budget and faculty lines should be significantly examined and adjusted to reflect the current size of the school and the department. As part of the reorganization process and the creation of the College of Architecture + The Arts, the budget for the School of Architecture as a separate entity is in transition. It is our hope that our base budget will reflect the recent graduate growth and what we expect as a long-term commitment towards meeting the university objective of focusing upon graduate education.

Additional Faculty Needed

The accredited architecture degree program’s need for additional faculty has been identified as a significant concern in the last two accreditation visits and remains a chronic problem in the department. We have assumed based upon previous discussions, that the architecture department’s human resource needs will be a high priority for the school and the college. The past two Visiting Team Reports (1999, 2002) were unambiguous regarding the accredited architecture program’s human resource needs. Unfortunately, our situation relative to the NAAB human resource criterion has deteriorated since the last accreditation visit and team report. This is primarily due to the accredited graduate program’s continued and significant growth (132% since 2002). Over this same period of time, the architecture department has witnessed an increase in faculty headcount of only 3.33% faculty. However, this translated into a net increase of just 1.33 full-time instructional faculty members...
equivalents due to the loss of 1 full-time instructional faculty member who has
been assigned 100% administrative duties (the School of Architecture director).
The 2002 NAAB Visiting Team Report states:
Compliance with Conditions for Accreditation: Human Resources
“...to date, faculty and administration have put forth a monumental effort to
develop the program. The temporary addition of a director of administration
position in August has been most helpful and needs to be made permanent.
The team understands that there is a commitment to add three faculty
member positions in the near future; the team believes this will be an extremely
important development, providing needed skills in history, technology, and
urban design. There is also a need for a technology assistant.... The team
understands that these positions will be provide by the university
administration in the near future.”
Since the 2002 Visiting Team Report was delivered, the architecture
department has witnessed a significant and dramatic increase in enrollment
(+132% graduate and +70% combined graduate and upper division). Over
this period, the department has seen the ratio of design students per full-time
faculty increase from 16:1 to 21:1.
The team identified three “Conditions for Accreditation” not met as a
consequence of this problem: 1) Human Resources, 2) Life-safety Systems, 3)
Building Economics & Cost Control. All three directly result from not having full-
time faculty expertise in these critical areas of disciplinary knowledge.
Regrettably, we have had to outsource some of the courses which fulfill
accreditation required building technology content to the mechanical
engineering and construction management departments and have had to
use part-time adjuncts to teach structures courses in-house. Outsourcing our
required building technology curricula has not served the program well in the
past and we hope to be able to offer these courses in-house by full-time
faculty with expertise in these areas.
The 2002 Visiting Team Report notes:
“...there are clear human resource needs for both faculty and staff. The Provost
is clearly aware of these needs and is committed to provide additional faculty
positions...”

recommends Course of Action
Through discussions with the dean and Academic Affairs involving
replacement history faculty as well as curricular needs in technology, a
successful search in 2006-07 led to the addition of two faculty positions.
Historian Dr. David Rikkind joined the department in August 2007 with expertise in modern history and teaching experience in history survey courses. Professor Shahin Vassigh also joined our faculty as a tenured member in January 2008. We anticipate a complete review and revision of our structures curriculum upon Professor Vassigh’s arrival. The program is certain that Professor Vassigh’s expertise in structural pedagogy should conclusively correct what has historically been weak guidance and coordination of this component of our curriculum. The department has requested adding faculty expertise in the areas of building technology and environmental systems. We have requested a search this academic year (2007-08) with the goal of relocating the environmental technologies courses, which are currently taught by the construction management department, back into the School of Architecture. However, given the current fiscal climate of the university, we will need to continue lobbying for this faculty line.

The School of Architecture has lost some staff infrastructure as well as faculty teaching lines due to the reorganization of the College of Architecture + The Arts. The university has approved the addition of a director’s assistant and a chair’s assistant, to be shared by the three department chairs. Additionally, departmental chairs in the School of Architecture are on 9-month appointments with one administrator (the director) on a 12-month appointment. Recognizing that the school needs its full compliment of administrators over the entire 12 month calendar, the university has historically compensated the chairs at a 2/3 rate during the summer.

The school has been promised two administrative assistants. One will work with the director and one will provide support to the three department chairs. While these positions have yet to be filled, the interviewing process is underway. The university has recognized that the demands placed upon chairs frequently requires departmental oversight over the full 12 months versus the presumed 9 month calendar. The university is currently studying the changing role and responsibilities of chairs and the issue of compensation.

The School of Architecture and the architecture department have never had a dedicated development officer or a development plan. As such, there has
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not been a development plan and the school has a very small endowment that can not support students or faculty in the way that we would wish to.

A development officer has been a welcome addition to the new College of Architecture + The Arts. It is too early to see the effect of this at the school level, but we are encouraged and we are developing a phased development plan for the school. We anticipate increased success in the area of development and fundraising now that personnel are in place. Additionally, a grants management program needs to be developed to assist faculty in bringing in, managing and growing grant driven projects.

Insufficient Support for Graduate Students

There is an urgent need to make enrichment opportunities and scholarships available to a greater number of our students. This is particularly important for our growing number of graduate students: many of whom are paying out of state tuition. With the centrality of the genoa program to our curriculum, making the semester in Genoa less of a financial burden for our students through targeted fellowships and scholarships is also an important goal. This will both assist our growing cohort of graduate students and support the internationalization of the university curriculum: a critical university objective.

The department hopes to bring support of graduate architecture students in line with our benchmark institutions and to reflect the recent success and growth of our graduate programs.

Additionally, the department seeks an equitable model of support within the new College of Architecture + The Arts. A comparison of graduate student support within the college reveals that the School of Architecture, while generating over 75% of the college's graduate Fundable Student Credit Hours (FSCH) has been allocated only 16% of the GA/TA and tuition waiver allocations for the college.

<table>
<thead>
<tr>
<th>Fundable Student Credit Hours by School</th>
<th>Architecture</th>
<th>Art &amp; Art History</th>
<th>Theater &amp; Dance</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate FSCH</td>
<td>1,352($22,984)</td>
<td>225($3,825)</td>
<td>0($0)</td>
<td>220($3,740)</td>
</tr>
<tr>
<td>Upper Div FSCH</td>
<td>2,077($30,378)</td>
<td>2,616($33,248)</td>
<td>4,843($41,306)</td>
<td>835($10,604)</td>
</tr>
<tr>
<td>Lower Div FSCH</td>
<td>1,609($21,389)</td>
<td>2,271($17,486)</td>
<td>3,996($30,719)</td>
<td>4,464($34,372)</td>
</tr>
<tr>
<td>TOTAL FSCH</td>
<td>5,030($74,140)</td>
<td>5,114($54,559)</td>
<td>8,839($48,714)</td>
<td>5,519($48,714)</td>
</tr>
</tbody>
</table>

Graduate funding rate = $17,000
Upper div funding rate = $12,700
Lower div funding rate = $7,700
Recommended Course of Action

While the school has been able to increase the university’s support for our graduate students, there is still much work to be done in order to be competitive with our regional benchmark institutions, and to ensure an equitable environment within both the college and the university. This remains a priority for the chair and the director of the school.

Rapid Transformation and Growing Pains

The graduate program in architecture has astoundingly gone from the smallest and newest program in the state (2001-02) to the largest in the state (2007-08). The rapid growth of the architecture department, particularly the graduate expansion, was implemented through faculty and administrative planning supported by state Board of Governors priorities and student demand. It was accomplished in part through enormous expenditures of the faculty’s energy, commitment and dedication. While this growth was planned, it has created obvious stress on the school’s infrastructure, budget, faculty, staff and administration.

Recommended Course of Action

The department should create a culture of maturation and stability. The school and the department must stabilize; let its resources and its budget catch up with recent enrollment growth. To allow this, the school’s base budget will need to be augmented in order to reflect the 132% increase in graduate enrollment since 2001. While the school is relying heavily upon adjunct faculty positions to respond to this enrollment growth, this should not be the ongoing solution to the growth. The school has made the case to increase the size of the full-time faculty and the department has successfully run searches for three new full-time lines over the past three years. Additional faculty positions are warranted.

Faculty Salary Compression

Salary compression has hurt those faculty members who have been committed to the program for the longest period of time within each rank. Additionally, chairs are not eligible for union negotiated cost-of-living raises, and their salaries continue to fall behind the rate of inflation.

Recommended Course of Action

While the unit has tried to inventively mitigate salary compression, this issue will need to be addressed at the college and university level. Faculty and administrators who have been active protagonists in the recent successes of
the unit must be recognized and remunerated appropriately for their hard work and dedication.

Outsourced Building Technology and Structures Curricula

The environmental technology component of our curricula (BCN 4561 & BCN 4564) have historically been outsourced to the College of Engineering and Computing's construction management department. These courses are taught by construction management faculty, who do not always respond well to the more conceptually based needs versus application based needs of our curricula and our students. As a result, the quality of these courses has been uneven.

Additionally, the structures sequence has historically been taught by adjunct faculty in the School of Architecture. The quality of these courses has also been uneven since no full-time faculty member has expertise in this area.

Recommended Course of Action

We have recently hired a senior tenured faculty member who is both an architect and a licensed structural engineer. She has decades of experience teaching in schools of architecture and we look forward to a total reconsideration and revision of our structural curricula beginning in January 2008. While we will continue to work with our colleagues in the College of Engineering and Computing on improving the environmental technology courses they offer our students, it is our goal to offer our own environmental technology courses in the near future. It is our hope that we will be able to hire a full-time faculty member with expertise in lighting, mechanical and life-safety systems in the next two years.

Enrollment Management

The School of Architecture faculty and administration, in consultation with the dean and provost, must determine its “ideal size” relative to our goals for admissions quality, available space in our building, and demand for our undergraduate and graduate programs.

Recommended Course of Action

The administration and the faculty have been engaged in ongoing discussions about ideal size, and these discussions must be revisited as budgetary realities in the new college and in the state solidify. We have been operating under a five-year growth strategic plan developed in AY2006-07, and will need to revisit that plan. Admissions wait lists must be implemented for all programs to hedge against fluctuations in our yield rate that are changing dramatically as our reputation grows.
The school recognizes myriad opportunities and potentials brought about from the reorganization; particularly in the areas of interdisciplinary curricula, cross-disciplinary course development, and prospects for faculty to more easily engage in inter-disciplinary research and creative work. However, we also recognize that reorganization has caused some unfavorable effects including the loss of independence, the loss of a dean who would focus solely on the design disciplines, the reduction of school staff and the loss of .50 full-time teaching FTE.

Recommended Course of Action

The School of Architecture has plans for hiring additional staff to help mitigate the staff losses associated with reorganization. However, additional teaching lines are required to mitigate the .50 FTE loss in the area of comprehensive building technology caused by Nathaniel Belcher’s move to a full-time administrative position.

004 FIU Program Report Excerpt

The following is excerpted from the School of Architecture Program Review Report submitted to the provost and the Office of Academic Affairs as part of the university mandated program review process. While the report is a self-evaluation (done on a seven-year cycle) of the entire school, its summative review of accomplishments, strengths and challenges is substantially - if not wholly - germane to the architecture department.

Excerpted from 2004 FIU SOA Program Review Report:

Accomplishments of School Goals:

To excel in the scholarship of teaching, research, creativity and service

To promote an open, diverse, and supportive climate for learning

The SOA moved into a new building with indoor and outdoor spaces that support the open culture of the school.

We have the most diverse group of students of any school of architecture in the country. It is also one of the two with gender parity in the student body. This is truly remarkable in a field where women and minorities comprise only twelve percent of the professional population.

Have scholarship endowments in interior design and landscape architecture.

Negotiated scholarship endowment in architecture.

Maintained the celebration of the Festival of Trees in the fall.

Established the tradition of a spring celebration.

