# Urban Design and Community Development

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E-mail: canz@siu.edu  
Office Hours: MWF 1-3 or by appt.

**Course No., Hrs, and Title:** ARC 451-6 - Design V: Urban Design & Community

**Course Description:** Study of urban design and community as cultural and spatial development of human settlement patterns. All previous design course experience will be brought to bear on the architectural projects within the context of urban and community criteria. Prerequisites: ARC 352 and major in architectural studies or consent of the Director of the School of Architecture. Prerequisite to: ARC 452 - Design VI: Integration

**Format:** Lecture and studio – sixteen hours per week + field trip(s)  
Quigley - Senior Studio (Keys will be issued) – MWF. 8:00 – 12:00 PM

**Course Objectives:** Upon completion of this course, the student will be able to:

1. Engage architectural design through participatory dialog, observation, experience, research, and documentation in co-applicative association within complex urban design, master planning, site feasibility, neighborhood building, and community development scenarios.

2. Build on the experiences, tools, and knowledges gained from previous architectural design courses.

3. Develop abilities to make comprehensive analyses and evaluations of a variety of urban contexts.

4. Acquire an awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects.

5. Develop a judicious understanding of ekistics and the particularities within varying epochs, heritages, cultures, points-of-views, approaches, and building practices at global, national, regional, and vernacular scales toward the development of distinct architectural typologies, urban fabrics, landscapes, and places.

6. Develop coherent rationales grounded within programmatic considerations and based within formal precedents and case studies employed in the conceptualization and development of architecture and urban design projects.

7. Develop an understanding of the basic principles of ecology and architects’ responsibilities with respect to environmental and resource conservation in architecture and urban design.

8. Acquire an understanding of the technological, economic, axiological, operational, and sociocultural aspects, etc. of sustainability and equity by relating individual agency(s) within the greater environmental context at individual, communal, regional, national, systemic, and global scales.

*Refer below for expected outcomes corresponding with NAAB student performance criteria.*
## GENERAL TOPICAL OUTLINE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentages of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Program Development</td>
<td>5%</td>
</tr>
<tr>
<td>A. Research</td>
<td></td>
</tr>
<tr>
<td>B. Analysis</td>
<td></td>
</tr>
<tr>
<td>II. Context Analysis</td>
<td>10-15%</td>
</tr>
<tr>
<td>A. Data collection (includes site visit)</td>
<td></td>
</tr>
<tr>
<td>1. Information organization</td>
<td></td>
</tr>
<tr>
<td>B. Analysis</td>
<td></td>
</tr>
<tr>
<td>III. Urban Design Concept Development</td>
<td>15%</td>
</tr>
<tr>
<td>A. Formulation of concept(s)</td>
<td></td>
</tr>
<tr>
<td>B. Communication of concept(s) (includes model)</td>
<td></td>
</tr>
<tr>
<td>IV. Community Concept Development</td>
<td>15%</td>
</tr>
<tr>
<td>A. Concept realization</td>
<td></td>
</tr>
<tr>
<td>B. Design process</td>
<td></td>
</tr>
<tr>
<td>C. Communication of concept (includes model)</td>
<td></td>
</tr>
<tr>
<td>V. Concept Design</td>
<td>15-20%</td>
</tr>
<tr>
<td>A. Development process</td>
<td></td>
</tr>
<tr>
<td>B. Communication process (includes model)</td>
<td></td>
</tr>
<tr>
<td>VI. Design Development</td>
<td>35%</td>
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</tbody>
</table>

