ARCHITECTURE

NOUN

1. the profession of designing buildings, open areas, communities, and other artificial constructions and environments, usually with some regard to aesthetic effect. Architecture often includes design or selection of furnishings and decorations, supervision of construction work, and the examination, restoration, or remodeling of existing buildings.

2. the character or style of building

3. the action or process of building; construction.

4. the result or product of architectural work, as a building.

5. buildings collectively.

provided by dictionary.com
Welcome!

Our school, faculty and staff are here to provide the opportunities that make Southern great. We know that our university has the power to serve you well and help you become professionals who are competent, thoughtful, effective agents for making a better world, and providing the kind of insight and skill that will increase the opportunity you have to be productive members of the professional design communities of architecture, interior design and fashion design and merchandising.

Our goal is to make sure that we challenge you and bring the best from you as you gather the knowledge and skill to shape a better world. This is not always an easy task for you, or for us, but it is one we engage in as partners. We will work diligently to assist you in achieving your goals and along the way help you develop a disciplined mind, a synthesizing vision, a creative spirit, a respectful demeanor and an ethical perspective for the position you will assume as a graduate to serve the greater social good.

Thank you for entrusting us with this partnership.

We all welcome you to the new school year.

Sincerely,

Walter V. Wendler
Director, School of Architecture
Our Culture

The mission of the School of Architecture is to achieve and maintain nationally and internationally recognized excellence in education, research, and creative activities; to help shape, as well as serve the students of the School, the people of our region, the distinct disciplines and allied professions of architecture, fashion design and merchandising, and interior design, and to contribute to the intellectual and creative purposes of the University.

To achieve that mission, the School’s goals are:

- To provide educational opportunities that prepare students for effective and productive careers in the professions of architecture, fashion design & merchandising and interior design. Toward this goal, the School offers three undergraduate programs leading to the degrees Bachelor of Science in Architectural Studies, Bachelor of Science in Fashion Design and Merchandising, Bachelor of Science in Interior Design. An accredited Master of Architecture degree is also offered by the School of Architecture for those seeking licensure.

- To conduct research related to the discovery, innovation, and development of methods, technologies, and historical understanding that improves the practice of Architecture, Fashion Design and Merchandising, and Interior Design and related areas of endeavor; to complete creative activities that engage the Faculty in the practice of architecture, fashion design and merchandising, interior design, and kindred subjects. Research and creative activities are essential functions of the Faculty. The Faculty conducts research in theoretical and applied aspects of architecture, fashion design and merchandising, and interior design; the practice of the professions of architecture, fashion design and merchandising, and interior design, historical and cultural understanding of those professions; interdisciplinary research exposing relationships with other areas of study or professional practice; and in areas related to the teaching of the professions. The Faculty conducts activities that enhance productivity in the areas of research, creative activity, and teaching. In addition, the Faculty completes peer-reviewed creative activities of varying scope and complexity that engage the Faculty in the practice
of architecture, fashion design and merchandising, interior design, or in related areas.

- To provide service to the University, the people of our region, and to the professions of architecture, fashion design and merchandising, and interior design. The Faculty participates in the governance of the University through a variety of committees and organizations at the School, College, and University levels. In addition, the School provides support to a number of profession-related student organizations. Service to the region is accomplished through active participation and membership in community organizations, providing outreach and educational activities in the region, and by providing consultation on matters related to architecture, fashion design and merchandising, and interior design. Service to the professions is accomplished through active participation and membership in professional groups, associations, and societies, as well as by presentation and publication of papers and programs with and related to the concerns of those organizations.
School of Architecture Studio/Laboratory Culture Policy

Preamble
The students, staff and faculty of the School of Architecture at Southern Illinois University share the responsibility of possessing and preserving this policy.

The SIU “Student Conduct Code” can be found at: http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf.

This policy builds upon, rather than replaces, the SIU code of conduct. The School of Architecture faculty members are expected to model good behavior and hold students to the standards detailed in this Handbook. Students should encourage one another to maintain the School’s policies. When policies are disregarded, it is a shared responsibility to bring the infraction to the attention of the proper authority and seek proper resolution.

School of Architecture Culture
This policy is established in an effort to preserve studios/laboratories as productive work environments in which students cultivate the professional conduct expected in the practice of architecture. This will be manifest through a series of specific goals, and recognition of personal responsibility to ensure the integrity of the culture.