Established model shop safety training for students.

To offer liberal, integral, and meaningful curricula

Revised curriculum to enhance interdisciplinary content in the lower division.

Revised curriculum to enhance theoretical and practical content in the upper division.

Revised curriculum to enhance integration of research, technology, and innovation in the graduate division.

Started distinguished visiting faculty program.

Started educational partnership with the Wolfsonian.
Established certificate programs in landscape architecture, history and theory, and advanced digital design.

Virtual reality is more measurable student learning outcome (one criterion was missed by one percent).

We are among the top schools of architecture across the Americas in internet studio education. The FIU program has been featured in stories on The Discovery Channel, BBC World Service in London, and NHK television in Japan.

1. To pursue the exploration of knowledge

Received significant grant from the Enkebol Design and Architecture Foundation.

Collaborated with the International Hurricane Research Center and the College of Engineering in hurricane-resistant construction research.

Negotiated significant grant for the planning of Havana and its landscapes. (Award pending)

2. To pursue the integration and application of knowledge

Faculty and students have won more professional design and service awards from the American Institute of Architects, International Interior Design Association, and American Society of Landscape Architects in Miami and Florida in the past three years than the other five schools of architecture in the state altogether.

3. To pursue the dissemination of knowledge

Established lecture series
Established exhibition series
Established Bienal Miami + Beach
Established Bienal América


Hosted the national conference of the Association of Collegiate Schools of Architecture.

Established the Paul L. Cejas Faculty Grant Initiative

4. To engage in the ethical and competent practice of the profession

Established academic orientation programs for lower, upper, and graduate division students

Established internship orientation programs for architecture and landscape architecture students in conjunction with the American Institute of Architects and the Board of Landscape Architecture in Florida

Established professional internship programs

Established partnership with the American Institute of Architects in Miami for the offering of architecture registration exam preparation courses for graduates

5. To serve the community

Students and faculty are regularly involved in community service projects in studio classes

Faculty and students have numerous professional awards involving research, planning, design, and communications for community service from the American Society of Landscape Architects in Florida, more than the other five architectural schools in the state altogether

The Programs have been involved with numerous community outreach efforts

School of Architecture Strengths

A strong accreditation assessment of both the architecture and landscape architecture programs point to the strength of the curriculum and faculty.

Few faculty - Paul L. Cejas School of Architecture Building and its international recognition.
The faculty is an excellent mixture of youth and experience. Faculty members have demonstrated excellence by winning numerous awards, and making significant contributions to the academic discourse of the discipline through lectures, exhibitions, and publications.

The visible improvements in the program’s quality are beginning to raise the profile of the school among local professionals and attracting a larger pool of qualified applicants.

South Florida’s rich variety of urban, rural and natural contexts: the issues of tropical architecture; and Miami’s international stature and dynamic milieu provide a unique setting in which to study the design disciplines.

Computer technology is being integrated into all aspects and all levels of the program, including Internet-based studios that introduce students to exciting pedagogical practices, as well as professional and academic debate around the world.

The School is now offering its students some of the enhancements associated with top schools of architecture. These include major lectures, gallery exhibits, visiting faculty, and study abroad programs.

A move toward interdisciplinary programs, specifically between architecture and interior design in the lower division as well as a similar condition between landscape architecture and architecture in the graduate school is improving the quality and relevance of the curriculum.

School of Architecture Weaknesses

The school is historically under funded. Fiscal resources of the school are comparatively thin given the charges and requirements of accreditation.

Key faculty positions have been vacant for several years. The school badly needs a Director of Architecture and Director of Landscape Architecture. Searches are currently in progress for these positions.

The school lacks the ability to aggressively seek external funds for development and enhancement activities. A Development Officer has been needed by the School for many years and with re-organization, one was just hired to serve the College. Additional support staff for the School of Architecture and the Architecture department need to be hired.

There is an urgent need to supplement the faculty’s strengths through the addition of experienced educators. The School remains overly dependent on adjunct faculty. Priority needs are for faculty in design studio, environmental technologies and professional practice.

Financial support is needed to make enrichment opportunities available to greater numbers of students. These opportunities include study abroad, visiting scholars, lectures and exhibitions.

The rapid growth of the program over the past few years has created a strain on the faculty, the infrastructure and the budget. The program needs a period of maturation and stability during which the budget, faculty lines and staff lines can catch up with the enrollment growth.

Since Fall of 2001 the school has been reducing its lower division size in order to fit the 375 desks in the studio. With hot seats (more than one student assigned to each desk) and an open admissions policy, the school had grown to almost 700 students.

The size of the building has facilitated a competitive admissions policy and a shift to more lower division orientation. In 2002 the school created pre-architectural studies and pre-interior design major codes to assist with the tracking of lower division students with an interest in our majors, it will take several more years to get a better handle on the lower division students. Hopefully, the new PantherSoft system will address the problem.

Public and Professional Service

The school is proactive in its service to the community; to the extent that it has become part of our culture.
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Students and faculty are regularly involved in community projects in studio classes each semester. There is a variety of projects and theses ranging from historic preservation to ecological restoration and urban infill. Often project explorations are a part of the studio work. For example, the students in Design 3 worked with the International Hurricane Research Center to propose designs for their new building.

Our faculty serves on numerous community and professional boards and committees. Examples of current service include:

- Design Review Board – HUD Housing
- Design Review Board – Miami Beach
- Board of Little Haiti Housing Association
- Board of Cuban National Heritage
- Chair, Broward County Trauma Advisory Committee
- Board of AIA Miami
- Chair, State Chapter International Interior Design Association (IIIDA)
- Co-Chair Association of Collegiate Schools of Architecture Annual Meeting
- Accreditation Reviewer for National Architecture Accrediting Board
- Scientific Committee, Sociedad IberoAmericana De Grafica Digital (SIGRADI)
- Editorial Board, Revista Portfolio (Venezuela)

FIU School of Architecture has maintained a relationship with the Design and Architecture Senior High School. This results in admissions applications to FIU each semester. It also provides us with additional lower division student credit hours.

Opportunities and Challenges

Opportunities

Lower division and Graduate Program Expansion

Research has identified a significant number of opportunities for students to study design in the Lower division in South Florida including Miami Dade College, Broward Community College and Palm Beach Community College. With fewer options for lower division and graduate study, there are incentives for FIU to grow the lower division and graduate programs while becoming more selective at the lower division.

Increased Quality of students

As the reputation of the program continues to develop and the youthful programs become more established, we will attract better qualified applicants – particularly in the graduate programs.

Research

The School of Architecture’s location within FIU and Miami provides opportunities for research, grant and contract activities. Projects are underway with the Metropolitan Center, International Hurricane Center, and Cuban Research Institute which should result in funding.

Enhanced Professional Linkages

The School’s growing visibility provides opportunity for enhanced professional linkages. Discussions with the AIA target joint continuing education activities.

Internships link the professional practice community to the student. The programs are developing additional internship opportunities and the practicum studio with OpenOffice and the internship courses run at BEA International are examples of these initiatives.

The Wolfsian and the School have cosponsored lectures that bring together the profession and the academic community.

Fairchild Tropical Botanical Gardens provides linkages with the landscape architecture profession

Blenda is an international architectural competition sponsored by the School in cooperation with AIA and other professional organizations.
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Illiteration of the Paul L. Cejas School of Architecture Building
The new building provides the School opportunities to develop new programs and events that were previously impossible. Programs in career discovery, professional development, and continuing education can be accommodated within the building, especially in the summer months.

Challenges

Full-Time Faculty Gaps
The School is currently three faculty members short of its full complement. Each of these positions has a critical administrative component...this has limited what could be accomplished in the past year. Further development of the degrees and programs within the school must be based upon adding full-time faculty.

Fixed Studio Space
The future growth of the School will be limited to non-studio-based curricula and other programs requiring fewer facility needs. The studios are now at maximum capacity at the great expense of open work space.

Development Capability
The School also realizes that the dependence on state funds is limited and it is increasingly more incumbent upon us to develop our own resources. The largest barrier to this is the lack of a development staff and processes to assist faculty to recognize this new reality. It is also necessary to communicate to professionals, advisory boards and friends of the School, that our state resources are not as significant as some of our more established private and public peer institutions.

School Staffing
One of the other pressing barriers is the sheer breadth of the University management requirements. The collective reporting, committee and institutional expectations by each School or academic unit is exceedingly burdensome on a School of our size. The selective admissions process takes substantial time and effort to be completed rigorously and properly.

Graduate Financial Aid
The very small amount of graduate financial aid received by the School limits our ability to attract high quality students. The one student supported by the School in the past year is clearly our best student. We need to support a cadre of 6 to 10 top graduate students to achieve our goals for quality.
Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Saturday, February 16
Afternoon
Team Arrival and check in at the hotel
Team introductions and orientation
Dinner at Hotel

Sunday, February 17
Morning
9:00 Team orientation/breakfast at hotel
   APR review and assembly of issues and questions
10:00 Drive to campus (van delivered to hotel by Drisin)
10:30 Overview of team room by the chair
   Initial review of exhibits and records
11:30 Tour of school facilities (chair)
12:30 Team lunch with program administrators (Director, Chairs & coordinator) in Dean’s
   conf. rm.
   Nat Belcher
   Adam Drisin
   Janine King
   Marta Canaves
   Claudia Busch

Afternoon
1:30 Tour of campus (John Stuart)
2:30 Library visit & meeting w/ librarian (Tony Schwartz 348-2982)
3:30 Review of exhibits and records
7:00 Team returns to hotel for dinner

Monday, February 18
Morning
7:45 Team departs for school
8:30 Team breakfast with department chair (in team rm.)
9:30 Entrance meeting with school director (in team rm)
10:30 Entrance meeting with Office of the Dean
   Dean Juan Antonio Bueno
   Associate Dean David Bergwall

11:00 Meeting with history/theory faculty (in team rm)
   Gray Read
   David Rifkind
   John Stuart
   Marlys Nepomechie
   Henry Lares

11:45 Meeting with technology faculty (in team rm)
   Jaime Canaves
   Jason Chandler
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Eric Goldemberg
Camilo Rosales
Shahin Vassigh
Marilys Nepomechie
Gene Farmer

12:30 Lunch in deans conf. room w/ all faculty

Afternoon
1:30 Entrance meeting with Provost

2:30 Meeting with lower division coordinator & select LD faculty (in team rm)
   Claudia Busch
   Mark Marine
   Lilliane Danger
   Gabe Fuentes

3:15 Meeting with upper div & grad design faculty (in team rm)
   Jaime Canaves
   Jason Chandler
   Alfredo Andia
   Camilo Rosales
   John Stuart
   Marilys Nepomechie
   Gray Read

4:00 Observation of lower division studios

4:30 Meeting w/ staff

5:00 Conf’d review of team rm. documents & exhibition

6:45 Reception – All faculty & students in SOA Courtyard

7:30 Team dinner (catered at school)

Tuesday, February 19

Morning

7:45 Team departure for school

8:30 Team breakfast with chair & director (in team rm.)