### Methodology:

ARC451 is a combination lecture, *in-situ* observation, and design studio course, engaging dynamic levels of critical thinking, research, and application in rich contextual settings. Multiple agencies with co-substantiating epistemic frameworks co-produce the environment, particularity within urban fabrics. In fact, these settings comprise the greater number of intersections between human productions and the greater environment. As architecture embodies collaborative, socio-environmental praxis and does not occur in a vacuum or in isolation, a substantial portion of the work produced in this course will be carried out in a team-oriented and inter-operational way. The model promoted here is often referred to as a ‘participant-observer’ approach and part of interactive learning processes. Since the problems we face in modern society are complex and often ill-defined, there are simply no reductivist answers. The conscious embracing and dialogic integration of multiplicities and divergent points-of-view into cohesive, axiological frameworks is critical to the success of our complex modern society, as it is in creating innovative solutions to complex issues. As such, students are expected to participate co-actively in processes by asking and answering questions, fostering critical inquiry, exploring multiple problems and solutions, and engaging concepts and ideas in formal and accountable manners in relation to multifaceted contexts-at-hand. To avoid substantial gaps, advance preparation is essential to inform overall outcomes. Beyond basic urban design capacities, students will be expected to complete essential research projects from assigned readings per topic, take notes, present findings to participants, and apply concepts within very-real situations. Lectures may be given at any time for the presentation of information, concepts, and ideas, questions regarding assignments, and demonstration of techniques or expectations. Learn to express your thoughts while accepting the ideas of others and building the co-collection of ideas into an overall dialogic work. Here, every person an engaged, reciprocal agent working together for the greater good within their own co-structured and co-created, *life-place*. 
Owning the Problem (or ‘Accountability’): If this course is to be valuable to you, it must be meaningful and useful in some way. For it to be meaningful you must find it (and make it) relevant to the fulfillment of your personal and professional goals. You will be presented content that has been found useful to many people in architectural studies for many years. I challenge each of you to further develop your experiences (increase your ownership) in those areas in which you have some familiarity and to embrace those areas in which you have none (read/research). It is important that each person learns how to manage the many multifaceted and relational aspects of architecture and to hold accountability for their work in relation to others. This class has the added potential aspect that the class can and will be restructured (only for the better), if the need or proposal arises in a democratic fashion. Feel free to take charge of ideas and responsibly present alternatives toward the project outcome. Naturally, the instructor has final say and approval for changes to the scope.

Evaluation: Final grades are based on evaluations of student performances on assigned projects. Each project is assigned a percentage of the final grade (100%) based upon scope, complexity, and duration. Each project has a series of sub-grades based on each level of work progression and specific tasks needed to fulfill the project. The final grades per project are derived as the total of these numbers and summed as the semester grade, less any deductions for excess absences or lack of participation. Since the projects are group or team-oriented, there will be co-grading between individuals of teams and between teams to further encourage public accountability and to promote interaction and participation in one’s own value in the social setting. This emulates urban design as an inter-subjective and co-reflexive, social practice, not an isolated, subjective event or even a pure art of its own. This co-evaluation should be taken seriously and responsibly. In addition, the professor will grade accordingly in the ‘traditional’ manner as the final authority to the success of the project and/or progress of the student. The final grade outcome remains the burden of the professor. While there will be scheduled discussions and reports of each students’ progress, it is ultimately up to the student to consult with the professor on an on-going basis if there is any question of their status.

Class Task and Percentage Grading Outline: The milestone items and point values for which a grade will be applied include:

- Research Presentations - 05 pts (urban historic models)
- Field Trip / Participation - 05 pts (or alternative assignments)
- Agent Map Presentation 1 - 10 pts (stakeholder model/mapping)
- Case Analysis Presentation - 05 pts (stakeholders/case studies)
- Research Presentation - 00 pts (+additional 2 pts for ea. public city meeting **)
- Competition Presentation 1 - 20 pts (design)

Midterm ......................................................... 45 pts. (+ extra points **)

- Charette C-Dale Presentation - 15 pts (master plan, areas plans/details)
- Competition Design Progression - 10 pts
- Design Documentation Final Work - 15 pts
- Individual Participation/Progress Total - 15 pts (indicative in presentations/ + group grades)

Total ........................... 55 pts

Final .......................................................... …100 pts Final Evaluation as progressive

