arc451
urban design
and community development
School of Architecture | College of Applied Sciences and Art
Southern Illinois University Carbondale

Fall 2013 | 6 credit hours
M W F | 8:00 – 11:50
Studio | 0204

faculty: otto | Adulsak Chanyakorn
office number: Quigley 107
office hours: T 1:00 – 2:30 pm., TH | 1:00 – 5:00 and by appointment
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catalog description: An urban design studio focused on understanding the fundamental urban design process. This course investigates the underlying factors in urban elements such as contexts: physical and socio-cultural, content, and concept of urban design. Using the research methodology to investigate and develop the design process is essential to understand these equations. Likewise, Urban and architecture relationship is a crucial core of the study. Therefore, an intensive investigation of this relationship will be examined. The outcome of the course is to develop students’ abilities in design process. Student will be able to combine various sources of knowledge from research to generate design that response to each task successfully.

perquisite: passed arc352 Design IV: Complexity

course objectives:
The goal of the course is to fortify students’ urban design abilities and methodologies that will help obtain the broader knowledge and better understanding of urban design in divers contexts ss well as a better comprehension of the relationship between architecture and urban design as a whole. The lists below are the primary goals of this course.

1: Develop professional work ethic.
2: Develop theoretical and critical mindset and apply it to the urban design process
3: Develop ability to make comprehensive analysis and research method of urban design
4: Develop architectural skills such as drawing, sketching,
physical model making, diagraming, employing appropriate computer application to achieve the tasks

5: Strengthen ability to work as a group

6. Continue to develop self-taught skills, which includes acquiring the basics unaided, posing probing questioning, intensive research, the formulating hypotheses and the preparing of syntheses

7. Self-motivation and enthusiasm in architecture and urban design.

methodology:

The study process will be divided into 4 phases. First, in the group research phase, each group will be assigned to research one topic such as site analysis, programs, precedents, socio-cultural studies which will contain significant information that will contribute to the design phase. Second, based on the research information, each group will start to develop their urban design ideas by presenting the progress of their design every week. Third, each student will be assigned to intensively develop their master plan. Finally, each group will combine their individual work from the third phase into a single project and preparing for the final review.

Hence, collaborative participation is required for all of the members in each team to achieve quality results through analysis, making and constructive criticism of your peers under supervision of the instructor.

During the studio period of each day, each team will have 30 -40 minutes to discuss and talk to the instructor about their progress, issues and improvement of their work. Hence, completing the work before meeting with the instructor is crucial.

Desire 2 Learn will be used throughout the semester in several ways. All assignments and other handouts will be available on the site for your use. You will post many of your research assignments online, assembling a database for you and your classmates to access. Consider it to be our storehouse of knowledge.

requirements:

studio participation

1: Every member of the studio will take an active role in ensuring its quality.

2: This studio will be run as a professional studio. You are required to be in the studio every scheduled class meeting time and to be working the entire period. You are required to be in studio on time each day. You cannot be late, leave early, run errands or schedule other appointments during studio time. The atmosphere will be professional without distracting others from working productively. You must come prepared and fully equipped each day to work diligently for the entire studio period. The studio will be kept neat and clean. You will treat everyone else in the studio with respect and dignity. For further reference, please consult the SIU School of Architecture Studio Culture Policy.

3: You should come to studio with all necessary investigations complete (including having all drawings, models prior to start of any day’s class) and fully prepared to engage in a critical discussion of your work and its contributions to
the larger studio investigations. All process work will contribute to your grade for
the project. Failure to meet intermediate deadlines or requirements for any
project will result in a loss of points on the project. Project deadlines will be
scheduled, but others may be unannounced. Be prepared to present your work at
any point during the course.

4: Time management is a successful key for architecture students. **You will
need to keep ahead of deadlines by making regular progress on your
project rather than doing last minute work. Last minute work consequently
results in bad work and a bad grade.** This issue is, of course, substantially
compounded if you are working outside of school during the semester. Please let
your instructor know if you will be working and how many hours a week.