9:30 Review of general studies, electives, and related programs

11:00 Observation of lectures and seminars & continued review of exhibits and records

1:00 Team lunch with student org. leaders (in deans conf. rm.)
   Paul del Canale
   George Valdes
   David de Cedeves
   Chris Scull
   Kristen Argalas
   Isis Fumero
   Andrew Santa Lucia

2:00 Observation of upper division and graduate studios
Florida International University
Visiting Team Report
16-20 February 2008

3:00 Review of exhibits and records
5:00 Open meeting w/ all students (in PCA 135)
6:30 Team only dinner (location TBD)

Wednesday, February 20
Morning
7:30 Hotel Check-out
8:30 Exit meeting with SOA administrators(Director & Chair) (in Team rm.)
9:30 Exit meeting with Dean (in Deans Conf rm.)
11:00 Exit meeting with Provost
12:00 Exit meeting with all faculty & all students (in team room)
1:00 Team departure
IV. Report Signatures

Respectfully submitted,

Michael Stanton, FAIA
Team Chair

Representing the AIA

Jack A. Kremers, AIA
Team member

Representing the ACSA

Joseph B. Lewton
Team member

Representing the AIAS

Barbara A. Field, FAIA
Team member

Representing the NCARB
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Program Response to the Final Draft Visiting Team Report
April 17, 2008
Cassandra Fair
Accreditation Manager
National Architectural Accrediting Board
1735 New York Avenue
Washington DC 20006

Dear Cassandra,

The following constitutes Florida International University’s response to the NAAB’s Visiting Team Report, received by us on April 7, 2008 from NAAB and resent in part to us (by the Team Chair) as a corrected and amended document via email on April 8, 2008. While we have not yet received the new edited version of the draft VTR incorporating the Team Chair’s edits, we are assuming that the VTR will fully reflect those changes and that it will be resent to us in the coming days with the changes incorporated into the body of the draft VTR. This response delineates what we respectfully believe to be four errors of fact contained in the draft VTR. It does not address those errors that have already been corrected by the Team Chair in his edits sent to us and copied to NAAB on April 8 and noted above.

The four remaining errors fall into two categories: the first two are straightforward errors of factual content in the report. They are found in conditions 12.6 and 12.11. We believe there to be two additional errors resulting from what we suggest are misapplied standards for determining the threshold for success in meeting two student performance criteria (13.19 & 13.22) that consist of multiple and diverse sub-criteria within the single SPC.

SPC 13.19 (Environmental Systems) contains five sub-criteria in its descriptive text and SPC 13.22 (Building Service Systems) contains six sub-criteria in its descriptive text. We respectfully believe the Visiting Team’s conclusion that the program did not meet these two composite SPC’s is erroneously severe in light of the fact that the VTR reported that the program met the preponderance of criterion (66% in one case and 80% in the other) in each of these two composite SPC’s.

Sincerely,

Adam Dillin, Chair
Architecture Department
School of Architecture
College of Architecture and the Arts

School of Architecture
11200 S.W. 8th Street, P.O. Box 272 • Miami, FL 33199 • Tel: (305) 348-3181 • Fax: (305) 348-2650
12.6 Human Resources

The VTR notes:
“...a full time development staff position was filled but the person hired resigned after one year and that position has been moved from the School of Architecture to the office of the dean.”

Error of Fact:
The development staff position in question was hired as a member of the new College of Architecture and the Arts by the office of the Dean. This position was never assigned to the School of Architecture and thus was never “moved” from the School of Architecture to the College or to the office of the Dean. The person in question did move from the Office of the Dean of the College of Architecture and the Arts to the Office of the Dean of another College at FIU and a search is currently under way to fill this open position in the College of Architecture and the Arts.

12.11 Administrative Structure

The VTR notes:
“The new structure has resulted in a corresponding reduction in access for the M. Arch. to the provost’s office and diminished ability to advocate to the university’s chief academic officer on behalf of the program. This reduced direct access is viewed by the visiting team as a reduction in autonomy”

Error of Fact:
The VTR mistakenly claims that the accredited program has lost “direct access to the provost’s office”. The architecture program director never had direct access to the chief academic officer of the university. Previous to reorganization, the program director reported to the dean of the School of Architecture who in turn reported to the chief academic officer of the university. Currently, the chair of the Architecture Department reports to the director of the School of Architecture, who reports to the dean of the College of Architecture and the Arts, who has direct access to the chief academic officer of the university.
SPC 13.19  Environmental Systems

VTR Pg. 20

"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."

The VTR notes:

"the required student work in BCN 4561 Environmental Controls 1 and BCN 4564 Environmental Controls 2 demonstrates detailed knowledge of electrical, plumbing, and mechanical systems, but the visiting team found no evidence that the requisite knowledge of acoustical systems is acquired by all students in the FIU architecture program."

Error of fact:

SPC 13.19 is a composite criterion calling for understanding in 5 discrete areas of knowledge: acoustical, lighting, climate modification systems, and energy use. The Visiting Team found that the accredited program did not meet 1 of the 5 sub-criteria: "acoustical systems" that comprise the overall SPC. Given the team’s findings that the program met the preponderance of this criterion (80%), we question whether there is sufficient cause to substantiate the determination of "not met". Anecdotally, we are aware of numerous programs in this year’s accreditation cycle that were held to a more moderate threshold for meeting this composite SPC.

SPC 13.22  Building Service Systems

VTR Pg. 21

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

The VTR notes:

"The visiting team found insufficient evidence in the student work to indicate that an understanding of security systems and communication systems is gained by all students in the architecture program."

Error of fact:

SPC 13.22 is a composite criterion calling for understanding in 6 discrete knowledge areas: plumbing, electrical, vertical transportation, communication, security and fire protection systems. The Visiting Team found that the accredited program did not meet 2 of the 6 sub-criteria: "security systems" and "communication systems" that comprise this composite SPC. Given the team’s findings that the program met the preponderance of this criterion (80%), we question whether there is sufficient cause to substantiate the determination of "not met". Anecdotally, we are aware of numerous programs in this year’s accreditation cycle that were held to a more moderate threshold for meeting this composite SPC.
May 11, 2008

National Architectural Accrediting Board
1735 New York Avenue
Washington DC 20006

Dear NAAB Board,

The following constitutes Florida International University’s response to the NAAB’s Visiting Team Report, received by us on April 7, 2008 from NAAB and resent in part to us (by the Team Chair) as a corrected and amended document via email on April 8, 2008.

This response delineates what we respectfully believe to be two errors of interpretation contained in the VTR.

We believe these errors resulted from what we suggest were the visiting team’s misapplied standards for determining the threshold for success in meeting two student performance criteria (SPC 13.19 & SPC 13.22); each consisting of multiple and diverse sub-criteria and proficiencies within the single SPC. We believe this error of interpretation has resulted in a demonstrably punitive conclusion.

SPC 13.19 (Environmental Systems) contains five sub-criteria in its descriptive text and SPC 13.22 (Building Service Systems) contains six sub-criteria in its descriptive text. We respectfully believe the visiting team’s conclusion that the program did not meet these two composite SPC is erroneously severe in light of the fact that the VTR reported that the program met the preponderance of criterion (66% in one case and 80% in the other) in each of these two composite SPC. Additionally, Michael Stanton, our visiting team chair responded to our initial concerns over this matter by noting his own uncertainty on how to interpret the two composite SPC.

“While the program’s argument with regard to these two SPC is interesting, it calls for an interpretation of the Conditions of Accreditation (when an SPC is composite condition that calls for the demonstration of multiple proficiencies, does there have to be evidence that all the proficiencies are met for the SPC to be met? If not, how many can be missed and still have the SPC deemed met? that should be made by the NAAB Board.”

Michael Stanton, Team Chair (reply to FIU’s response to draft VTR)

School of Architecture
11200 S.W. 8th Street, PCA 272 • Miami, FL 33199 • Tel: (305) 348-3181 • Fax: (305) 348-2650

Florida International University is an Equal Opportunity/Access Employer and Educator.
It is demonstrably certain that the team was confused in how to determine the threshold for success or failure in SPC with multiple proficiencies. We believe that given the uncertainty, the team erred in giving us a “Not Met” for SPC 13.19 when they had in fact determined that we had “met” 80% of the composite criteria for this SPC. Likewise, we believe that the team erred in giving us a “Not Met” for SPC 13.22 when they had in fact determined that we had met 66% of the composite criteria of this SPC.

As per the team chair’s suggestion (see attachment), we are appealing to the NAAB Board for a review of this matter. Anecdotally we are aware of no other program in this year’s accreditation cycle that was held to such a high threshold for passing these two SPC.

Sincerely,

Adam Drisin, Chair
Architecture Department
School of Architecture
College of Architecture and the Arts

Attachments:
Stanton email

CC: Cassandra Fair, NAAB
SPC 13.19 Environmental Systems
VTR Pg. 20

"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."

The VTR notes:

"the required student work in BCN 4561 Environmental Controls 1 and BCN 4564 Environmental Controls 2 demonstrates detailed knowledge of electrical, plumbing, and mechanical systems, but the visiting team found no evidence that the requisite knowledge of acoustical systems is acquired by all students in the FIU architecture program."

Error of interpretation:

SPC 13.19 is a composite criterion calling for understanding in 5 discrete areas of knowledge: acoustical, lighting, climate modification systems, and energy use. The Visiting Team found that the accredited program did not meet 1 of these 5 sub-criteria: "acoustical systems" that comprise the overall SPC. Given the team's findings that the program met the preponderance of this criterion (80%), we question whether there is sufficient cause to substantiate the determination of "not met". Anecdotally, we are aware of numerous programs in this year's accreditation cycle that were held to a more moderate threshold for meeting this composite SPC.

SPC 13.22 Building Service Systems
VTR Pg. 21

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

The VTR notes:

"The visiting team found insufficient evidence in the student work to indicate that an understanding of security systems and communication systems is gained by all students in the architecture program."

Error of interpretation:

SPC 13.22 is a composite criterion calling for understanding in 6 discrete knowledge areas: plumbing, electrical, vertical transportation, communication, security and fire protection systems. The Visiting Team found that the accredited program did not meet 2 of the 6 sub-criteria: "security systems" and "communication systems" that comprise this composite SPC. Given the team's findings that the program met the preponderance of this criterion (66%), we question whether there is sufficient cause to substantiate the determination of "not met". Anecdotally, we are aware of numerous programs in this year's accreditation cycle that were held to a more moderate threshold for meeting this composite SPC.
Graduate Catalog Text:

Architecture

Adam M. Drisin, Associate Professor and Chair
Alfredo Andía, Associate Professor
Nathaniel Q. Belcher, Associate Professor
Malik Benjamin, Instructor
Claudia Busch, Instructor
Jaime Canavés, Professor
Jason R. Chandler, Associate Professor
Eric Goldemberg, Assistant Professor
Marilys R. Nepomechie, Associate Professor
Eric Peterson, Instructor
Nicolás Quintana, Scholar in Architecture and Urbanism
Gray Read, Associate Professor
David Rifkind, Assistant Professor
Camilo Rosales, Associate Professor
John Stuart, Professor
Shahin Vassigh, Associate Professor

The Department of Architecture is dedicated to the education of future generation of ethical professionals, creative designers and informed citizens. We believe architecture to be a conceptually based endeavor and a form of critical inquiry that addresses the physical environment from the scale of the city to the scale of furniture. The Department is committed to producing skilled makers who are versed in professional skills and who are conceptual thinkers grounded in the broad intellectual and societal values that engender the production and reception of architecture. To realize these objectives, architectural design is taught as a critical and creative enterprise.

The Department offers two graduate degrees; The accredited Master of Architecture (MArch) and the advanced post-professional Master of Arts in Architecture (MAA).

Applicants to the school should plan for the financial aspects of a design education. These include the cost associated with required access to a laptop computer as well as the costs of software, travel and field trips, tools and equipment, and modeling supplies. Students in the program must have access to a laptop computer through purchase, lease or other arrangements. For further information contact the Department.

The Graduate Program in Architecture prepares students for professional practice in the field of architecture. The program is characterized by a broad interdisciplinary framework, with emphasis placed upon six thematic areas: architectural design, history/theory, building technologies, digital technology, ethics & professional practice, and general education.

The program maintains a commitment to excellence in teaching, creative activity, research and scholarship and seeks to attract a diverse student body with a variety of academic backgrounds, experiences and interests. Our student body and faculty reflect the diverse areas of knowledge that play a critical role in the making of the built environment and in the establishment of successful design practices.

