ARC551 Comprehensive Architectural Design Studio
School of Architecture | College of Applied Sciences and Arts | Southern Illinois University Carbondale
Fall 2016 | 6 Credit Hours
M W F | 8:00 – 11:50

Decentralization as an Alternative
Decentralization has not only an administrative value, but also a civic dimension, since it increases the opportunities for citizens to take interest in public affairs; it makes them get accustomed to using freedom. And from the accumulation of these local, active, persnickety freedoms, is born the most efficient counterweight against the claims of the central government, even if it were supported by an impersonal, collective will.

A. de Tocqueville

faculty
Rolando Gonzalez
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catalog description
Architectural design studio focused upon comprehensive design of a large-scale urban building as fulfillment of the total integration of architectural systems and design criteria. This course serves as the culmination of the fulfillment of student performance criteria through the integration of all major building and urban systems while addressing the current human, social, and environmental issues.

prerequisites
prerequisite: enrollment in M.Arch program and ARC550
co-requisite: concurrent enrollment in ARC551

Be aware that with this graduate studio ARC541 (Architectural Systems and Environments) is tightly integrated. Although the two courses are catalogued separately, they function interdependently. ARC551 initiates the design based on the course's program requirements and design criteria; however, ARC541 supplements the criteria with relevant instruction and evaluation of site, zoning, life/safety and building code criteria. You will notice that you will be required to comply with actual professional building criteria to maintain a successful performance in ARC541. As the design studio progresses, structural and environmental systems are presented of which the successful student is required to select, implement, and illustrate the integration of their various building systems into their studio design solution.

abstract
This course is referred to as a comprehensive design studio. This means that it will require each of you to provide a much higher level of technical development and documentation that comes from what you have experienced in previous studios. While an exception among studios, these requirements will be the norm in a professional environment. As such, ARC551 is a critical component in your preparation for moving on to your career in the profession. You will notice that ARC541 is organized to complement and support your studio efforts and, as said, the two courses are highly coordinated to help you achieve a successful outcome for the two of them. Both courses share a focus on tectonic culture (the art of the construction of architecture) as well as building technology and practices. ARC541 will allow you to develop knowledge and skills in this area and ARC551 will allow you to employ and apply widely this knowledge through the design process.

This studio will require each of you to apply both a breadth and depth of knowledge to the design process. Breadth refers to the range of considerations embraced in your design process and your exploration of history, theory, site analysis, program analysis, regulatory requirements, building technology, and environmental issues as they apply to your project. Depth refers to the maturity, critical thinking, and sophistication of ideas thorough an efficient development of the project, and a clear and successful representation and communication of your ideas.
course objectives

1. **Focus** your acquired skills and knowledge into the comprehensive design of a complex architectural project. This project will be informed by a comprehensive program and will be carried out through a rigorous process of programming, site analysis and masterplanning, schematic design and design development, systems and life-safety analysis, building assembly exploration and selection, and appropriate representation/presentation for assessment.

2. Demonstrate the selection and suitable **integration** of structural, environmental, life-safety, building envelope, and building service systems in the setting of an architectural project.

3. Respond to both natural and built surroundings and **context** characteristics in the development of a program and in the design of a project.

4. Demonstrate an understanding of the **codes, regulations, and standards** applicable to a given site and building design. These standards should include, but are not limited to, occupancy classification, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection requirements, and structural system requirements.

5. Conceptualize and configure a thoughtful project, and thoroughly **design and detail** an integral part of that project. Select/design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of the building program and design intent.

6. Generate **technically precise** and **readily communicable** descriptions and documentation of the proposed design for the purpose of review and construction.

7. Demonstrate the principles of **sustainable** design through the successful integration of the issues of program response, context and site analysis, orientation, climate, materials, tectonics, structure, environmental systems, day lighting, and code analysis in a design project of moderate complexity.

methodology

This course is organized as an **interactive** design studio, much like many of today’s successful professional offices. It is about raising questions and rigorously investigating those questions on a daily basis through systemic thinking (the process of understanding how things influence one another within a whole) and **iterative** making. This course is not about doing last minute work leading to an un-synthesized project. **Collaborative participation** is also required of all studio members through observation, research, analysis, and constructive criticism of your peers.