Faculty and students will pursue activities associated with the studio/laboratory in a manner which respects the broader goals of the program and College.

Although the architecture curriculum maintains the traditional significance of the studio/laboratory experience in a professional program, it will not institutionalize the common and destructive practice of elevating studio work over all other course-work, extracurricular activities and personal pursuits. Studio/laboratory is recognized as the central part of a larger puzzle defined by college education and experience. To these ends, first and foremost, students are encouraged to work diligently during regular class time and normal waking hours as they pursue excellence in their architectural design. Access to the building after the conclusion of classes each day is a privilege, not a right.

The physical setting of the architecture studio/laboratory will express an open community that promotes positive self-expression and maintains a high-functioning workplace.

To formally represent the open environment which we strive to achieve, the studios/laboratories will be maintained as open areas in which academic classes are clustered. Students may elect to bring bookcases or other small storage units into their work area. Only partitions provided by the college will be permitted to divide studios by class level.

Arrangement of furnishings and equipment will be maintained to ensure their proper use by faculty and students who have classes in the building throughout the day. Furniture,
equipment and other college property of all kinds may be moved only under the expressed approval of architecture faculty and for short-term arrangements to suit specific curricular goals, like studio reviews. It is every class’s responsibility to return furniture to its proper place at the conclusion of a review or other instance calling for the rearrangement of furniture.

*The overall environment of the School of Architecture studio will respect everyone’s right to a professional space dedicated to focused and creative work.*

At the start of each year, architecture majors are assigned to (or select) a work space which they can call their own for the semester. It is each student’s privilege and responsibility to maintain a work space within the larger environment that is geared toward production, professionalism and intellectual exercise. Such academic discipline is in accord with relaxed attitudes, but with a recreational atmosphere.

The building will be kept clean and orderly by the Janitorial Staff, however, students are responsible for their individual work stations. All trash must be disposed of properly and in a timely manner. Students should maintain their own materials and equipment, and must not borrow materials, supplies or tools from colleagues without their specific permission. Students shall not interfere with, touch or move anyone else’s work. Classrooms are not to be considered after-hours studio space. Students will work in other parts of the building only when it is impossible to complete a project at their tables.

At the conclusion of each semester, each studio area will be thoroughly cleaned by the students who used it. Anything remaining after the conclusion of final exams will be removed and discarded.

Design projects and personal items cannot be stored in the studio space between semesters. Any projects or personal items that remain after final exams will be thrown away. Exceptions may be given with faculty permission.

Students are expected to enjoy and personalize their work environment, but must do so with respect to others. Students may decorate their work spaces, but must be mindful of the studio as a public space, and refrain from displaying any items which may be offensive.

During class meeting times, the use of cell phones, CD players, and other electronic items is allowed at the discretion of the faculty. After studio class time, a respectful work environment should be maintained and no student should be disrupted by the use of these items.

Proper and respectful attire is required in all classrooms as well as the studio. This includes shirts and shoes at all times for hygienic and safety reasons. Individual instructors may set dress code guidelines for presentation days.

Beverages, and food, may be consumed while studio is in session at the discretion of the individual instructor; eating is permitted in the studios when not in session, as long as students maintain personal hygiene and environmental cleanliness.

*The School of Architecture studio will be a place of open communication.*
In a college which promotes critical thinking, the healthy exchange of different points of view is as important as the reinforcement of shared opinions. Just as they value individual people, faculty and students will value individual opinions and judgment, and will be encouraged to share them in a non-threatening environment.

Faculty and students are encouraged to engage their regular classmates in debate and discourse. It thus requires concerted effort to reject complacency and embrace healthy friction. Even when not directed by a professor, students can (and should) talk about one another’s work, offering support for positive points and constructive criticism for areas in need of development.

Faculty and students are encouraged to discuss architectural matters with vigor; they are encouraged to know which of their opinions are founded on good evidence and which might be founded on matters of taste, and act accordingly. Criticism should always be focused on projects rather than on their authors. At the same time, students must be mindful of the fact that critique is not directed at them but rather directed at the project that is external to them; they should not interpret genuine architectural critique personally. Faculty will seek to model good critical behaviors, especially promoting inter-student dialogues in the first years of the program to better enable their critical development.

Absolute Prohibitions

The following items are highlighted here as they are not simply annoyances or hindrances to the functioning of our program, but rather potential threats to the safety and welfare of individuals. These items apply to students and faculty both. Each is absolutely, explicitly and unequivocally prohibited and has no place in this community.