Miami is a fertile urban laboratory for the study of architecture. The great diversity of the region provides limitless possibilities for exploring historic architecture and urbanism, as well as unique and cutting edge new works by many of the world’s leading architects. At the same time, the challenges of rapid growth and urban development in Miami and the region have created an ideal crucible for the study of these timely issues. The program takes advantage of the fact that Miami is one of the principal academic and commercial gateways to Latin America and Europe.

The Master of Architecture is a professional degree accredited by the National Architectural Accrediting Board (NAAB). This degree is available to students with or without pre-professional degrees in architecture. Students with no previous experience in architectural study follow the Professional Three-Year MArch Path, consisting of 105 credit hours. It is usually completed in approximately three years.

Students who have earned an undergraduate pre-professional four year degree in architecture follow the Professional Two-Year MArch Path, consisting of 60 credit hours. It is usually completed in two years.

Students may also earn the MArch through the Professional Accelerated MArch Path. This 175 credit hour track begins freshman year with two years of pre-graduate study and concludes after an additional 102 credit hours of integrated graduate level study taken over three or four years. Students will transition seamlessly between their pre-graduate and graduate study. The Professional Master of Architecture degree (MArch) is conferred at the conclusion of the entire course of study (175 credit hours). No undergraduate degree is awarded at any point in this path.

Applicants who already hold a professional degree in architecture (BArch or MArch) from a program accredited by the National Architectural Accrediting Board (NAAB) should apply for the One-Year Post-professional Master of Arts in Architecture (MAA) consisting of 36 credit hours. Students will pursue advanced and focused study and have the opportunity to work with faculty on research projects.
NAAB Statement
In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board, which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.
Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.
Florida International University offers the following NAAB accredited degree programs:
M. Arch. (73 pre-graduate credits + 102 graduate credits)
M. Arch. (non-pre-professional degree + 105 credits)
M.Arch. (pre-professional degree + 60 graduate credits)
Next accreditation visit: Spring 2011

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

Admissions Requirements for all Graduate Degrees in the Department of Architecture
All applicants must meet University graduate admissions requirements. Applicants to the Department of Architecture degree programs must also submit a portfolio of creative work for review.
The portfolio review examines evidence of creative ability, academic success, and professional achievement. It is an important component of the admissions process. Please contact the Department of Architecture for specific portfolio requirements. The deadline for portfolio submission is February 1st of each year. Portfolios submitted after this date will be considered if studio space is available.
Students who have successfully completed the portfolio review process must also meet the minimum requirements of an undergraduate degree from an accredited college or university with undergraduate grade point average (GPA) of 3.0 on a 4.0 scale, or hold a graduate degree from an accredited institution or have completed the entirety of the pre-graduate component of the Department's Accelerated MArch track to be fully admitted in the graduate program. When the academic record is less than 3.0 GPA, a minimum score of 1000 on the Graduate Record Examination (GRE) is required.

Progression Requirements
No grade below a 'C' will be accepted for graduation in required courses or required electives.

Thesis Requirement
Graduate students in all masters degree programs are required to undertake a master's project or a master's thesis as part of their course of study in the Department of Architecture.

Master of Architecture
Professional Degree Tracks
(Accredited by NAAB)
THREE-YEAR TRACK – 105 Credits
A professional degree for students with a Bachelor of Arts or a Bachelor of Science, or equivalent, from an accredited institution.

Prerequisites
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<td>ARC 4058</td>
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First Year (Fall Semester)
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<td>History of Design from Antiquity to Middle Ages</td>
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<td>ARC 5249</td>
<td>Introduction to Design Theories</td>
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<td>ARC 5612</td>
<td>Environmental Systems in Architecture 1</td>
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<td>ARC 5733</td>
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348
### Structures and Systems 1 (ARC 5582) 3
### Materials and Methods of Construction (ARC 5467) 3

#### First Year (Summer Semester)
- **ARC 5077** Formative Studio 3 6
- **ARC 5744** History of Design 1840 to Present 3
- **ARC 5554** Structural Design 3
- **ARC 5176** Advanced Digital Design* 3

#### Second Year (Fall Semester)
- **ARC 5361** Integrated Comprehensive Design 6
- **ARC 5205** Adv. Design Theories 3
- **ARC 5483** Integrated Building Systems 3
- **ARC 5621** Environmental Systems in Architecture 2* 3

#### Second Year (Spring Semester)
- **ARC 5362** Architectural Design 9: Sustainable Practices 6
- **ARC 5555** Structural Design 2* 3
- **ARC** Directed Elective 3
- **ARC** Directed Elective 3

#### Third Year (Fall Semester) (Miami or Genoa Italy)
- **ARC 6356** Architectural Design 10 6
- **ARC 6910** Graduate Seminar 3
- **ARC** Directed Elective 3
- **ARC** Directed Elective 3

#### Third Year (Spring Semester)
- **ARC 6970** Master’s Project 6
- **ARC 6280** Professional Office Practice 3
- **ARC** Directed Elective 3
- **ARC** Directed Elective 3

### TWO-YEAR TRACK – 60 Credits
A professional track for students who have completed a 4-year pre-professional Bachelor of Arts in Architecture or Bachelor of Architectural Studies degree.

#### First Year (Fall Semester)
- **ARC 5361** Integrated Comprehensive Design 6
- **ARC 5205** Adv. Design Theories 3
- **ARC 5483** Integrated Building Systems 3
- **ARC 5205** Advanced Design Theories 3

#### First Year (Spring Semester)
- **ARC 5362** Architectural Design 9: Sustainable Practices 6
- **ARC 5555** Structural Design 2* 3
- **ARC 5176C** Advanced Digital Design* 3
- **ARC** Directed Elective 3

#### Second Year (Fall Semester) (Miami or Genoa Italy)
- **ARC 6356** Architectural Design 10 6
- **ARC 6910** Graduate Seminar 3
- **ARC** Directed Elective 3
- **ARC** Directed Elective 3
Second Year (Spring Semester)
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**Master of Arts in Architecture - 36 credits**

*Post-Professional Degree*

(Not eligible for accreditation by NAAB)

The Master of Arts in Architecture 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 program offers two Graduate tracks. One is based at our home campus in Miami and the other at our study abroad center in Genoa, Italy.

**Genoa Italy Based Post-Professional Degree**

*First Year (Summer Modesto A. Maidique Campus Based)*

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*First Year (Spring Genoa Based)*

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**Miami Based Post-Professional Degree**

*First Year (Fall Semester)*

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**Urban Development Track**

*First Year (Summer Semester)*

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First Year (Fall Semester)

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First Year (Spring Semester)

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<tr>
<td>LAA 6245</td>
<td>Theory of Urban Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate in History and Theory of Architecture

The School of Architecture offers a certificate in the history and theory of architecture to students currently enrolled in any of the school's programs at either the undergraduate or graduate level. In addition, motivated students in related areas of study throughout the university are permitted to pursue this certificate through written application to the Director of the Architecture Program.

The certificate involves course work in the history and theory of architecture. These courses examine the scope of ideas generated in the discipline in order to reveal and explain the production and reception of architecture. This certificate program focuses upon the historical and theoretical circumstances within the discipline and considers the discipline of architecture through its distinct modes of thought and production such as art, technology and politics. By treating architecture as a historical and ideological production as well as a material production, the course work in this certificate program explores the important cultural forces that have conditioned the development and transformation of the discipline of architecture.

Certificate Requirements

The certificate requires 18 semester hours of course work in history and/or theory. Courses must be selected from the following approved courses or by written petition to the Director of the Architecture Program.

Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 5035</td>
<td>Film and the Architecture of Modern Life</td>
</tr>
<tr>
<td>ARC 5036</td>
<td>Miami in Film</td>
</tr>
<tr>
<td>ARC 5037</td>
<td>Architecture and Video Media</td>
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<tr>
<td>ARC 5075</td>
<td>Formative Studio</td>
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<tr>
<td>ARC 5076</td>
<td>Formative Studio 2</td>
</tr>
<tr>
<td>ARC 5083</td>
<td>Preservation Architecture: Issues and Practices</td>
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<tr>
<td>ARC 5933</td>
<td>Special Topics in Architecture</td>
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<tr>
<td>ARC 5xxx</td>
<td>Videospace</td>
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<tr>
<td>ARC 5xxx</td>
<td>Gender and Architecture</td>
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<tr>
<td>ARC 5xxx</td>
<td>Urban Architecture</td>
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<tr>
<td>ARC 5947</td>
<td>Graduate Research Methods</td>
</tr>
<tr>
<td>ARC 6xxx</td>
<td>Landscape of Architecture</td>
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<tr>
<td>LAA 5235</td>
<td>Theory of Landscape Architecture</td>
</tr>
<tr>
<td>LAA 5243</td>
<td>Regional Landscape Issues</td>
</tr>
<tr>
<td>LAA 5715</td>
<td>History and Theory of Architecture</td>
</tr>
<tr>
<td>LAA 5716</td>
<td>History of Landscape Architecture</td>
</tr>
</tbody>
</table>

Course Descriptions

Definition of Prefixes

ARC-Architecture; HUM-Humanities
F-Fall semester offering; S-Spring semester offering; SS-Summer semester offering.

ARC 5035 Film and the Architecture of Modern Life (3). Critical overview of social and spatial implications of film on architecture and design over the course of the 20th century.

ARC 5036 Miami in Film (3). How the natural and built environment of South Florida are portrayed in films.

ARC 5037 Architecture and Video Media (3). This course will examine intersections between architecture and video media from critical historical and contemporary perspectives.

ARC 5075 Formative Studio (6). Introduction to concept development, spatial expression, and representational techniques in architecture. (F)

ARC 5076 Formative Studio 2 (6). A continuation of Architectural Design investigations begun in Formative Studio. Prerequisite: ARC 5075. (S)
ARC 5077 Formative Studio 3 (6). An Architectural Design Studio that builds upon concepts and approaches presented in Formative Studio and Formative Studio 2. Prerequisite: ARC 5076. (SS)

ARC 5165 Graduate Digital Fabrication (3). This course considers digital design and fabrication methodologies and techniques in architecture with an emphasis upon the use of laser cutting, cnc milling and 3d printing at the graduate level. Prerequisite: ARC 4058.

ARC 5175 Contemporary Digital Strategies (3). Study of advanced digital techniques as generative tools for design and representation. Focus on surface and spatial modeling and parametric relationships. Prerequisites: ARC 4058, ARC 5176.

ARC 5176C Computer Practices in Design II (3). Advanced study in computer-aided architectural design. Prerequisites: ARC 4058 or equivalent. Corequisite: ARC 5362.

ARC 5177 Topology and Performance (3). Exploration of the relationship between form and performance through the use of animation and scripting techniques. Prerequisite: Program approval.

ARC 5184 Architecture and the Virtual Environment (3). Implementation of virtual reality technology in architectural representations of existing and proposed built environments for presentation and design research. Prerequisites: ARC 4173, ARC 4174.

ARC 5186 Interactive Media (3). Presentation of digital images through an interactive and animated interface online or offline, as well as exploration of ideologies of interactive media.

ARC 5189 Visual Effects (3). Introduction of digital video and audio post-production techniques that add sound, text and visual effects to animations, as well as exploration of ideologies of digital animation.

ARC 5193 Design Presentation Graphics (3). Exploration of design presentation techniques and portfolio design through the use of digital photography, digital illustration, desk top publishing and web page.

ARC 5205 Advanced Design Theories (3). This seminar analyzes western and non-western examples of critical ideology through the investigation of key historical moments and current architectural theory and practice. (S)

ARC 5249 Introduction to Design Theories (3). Introduction to the environmental parameters, morphological concepts and ideological principles that generate form and meaning in architecture. Explorations of related spheres of cultural production will also be explored in lectures, readings, and student assignments. Corequisite: ARC 5075.

ARC 5311 Building Information Modeling (3). This course will familiarize students with numerous foundational concepts such as parametric modeling, assembly modeling, associativity generative and interactive drafting.

