Arc 500 - 3.00
Architectural Research...Methods...and...Programming.

School of Architecture – Master of Architecture Studies
Seminar- 3 credits - Meets T-Th 11:00 a.m.-12:15 p.m. Room Q_110
Instructor: Craig Anz, architect
Office: 416 Quigley
Hours: MTWThF. 1:00 p.m.+ or by appt.
Telephone: 618.453.1131 cell: 559-4631
Email: canz@siu.edu

Catalog Course Description: The foundational study of research methods and programming that serve architectural studies. This course investigates the co-application of multiple methodologies for the development of research topics and architectural programs. The conclusion of the course is the definition of an individual thesis project to be completed in the Graduate Program. Prerequisites: 454a or 454b or approval by Head of Graduate Program.

Statement of Purpose: The purpose of this introductory seminar for graduate architecture students is to promulgate an effective and critical interconnection between formal research and design endeavors (primarily architectural, but also inclusive of many associative design fields). Students will explore philosophical foundations and basic concepts within research inquiries and the co-substantial relationships between research theory, method, design, practice, and inevitable inhabitation. A comprehensive treatment of specific strategies and reasoning for investigating artifacts, built forms, and environmental conditions will be conducted. In all, the seminar will cover the basic methodological positions for architectural research, including historical/interpretive, qualitative, correlational, experimental, simulation and modeling, logical argumentation, case study, as well as multi-methodological approaches. In addition, the fundamentals of the design sciences, architectural programming, and problem solving will be addressed with particular attention paid to generating logical, composite approaches to particular design aspects. Class activities will include lectures, debates, readings and discussions, culminating with presentations by students on research methods, programming, and their substantial research and design thesis projects.

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

• Build upon a traditional approaches, formal knowledge bases, extensive literature review, and precedent/case-study review that can effectively support an architectural design thesis proposal.
• Logically develop a strategy for the development and preparation of an individual thesis research enterprise, architectural project program, and subsequent architectural project proposal.
• Simulate the architectural design proposal experience associated with programming and due diligence, preliminary research toward designing a significant architectural edifice, social artifact, and/or urban design project, and then prepare the design development package defining scope and intent of project.
• Foster responsibly reasoned and informed design initiatives through formal research methods generally associated with the allied design disciplines and in-turn convey design intents through effective means of communication (i.e. verbal, written, graphic, etc.).
• Develop skills of critical thinking, quality research, formal documentation, and logical communication through readings, class presentations, discussions, debates, and research reports.
• Develop an understanding of what is research, why it is important, and how it relates to global issues in such ways to be responsibly integrated within comprehensive and multifaceted design endeavors.
• Understand the relationship between general research methods and significant architectural theories (i.e. fundamental philosophical and ideological positions, modes of inquiry, epistemology, and ethics).
• Identify some of the most important aspects, reasoning, and methods of inquiry and knowledge application (evidence- or knowledge-based) for architectural research, especially as it relates to the human condition (behaviorally, environmentally, culturally, institutional (IRB), et al).
• Critically understand basic standards and goals for research quality, responsibility, judgment, and ethical practice, as well as the basic premise of to “do no harm.”
Required Text: Groat, L. and Wang, D. *Architectural Research Methods. (2nd edition)* John Wiley & Sons: New York. *(Problem solving/seeking and programming* books will be supplemented in library reserve or available online). Additional special readings and/or research assignments pertaining to our individual proposals will be assigned. These include items from the instructor’s or faculty thesis advisors’ recommended class readings, suggested web sites, and relevant related references. All these play a significant role in developing your required literature/case review, or to simply inform your particular individualized projects.

Research/Library Resources: Please be aware of resources (Morris Library/SOA Library):
- From our Morris Library: Suggestions for books or films to add to the library’s collection (except official course textbooks). An individualized online research guide for your course (e.g., http://libguides.lib.siu.edu/ad307i)
- A one-time in-class or in-library instruction on scholarly/discipline-specific research, citation management, copyright questions, and more. **Two to more in-class/library instruction sessions** to build in-depth research skills. **A drop-in clinic-style research workshop** outside of class time. **Individual appointments**
- And the library is once again offering our popular Graduate Student Workshop Series (http://libguides.lib.siu.edu/gradworkshops), and for the first time we’re also offering a **Faculty Workshop Series**: http://libguides.lib.siu.edu/facultyworkshops Please check out both and share with interested graduate students and faculty!