Course Schedule/ Calendar: Provided as a separate document Wall Calendar and as a time-flow Gantt chart in studio (digital copy provided in D2L retrieve folder)
Grading Scale: *(the criteria of which is also associated with “accountability”…)*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Above the expected.</td>
<td>93% +</td>
</tr>
<tr>
<td>B</td>
<td>Better &amp; more than required.</td>
<td>84%-92%</td>
</tr>
<tr>
<td>C</td>
<td>Center of the pack/ average.</td>
<td>75%-83%</td>
</tr>
<tr>
<td>D</td>
<td>Deficient</td>
<td>65%-74%</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>&lt; 65%</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td></td>
</tr>
</tbody>
</table>

INC - Incomplete - Will be used only in exceptional circumstances beyond the control of the student. The student must be passing the course at the time. Agreement with the faculty must be made for completion BEFORE an INC will be issued.

Expected Learning Outcomes:
(main SPCs emphasized in red, secondary or inherent criteria in grey)

This class addresses the National Architectural Accrediting Board (NAAB) - *2009 Conditions for Accreditation* for Educational Realms & Student Performance Criteria (SPC) wherein students must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.

The criteria encompass two levels of accomplishment: See also L.W. Anderson and D.R. Krathwold, eds., *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives* (New York: Longman, 2001).

- **Understanding** — The capacity to classify, compare, summarize, explain, and/or interpret information.
- **Ability** — Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

**II.1.1 Student Performance Criteria (SPC):** The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between each criterion.

**Realm A: Critical Thinking and Representation.** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include:
- **Being broadly educated.**
- **Valuing lifelong inquisitiveness.**
- **Comprehending people, place, and context.**
- **Recognizing the disparate needs of client, community, and society.**

The accredited degree program must demonstrate that each graduate possesses the following:

A.1 Professional Communication Skills: **Ability** to write and speak effectively and use
representational media appropriate for both within the profession and with the general public.

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

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Realm B: Building Practices, Technical Skills, and Knowledge. Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include: 
- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design. 2014 Conditions for Accreditation National Architectural Accrediting Board, Inc.

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Student learning aspirations for this realm include:
- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and making design decisions across systems and scales.
- Synthesizing into an integrated architectural solution.
- Multiple systems for an integrated solution.
The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

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

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

**Realm D: Professional Practice.** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

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

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

**D.5 Professional Conduct:** Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.
Readings: Regular reading assignments/projects per assigned goals will be made from various recommended texts and presented/discussed in class. Other special readings will be assigned from items placed on reserve in the Arch/I.D. Library, Morris Library, or in the classroom.

Required Readings (Textbooks): No books required for purchase at this time.

Recommended Readings: (some available in library reference, Morris, or online, D2L)

….. AND OTHERS DEPENDING ON PROJECTS, TOPICS, CONTEXT, AND INQUIRY.
FIELD TRIPS: There will be at least one multi-night field trip (see schedule) and other day field trips as needed. You should anticipate at least $600 in field trip expenses related to this class. The field trips have definite academic and community relationship-building purposes, so students are expected to participate unless there are extenuating circumstances. For students unable to participate, an approved alternative learning experience is expected that supports the studio project.

SUPPLIES REQUIRED:  Engineering/ Architectural / Metric Scale (as reqd.)

Sketchbook – Journal: Each student should maintain an on-going sketchbook/notebook with a continuous record of research, reading notes, thoughts, sketches, graphic representations of ideas, etc. available for review at all times. We recommend a bound (plain or grid type) sketchbook to keep project notes, addresses, business cards, phone numbers, field notes, diary entries, sketches and maps, etc. for the entire project. Entries can be scanned for inclusion with digital presentations. Record our individual in-class meetings, lecture notes, city meetings, fieldwork, and references to other research.