ARC 5329 Architectural Design 5 (6). Integration of structure and construction techniques in the production of a small to mid-sized public project that incorporates site considerations, materials and structure. Prerequisites: ARC 2304, ARC 2580 and admission to the major. (F)

ARC 5335 Architectural Design 6 (6). This studio focuses on housing and related components including the repetitive spatial and structural elements, circulation and contextual considerations. Prerequisite: ARC 3243, BCN 4561. (S)

ARC 5340 Architectural Design 7 (6). A flexible framework for appropriate investigations of complex spatial, programmatic, contextual, constructional and ethical issues involved in design projects. Course content varies with instructor. Prerequisites: ARC 4553, ARC 3463. (F)

ARC 5343 Architectural Design 8 (6). Architectural design explorations of site, building codes, community objectives will be undertaken through individual programming, process and design initiatives for a complex building project. (S)

ARC 5361 Integrated Comprehensive Design (6). Exploration of arch systems; structural, environmental, life-safety, assembly and enclosure on building form, content and expression. Students will assess and integrate systems into the design process. Corequisite: ARC 5483. (F)

ARC 5362 Architectural Design 9: Sustainable Practices (6). Architectural projects of medium scale. Exploration and application of sustainable practices emphasizing relation of site and environmental issues to architectural production and design methodology. Prerequisites: Graduate standing and ARC 5361. (S)

ARC 5370 Urban Development 1 (3). Introduction to the planning and management of urban development projects.

ARC 5371 Urban Development 2 (3). Advanced planning and management of urban development projects. Prerequisite: ARC 5370.

ARC 5381 Architecture and the Performing Arts (3). This seminar will consider what architects might learn from the performing arts, particularly how stagecraft can inform design for social spaces in the city.
ARC 5392 Urban Vertical Surface (3). Analysis of the mechanisms of surfaces: wall section, the bay, frame, grid, and their transformations.

ARC 5396 Case Studies in Architecture (3). The course explores the vast array of decisions that create the architectural experience of outstanding built works.

ARC 5467 Materials and Methods of Construction (3). Study of the types of construction and materials used in institutional, residential, and office building assemblies. How materials are installed and inspected, including the use of special equipment. Explorations of the theories and histories of construction will be explored.

ARC 5483 Integrated Building Systems (3). Exploration of arch systems integration and specifications in design and construction processes; structural, environmental, life-safety, assembly and enclosure systems are included. Corequisite: ARC 5361. (F)

ARC 5486 Architectural Installations (3). This course will examine the traces of history of architectural fabrications and its relations to the visual arts, media, and technology.

ARC 5554 Structural Design (3). Exploration of structural specifications as outlined by appropriate codes and manuals to introduce structural analysis, loadings and structural elements commonly encountered in construction for architectural analysis and design. Explorations of related and causal ideologies will be covered. Prerequisite: ARC 5582.

ARC 5555 Structural Design 2 (3). Continuation of analysis and design of structural systems. Focus upon reinforced concrete structures, foundation systems and an overview of indeterminate, tensile systems and tall buildings. Prerequisite: ARC 5554.

ARC 5582 Structures and Systems 1 (3). Analysis of structural elements, fundamental principles of statics and strengths of materials, including basic concepts such as force, moment, rigid body equilibrium and structural properties of areas. Corequisite: ARC 5076.

ARC 5612 Environmental Systems in Architecture 1 (3). This course considers thermal, electrical, mechanical and conveyance systems and their integration in the architectural design process. Prerequisite: ARC 2304.

ARC 5621 Environmental Systems in Architecture 2 (3). This course considers the role of acoustic and luminous behaviors in architecture and the architectural design process. Topics including daylighting, artificial lighting, electrical systems and acoustics. Prerequisite: ARC 2304.

ARC 5623 Design Ecology and Technology (3). This course explores the environmental impact of design decisions, their philosophical underpinnings and the role played by technology.

ARC 5711 History of Design: Antiquity to Middle-Ages (3). Survey of architectural, interior, and landscape design from antiquity to the middle ages, including Western and non-Western traditions. Explorations of related and causal ideologies will be covered in lectures, readings, and student assignments. Corequisite: ARC 5075.

ARC 5733 History of Design: Renaissance to XIX Century (3). Survey of architectural, interior, and landscape design from the Renaissance to the nineteenth century, including Western and non-Western traditions. Explorations of related and causal ideologies will be covered in lectures, readings, and student assignments. Corequisite: ARC 5076.

ARC 5744 History of Design from the XIX Century to Present (3). Survey of architectural, interior, and landscape design from the XIX century to the present, including western and non-western traditions. Explorations of related and causal ideologies will be covered in lecture.

ARC 5745 Urban Architecture and the 20th Century (3). The course will examine debates on urban architecture surrounding the rise of Modernism in the 1920s and will follow those lines of thought into current discussions of architectural design in cities.

ARC 5750 Architectural History of the Americas (3). Historical analysis of the development of built forms and styles in tropical and subtropical Americas, investigating its socio-political and artistic context. Prerequisite: Permission of the instructor.

ARC 5756 The Architecture of the City (3). To analyze the layering that composes Rome's urban form and to offer a necessary basis of historical and theoretical information in order to take advantage of the Roman experience. Different periods of history of Rome are presented in lectures and site visits. Additional readings and projects.

ARC 5770 Historiographic Methods in Architecture (3). Seminar course designed to introduce graduate students to historiographic methodologies in architecture through close readings of key texts. Prerequisite: Graduate standing.

ARC 5776 Modern Architecture - Projects and Polemics (3). This seminar focuses on close readings of primary sources drawn from key works of architectural theory. The course also explores key historical text, architectural theory and criticism. Prerequisite: ARC 5744.
ARC 5786 Urbanism: Social History of the Built Form (3). This course introduces students to historical analysis, theories, techniques and aesthetics as they relate to urban design.

ARC 5798 Hotels: Miami and La Habana at Mid-Century (3). A research-based, in-depth study of mid-century modern hotels constructed in Miami/Miami Beach, Florida and La Habana, Cuba just prior to the Cuban revolution.

ARC 5803 Preservation Architecture: Issues and Practices (3). This course explores issues and practices of architectural preservation as an integral concern of architecture.

ARC 5905 Solar Decathalon (1). Research based course to develop the architectural and engineering concepts for the solar decathlon house.

ARC 5933 Special Topics (1-6). Coursework on a particular aspect of architecture under the direction of faculty in a classroom format. Prerequisite: Program approval.

ARC 5935 Special Topics (3). Coursework on a particular aspect of architecture under the direction of faculty in a classroom format.

ARC 5936 Cejas Eminent Scholar Graduate Seminar (1-3). Seminar/workshop course taught by distinguished educators, scholars, and designers. Lectures, critical readings and discussions of thematic topics make up the course.

ARC 5938 Special Topics Design Studio (6). An architectural design studio based on a particular aspect of architectural design and relevant ideologies under the direction of appropriate faculty.

ARC 5939 GreeN: Designing for Sustainability (3). This course will review established and emerging principles of sustainable design/construction, and test strategies for their implementation in design practice. Prerequisite: Graduate standing.

ARC 5943 Pedagogy Seminar (3). Seminar course designed to train graduate teaching assistants, who lead discussion sections and evaluate undergraduate student assignments in the accompanying undergraduate history survey course.

ARC 6280 Professional Office Practice (3). Study of the ethical, legal, financial, and managerial aspects of professional practice in architecture.

ARC 6296 Professional Development (3). In-depth exploration of current legal, administrative and financial aspects of architectural practice.

ARC 6356 Architectural Design 10 (6). Architectural project emphasizing design development preparation of details and design documents for buildings of intermediate complexity. Prerequisites: Graduate standing and ARC 5362. Corequisite: ARC 6910. (F)

ARC 6906 Independent Study (1-6). Coursework on a particular aspect of Architecture under the direction of faculty in an individual study format. Prerequisite: Program approval.

ARC 6910 Graduate Seminar (3). Coursework under the direction of faculty in preparation for a master’s thesis or master’s project in architecture. Prerequisite: ARC 6947. Corequisite: ARC 6356.

ARC 6947 Research Methods (3). Methods of data acquisition, analysis, and interpretation used in architecture research. Corequisite: ARC 5362.

ARC 6970 Master’s Project (1-6). Coursework under the direction of faculty for the completion of project by candidate for the degree of Master of Architecture. Prerequisite: ARC 6910.

ARC 6971 Master’s Thesis (1-6). Coursework under the direction of faculty for the completion of a research or design thesis by candidate for the degree of Master of Architecture. Prerequisite: ARC 6910.

Undergraduate Catalog Text:

Architecture

Adam M. Drisin, Associate Professor and Chair
Alfredo Andía, Associate Professor
Nathaniel Q. Belcher, Associate Professor
Malik Benjamin, Instructor
Claudia Busch, Instructor
Jaime Canavés, Professor
Jason R. Chandler, Associate Professor
Eric Goldemberg, Assistant Professor
Marilys R. Nepomechie, Associate Professor
Eric Peterson, Instructor
Nicolás Quintana, Scholar in Architecture and Urbanism
Gray Read, Associate Professor
David Rifkind, Assistant Professor
Camilo Rosales, Associate Professor
John Stuart, Professor
Shahin Vassigh, Associate Professor

The Department of Architecture is dedicated to the education of future generations of ethical professionals, creative designers and informed citizens. We believe architecture to be a conceptually based intellectual endeavor and a form of critical inquiry that addresses the physical environment from the scale of the city to the scale of furniture. The Department is committed to producing skilled makers who are versed in professional skills and who are conceptual thinkers grounded in the broad intellectual and societal values that engender the production and reception of architecture. To realize these objectives, design is taught as a critical and creative enterprise. The Department of Architecture prepares students for professional practice in the discipline of architecture with emphasis placed upon six thematic areas: architectural design, history/theory, building technologies, digital technology, ethics and professional business practice and general education.

The program maintains a commitment to excellence in teaching, creative activity, research and scholarship and seeks to attract a diverse student body with a variety of academic backgrounds, experiences and interests. Our student body and faculty reflect the diverse areas of knowledge that play a critical role in the making of the built environment and the establishment of successful design practices.

Miami is a fertile urban laboratory for the study of architecture. The great diversity of the region provides limitless possibilities for exploring historic architecture and urbanism, as well as unique and cutting edge new works by many of the world’s leading architects. At the same time, the challenges of rapid growth and urban development in Miami and the region have created an ideal crucible for the study of these timely issues. The program takes advantage of the fact that Miami is one of the principal academic and commercial gateways to Latin America and Europe.

For students seeking to begin their design studies as undergraduates, The Department offers the Accelerated Master of Architecture degree (MArch) which integrates pre-graduate and graduate coursework in a single curricular path and which may be taken over five or six years. The accelerated Master of Architecture path begins freshman year with two years of pre-graduate coursework. At the conclusion of 73 credit hours of pre-graduate study, students in good standing move directly to 102 credit hours of graduate coursework. The accelerated Master of Architecture degree path concludes with the conferral of the accredited professional Master’s degree. Transition to graduate study occurs without the conferral of an undergraduate degree and no bachelor degree is awarded at any point.

Students who have completed the AA in Architectural Studies may apply for transfer admission into the third year of this degree program as junior year transfer students.

Applicants to the Department should plan for the financial aspects of a design education. This includes the costs associated with required access to a laptop computer, as well as the cost of software, travel and field trips, tools and equipment, and modeling supplies. Students in the program must have access to a laptop computer through purchase, lease or other arrangements. Students in the Department of Architecture are encouraged to participate in the Department's study abroad semester during the fourth year. For further information contact the Department.