- Vandalism or theft of department, division or college property (including, but not limited to, wood shop tools, computer equipment and art supplies)
- Any use of aerosol products inside the building: spray-paint, fixative, spray-mount and the like are potentially harmful to the facility and, more important, to human health
- The use of aerosol products outside of the building:
  - without proper underlay to catch all overspray residue, and/or
  - in proximity to the parking lot so as to threaten to damage either the building or vehicles
- Intolerance of any sort, including sexual harassment, religious prejudice and racial slurs. Such may take the form of written and verbal language as well as the display of images that could be regarded as offensive or degrading
- Verbal threats and physical intimidation
- Unwelcome physical contact of any sort
Dispute Resolution

When disputes arise among students, students should strive to openly confront one another to resolve the problem. When this fails to achieve a resolution, students should go to their professor or a program administrator to act as a mediator at the earliest possible opportunity. Problems should not be permitted to smolder.

In most cases, in the open environment the Program strives to cultivate, differences of opinion can and should be worked out among the parties in question. However, in the occurrence of the serious abuses highlighted in the section entitled “Absolute Prohibitions”—each of which is in conflict with college policy and/or local or federal law—students are discouraged from handling the situation themselves, but should instead report such wrongdoing to an architecture school administrator at their earliest opportunity.

Any complaint by a student against a faculty member will be initially addressed in a discussion between the student and the faculty member in a good faith effort to seek resolution by both. If the student is not satisfied with the conclusion of that discussion, the student has the right to appeal to the Director of the School of Architecture. The Director shall evaluate the complaint and gather all essential information. The Director may then seek the advice of the program faculty. The Director shall render a decision deciding the legitimacy of the complaint and render a final decision.

The student has the right to appeal the Director’s decision to the CASA Dean’s office for undergraduate students, and to the Graduate College for graduate students (see “Graduate College – Academic Grievances Policy/Procedures”, p.46). The policies and procedures of CASA and the Graduate College will govern when this appeal is made.
SCHOOL OF ARCHITECTURE

ACADEMIC ADVISEMENT

Academic Advisors:

Jasmine Winters  
Architecture  
Interior Design  
(618) 453-1227; jwinters@siu.edu

Shelby Adkinson  
Fashion Design & Merchandising  
(618) 453-1859; sadkinson@siu.edu

Hours posted by semester

Advisement is conducted both on an appointment and walk-in basis in Quigley Hall. During pre-registration periods, it is essential to sign-up for an appointment. Sign-up sheets will be posted during pre-registration outside the advisement office. Students are expected to arrive for their appointments promptly. Students should regard advisement appointments as any other business meeting and contact the advisor if the appointment cannot be met as a missed appointment prevents other students from being advised in that time slot.

Academic advisement does not relieve students of their own personal responsibility to see that graduation requirements are met.

CHANGING MAJORS

If a student wishes to change majors, the student should make an appointment to see the academic advisor of the program into which he or she wishes to enter. A change of major form must be completed and signed by the student, department chairperson, and dean of that academic unit. The form is then sent to Records in Woody Hall where the official unit change is made. Students with cumulative grade point averages of less than 2.0 will not be permitted to change majors.
SOUTHERN ILLINOIS UNIVERSITY
2013 – 2014 Academic Calendar

Intersession
Intersession Begins
Monday, May 13
Intersession Ends
Friday, June 7

Summer Session 2013
Eight Week Session Begins
Monday, June 10, 7:30 a.m.
Independence Day Holiday
Thursday, July 4
Final Examinations
Thursday, August 1 and Friday, August 2

Fall Semester 2013
Semester Classes Begin
Monday, August 19
Labor Day Holiday
Monday, September 2
Fall Break
Sat, October 12, Noon - Tue, October 15
Veterans Day Holiday
Monday, November 11
Thanksgiving Vacation
Wed, November 27 - Sun, December 1
Final Examinations
Mon, December 9 - Fri, December 13
Commencement
Saturday, December 14, 2013

Spring Semester 2014
Semester Classes Begin
Monday, January 13
Martin Luther King, Jr. ’s Birthday Holiday
Monday, January 20
Spring Vacation
Sat, March 8, Noon - Sun, March 16
Honors Day
Sunday, April 13
Final Examinations
Monday, May 5 through Friday, May 9
Commencement
Saturday, May 10, 2014