Student Conduct: Please review Section II.A of the Student Conduct Code, page 18, regarding University policy regarding Acts of Academic Dishonesty. Unless required as part of a team effort, students are to do their own work. Do not trace or copy, including electronic copies, of another student's research or work unless specifically cleared with your instructor. If there is ANY QUESTION, do not hesitate to ask, as this is a very serious offense, subject to the above referenced Student Conduct Code. In addition, undermining the class or other students is unethical to the greater good and equally cheating fellow students. Please keep all actions transparent and open to all involved. SPECIAL NOTES: 1) Because we will be working in-community in areas that may already be in stress, it is critical that our personal and group behavior be “at its best”. We are not only representing Southern Illinois University, but also the School of Architecture and our profession that “serves the public” and “serves in the best interest of the public”. 2) This class will be conducted in a professional manner and will be considered a ‘zero tolerance’ atmosphere. Any discrimination towards another person, belief, or culture will be acted upon accordingly.

All assignments and projects must be turned in at the specified time and place. Late projects with an excused absence, as defined by the university’s guidelines and with prior notification to the instructor of absence, may be accepted. Late projects with an unexcused absence will be penalized by deducting seven points from the project grade for each day the project is late, including week-end days. The professor should be notified by telephone or e-mail of any absence. The student must present verification of excused absence at the next scheduled class attended.

Attendance is expected in the design studio. The design studio is the core of your professional education and your participation is an indication of your desire to be an architect. It is required that you arrive on-time and stay until the end of the assigned period, as to not miss introductions, general comments, instructions, assignments, discussions, summaries, etc. that affect everyone involved. Please do not ask to leave early after you have had a critique. Equipment and materials are required in the studio at all times. Students who are not in studio do not benefit from the information and demonstrations presented. It is your responsibility to obtain any missed information from other students. The Department policy indicates that if you miss three classes, your course grade will be reduced by one letter grade per absence. There is a direct relationship between attendance and level of grades…. Students who do not officially withdraw from the course before the drop deadline will receive a grade based upon their semester average, which will include zeros for projects assigned and not turned in and graded.
Special Concerns: If any problem or concern exists which might impact your performance in the class or prevent you from giving your full and undivided attention to the successful completion, you must inform the instructor ASAP. To be registered for this class, you must satisfy the prerequisites for the class. If this is not the case or you are uncertain, you must see the instructor, advisor, or Chair immediately. **NOTE:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the appropriate campus department involved with services for students with disabilities.

Accommodations for the Disabled: If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with Disability Support Services (DSS) to help us determine appropriate academic accommodations. DSS (618-453-5738; http://disabilityservices.siu.edu/) typically recommends accommodations through a verification form provided to the student. Any information you provide is private and confidential and will be treated as such.

Studio Expectations: This semester will be the first time you will have worked at this scale. The ideas are still grounded in basic design principles, but there are new concepts which you must learn if you are to be able to participate in complex design process. Open your mind, prepare to work. **Full Class attendance and participation is mandatory.** Please have all materials, tools, devices, equipment, hardware/software, and supplies ready in studio for critiques, demonstrations, and work. Do not use class time to install software. **Always have ALL your work available for review at any time.** Do not expect critiques on small 8 ½” x 11” fit to sheet, or non-scaled drawings. **All work is performed and discussed with quality in mind and is easily communicable in relation to an appropriate scale.** Work left ‘at home’ is treated as work not able to be shown, and thus discounted. Keep up with all progressive readings and assignments, as they are key to subsequent issues and specific, interconnective project goals within the schedule.

Use of LAPTOP/COMPUTERS during class should be restricted to class use (e.g. not for games, shopping, chatting….etc..) Cell phones should be turned off during lecture sessions as a courtesy to the teacher and to fellow students. Engaging outside work during class is counter-productive and indicates a conflict of interests and poor time management. Please keep all work in class to the assignment-at-hand.