Admission Requirements

Application Deadline: February 1

The department admits students once a year to begin their course work in the fall semester; therefore, it is recommended that interested applicants meet with a member of the college’s Student Services and Advising Center during the Fall semester prior to the application deadline. Admission to the department is competitive and is not guaranteed. Admission will be offered based on space availability to those applicants judged by the Department Faculty Committee to have the greatest potential for successful completion of the program.

The department offers professional degrees in Architecture. The curriculum is composed of two years of foundational, undergraduate coursework followed by three (or four) years of focused graduate course work leading to the professional accredited Master of Architecture (MArch). The department does not award the pre-professional bachelors degree.

Undergraduate students may apply for admission into the first year or the third year of the program. Students of the program are considered undergraduate students until they have accumulated 120 credit hours; therefore, freshman and transfer applicants must apply to both FIU’s Undergraduate Admissions Office and to the department. Students accepted for admission in the first year or the
thirty third year of the department's program, and who are in good academic standing with a 3.0 GPA at completion of 120 credit hours, are automatically converted to graduate student status.

First Year Admission Requirements

Applicants must meet the University’s admission requirements and submit a design portfolio – please refer to the Design Portfolio Requirements section.

Third Year Transfer Student Admission Requirements

Applicants for third year admission must meet the University’s admission requirements and submit a design portfolio – please refer to the Design Portfolio Requirements section. Students who have completed an AA in architectural studies must meet the following requirements: minimum cumulative GPA of 3.0; successful completion of the CLAS requirement; completed design studio courses 1 through 4 with a grade of 'C' or better; and be judged by the Faculty Admissions Committee to have passed a competitive portfolio review. Only grades of 'C' or higher (2.0 on a 4.0 grading scale) are accepted for transfer of applicable prerequisite and core courses from other institutions.

Third Year Native Student Admission Requirements

FIU undergraduate students who wish to change their major to architecture should check program requirements and be advised by the college's undergraduate advisors well in advance of application for admission.

Design Portfolio Requirements

As part of each department’s admission review process, all students are required to submit a design portfolio demonstrating the candidate's creative abilities as well as their level of design. The design portfolio is evaluated based on a candidate's demonstrated sense of composition, attention to detail, graphic communication skills, expressive quality, and sense of space, accuracy, and observation. The design portfolio should be formatted on 8.5” x 11” sheets, bound or carefully packaged, with a maximum thickness of 3”. Applicants may also include 11” x 17” sheets provided they are folded to 8.5” x 11”. Design portfolios may include two-dimensional story boards (a sequence of still images that show a story), computer printouts, and photographs of small three-dimensional models/projects. The design portfolio cannot contain slides, videos, computer discs, or other formats that require electric power to view.

First Year Design Portfolio Requirements

All candidates' design portfolios must include a one-page (maximum) statement outlining your intentions, aspirations, and purpose in pursuing a professional degree. In addition, all candidates' design portfolios require three freehand drawings based on accurate observations: (1) a drawing of a stair or stairs, (2) a drawing of a bicycle or bicycles or a part of a bicycle or bicycles, and (3) a drawing of your own choice. These drawings may be in ink, pencil or charcoal. In addition to the three required freehand drawings, the first year design portfolio may contain reproductions of a two-or-three dimensional work.

Third Year Transfer Portfolio Requirements

All candidates' design portfolios must include a one-page (maximum) statement outlining your intentions, aspirations, and purpose in pursuing a professional degree. The design portfolio should include no more than 10 examples of your design work executed within the past two years. Examples include, but are not limited to, studies of buildings that demonstrate your analytical ability. Recent art and/or design projects that an applicant completed in collaboration with others are acceptable as long as the example contains an explanation of the applicant's role in the process. Portfolios may not contain samples of architectural or interior design construction documents either by hand or by computer.

Student Work

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

Students must petition the Department in writing for any deviation from the established policies.

Progression Requirements

No grade below a ‘C’ will be accepted for graduation in required courses or required electives. Students must have a cumulative grade point average of 3.0 or higher at the conclusion of 120 credit hours to continue in the program.

Study Abroad

Study abroad is an important component of the Department of Architecture. Our study abroad center is located in Genoa, Italy. The Genoa center is ideally situated in the historic center of the city in a renovated former convent dating from the 13th century. During the semester abroad in Italy, students are afforded an opportunity to study those artistic, architectural, landscape and interior spaces and artifacts that have long been acknowledged for their exceptional and enduring value to Western design culture.

Accelerated Master of Architecture

Degree Program Hours: 175

The accelerated Master of Architecture program provides a seamless course of study leading from undergraduate freshman year to the conferral of the Professional Master of Architecture degree (MArch). The Accelerated MArch is comprised of 175 credit hours of integrated pre-graduate and graduate coursework. The degree consists of 73 credit hours of pre-graduate coursework which is taken
over two years and is followed by 102 credit hours of graduate coursework which can be completed in either three or four years. Students in the accelerated MArch program are awarded the professional Master's degree without first having to earn an undergraduate degree. As such, no Bachelor's degree is awarded.

The accelerated path provides the student with a solid base of knowledge in the discipline of architecture and a broadly based general education. The first two years of pre-graduate coursework are characterized by a broad interdisciplinary framework, with emphasis placed upon six thematic areas; general education studies, architectural design studies, architectural history & theory, building & digital technologies, and ethics & professional practice. The goal of the educational experience is to develop critical thinking and synthetic design abilities using creative problem solving, analytic skills and the capacity for speculative design. The program is committed to educating students to form independent design judgments grounded in the larger contexts of intellectual inquiry and the general pursuit of knowledge. The fully integrated pre-graduate and graduate course of study covers the comprehensive knowledge and professional skills required for a professional career in the discipline of architecture. The program remains committed to design excellence by providing its students an unsurpassed professional education in architecture.

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

Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Florida International University offers the following NAAB accredited degree programs:
M. Arch. (73 pre-graduate credits + 102 graduate credits)
M. Arch. (non-pre-professional degree + 105 graduate credits)
M.Arch. (pre-professional degree + 60 graduate credits)

Next accreditation visit: Spring 2011

Common Prerequisite Courses and Equivalencies
Courses which form part of the statewide articulation between the State University System and the Community College System will fulfill the Lower Division Common Prerequisites.

For generic course substitutions/equivalencies for Common Program Prerequisites offered at community colleges, state colleges, or state universities, visit: http://facts.org, See Common Prerequisite Manual.

Pre-Graduate Level Course Requirements (73)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>ARC 1131</td>
<td>Design Graphics 1</td>
<td>2</td>
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<tr>
<td>ARC 1132</td>
<td>Design Graphics 2</td>
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<td>ARC 1301</td>
<td>Design Studio 1</td>
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<td>ARC 2303</td>
<td>Design Studio 3</td>
<td>4</td>
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<td>ARC 2304</td>
<td>Design Studio 4</td>
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<tr>
<td>ARC 1461</td>
<td>Materials and Methods of Design</td>
<td>3</td>
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<tr>
<td>ARC 2580</td>
<td>Structures and Systems</td>
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<td>ARC 2701</td>
<td>History of Design from Antiquity to the Middle Ages</td>
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<td>ARC 2702</td>
<td>History of Design from the Renaissance to the XIX Century</td>
<td>3</td>
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<tr>
<td>ARC 4058</td>
<td>Fundamentals of Digital Design</td>
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Course requirements also include 38 credits of general education coursework.

Courses are selected from the following categories:

Verbal Communication (9)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ENC 1101</td>
<td>Writing and Rhetoric I</td>
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<tr>
<td>ENC 1102</td>
<td>Writing and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>COM 3110</td>
<td>Business and Professional Communication</td>
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Environmental Context (11)

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<tr>
<td>MAC 2147</td>
<td>Pre-Calculus Math</td>
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<tr>
<td>PHY 2053</td>
<td>Physics without Calculus I</td>
<td>4</td>
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<tr>
<td>EVR 1017</td>
<td>The Global Environment and Society</td>
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Cultural Context (9)

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<tr>
<td>HUM 3306</td>
<td>History of Ideas</td>
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<tr>
<td>PHI 2103</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHI 2600</td>
<td>Introduction to Ethics</td>
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Creative Context (9)
ARH 4450  Modern Art  3
ARH 4470  Contemporary Art  3

and one course selected from:
ART 2300C  Beginning Drawing  3
ART 2500C  Beginning Painting  3
ART 2750C  Beginning Ceramics  3

Graduate Level Course Requirements (102)
All accelerated MArch students must complete the following requirements or their equivalent. A minimum of 102 semester hours are required to graduate:
ARC 5329  Architectural Design 5  6
ARC 5335  Architectural Design 6  6
ARC 5340  Architectural Design 7  6
ARC 5343  Architectural Design 8  6
ARC 5361  Integrated Comprehensive Design  6
ARC 5362  Architectural Design 9: Sustainable Practices  6
ARC 6356  Architectural Design 10  6
ARC 6970  Master’s Project  6
ARC 5744  History of Design from the XIX Century to Present  3
ARC 5249  Introduction to Design Theories  3
ARC 5205  Advanced Design Theories  3
ARC 5554  Structural Design  3
ARC 5555  Structural Design 2  3
ARC 5467  Materials and Methods of Construction  3
ARC 5176C  Computer Practices in Design II  3
ARC 5612  Environmental Systems in Architecture  1
ARC 5621  Environmental Systems in Architecture  2
ARC 5483  Integrated Building Systems  3
ARC 6910  Graduate Seminar  3
ARC 6280  Professional Office Practice  3
ARC 5XXX  ARC Professional Electives  9
SOA XXXX  Open SOA Electives  6
CARTA XXXX  Open College Elective  3

Certificate in the History and Theory of Architecture
The Architecture Department offers a certificate in the history and theory of architecture to students currently enrolled in any of the school’s programs at either the undergraduate or graduate level. In addition, motivated students in related areas of study throughout the university are permitted to pursue this certificate through written application to the Chair of the Architecture Department.

The certificate involves course work in the history and theory of architecture. These courses examine the scope of ideas generated in the discipline in order to reveal and explain the production and reception of architecture. This certificate program focuses upon the historical and theoretical circumstances within the discipline and considers the discipline of architecture through its distinct modes of thought and production and in relation to other spheres of cultural production such as art, technology and politics. By treating architecture as a historical and ideological production as well as a material production, the course work in this certificate program explores the important cultural forces that have conditioned the development and transformation of the discipline of architecture.

Certificate Requirements
The certificate requires 12 semester hours of course work in history and or theory. Courses must be selected from the following approved courses or by written petition to the Chair of the Architecture Department.

Program Requirements
ARC 2701  History of Design from Antiquity to the Middle Ages
ARC 2702  History of Design from the Renaissance to the XIX Century
ARC 3243  Introduction to Design Theories
ARC 4030  Film and the Architecture of Modern Life
ARC 4227  Gender and Architecture
ARC 4730  Culture and Art in Italy
ARC 4752  Architectural History of the Americas
ARC 4754  Asian and African Architecture
ARC 4755  Architecture of the City
ARC 4783  History of Design from the XIX Century to Present
Professional Certificate in Sustainable Construction
Yong X. Tao, Professor and Coordinator

This interdisciplinary Professional Certificate provides both traditional students and practicing professionals with a unique learning experience that enhances their design and management capabilities in the emerging field of sustainable building design and construction. The program focuses on an integrated system approach to apply basic engineering science/architectural principles to practical applications through interdisciplinary teamwork. Interested applicants must contact the Program Coordinator prior to registering for the program.