Your librarian, Sarah Prindle, is your lifeline for research assistance and development. Her office hours are Wednesdays 1:00-4:00pm, and Fridays 10:00am-1:00pm in her office (Morris Library 260C). You can contact her anytime with questions or for an appointment at sprindle@lib.siu.edu or 618-453-1249.

Supplies/Equipment: A Journal (Others materials to be specified by the faculty pending project type).

Studio Space: QUIGLEY is your official graduate studio-home, your responsibility, and your opportunity. Take care of it. Keep the studio neat and clean, professional. Treat people with respect and dignity. When you have concerns about something talk to the person associated with the concern. Be professional and respectful of others and of ideas. It is substandard, unintelligent, counter-productive, unethical, and unprofessional in almost every dimension to abuse the studio/class space or others in it or around it. Because this is your permanent studio/class-space, you also should always be prepared to work during the class and have ALL work ready. Be prepared to present your work formally or informally during any class session. All printing/plotting should be done BEFORE presentation sessions. Do all readings and be ready for productive discussions.

Attendance Policy: This section will work independently with their respective faculty and possible committee members. Attendance is required during all course meeting times. In order for the studio/course and your own experience be fully developed, each individual needs to be available and working in the studio during schedule hours and at other times as well. Don’t miss class for non-emergencies – School policy says 3 misses and your grade is to be lowered a letter, despite coursework performed.

Student Conduct: Please review Chapter 7 Student Conduct Code in the *SIU UNDERGRADUATE CATALOG* regarding University policy regarding Acts of Academic Dishonesty. In particular to this course, students are to do their own work. Do not trace or copy, including electronic copies, of another student's work unless specifically cleared with your instructor and properly cited. If there is any question, do not hesitate to ask. **NOTE:** This class will be conducted in a professional manner and will be considered a ‘zero tolerance’ atmosphere. Any discrimination towards another student will be acted upon accordingly.

Special Concerns: If there is any problem or concern that you have which might impact your performance in the class, please inform the instructor the first week of class. 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 tell instructor in order to contact the appropriate campus department involved with special services.*
Grading Policy: Projects are due on the hour and date specified for submittal or presentation. Late projects will be considered for evaluation only with prior approval by the instructor. The project grade will be reduced a letter grade for each class day late.

- Each student will be working individually and shall be completely responsible for his or her own work. There will be team assignments periodically to achieve specific tasks needed by all students. Each student will be group graded individually according to their participation.

- Each project will have associated with it a set objectives or expected behavioral outcomes. The purpose of attaching these outcomes to the projects is to insure that a range of awareness’s and understanding’s are developed, expanded and tested. Areas of interest will form the basis for grading on each project. These criteria are adopted for the NAAB accrediting requirements for professional programs in architecture (listed below). Note: In the School of Architecture, a C is the minimum acceptable grade for a prerequisite. If any reason exists which may prevent you from giving your full and undivided attention to the successful completion of the class you MUST advise your faculty immediately. Keep in mind that the graduate student must maintain a grade point average of 3.0. However, the instructor of this course believes that if you have made the life changing decision to pursue higher education and have met basic entry requirements, you are your character are of the highest standards and that you fully understand the responsibilities before you. We expect you all will be successful in these endeavors.

Indicators of Student Performance Related to Objectives:
Selection of thesis committee members will be part of the course objectives leading to final thesis product. The students will work with these members to culminate their research process with a presentation of the proposed thesis project (Problem statement/hypothesis/method/proposed outcomes). Your instructor, along with your thesis committee members will decide upon the final assessment of its success and future development.

………………………….(pending development of an actual thesis project versus continuative studio work)

Grading Scale:

A  Above the expected, exceptional. (93% +) -- Only the very top process and product. Clearly indicates a thorough and working understanding of all course concepts and the research issues, theories, and methods relevant to architectural endeavors and demonstrates through active discussion, critique, and work knowledge of when and how to incorporate them in a responsible and ethical manner. In addition, meets ALL the individual, team, and class work requirements and completing them at the top level of the class.