This studio is your shared home for the semester. It is a dedicated space for your use and benefit. As we all share the studio please keep it reasonably clean and be very careful with food and drinks. There is no smoking allowed in the studio, this applies to evenings and weekends. The use of spray adhesive or spray paint is not allowed in the drafting studio or the building. Just go outside to use these materials and put down a protective sheet of cardboard to protect the environment. Please take care of the furniture and respect the studio environment. No cutting of material is allowed on desktop. Cutting tables are assigned in each studio. You should also have a cutting matt from the Design Communication courses. All of the above is classified as destruction of university property and therefore subject to university student conduct statutes. A key will be issued for access to the studio, which must be returned at semester's end or your grade can be withheld. **Lock the doors if you are the last one to leave.** Learn to work positively in the studio and dynamically exchange ideas with your peers.
QUIGLEY HALL EMERGENCY RESPONSE PROCEDURES -

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Procedures: If an evacuation of Quigley Hall is required during an emergency, ALL School of Architecture students, faculty, and staff (from all three programs) are to gather ASAP after exiting in the grassed area east of the Quigley Courtyard and covered walkway area to determine if there are people unaccounted for at that particular time. There are four SoA faculty members that are part of the SIUC Quigley Hall BERT Team (Brazley, Frisch, Kidd, White, and Wojnarowski) who will be facilitating the necessary emergency procedures. There are BERT Posters located in numerous public areas throughout Quigley with Quigley Team emergency phone numbers.

Do not hesitate to call 911 if you have any sense of emergency and there isn’t a faculty or staff person available to immediately assist – 911 Staff are highly qualified and prepared professionals to make a response decision and to give you advice over the phone.

QUIGLEY HALL EMERGENCY RESPONSE MEETING AREAS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>AREA</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Nutrition</td>
<td>1</td>
<td>Woody Hall grassed area West of Quigley Main Entry</td>
</tr>
<tr>
<td>Child Development Laboratory</td>
<td>2</td>
<td>North Side Quigley beyond Fenced Area</td>
</tr>
<tr>
<td>Social Work</td>
<td>3</td>
<td>Grassed Area NE of Loading Dock and Auditorium</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grassed Area East of Quigley Patio and the Covered Walkway</td>
</tr>
<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grassed Walkways Area beyond South Entry</td>
</tr>
<tr>
<td>General Classrooms &amp; Auditorium</td>
<td>1, 3, &amp; 4</td>
<td>Please instruct those outside faculty, students, and visitors during an emergency</td>
</tr>
</tbody>
</table>
IMPORTANT DATES*
Semester Class Begins .......................................................... 08/24/2015
Last day to add a class (without instructor permission) ..................... 08/10/2015
Last day to withdraw completely and receive a 100% refund. ................. 09/06/2015
Last day to drop a course using SalukiNet ..................................... 11/01/2015
Last day to file diploma application (for name to appear in Commencement program) ....................................................... 09/18/2015
Final examinations .................................................................. 12/04-12/08/2015

http:// registrar.siu.edu

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/10-10/13/2015
Veterans Day Holiday 11/11/2015
Thanksgiving Break 11/23-11/29/2015

WITHDRAWAL POLICY—Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http:// registrar.siu.edu/policies/can116.pdf

INCOMPLETE POLICY—Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit: http:// registrar.siu.edu/policies/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of improving a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, or C, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http:// registrar.siu.edu/pdf/catalog/1215.pdf

GRADUATE POLICIES
Graduate policies vary from Undergraduate policies. To view the applicable policies for graduate students, please visit: http:// registrar.siu.edu/about/graduate-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open a case. The process involves interview, review of medical documentation, and completion of Disability Accommodation Agreements. http://disabilities.siu.edu

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http:// www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: (618) 453-5714, or salukicare@siu.edu, http://salukicare.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU commits people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusivesuccess.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offer free tutoring on campus and math lab. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Lab: http://Registrar.siu.edu/math-tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: http://write.siu.edu

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/user/home/displayLogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

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