The Certificate will be awarded to a student who successfully demonstrates competency in:

Four Core Courses
- EML 4460 Mechanical Engineering Systems and Energy Utilization 3
- BCN 4570 Sustainable Approach to Construction 3
- ARC 3937/5939 GreeN: Designing for Sustainability 3
- CGN 4510 Sustainable Building Engineering 3

One Interdisciplinary Design Course
(registered under one of the following discipline courses)
- EML 4905 Senior Design Project 3
- BCN 4910 Senior Project 3
- ARC 4114 Special Projects 3
- CGN 4802 Senior Design Project 3

One Elective
(choose one of the following courses)
- EML 4911 Undergraduate Research Projects 3
- BCN 4911 Special Projects 3
- CGN 4911 Undergraduate Research Projects 3
- ARC 3622/5623 Design Ecology and Technology 3
- IND 4627/5628 Sustainable Interior Design Practices 3

NOTE: The program is co-listed in the undergraduate program catalogs under both College of Engineering and Computing and College of Architecture and The Arts.

Course Descriptions

Definition of Prefixes
ARC-Architecture; HUM-Humanities
F-Fall semester offering; S-Spring semester offering; SS-Summer semester offering.

ARC 1001 Introduction to Design (3). A practical introduction to the professional, technical, and aesthetic aspects of architecture, interior design, landscape architecture, and environmental and urban systems.

ARC 1131 Design Graphics I (2). An introduction to the development of graphic skills for the conception and communication of design ideas. Subject areas emphasize orthographic and presentation techniques. Corequisite: ARC 1301. (F)

ARC 1132 Design Graphics II (2). A continuation of Design Graphics I with the exploration of broader graphic tools of conceptual representation. Subject areas emphasize computer graphics and multiple media. Prerequisite: ARC 1131. Corequisite: ARC 1302 (S)

ARC 1171 Introduction to Computer Applications in Design 1 (3). A practical exploration to introductory computer applications appropriate to design disciplines.

ARC 1172 Introduction to Computer Applications in Design 2 (3). A continuation of introduction to computer applications in Design 1 with a broader exploration of introductory computer applications appropriate to design disciplines.

ARC 1190 Portfolio Design 1 (3). An introduction to creating, binding and reproducing graphic materials for presentation.

ARC 1191 Portfolio Design 2 (3). The second course in Portfolio Design. Students will develop their own portfolios using a variety of techniques. Prerequisite: Portfolio Design 1.

ARC 1213 Design Concepts 2 (3). A continuation of Design Concepts 1 with a broader exploration design principles, environmental and human factors, as well as the examination of design ideas.

ARC 1244 Introduction to Design 2 (3). A continuation of Introduction to Design 1 with broader explorations of professional, technical, and aesthetic aspects of architecture, interior design, landscape architecture, and urban systems. Prerequisite: ARC 1001.
ARC 1301 Design Studio 1 (4). An introduction to concepts, fundamental design elements, and systems of order that inform two and three-dimensional design. Corequisite: ARC 2701. (F)

ARC 1302 Design Studio 2 (4). A continuation of Design 1 (ARC 1301). An introduction to principles of proportion and scale with an emphasis on the relationship between the body and three dimensional space. The design process is emphasized. Prerequisites: ARC 1131, ARC 2701. Corequisite: ARC 2702. (S)

ARC 1461 Materials and Methods of Design (3). An introduction to materials and methods. In this course properties of materials and performance in a variety of light building, interior and environmental assemblies are explored. (F)

ARC 1930 Special Topics/Architectural Design I (4). An introduction to the basic perceptual, social, cultural, environmental and technical issues of architectural design. Basic architectural design projects. (S)

ARC 2210 Design Concepts (3). Introduction to principles of design and perception, study of user’s need for relationship with environmental and human factors. Examination of design ideas and their development. (S)

ARC 2303 Design Studio 3 (4). A continuation of Design Studio 2. Site, social, cultural and environmental issues are the generator for design projects with repetitive spatial and programmatic issues. Prerequisites: ARC 1302, ARC 1132, ARC 2702. Corequisites: ARC 1461, ARC 4058, ARC 4783. (F)

ARC 2304 Design Studio 4 (4). A continuation of Design Studio 3. Structure, material, design details, human factors and interior architecture are explored for small scale infill urban buildings project. Prerequisites: ARC 4058, ARC 4783. Corequisite: ARC 2580. (S)

ARC 2580 Structures and Systems (3). Analysis of structural elements, fundamental principles of statics and strengths of materials, including basic concepts such as force, moment, rigid body equilibrium and structural properties of areas. (S)

ARC 2701 History of Design from Antiquity to the Middle Ages (3). Survey of architectural, interior, and landscape design from antiquity to the Middle Ages, including Western and non-Western traditions critical reading and writing course. Written work meets state composition requirement of 6,000 written words. (F)

ARC 2702 History of Design from the Renaissance to the XIX Century (3). Survey of architectural, interior, and landscape design from the Renaissance to the XIX century, including Western and non-Western traditions. Critical reading and writing course. (S)

ARC 2931 Architectural Design 2 (4). Proportioning systems for architecture students stressing the understanding of human proportions in a three-dimensional space research on modulating techniques and integration of interior and exterior spaces. Prerequisite: ARC 1930.

ARC 3031 Miami in Film (3). How the natural and built environment of South Florida is portrayed in films.

ARC 3057 Computer Graphics in Design (3). An intensive hands-on introduction to software for processing text and graphics, as it relates to the field of graphic design. Various computer applications in design. Prerequisite: CGS 2060.

ARC 3181 Digital Fabrication (3). This course considers digital design and fabrication methodologies and techniques in architecture with an emphasis upon the use of laser cutting, cnc milling and 3d printing. Prerequisite: ARC 4058.

ARC 3182 Design and the Virtual Environment (3). Implementation of real-time, three-dimensional virtual reality technology into existing and proposed design works.

ARC 3192 Design Presentation Graphics (3). Exploration of design presentation techniques and portfolio design through the use of digital photography, digital illustration, desk top publishing and web page.

ARC 3220 Case Studies in Architecture (3). This course explores the vast array of decisions that create the architectural experience of outstanding built works.

ARC 3243 Introduction to Design Theories (3). Introduction to the environmental parameters, morphological concepts and ideological principles that generate form and meaning in architecture and landscape architecture. Prerequisites: ARC 2701 and ARC 2702. (F)

ARC 3310 Building Information Modeling (3). This course will familiarize students with numerous foundational concepts such as parametric modeling, assembly modeling, associativity generative and interactive drafting.

ARC 3380 Architecture and the Performing Arts (3). This seminar will consider what architects might learn from the performing arts, particularly how stagecraft can inform design for social spaces in the city.

ARC 3390 Urban Vertical Surface (3). The study of buildings' vertical surfaces will focus on analyzing the mechanisms of surfaces: wall section, the bay, frame, grid and their transformations.

ARC 3463 Materials and Methods of Construction II (3). A study of the types of construction and materials used in building interiors. How materials are properly installed and inspected, including the use of special equipment, in accordance to drawings, specifications, codes, standards, and agencies' recommendations. Prerequisite: ARC 1461. (S)

ARC 3485 Architectural Installations (3). During this course we will examine the traces of history of architectural fabrications and its relations to the visual arts, media, and technology.

ARC 3622 Design Ecology and Technology (3). This course explores the environmental impact of design decisions, their philosophical underpinnings and the role played by technology.

ARC 3741 Urban Architecture and the 20th Century (3). This course will examine debates on urban architecture surrounding the rise of Modernism in the 1920s and will follow those lines of thought into current discussion of architectural design in cities.
ARC 3775 Modern Architecture - Projects and Polemics (3). This seminar focuses on close readings of primary sources drawn from key works of architectural theory. The course also explores key historical text, architectural theory and criticism. Prerequisite: ARC 4793.

ARC 3797 Hotels: Miami and La Habana at Mid-Century (3). A study of mid-century modern hotels constructed in Miami/Miami Beach, Florida and La Habana, Cuba, just prior to the Cuban revolution.

ARC 3905 Solar Decathlon (3). Research based course to develop the architectural and engineering concepts for the solar decathlon house.

ARC 3919 Architectural Research Methods (3). Survey of research methods applicable to the study of the cultural, spatial, material and aesthetic implications of architecture. The emphasis of the course is on involvement in original research. (F)

ARC 3932 Special Topics Design Studio (4). An architectural design studio based on a particular aspect of architectural design under the direction of appropriate faculty.

ARC 3937 GreeN: Designing for Sustainability (3). This course will review established and emerging principles of sustainable design/construction and test strategies for their implementation in design practice. Prerequisite: Upper division standing.

ARC 4030 Film and the Architecture of Modern Life (3). Critical overview of social and spatial implications of film on architecture and design over the course of the 20th century.

ARC 4058 Fundamentals of Digital Design (3). Introduction to two dimensional and three dimensional computer-aided design. Focus upon skill and knowledge creation through the analysis and representation of case-studies. (F,S,SS)

ARC 4114 Special Projects (3). Will focus on the development of adequate drawing skills in relationship to the understanding of a building and a site through sketching, graphic analysis, measured drawings, rendering and presentation. The course consists of site visits and workshops.

ARC 4173 3D Computer Modeling (3). This course will explore computer modeling in architecture. Prerequisite: Program approval.

ARC 4174 Computer Rendering in Architecture (3). This course will explore three-dimensional rendering in architecture. Prerequisite: Program approval.

ARC 4183 Architecture and the Virtual Environment (3). Implementation of virtual reality technology in architectural representations of existing and proposed built environments for presentation and design research. Prerequisites: ARC 4173 and ARC 4174.

ARC 4185 Interactive Media (3). Presentation of digital images through an interactive and animated interface online or offline, as well as exploration of ideologies of interactive media.

ARC 4188 Visual Effects (3). Introduction of digital video and audio post-production techniques that add sound, text and visual effects to animations, as well as exploration of ideologies of digital animation.

ARC 4227 Gender and Architecture (3). A theoretical, visual and professional exploration of women’s and men’s roles, identities, and histories in public and private built environments.

ARC 4270C Professional Office Practice (3). Assignments in office administration, negotiation of contracts, fee structure, professional ethics, client and public relations. Business organization, procedure scheduling and task allocation within design professional practices. Prerequisite: Senior standing. (F)

ARC 4320 Architectural Design 5 (4). Integration of structure and construction techniques in the production of a small to mid-sized public project that incorporates basic consideration of site, structure, materials and assembly systems. Prerequisites: Admission to the major, ARC 2304, ARC 2580.

ARC 4321 Architectural Design 6 (4). Focus upon architectural housing typologies and related issues of inhabitation. Spatial, structural and assembly systems and circulation issues specific to housing as well as context are presented. Prerequisites: Admission to the major, ARC 4320, ARC 3243. Corequisite: ARC 3463.

ARC 4322 Architectural Design 7 (4). A flexible framework for appropriate investigations of complex spatial, programmatic, contextual, constructional, or ethical issues involved in the architectural design process. Prerequisites: ARC 4321, ARC 4553.

ARC 4323 Architectural Design 8 (4). A continuation of Design 7 with investigations of complex spatial, programmatic, contextual, constructional, or ethical issues involved in the architectural design process. Prerequisites: ARC 4321, ARC 4553.

ARC 4553 Structural Design (4). Exploration of structural specifications as outlined by appropriate codes and manuals to introduce structural analysis, loadings and structural elements commonly encountered in construction for architectural analysis and design. Prerequisites: ARC 2580 or BCN 2402, and PHY 2053, and MAC 2233 or MAC 1114 or MAC 2147. (SS)

ARC 4696 Basic Utilities and Housing (3). The study of the importance of basic utilities (such as roads, sewer and water supply systems) in housing planning and construction. A relative cost analysis. Health problems and sociological effects of lack of basic utilities. Innovative concepts to incorporate basic utilities to all housing projects in developing countries. Prerequisite: Permission of the instructor.

ARC 4730 Culture and Art in Italy (3). Course describes the evolution of culture and aesthetics and their immediate relationship with the creation of these works. Consists of site visits and class lectures.
ARC 4752 Architectural History of the Americas (3). Historical analysis of the development of built forms and styles in tropical and subtropical Americas. Investigating its socio-political and artistic context. Prerequisite: ARC 2701.