B  Well done and more than required. (84% - 92%) -- Clearly well above the average work and indicates above an adequate understanding of course concepts and research issues described above as also demonstrated through discussion, critique and work. In addition, meeting ALL the individual, team, and class work requirements and completing them at the top level of the class. (Graduate Standard Requirements)

C  Center of the pack / average. (75% - 83%) -- Meets minimum acceptable standards and indicates adequate understanding of course concepts as demonstrated through discussion, critique and work. Meeting ALL the individual, team, and class work requirements and completing them at a level that meets minimum standards. Doing a project and working hard in itself does not carry with it the guarantee of satisfactory results.

D  Deficient. (65% - 74%) -- Below standards of the department. Course work indicates lack of understanding of course concepts as demonstrated through discussion, critique and/or work. Not meeting ALL the individual, team, and class work requirements OR completing them at a level below minimum standards. Unable to exhibit skills and responsible nature needed to be a potential professional.

F.  Failing (Less than 65%) Indicating complete lack of understanding of concept, achievements, and required class work.

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.
Expected Learning Outcomes:

This class addresses the National Architectural Accrediting Board (NAAB) - 2014 Conditions for Accreditation for Educational Realms & Student Performance Criteria (SPC) wherein (extracted directly from NAAB 2014 requirements):

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.

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.
- Communicating graphically in a range of media.
- Assessing evidence.
- Recognizing the diverse needs of client, community, and society.
- Assessing context.

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.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.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. (CASE STUDY)

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.
- Integrating information accurately.
- Demonstrating constructability.

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.

**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.
- 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. (2009- A.11. Applied Research: **Understanding** the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.)

- **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.** (2009- Realm C – Leadership and Practice - “This includes collaboration, business, and leadership skills.”)

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.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. (2009 – “C. 8. Ethics and Professional Judgment: **Understanding** of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.”)
Grading Percentages:

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<th>Percentage</th>
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<tr>
<td>Readings/ Discussions/ Debates</td>
<td>10%</td>
</tr>
<tr>
<td>Project 1: Project 1 - Abstract/Proposal (all Revisions)</td>
<td>10%</td>
</tr>
<tr>
<td>Project 2: Case Study/ Literature Review / Bibliography (all Revisions)</td>
<td>20%</td>
</tr>
<tr>
<td>Project 3: Project 3 – Research Poster</td>
<td>05%</td>
</tr>
<tr>
<td>Project 4: Group Research Methods Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Project 5: Programming Proposals &amp; Development/Final Presentation</td>
<td>35%</td>
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Course TOPICAL OUTLINE (corresponding with the Groat & Wang book):

I. Scope of Work/ Ways of Knowing, (Understanding Worldviews)
II. Does Design Equal Research (Research-by-Design?)
III. Systems of Inquiry and Standards of Research Quality
IV. What is your Purpose? From Theory Building to Design Application
V. What is your Question? Literature Review and Research Design / Case Study Research/
   Interpretive - Historical Research (Multiple Methods)
 VI. Qualitative Research in Architecture / Naturalistic Inquiry/ Thick Descriptions
 VII. Correlational Research / Social-behavioral Inquiry / Causal-comparative/ Connectiveness
 VIII. Experimental Research (Scientific Methods/Empiricism)
 IX. Simulation and Modeling Research
X. Logical Argumentation / Manifestos
XI. Case Study & Combined Strategies (Multi-Methodological)
   **(items V-XI in Italics indicate group presentations of subject areas from course book)

XII Program Preparation for Architectural Design and Documentation per SIUC Thesis requirements.

Course Schedule:

For detailed day-to-day course modules, please refer to and correspond your personal calendars with the Schematic Gant Calendar and the ARC500 Project Outline, supplied separately. The supplied Gantt chart, which is very similar to project charts incorporate in the construction industry, is a schematic calendar for reference, generic use, and general coordination only. As an editable spread sheet, this calendar is intended to provide you with general coordination of due dates for all your Graduate Architecture Courses (design projects, papers, tests, lectures) especially ARC 500, as well as other activities central to the life of the students in our Architecture program. Please add dates from other courses as needed. Our collective adherence to it will provide the highest and best educational opportunities for our students by allowing focus and reducing unnecessary conflicts in schedules. Remember, ALL course in the graduate program are to be taken with equal rigor and professionalism. If you have any questions, or concerns, please bring them to the instructor’s attention before any problems may arise.
Outline of Semester Goals: The course is organized in three connective and corresponding parts, each building upon the others. It is intended that this course will not only compliment and enhance other concurring coursework and studio, but will also guide and integrate your educational endeavors in a productive way. While the course is designed with the ability to adapt to changing thesis enterprises, the subject matter regarding research itself is distinct. The course, as seminar based, will involve readings with discussions, lectures, and presentations, sequenced into areas engaging foundational theories and concepts, methods of research inquiry, and applications of research with design. Each student is expected to participate in the discussions, critically evaluate relevant theories and research methods, develop a strategic plan (keeping a journal record of their ideas), and make a presentation of both a research methodology and their individual research proposals. Out of these presentations and discussions, a detailed research plan for their final thesis project should emerge.