Application Deadline
Prospective undergraduate students can apply online or download a PDF of application to print and mail. Undergraduate Admissions SIU in Carbondale 425 Clocktower Drive Carbondale, Illinois 62901 (Online application is highly recommended.) Please Note: SIU has an application deadline of May 1 for freshman applicants. Any applications received after May 1 will be reviewed as exceptions on a space-available basis.
SIUC Architecture Program Mission & Vision

VISION STATEMENT

To be an architectural program of excellence built upon the cultural and environmental heritage of the River Delta Region that provides a superior education and produces the highest quality architectural scholarship and research to serve our global communities.

MISSION STATEMENT

Through our cultural heritage, environmental context and the tradition of integrating emerging technology and innovative practice, the Architecture faculty and students explore, create and develop architecture as a synthesis of design excellence, artistic expression, technology and community involvement.

GOALS

- Graduates are lifelong learners, leading citizens and professionals in communities throughout the world.
  - Possess the qualifications to serve as licensed architects protecting the health, safety and welfare of our communities.
  - Promote the highest professional standards through strong ethical character and social conscience.
- Architecture that enhances the quality of life of our communities, serves the needs of clients, uplifts the human spirit, preserves the environment, provides social justice and expands aesthetic frontiers.
- Faculty pursue the scholarship of discovery, integration, application and teaching.
- The curriculum is:
  - Liberal, including history, literature, philosophy, art, science and communication skills.
  - Flexible, so as to relate to the lifelong learning needs of students including career changes, allow opportunities to explore specialties and discover the connectedness of knowledge.
  - Integrated, providing connections both within architecture and between architecture and other disciplines through the design studio with the ability to collaborate with others on design and problem-solving projects.
- Provide for the development of individual creativity through the expression of human, social and environmental values.
- Serve communities through problem-solving and the addressing of regional issues.
REGISTRATION FOR COURSES

PREREQUISITES
With the exception of the first semester, we advise students for all major courses with the assumption that the student will make a qualifying grade in the prerequisite course. Students who fail to make a qualifying grade must repeat the prerequisite course before continuing in the sequence. Please note: All English courses require a “C” grade or above. Math courses with the exception of Math 101 require an earned grade of “C” or above.

ACADEMIC PROBATION
Students on academic probation may not register for more than 14 semester hours.

CREDIT OVERLOAD
Students can register for a maximum of 18 hours in the fall and spring semesters and 9 hours in the summer semester without receiving approval from the Dean’s Office. Students with a cumulative grade point average of less than 3.0 may need to wait for approval of a credit overload until the current semester’s grades are posted and a new cumulative grade point average can be evaluated. Any student with a cumulative grade point average of less than 3.0 may be denied a credit overload.

REGISTRATION STOPS
There are several stops that may be placed on a student’s registration, preventing registration for the upcoming semester. Health Service, Bursar’s Office, Admissions and Records, and Student Judicial Affairs can place stops on students’ registrations for non-compliance. Students are notified by these offices and should rectify problems promptly to ensure that they can register for courses in a timely manner. Academic advisors cannot remove registration stops.

ATTENDANCE
Go to class. Students are expected to attend classes regularly in order to keep up with course instructions and projects. All absences will be approved at the discretion of the course instructor. See your instructor regarding specific attendance information for each course and apprise your instructor of any past or anticipated absences. See page 27 in the Undergraduate Catalog for further information regarding university attendance policy.
INDIVIDUAL COURSE DROPS
Students who wish to drop a course should process the drop via SalukiNet. A student who stops attending class will not be considered dropped from the course until he or she has followed this procedure.

INCOMPLETES
If a student is granted an INCOMPLETE in a course that is a prerequisite to another course, the student must be issued a qualifying grade in that course before he/she is allowed to continue in the sequence.

DROP DEADLINE DATES
16-week courses
   * Second week for a full refund, tenth week to drop a course
8-week courses
   * Second week for a full refund, fifth week to drop a course
4 to 6 week courses
   * First week for a full refund, third week to drop a course

Students who wish to withdraw from all courses for a semester must see their advisor.

CLASS STANDING
Freshman: fewer than 26 hours   Junior: 56 to 85 hours
Sophomore: 26 to 55 hours       Senior: 86 or more hours

GRADUATION PROCEDURES
Students should apply for graduation by the Friday of the fourth week of the fall & spring semesters, and the second Friday of the summer semester, in which they plan to graduate. If the student does not graduate at that time, the student will be required to submit another graduation, and the graduation fee will be re-assessed.