ARC 4754 Asian and African Architecture (3). This course is a comprehensive study of architectural forms, styles, and construction techniques in Asia and Africa. Prerequisites: ARC 4783, ARC 2702.

ARC 4755 The Architecture of the City (3). To analyze the layering that composes urban form and to offer a basis of historical and theoretical information in order to take advantage of particular experience. Different periods of urban history are presented.

ARC 4783 History of Design from the XIX Century to Present (3). Survey of architectural, interior, and landscape design from the XIX century to the present, including Western and non-Western traditions. Critical reading and writing course. (F)

ARC 4796 Social History of the Built Form (3). The art of urbanism, its roots in society, its techniques and aesthetics. Latest trends and theories. Real urbanism, the appropriate contemporary process to achieve the recovery of place in our society.

ARC 4799 The Architecture and Landscape Architecture of South Florida (3). Overview of the natural resources, cultural traditions and architectural precedents which have fomented the regionalist architecture and landscape architecture of South Florida. Prerequisite: Program approval. (SS)

ARC 4905 Independent Study (1-5). Specialized individual studies under supervision of faculty advisor. Consent of faculty advisor required. Prerequisite: Departmental approval. (F,S,SS)

ARC 4910 Research Methods (3). Survey of architectural research methods that use primary and secondary sources and materials to study historical and contemporary issues involved in the built environment. Prerequisite: ARC 2304. (F)

ARC 4940 Architecture Internship (3). Advanced issues in architecture practice learned through work experience with licensed professionals. Prerequisites: ARC 4270, ARC 3463, ARC 4553.

ARC 5035 Film and the Architecture of Modern Life (3). Critical overview of social and spatial implications of film on architecture and design over the course of the 20th century.

ARC 5036 Miami in Film (3). How the natural and built environment of South Florida is portrayed in films.

ARC 5037 Architecture and Video Media (3). This course will examine intersections between architecture and video media from critical historical and contemporary perspectives.

ARC 5075 Formative Studio (6). Introduction to concept development, spatial expression, and representational techniques in architecture. (F)

ARC 5076 Formative Studio 2 (6). A continuation of architectural design investigations begun in Formative Studio. Prerequisite: ARC 5075. (S)

ARC 5077 Formative Studio 3 (6). An architectural design studio that builds upon concepts and approaches presented in Formative Studio and Formative Studio 2. Prerequisite: ARC 5076.

ARC 5165 Graduate Digital Fabrication (3). This course considers digital design and fabrication methodologies and techniques in architecture with an emphasis upon the use of laser cutting, cnc milling and 3d printing at the graduate level. Prerequisite: ARC 4058.

ARC 5175 Contemporary Digital Strategies (3). Study of advanced digital techniques as generative tools for design and representation. Focus on surface and spatial modeling and parametric relationships. Prerequisites: ARC 4058, ARC 5176.

ARC 5176C Computer Practices in Design II (3). Advanced study in concepts, issues and methods in computer-aided architectural design. Prerequisites: ARC 4058 or equivalent. Corequisite: ARC 5362.

ARC 5177 Topology and Performance (3). Exploration of the relationship between form and performance through the use of animation and scripting techniques. Prerequisite: Program approval.

ARC 5184 Architecture and the Virtual Environment (3). Implementation of virtual reality technology in architectural representations of existing and proposed built environments for presentation and design research. Prerequisites: ARC 4173, ARC 4174.

ARC 5186 Interactive Media (3). Presentation of digital images through an interactive and animated interface online or offline, as well as exploration of ideologies of interactive media.

ARC 5189 Visual Effects (3). Introduction of digital video and audio post-production techniques that add sound, text and visual effects to animations, as well as exploration of ideologies of digital animation.

ARC 5193 Design Presentation Graphics (3). Exploration of design presentation techniques and portfolio design through the use of digital photography, digital illustration, desk top publishing and web page.

ARC 5205 Advanced Design Theories (3). This seminar analyzes Western and non-Western examples of critical ideology through the investigation of key historical moments and current architectural theory and practice. (S)

ARC 5249 Introduction to Design Theories (3). Introduction to the environmental parameters, morphological concepts and ideological principles that generate form and meaning in architecture. Explorations of related spheres of cultural production will also be explored in lectures, readings, and student assignments. Corequisite: ARC 5075.

ARC 5311 Building Information Modeling (3). This course will familiarize students with numerous foundational concepts such as parametric modeling, assembly modeling, associativity generative and interactive drafting.
ARC 5329 Architectural Design 5 (6). Integration of structure and construction techniques in the production of a small to mid-sized public project that incorporates site considerations, materials and structure. Prerequisites: ARC 2304, ARC 2580 and admission to the major. (F)

ARC 5335 Architectural Design 6 (6). This studio focuses on housing and related components including the repetitive spatial and structural elements, circulation and contextual considerations. Prerequisite: ARC 3243, BCN 4561. (S)

ARC 5340 Architectural Design 7 (6). A flexible framework for appropriate investigations of complex spatial, programmatic, contextual, constructional and ethical issues involved in design projects. Course content varies with instructor. Prerequisites: ARC 4553, ARC 3463. (F)

ARC 5343 Architectural Design 8 (6). Architectural design explorations of site, building codes, community objectives will be undertaken through individual programming, process and design initiatives for a complex building project. (S)

ARC 5351 Integrated Comprehensive Design (6). Exploration of arch systems; structural, environmental, life-safety, assembly and enclosure on building form, content and expression. Students will assess and integrate systems into the design process. Corequisite: ARC 5483. (F)

ARC 5362 Architectural Design 9: Sustainable Practices (6). Architectural projects of medium scale. Exploration and application of sustainable practices emphasizing relation of site and environmental issues to architectural production and design methodology. Prerequisites: Graduate standing and ARC 5361. (S)

ARC 5370 Urban Development 1 (3). Introduction to the planning and management of urban development projects.

ARC 5371 Urban Development 2 (3). Advanced planning and management of urban development projects. Prerequisite: ARC 5370.

ARC 5381 Architecture and the Performing Arts (3). This seminar will consider what architects might learn from the performing arts, particularly how stagecraft can inform design for social spaces in the city.

ARC 5392 Urban Vertical Surface (3). Analysis of the mechanisms of surfaces: wall section, the bay, frame, grid, and their transformations.

ARC 5396 Case Studies in Architecture (3). The course explores the vast array of decisions that create the architectural experience of outstanding built works.

ARC 5467 Materials and Methods of Construction (3). Study of the types of construction and materials used in institutional, residential, and office building assemblies. How materials are installed and inspected, including the use of special equipment. Explorations of the theories and histories of construction will be explored.

ARC 5483 Integrated Building Systems (3). Exploration of arch systems integration and specifications in design and construction processes; structural, environmental, life-safety, assembly and enclosure systems are included. Corequisite: ARC 5361. (F)

ARC 5486 Architectural Installations (3). This course will examine the traces of history of architectural fabrications and its relations to the visual arts, media, and technology.

ARC 5554 Structural Design (3). Exploration of structural specifications as outlined by appropriate codes and manuals to introduce structural analysis, loadings and structural elements commonly encountered in construction for architectural analysis and design. Explorations of related and causal ideologies will be covered. Prerequisite: ARC 5582.

ARC 5555 Structural Design 2 (3). Continuation of analysis and design of structural systems. Focus upon reinforced concrete structures, foundation systems and an overview of indeterminate, tensile systems and tall buildings. Prerequisite: ARC 5554.

ARC 5582 Structures and Systems 1 (3). Analysis of structural elements, fundamental principles of statics and strengths of materials, including basic concepts such as force, moment, rigid body equilibrium and structural properties of areas. Corequisite: ARC 5507.

ARC 5612 Environmental Systems in Architecture 1 (3). This course considers thermal, electrical, mechanical and conveyance systems and their integration in the architectural design process. Prerequisite: ARC 2304.

ARC 5621 Environmental Systems in Architecture 2 (3). This course considers the role of acoustic and luminous behaviors in architecture and the architectural design process. Topics including daylighting, artificial lighting, electrical systems and acoustics. Prerequisite: ARC 2304.

ARC 5623 Design Ecology and Technology (3). This course explores the environmental impact of design decisions, their philosophical underpinnings and the role played by technology.

ARC 5711 History of Design Antiquity to Middle-Ages (3). Survey of architectural, interior, and landscape design from antiquity to the middle ages, including Western and non-Western traditions. Explorations of related and causal ideologies will be covered in lectures, readings, and student assignments. Corequisite: ARC 5075.

ARC 5733 History of Design Renaissance to XIX Century (3). Survey of architectural, interior, and landscape design from the Renaissance to the nineteenth century, including Western and non-Western traditions. Explorations of related and causal ideologies will be covered in lectures, readings, and student assignments. Corequisite: ARC 5076.

ARC 5734 Culture and Art in Italy (3). Course describes the evolution of culture and aesthetics and their immediate relationship with the creation of these works. Consists of site visits and class lectures. Additional readings and project for graduate students.
ARC 5744 History of Design from the XIX Century to Present (3). Survey of architectural, interior, and landscape design from the XIX century to the present, including Western and non-Western traditions. Explorations of related and causal ideologies will be covered in lecture.

ARC 5745 Urban Architecture and the 20th Century (3). The course will examine debates on urban architecture surrounding the rise of Modernism in the 1920s and will follow those lines of thought into current discussions of architectural design in cities.

ARC 5750 Architectural History of the Americas (3). Historical analysis of the development of built forms and styles in tropical and subtropical Americas, investigating its socio-political and artistic context. Prerequisite: Program approval.

ARC 5756 The Architecture of the City (3). To analyze the layering that composes Rome’s urban form and to offer a necessary basis of historical and theoretical information in order to take advantage of the Roman experience. Different periods of history of Rome are presented in lectures and site visits. Additional readings and projects.

ARC 5770 Historiographic Methods in Architecture (3). Seminar course designed to introduce graduate students to historiographic methodologies in architecture through close readings of key texts. Prerequisite: Program approval.

ARC 5776 Modern Architecture - Projects and Polemics (3). This seminar focuses on close readings of primary sources drawn from key works of architectural theory. The course also explores key historical text, architectural theory and criticism. Prerequisite: ARC 5744.

ARC 5786 Urbanism: Social History of the Built Form (3). This course introduces students to historical analysis, theories, techniques and aesthetics as they relate to urban design.

ARC 5798 Hotels: Miami and La Habana at Mid-Century (3). A research-based, in-depth study of mid-century modern hotels constructed in Miami/Miami Beach, Florida and La Habana, Cuba just prior to the Cuban revolution.

ARC 5803 Preservation Architecture: Issues and Practices (3). This course explores issues and practices of architectural preservation as an integral concern of architecture.

ARC 5905 Solar Decathlon (1). Research based course to develop the architectural and engineering concepts for the solar decathlon house.

ARC 5933 Special Topics (1-6). Coursework on a particular aspect of architecture under the direction of faculty in a classroom format. Prerequisite: Program approval.

ARC 5935 Special Topics (3). Coursework on a particular aspect of architecture under the direction of faculty in a classroom format.

ARC 5936 Cejas Eminent Scholar Graduate Seminar (1-3). Seminar/workshop course taught by distinguished educators, scholars, and designers. Lectures, critical readings and discussions of thematic topics make up the course.

ARC 5938 Special Topics Design Studio (6). An architectural design studio based on a particular aspect of architectural design and relevant ideologies under the direction of appropriate faculty.

ARC 5939 GreeN: Designing for Sustainability (3). This course will review established and emerging principles of sustainable design/construction, and test strategies for their implementation in design practice. Prerequisite: Graduate standing.

ARC 5943 Pedagogy Seminar (3). Seminar course designed to train graduate teaching assistants, who lead discussion sections and evaluate undergraduate student assignments in the accompanying undergraduate history survey course.