5: As in any professional client presentation, your work should be completely
pinned up and ready to be presented no less than 20 minutes prior to the
beginning of any review. Any work that is not ready to present at the beginning
of the review will be considered late and will not be presented or reviewed and
could result in failure of the project. Projects that are not turned in will receive a
zero as a grade. See that this does not occur. Continuing to work on a project
after the review has begun or after the turn-in deadline will result in a failing
grade on the project.

6: Any act of plagiarism will result in automatic failure of the studio and may
result in dismissal from the program per university policy on such offenses. Any
reference material used in assignments must be sourced properly.

7: Directed research and readings will be assigned on an individual basis
throughout the semester to support and expand the ideas and issues in your
work. You are responsible for hunting down and assimilating these sources into
your work in a timely way. You are also responsible for self-guided research into
the topics and issues your project pushes towards. Everything will not be handed
to you. You must be highly **self-motivated** and seek out what you need to
succeed on your own.

8: Studio discussion and reviews are directed toward establishing a critical
discourse of major issues and studio investigations. They are meant help you to
develop your own personal design ideology, theoretical framework, design
process, language, tectonic, drawing and model making skills. You are expected
to contribute throughout the semester in these discussions and reviews with
regards to your own project as well as those of your classmates. All criticism will
be reflective, not personal.

9: At the end of the semester you will be required to turn in a digital format of
your work in a DVD. The DVD will include the final presentation materials of your
project, and other significant drawings that present the evolution of your project
over the course of the semester. This must be a carefully designed artifact, not a
haphazard stack of work. All fields must be completely organized so we know
what they are (If you start that process from the beginning of the semester you
will not have to rename everything at the end.) This process will help you collect
all of your work that you have completed throughout the semester, which will be
significant when making your own portfolio for other purposes, and it will be used
for future exhibition as well. Failure to turn in the DVD will result in at least a
reduction of one letter grade of your final studio marks.

10: You will meet individually with your instructor at the end of the semester to
review your process over the course of the studio and what you need to improve
as your move forward in the curriculum. You will bring your DVD of your
semester work, and a one page document of your strengths and weaknesses and a proposed studio grade.

11: At the end of the semester, the studio as a whole is responsible for leaving the studio in the same condition it was on day one of class. Each of you is responsible for your own workspace and possessions, but all of you are responsible for the studio space. A Fee will be assessed if you fail to comply with this mandate of leaving any portion of the studio damaged or removing anything from the studio that does not belong to you. All trash must be disposed of per college and university regulations. The design studio is the heart of the architecture school and architectural profession where you will create your work and share with others 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. 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.

13: Ask questions! If you do not know something, are unsure about something, feel lost, etc., please hunt me down during studio, during office hours, or if you happen to see me in the hallway and I have a moment to chat.

attendance:
Attendance is mandatory during the entire scheduled class time. You are required to notify your instructor of any emergencies or other disruptions to your schedule. Grading for attendance will be as follows:
- you have two free unexcused absences
- after the second, each unexcused absence will result in a 5% deduction from your final grade
- after the fourth, each unexcused absence will result in a 10% deduction from your final grade
- Three tardies constitute an unexcused absence
For this class, a tardy means being late (10 minutes) to class or leaving early without permission, more than 30 minutes late is an unexcused absence. An excused absence will require a doctor’s note, police report, or other form of official documentation delivered to the instructor promptly.
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, field notes, diary entries, sketches and maps, etc. for the entire project. Entries can be scanned for inclusion in digital presentations. Use this journal to asl record our individual in-class meetings, lecture notes, city meetings, fieldwork, and references to other research.

supplies | equipment:
1: A 3-rings binder to provide organization for the material related to this course, including class notes, handouts, field notes, sketches, photographs, etc.

2: Architectural scale

3: Drawings materials

4: Overlay paper

5: Choice of materials for final drawings and models.
Expected Learning Outcomes:

The accredited degree program 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.