Note: A student must have a 2.0 cumulative and major GPA to graduate.
ISSUANCE OF TRANSCRIPTS

An official copy of transcripts can be obtained from the Transcripts Office in Woody Hall (618) 453-3609. Academic advisors cannot produce official transcripts. A transcript request form can be attained at:

SIU Carbondale
Transcripts Office
Woody Hall, Room B2
MC 4701
Carbondale, IL 62901

POLICY ON RETAINING STUDENT WORK

The School of Architecture maintains the right to retain student work for exhibition or for records and accreditation purposes. Students are advised to assemble photographic files of their work for their portfolios.
# ARCHITECTURE FACULTY

Phone: (618) 453-3734

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Room</th>
<th>Email</th>
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*Program Director, Architecture  **Head, Master of Architecture  ***Director, School of Architecture
Architecture Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 8-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master’s 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.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented.

The SIUC Architecture Program was granted full accreditation status in August 2013.
Registered Student Organizations (RSOs)

While attending SIU, students have the opportunity to be members of profession-related student organizations. Participation allows for increased interaction with practicing professionals through guest lectures, office and project tours, and portfolio and résumé reviews.

Currently, active student organizations at the Carbondale campus include:

- American Institute of Architecture Students
- American Society of Interior Designers
- Construction Specifications Institute
- Illuminating Engineers Society
- Precast Concrete Institute Student Chapter
- US Green Building Council

These organizations provide students the opportunity to pursue leadership roles, develop contacts with the profession and take advantage of various activities which include field trips, guest speakers, and workshops.
The contents of this appendix are copied directly from *NAAB Conditions for Accreditation For Professional Degree Programs in Architecture* (2004 Edition). This is the version of the Student Performance Criteria applicable to SIU’s accreditation.

**Student Performance Criteria**

*[Currently under revision to meet recently changed standards by NAAB]*

For the purpose of accreditation, graduating students must demonstrate understanding or ability in the following areas:

1. **Speaking and Writing Skills**
   *Ability to read, write, listen, and speak effectively*

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

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

4. **Research Skills**
   *Ability to gather, assess, record, and apply relevant information in architectural coursework.*

5. **Formal Ordering Systems**
   *Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

6. **Fundamental Design Skills**
   *Ability to use basic architectural principles in the design of buildings, interior spaces, and sites*

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

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

9. **Non-Western Traditions**
   *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

10. **National and Regional Traditions**
    *Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

11. **Use of Precedents**
    *Ability to incorporate relevant precedents into architecture and urban design Projects*
12. Human Behavior
   Understanding of the theories and methods of inquiry that seek to clarify the relationship between
   human behavior and the physical environment

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

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

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

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

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

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

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

20. Life Safety
   Understanding of the basic principles of life-safety systems with an emphasis on egress

21. Building Envelope Systems
   Understanding of the basic principles and appropriate application and performance of building
   envelope materials and assemblies

22. Building Service Systems
   Understanding of the basic principles and appropriate application and performance of plumbing,
   electrical, vertical transportation, communication, security, and fire protection systems

23. Building Systems Integration
   Ability to assess, select, and conceptually integrate structural systems, building envelope systems,
   environmental systems, life-safety systems, and building service systems into building design

24. Building Materials and Assemblies
   Understanding of the basic principles and appropriate application and performance of construction
   materials, products, components, and assemblies, including their environmental impact and reuse
25. **Construction Cost Control**
   *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

26. **Technical Documentation**
   *Ability to make technically precise drawings and write outline specifications for a proposed design*

27. **Client Role in Architecture**
   *Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

28. **Comprehensive Design**
   *Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability*

29. **Architect’s Administrative Roles**
   *Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

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

31. **Professional Development**
   *Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

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

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

34. **Ethics and Professional Judgment**
   *Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.*
University Core Curriculum Requirements for Architecture

SECTION I: FOUNDATION SKILLS

University College (3 Credit Hours)
UCOL 101 Foundations of Inquiry

Composition* (6 Credit Hours)
ENGL 120H Honors Advanced Freshman Composition
-or-
ENGL 101 English Composition I AND ENGL 102 English Composition II
(ESL students may take LING 101 & 102 in place of ENGL 101 & 102)

Mathematics* (4 Credit Hours)
MATH 111 – Precalculus
-or-
MATH 108 College Algebra AND MATH 109 Trigonometry

* Students are required to complete these categories with the grade of C or higher.