Because of the condensed nature of the graduate program, we must define our parameters quickly and concisely. Much of what we will be talking about will follow and hopefully building upon previous discussions regarding Dr. Wendler’s Problem Identification Approach. “It has to do with simply understanding what problem it is that you are trying to solve, and being able to clearly state that problem at the outset, or in the early stages, of the design process” (Wendler, 2007). Typical of upper level graduate work, this is primarily a writing oriented course, substantiated by rigorous research of supporting material for an informed design. The writing will entail the development of ideas, rationale, and methodological approaches to the problems that are intrinsic to each proposed thesis. The writing will consist of the bringing together of the ideas about certain aspects and characteristics regarding the components of the project into a readily communicable set of concepts and supporting scholarly material. In all these areas, the primary goal is going to be for you to generate informed decisions, processes, and design solutions. The key problem in any design process is the ability that the designer has to generate conclusions about a design question/problem. All our efforts will be geared towards allowing you to generate this relation in the most efficient [and co-responsible] possible manner (Wendler, 2007). Upon identification of the research goals, we will endeavor to build a supporting body of knowledge leading toward your individual research and design thesis.

As such, the first part of the course focuses on the nature of critical, philosophical and ideological positions (world views) as frameworks for inquiry and the process of formulating reasoning and supporting arguments for your thesis. We will discuss advanced topics in research and theory informing responsible architectural productions focusing upon contemporary ethical dilemmas and the development of critical positions. Here, the course will expose students to various foundational, philosophical or ideological theories related to their research areas. As a foundational part incorporating research methodologies, we will discuss general philosophical positions, reasoning and rationales, research theories, modes of inquiry, argumentation, and research ethics, design/research applications, relations between research and design, etc. Within these sessions, the course will also guide students in the rigorous development of a critical mass of research supporting, informing, and revising the original thesis statement. This area includes literature review, case study, bibliography, research documentation, and connecting research with various applications (e.g. Endnote, Zotero). Students will also gain exposure to available scholarly resources, (e.g. Avery Index, UMI, Proquest, Ingenta, EBSCO, “Where’s my journal?”, Jstor, Grove, etc, etc...). We may arrange a tour of the library, if needed. However, most journals are available online through the SIU subscription and library gateway.

Second, this course will introduce methodologies and strategies for research inquiry used in general as well as specific architectural research. This part involves orienting our individual critical positions toward (combined) research approaches within the context of issues proposed within your Master's Thesis Project. As a collective discussion of research theory, inquiry, and methodologies, students investigate various methods that can be incorporated to not only substantiate and support their own proposals or points of view, but also gain an understanding of how and why design can be approached from varying positions, each valid in their own way.

Third, the subsequent sessions of the course are built around situating and applying the individual critical position and chosen methodological approaches toward the students’ distinct and required report documents (Approx. 30 pages) within the context of each chosen Master's Thesis Project. This area intends to guide students in developing and substantiating their research into a finalized programmatic and usable report to accompany and support their proposed architectural design thesis project. The documentation will serve as a formal basis for your eventual final thesis, which is to be executed the subsequent semesters. The course will culminate in a formal research presentation together with the report documentation, wherein is expected a substantial evidence of the validity of the thesis project. Finally, we will discuss and review the proposed research and design thesis with your faculty advisors and student peers to determine viability and to suggest directions for refinement and fulfillment.
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.siue.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 more information on Saluki Cares (618) 453-5714, or salukincare@siu.edu, http://saluki.cares.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 Teams (BERT) program. 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 as 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 lab. 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 tutor 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/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/
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.

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 AREA

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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>
</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>Grasped Area NE of Loading Dock and Auditorium</td>
</tr>
<tr>
<td><strong>School of Architecture</strong></td>
<td>4</td>
<td>Grasped Area East of Quigley Patio and the Covered Walkway</td>
</tr>
<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grasped 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>
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