The comprehensive design process will require you to **integrate** a large amount of information into your project. This technical development and refinement of design should not be “stitched on” at the end of the design phase, but should be thoroughly considered on every step along the way as an integral part of the design process itself. Comprehensive thinking requires you to **iteratively** consider context, space, concept, light, etc. together with structure, systems, and other technical based components of the project. The different assignments included in the course are intended to provide all students with these components’ experience. Along the way, you will need to develop your ability to anticipate the issues that will become challenges, address these issues in a timely and rigorous manner, and integrate the solutions into your conceptual ideas and project design.

Desire2Learn (D2L) will be used throughout the semester in several ways. All assignment 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 and consult. You will also be expected to upload any and all relevant information you find about the site and the project (articles or any interesting information that could be useful for the studio purposes) for your classmates to use as well.
1: Every member of the studio will take an active role in ensuring its quality (this is how a good firm’s studio works)

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, etc. during studio time. The atmosphere will be professional with no cell phones in use in the studio, no broadcast music, and no loud conversations that will distract others from working productively. You must come prepared and fully equipped each day to work diligently for the entire studio period. Performance assessment comes from a continuous process, not from an outstanding result. The studio will be kept neat and clean. You will treat everyone else in the studio with respect and dignity.

3: You should come to studio with all necessary investigations complete (including having all digital models and drawings printed out prior to the 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. As said, 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 may be scheduled, but others may be unannounced. Be prepared to present your work at any point during the course. Each assignment will require you to adopt a critical position toward the general topics presented and to construct a self-generative method of recording and making that will enable you to develop your insights and ideas into a project that is appropriate to your design intentions. For group work, every group member must be capable to describe and defend any part of the group’s design proposal.

4: Time management is a well-known problem for architecture students. You will need to keep ahead of deadlines by making regular progress on your project rather than doing last minute work. This issue is, of course, substantially compounded if you are working outside of school during the semester. The professor would appreciate knowing if you will be working and how many hours of work a week you are engaged in.

5: Attendance is mandatory during the entire scheduled class time. You are required to notify your professor of any emergencies or other disruptions to your schedule. Attendance influence on grading will be as follows: after three properly unexcused absences your final semester grade will be reduced by one letter grade, six by two letter grades, nine or more results in an “F” for your semester grade. Three unexcused tardiness (being late to class or leaving early without permission is a tardy) is equal to one unexcused absence. A properly excused absence will require a doctor’s note, police report, or other form of documentation delivered to us promptly.

6: 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 a 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 by their deadline will receive a zero as a grade. Essentially this would result in the loss of a commission in a professional setting. 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.

7: 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.

8: You may opt to keep a daily log of your ideas and designs in a personal sketchbook. This sketchbook could be a handy tool if dedicated solely to your studio project, especially if it documents each day’s major design developments through hand drawn sketches and reflective analytical notes (hopefully mixed together in a rich and productive way). When every day’s entry is dated it demonstrates a clear understanding of your process and trends, and this could be a great reference for desk critics and for your presentations.

9: 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. Even though there will be some specific readings addressed to our projects’ purposes, everything will not be handed to you. You must be highly self-motivated and seek out what you need to succeed on your own.
10: Through a class Field Trip we are visiting the site at Rockford and surroundings that will be used on our design proposals in the studio, as well as other towns and countryside environmental scenarios, so you will get a good understanding of the specific place where we are devoting our work. Students not doing the field trip will be in charge of doing the site model for the use of the whole class, as travelers also will do of their trip reports.

11: Studio discussions and reviews are directed towards establishing a critical discourse of major issues and studio investigations. They are meant to help you to develop your own personal design ideology, theoretical framework, epistemological argumentation, design process, dialectal, and tectonics. 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. Be aware that all criticism is expected to be reflective on work process and results, not personal. Everyone is prompted to express their critics and to respect every person.

12: Additional to all normal digital and printed files, you will be required to create your own BLOG containing all of your files for the semester (the ones shared as group work and you own) to be included as part of your duties by the end of the semester. This BLOG will include all of your project work, properly organized by tags and links, the daily evolution and process as well as all final representation materials, including fully documented physical models. These blogs will be used for accreditation reviews for the school. Besides the purpose of the requirement, this BLOG is an excellent item that could be linked to your digital personal portfolio.

13: You will meet individually with your professor at the end of the semester to review your progress over the course of the studio and what you need to do to progress as you move forward in the curriculum. You will bring with you to this exit interview a one page summary of your strengths and weaknesses and proposed studio grade.