SECTION II: DISCIPLINARY STUDIES

Fine Arts° (6 Credit Hours)
ARC 231 Architectural History I
ARC 232 Architectural History II

Human Health (2 Credit Hours)
BIOL 202 Human Genetics and Human Health
HED 101 Foundations of Human Health
HND 101 Personal Nutrition
KIN 101 Current Concepts of Physical Fitness
PHSL 201 Human Physiology (3 credits)
REHB 205 Disability & Chronic Disorders (3 credits)

Humanities° (6 Credit Hours)
HIST 101A The History of World Civilization I
HIST 101B The History of World Civilization II

Science (11 Credit Hours)

Group I Science°
PHYS 203A College Physics I (Lecture)
PHYS 253A College Physics I (Lab)
PHYS 203B College Physics II (Lecture)
PHYS 253B College Physics II (Lab)

Group II Science
ANTH 240A Human Biology
PLB 115 General Biology
PLB 117 Plants & Society
ZOOL 115 General Biology

° Due to program requirements, these are the only courses that will fulfill these categories.
**Social Science** *(6 Credit Hours)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ANTH 104</td>
<td>The Human Experience</td>
<td>HIST 112</td>
<td>Twentieth Century World</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Economics of Contemporary Social Issues</td>
<td>POLS 114</td>
<td>Introduction to American Government &amp; Politics</td>
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<tr>
<td>GEOG 100</td>
<td>Environmental Conservation</td>
<td>PSYC 102</td>
<td>Introduction to Psychology</td>
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<tr>
<td>GEOG 103</td>
<td>World Geography</td>
<td>SOC 108</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>HIST 110</td>
<td>Twentieth Century America</td>
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</tr>
</tbody>
</table>

*The courses chosen must come from different disciplines.*

**SECTION III: INTERDISCIPLINARY STUDIES**

**Multicultural** *(3 Credit Hours)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AD 227</td>
<td>History of African-American American Art</td>
</tr>
<tr>
<td>AD 267</td>
<td>Native, African and European Americans in American Art</td>
</tr>
<tr>
<td>AFR 215</td>
<td>Black American Experience in a Pluralistic Society</td>
</tr>
<tr>
<td>AFR 227</td>
<td>History of African-American American Art</td>
</tr>
<tr>
<td>ANTH 202</td>
<td>America's Diverse Cultures</td>
</tr>
<tr>
<td>ANTH 204</td>
<td>Anthropology of Latino Cultures</td>
</tr>
<tr>
<td>CCJ 203</td>
<td>Crime, Justice, and Social Diversity</td>
</tr>
<tr>
<td>ENGL 205</td>
<td>American Mosaic in Literature</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>Introduction to American Studies</td>
</tr>
<tr>
<td>HIST 202</td>
<td>America's Religious Diversity</td>
</tr>
<tr>
<td>HIST 210</td>
<td>American Heritages</td>
</tr>
<tr>
<td>HIST 212</td>
<td>Introduction to American Studies</td>
</tr>
<tr>
<td>KIN 210</td>
<td>Diversity in American Sport</td>
</tr>
<tr>
<td>LING 201</td>
<td>Language Diversity in the USA</td>
</tr>
<tr>
<td>MCMA 204</td>
<td>Alternative Media in a Diverse Society</td>
</tr>
<tr>
<td>MUS 203</td>
<td>Diversity and Popular Music in American Culture</td>
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<tr>
<td>PHIL 210</td>
<td>The American Mind</td>
</tr>
<tr>
<td>PHIL 211</td>
<td>Philosophy and Diversity: Gender, Race, and Class</td>
</tr>
<tr>
<td>POLS 215</td>
<td>Politics of Diversity in the United States</td>
</tr>
<tr>
<td>PSYC 223</td>
<td>Diversity in the Workplace</td>
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<tr>
<td>PSYC 233</td>
<td>Psychology of Gender in a Diverse Context</td>
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<tr>
<td>SOC 215</td>
<td>Race and Ethnic Relations in the United States</td>
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<tr>
<td>SOC 223</td>
<td>Women and Men in Contemporary Society</td>
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<tr>
<td>SPCM 201</td>
<td>Performing Culture</td>
</tr>
<tr>
<td>WMST 200</td>
<td>Women in French and Francophone Literature</td>
</tr>
<tr>
<td>WMST 201</td>
<td>Multicultural Perspectives on Women</td>
</tr>
<tr>
<td>WMST 223</td>
<td>Women and Men in Contemporary Society</td>
</tr>
</tbody>
</table>
**ARCHITECTURAL STUDIES STUDENT PROGRESS CHART**