**Student Performance Criteria | NAAB 2014 Requirement**

**Realm A: Critical Thinking and Representation**
- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

**Realm B: Building Practices, Technical Skills, and Knowledge**
- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.5 Structural Systems
- B.6 Environmental Systems
- B.7 Building Envelope Systems and Assemblies
- B.8 Building Materials and Assemblies
- B.9 Building Service Systems
- B.10 Financial Considerations

**Realm C: Integrated Architectural Solutions**
- C.1 Research
- C.2 Integrated Evaluations and Decision-Making Design Process
- C.3 Integrative Design

**Realm D: Professional Practice**
- D.1 Stakeholder Roles in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilities
- D.5 Professional Conduct

*notes:
- integrated into the course*
The criteria encompass two levels of accomplishment:

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

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

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

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

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

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

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

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

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

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

**Realm C: Integrated Architectural Solutions.** Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across 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.

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

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

Student learning aspirations for this realm include

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

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

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.
D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

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

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

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

Required Reading.


( Design and Context: P. 152 –P. 194)
( Design and typology: P. 132 – P.149 )

(Preface: P.6 – P19)

(Chapter 2: P. 20 -28)
(Chapter 7: P. 344 – P.389)

Opposition No.13: On Typology by Rafael Moneo. (P.23-45)

( Cultural Continuum and Regional Identity in Architecture: Balkrishna V. Doshi, P.110 – 118)

(Regional Planing: Lewis Mumford, P.236 – P. 244 )

(Ten points on an Architecture of Reginalism: A Provisional Polemic by Kenneth Frampton, P. 372 – P. 385)


Suggested Reading:

Rottle, N. & Yocom, K. (2010). *Basic landscape architecture 02: Ecological Design.* Lausanne, Switzerland: AVA


Mostafavi, M. (2013). Ecological Urbanism, Zurich, Switzerland: Lars Muller

presentation:


website:

Renzo Piano foundation
http://www.fondazionerenzopiano.org/

Studio Breakdown:

- Weekly work progression (13 times) 55%
- First Assignment presentation 10%
- Midterm Review 12%
- Final Review 20%
- Sketch Book 3%

These numbers are approximate and are subject to change over the course of the semester. Please note that the final presentation is not the only grade item of the semester. Your attendance, participation, process, and summary work will play a major role in your studio score. Please ask if you have questions regarding grading over the course of the semester. I will try to get the graded assignments back to you promptly. Do not ask when you will get a grade for a specific assignment. You will get them as soon as I finish evaluating them appropriately. Your grades will be posted on Desire 2 Learn or distributed via e-mail to ensure privacy in their delivery. If you believe you deserve a higher score on an assignment than you received, please submit in writing to me a detailed description of your reasoning and I will take it into account. In this text, you may not refer to any of your classmates work or their grades. Doing so will immediately result in dismissal of the request. No extra credit will be available in this class and no late work will be accepted without appropriate reasoning.
100% 55%

- 3 research and critical thinking or design improvement
- 1 skill development
- 2 progress responsibility

10 each week 10 points

weekly progress ▲

10%

first task review ▲

10%

midterm review ▲

5%

sketch book ▲

20%

final review ▲
Grading: Within this studio, your work will be carefully examined, discussed, evaluated and graded. You should not confuse feedback or evaluation with grading. Feedback is a process of discussion in which factors that produce a result are themselves modified, corrected, and strengthened by that result. Evaluation is critique of a performance to appraise and mentor a future trajectory of intellectual growth (rational, logical, emotional, intuitive, spiritual) and professional growth including (among others listed elsewhere in this document), but not limited to:

- the degree to which your work demonstrates an understanding of and an engagement with the objective of the studio, and the degree to which it exceeds the minimum requirements,
- a willingness and ability to initiate self-directed research in support of your work,
- an ability and willingness to contribute, through your individual efforts, knowledge and understanding in the subject areas,
- timely completion of assignments,
- successful communication of your intentions to others (quality + thoroughness of presentation(s)),
- attendance,
- an ability to contribute to the overall course experience (teach, learn from, inspire, thoughtfully provoke your colleagues and your instructor).