14: At the end of the semester, the studio as a whole is responsible for leaving the studio space in the same condition it was on day one of class. Each of you is responsible for your own workspace, but all of you are responsible for the whole studio space. Fees will be assessed if you fail to comply with this mandate or leave any portion of the studio damaged or remove anything from studio that does not belong to you. All trash must be disposed of per college and university regulations.

15: Ask questions!!!! If you do not know something, are unsure about something, feel lost, etc., etc. please hunt me down during studio or during office hours.

**NAAB assessment criteria**

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.


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.
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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.
### studio breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight (%)</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>05%</td>
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<tr>
<td>Assignment 2</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>25% (8% midterm presentation grade + 17% final presentation grade)</td>
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<tr>
<td>Assignment 4</td>
<td>10%</td>
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<tr>
<td>Assignment 5</td>
<td>50% (15% midterm presentation grade + 35% final presentation grade)</td>
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</table>

Be aware that final presentations (which make up only a portion of the design problems) are not the only graded items of the semester. Your attendance (see requirement 5), participation, development 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 grades back to you promptly. Please 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 Desire2Learn 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.

### typical time outline

- **program analysis**: 10%
  - case studies, program research and analysis
- **site analysis**: 10%
  - site and context research, field trip, contextual diagramming
- **conceptual design and development (individual and group)**: 25%
  - thesis and part establishment and evolution, communication
- **schematic design (individual and group)**: 25%
  - concept realization, design process, communication
- **design development (individual and group)**: 30%
  - design process, communication

### grading

“One could be sure that in the past when a man would rise to the point of producing work of greater quality, it was not through any conscious attempt to excel but rather because he cared about what work he was doing - he was committed to his work. This has become something rare - because being committed means becoming involved and to become involved means giving something of oneself. It is only the rare ones today who seem to care that much. Yet, that quality that makes for excellence - that commitment is more important to us today on a daily operational basis than perhaps ever before. At least one of the reasons this is true is quite simple. The nature of the problems we face changes even as we work with them. We cannot tell from what disciplines or from what art of preparation for the next step will come. We cannot fall back on the lore of the art because that lore does not exist. There is however, a tradition that is held in common by natural philosophers, explorers, pioneer woodsmen- anyone who is in his daily life has been compelled to face new problems. That is tradition of respect and concern for the properties and the quality of everything in the world around them. To excel in the structuring of a problem we must be committed to a concern for quality in everything in the world around us. We must learn to care deeply.”

Charles Eames, “Excellence” 1967

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 education (ethics, disciplinary knowledge and skills, great practices, etc.).

Grading, on the other hand, is an index of a relative standing against a standard or norm for a particular peer group’s work. Factors influencing the grade include (among others listed elsewhere in this document), but are not limited to:
• the degree to which your work demonstrates an understanding of and an engagement with the objectives 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 and active participation,
• 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 every day 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" Exceeds Expectations
Not only fulfills the objectives of the studio syllabi and project statements, but extends them through new discoveries, and insights, beyond their stated scope. These students demonstrate a high degree of professional dedication, rigor, passion and skill for research 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
Meets the stated objectives of the studio syllabi and project statements, while also elaborating on the stated issues through independent investigations that lead to developments 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" Under-Achieves Expectations
Minimally meets the basic requirements of the studio syllabi and project statements, without meeting the larger qualitative objectives. 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 the 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
Deficient work does not meet many of the basic requirements and objectives 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 not acceptable and will result in the student having to retake the studio.

"F" Fails all expectations

plagiarism and student conduct codes
Any act of plagiarism will result in automatic failure of the class and may result in dismissal from the program per university policy on such offenses. Any reference material used in assignments must be sourced properly. It is each student’s responsibility to know and comply with the SIUC Student Conduct Code and the policies in the Architecture Student Handbook.
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, I 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.
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 in Quigley Hall and elsewhere on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines 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, Studek, and Swenson) 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 – There are highly qualified and prepared professionals to make a response decision and to give you advice over the phone.

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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>School of Architecture</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>
</tr>
</tbody>
</table>

Librarian and library support

Your librarian, Sarah Prindle, is your lifeline for research assistance and development. Her office hours are Mondays 2:00-5:00pm at the Morris Library Information Desk, and Fridays 10:00am-1:00pm in her office (Morris Library 280C). You can contact her anytime with questions or for an appointment at sprindle@lib.siu.edu or 618-453-1249.