<table>
<thead>
<tr>
<th>Name</th>
<th>ID No.</th>
<th>Catalog Year</th>
</tr>
</thead>
</table>

**Graduation Requirements:**  
Minimum 2.00 GPA  
Total of 90 credits or last 30 credits  
42 credits in 300-400 level courses

<table>
<thead>
<tr>
<th>Cr.</th>
<th>Semester</th>
<th>Grade</th>
<th>Prerequisites &amp; Notes</th>
</tr>
</thead>
</table>

### First Semester
- **Intro/Design Comm. I**  
  - ARC 121  
  - 4  
- **Foundations of Inquiry**  
  - UCOL 101  
  - 3  
- **English Comp. I**  
  - ENGL 101  
  - 3  
- **Pre-Calculus**  
  - MATH 111  
  - 4  
  
  MATH 108 + 109 = MATH 111
- **Human Health**  
  - Select  
  - 2  
  
  16

### Second Semester
- **Intro/Design Comm. II**  
  - ARC 122  
  - 4  
- **Eng. Comp. II**  
  - ENGL 102  
  - 3  
- **Hist. of World Civ. II**  
  - HIST 101B  
  - 3  
- **Speech Communications**  
  - SPCM 101  
  - 3  
- **Social Science**  
  - Select  
  - 3  
  
  16

### Third Semester
- **^Architectural History I**  
  - ARC 231  
  - 3  
- **Design 1: Concept**  
  - ARC 251  
  - 4  
- **Computers in Architecture**  
  - ARC 271  
  - 3  
- **College Physics I**  
  - PHYS 203A/253A  
  - 4  
  
  Math 111 or MATH 108 + 109
- **History of World Civ. I**  
  - HIST 101A  
  - 3  
  
  17

### Fourth Semester
- **^Architectural History II**  
  - ARC 232  
  - 3  
- **Bldg. Tech. 1: Wood**  
  - ARC 242  
  - 3  
- **Design II: Order**  
  - ARC 252  
  - 4  
  
  ARC 231, 251, 271, & ENGL 101
- **College Physics II**  
  - PHYS 203B/253B  
  - 4  
- **Science Group II**  
  - Select  
  - 3  
  
  17

### Fifth Semester
- **Bldg. Tech II: Msnry & Concrete**  
  - ARC 341  
  - 4  
- **Design III: Concept**  
  - ARC 351  
  - 5  
- **Structures I: Static & Steel**  
  - ARC 361  
  - 3  
- **Env. Design I: Site Planning**  
  - ARC 381  
  - 2  
  
  14

### Sixth Semester
- **Bldg. Tech III: Steel**  
  - ARC 342  
  - 4  
- **Design IV: Complexity**  
  - ARC 352  
  - 5  
- **Structures II: Wood & Concrete**  
  - ARC 362  
  - 3  
- **Social Science**  
  - Select  
  - 3  
  
  15

### Seventh Semester
- **Design V: Urb Design & Com.**  
  - ARC 451  
  - 6  
- **Envir. Design II: Energy & Sys.**  
  - ARC 481  
  - 3  
  
  ARC 342, PHYS 203B/253B
- **Elective or ARC 491**  
  - Select  
  - 3  
  
  ARC 352
- **^Multicultural**  
  - Select  
  - 3  
  
  18
- **^Elective**  
  - Select  
  - 3  
  
  18

### Eighth Semester
- **Design VI: Integration**  
  - ARC 452  
  - 6  
- **Structures III: Ayls. & Lateral Frc**  
  - ARC 462  
  - 3  
- **Env. Design III: Light & Acoustic**  
  - ARC 482  
  - 3  
- **^Elective**  
  - Select  
  - 3  
  
  15

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* UCC course  
* HIST 101A & HIST 101B meet the UCC Humanities requirement  
^ ARC 231 & 232 meet the UCC Fine Arts requirement  
×These courses must be outside of the ARC discipline