Please note that hard work, although critical to success, does not guarantee any sort of success. The same goes for being in class everyday and turning everything in on time. The number of all-nighters you pull has no bearing on your grade. Below you will find the grading criteria that will be used in this course:

“A” Greatly Exceeds Expectations (90% or higher)
Not only fulfills the objectives of the studio syllabi and project statement, but extends them through new discoveries, and insights, beyond their stated scope. These students demonstrate a high degree of professional dedication, rigor, passion and skills of learning and exploration, open-mindedness and resourcefulness. They have developed an ability to build upon feedback from a variety of sources, and to excel with an emerging independent “voice”. Their work is rigorously thought through, well crafted, and clearly communicates the breadth and depth of their investigations. An “A” project is one that is superior in a number of dimensions.

“B” Fulfills Expectations (80% – 89.99%)
Meets the stated objectives of the studio syllabi and project statement, while also elaborating on the stated issues through independent investigations that lead to development in the work. These students demonstrate a medium degree of professional dedication, inquisitiveness, systematic rigor and resourcefulness. They are developing an ability to build upon feedback from a variety of sources and are beginning to develop an independent “voice”. Their work is competently thought through, well crafted, and clearly communicates the breadth and depth of their investigations. A “B” project is one that distinguishes it from the average.

“C” Barely Meets Expectations (70% - 79.99%)
Minimally meets the basic requirements of the studio and project statements, without meeting the larger qualitative objective. These students demonstrate a low degree of professional dedication and require constant guidance. While demonstrating an understanding of the problem, basic design and communication skills are minimally met. Time management and breadth and depth of the student’s investigations are lacking. There is little or no evidence of an emerging “voice”, and the ability to develop an independent direction to the
work. Although reasonably well crafted, the work does not communicate inquisitiveness, systematic rigor and resourcefulness. A "C" project is one that is average and acceptable.

“D” Does Not Meet Most Expectations (60%- 69.99 %)
Deficient work does not meet many of the basic requirements and objective of the studio. The work is often fragmentary, lacking synthesis, incomplete, and thought of as simply fulfilling an assignment due on a particular day rather than an opportunity to develop as a designer. These students generally suffer from the following deficiencies: lack of professional dedication, a closed-minded attitude, lack of time management skills, lack of basic professional design and communication skills. As in any professional office, deficient work is unacceptable.

“F” Fails all expectations
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

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<thead>
<tr>
<th>PROGRAM</th>
<th>AREA</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>Food and Nutrition</td>
<td>1</td>
<td>Woody Hall grassed area West of Quigley Main Entry</td>
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<tr>
<td>Child Development Laboratory</td>
<td>2</td>
<td>North Side Quigley beyond Fenced Area</td>
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<tr>
<td>Social Work</td>
<td>3</td>
<td>Grassed Area NE of Loading Dock and Auditorium</td>
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<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grapsed Area East of Quigley Patio and the Covered Walkway</td>
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<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grassed Walkways Area beyond South Entry</td>
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<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>
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IMPORTANT DATES *
Semester Class Begin ........................................... 01/20/2015
Last day to add a class (without instructor permission): .......... 01/25/2015
Last day to withdraw completely and receive a 100% refund: ....... 02/01/2015
Last day to drop a course using SalukiNet: .......................... 04/05/2015
Last day to file diploma application (for name to appear in Commencement program): .................................................. 03/13/2015
Final examinations: ................................................... 05/11–05/15/2015
Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic website: http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.’s Birthday 01/19/2015
Spring Vacation: 03/07—03/12/2015

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/pdf/gradatecatalog1314.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/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising 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.C.D, or F, 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/gradatecatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-su/grad-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 cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.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 suicares@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 contains 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 an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: http://tutoring.siu.edu/
Math Labs http://tutoring.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://centrev.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/ep/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

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