ARC242  
Building Tech I: Wood  
School of Architecture | College of Applied Sciences and Arts | Southern Illinois University Carbondale  
Spring 2015 | 3 Credit Hours  
T R | 8:30 – 9:20 | 10:00 – 11:50 | 1:00 – 2:50 | 3:00 – 4:50

“Interestingly, the ancient Greek word most commonly used to mean ‘matter’ or ‘material’ is hule, whose first meaning is simply ‘wood.’ This word in its ambiguity represents a missing link between the natural and the artificial. It points simultaneously back towards trees and ahead towards matter, thus revealing the passage from one to the other. Wood, halfway from tree to raw material, is still recognizably natural and yet is, in the multiplicity of its uses, a metaphor for all that is malleable. Wood is not what the architect sees either firstly or finally. First there is tree and finally there is the house. In the meantime there is wood.”

Robert Meagher, Techne

“Construction is the art of making a meaningful whole out of many parts. Buildings are witnesses to the human ability to construct concrete things. I believe that the real core of all architectural work lies in the act of construction. At the point in time when concrete materials are assembled and erected, the architecture we have been looking for becomes part of the real world.”

Peter Zumthor, Thinking Architecture

faculty  
Chad Schwartz  
o: 131d Quigley  
p: 453.1228
h: M 2:00-5:00, W 9:00-12:00  
e: chad.schwartz@siu.edu

teaching assistants  
Ryan Kinports  
o: 101 Quigley  
e: ryankinports@siu.edu

catalog description  
242-3 Building Technology I: Wood. (Same as ID 242) Introduction to basic materials, components, processes, theories, and means of assembly of light wood frame construction. Building of full-scale projects on and off campus requiring the fabrication of wood structures with appropriate tools and equipment. Preparation of working drawings in light wood frame construction using BIM software. Prerequisite: ARC 122, 271. Restricted to major. Studio Fee: $36.

prerequisites  
prerequisite: ARC122 or ID122, ARC271 or ID271  |  prerequisite to: ARC341, ID372, ID351

abstract  
This course will serve as an introduction to a series of critical components which form a base for your understanding of the vast world of architecture and interior design. First, you will learn about the properties of wood from both a pragmatic and poetic perspective. Through this study, you will better understand how, when, and why we use wood when designing and constructing architecture. Second, you will learn the proper strategy and technique for generating a set of construction documents for a small architectural project. These lessons will also give you insight into the workings of a professional architecture or interiors office. Third, you will learn the steps necessary to design and assemble a small wood light frame building. Along the way, you will also begin to understand the fundamentals of construction, tectonics, assembly, and making. And finally, through the process of learning by doing, you will learn how BIM software is changing our industry with its versatility and power. Most critically however, your goal for this course should be to come out of it with an ability to think more critically about how we construct architecture and why we construct architecture in the ways we do.
**course objectives**

1: Understand and experience the process of creating a set of construction documents for a wood light frame building.

2: Understand the principles, materials, means and methods, and sustainable design issues for wood light frame construction.

3: Understand the legal responsibilities of the architect and interior designer with respect to public health, safety, and welfare in dealing with codes, regulations, and standards applicable to residential construction.

4: Competent and appropriate use of BIM software in the generation of construction documents and other drawings/models.

5: Understand the attributes of wood that allow it to succeed as a material for building.

6: Learn the basic tenants of the construction of a light frame building through an exploration of the materials used to create it.

7: Understand the realities of architecture being an assembly of parts that are joined together.

**methodology**

This course is composed of two components: a lecture and a lab. The lecture will serve as a primary means of delivering information about the core topics of the course curriculum: wood, light frame construction, and construction documents. The lecture period will also be where you take the midterm exam as well as regular quizzes which will occur without notice. The lab will be the place where the information you have learned in lecture will translate to the projects on which you are working. In lab, we will walk you through how to design a light wood frame building in Revit as well as acting as a forum to discuss topics critical to the course. During the lab, there will be lectures, group discussions, group and individual critiques of your projects, videos, and extra time to work on your projects. You will also spend several lab sessions over the course of the semester (as well as time outside of scheduled class time) working on one of the key projects for the semester at a remote location in the Carbondale area.

This course is intended to be interactive and, as such, you are expected to be an active participant in the learning environment by asking and answering questions, discussing your work and the work of your peers in the lab, and participating in group discussions. Desire 2 Learn will be used throughout the semester in a variety of ways. All assignments and other handouts will be available on this site for your use.

Throughout the course you will be asked to work at different scales, with different mediums, and in different ways to maximize your exposure to the core curriculum components. This process will be accomplished in many ways during the semester, but is expressed most clearly in the three projects. In project 1 you will work at scale of the detail; in project 2, at the scale of the assembly; in project 3, at the scale of the building.

**requirements**

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

2: You are required to be in the class (lecture and lab) every scheduled class meeting time and to be working/listening/etc the entire period. You are required to be in class on time each day. You cannot be late, leave early, run errands or schedule other appointments during class time, etc. The atmosphere will be professional in the lab with no cell phones in use, no broadcast music, and no loud conversations that will distract others from working productively. You much come
prepared and fully equipped each day to work diligently for the entire class period. The room will be kept neat and clean. You will treat everyone else in the class with respect and dignity.

3: You will come to class with all necessary investigations complete (including having all digital models and drawings printed out prior to the start of any day’s class as required) and fully prepared to engage in a critical discussion of your work and its contributions to the larger class investigations.

4: **Time management** is a well-known problem for architecture/interiors students. You will need to keep ahead of deadlines by making regular progress on your project rather than doing last minute work. As you have several other classes this semester in addition to this one, please understand all of the deadlines as early as possible and plan for moments where they may be close together or conflicting. Having a project due in this class and in studio on the same day really is not that much of an issue if you plan for it in advance (although we will try to avoid that occurring). This issue is, of course, substantially compounded if you are working outside of school during the semester. Please let me know if you will be working and how many hours a week via an e-mail during the first week of school. Your outside commitments, however, will have no impact on what is expected of you in this class or in how you are evaluated in your performance.

5: **Attendance is mandatory** during the entire scheduled class time (lecture and lab). You are required to notify your instructor of any emergencies or other disruptions to your schedule. In order to receive an excused absence for a missed day (or tardy), you must notify your instructor of your reason for missing class no more than three days after the day missed (or the last day missed if there was more than one consecutive class missed). Grading for attendance will be as follows: you are granted two free unexcused absences which can be used for either one lecture OR one lab (not one lecture and one lab). Each unexcused absence after the first two will result in a loss of 3% of your final grade for the course (calculated after the final grade has been established). Lab and lecture are counted separately for attendance, so if you miss a lecture and a lab in one day, there is the potential for a loss of 6% of your final grade that day. Being late or leaving early from lecture or lab (without permission) is also not allowed. Three tardies (qualified as late arrival, early departure, or disappearing during for an extended period of time) equal one unexcused absence and will affect your grade in the same way as an absence. It is possible to fail the entire class based on poor attendance. Lecture and lab will each have an assigned seating chart that will be discussed further in the opening class periods.

6: Late work will be accepted in this course for up to one day (24 hours from the beginning of a class period) from the time it is due in class. Work not turned in on time will be docked 20% of the assigned grade. Work not received within that window of time will receive a zero as a grade. All quizzes given in lecture will be handed out at the beginning of class. If you are not in the classroom when I am finished handing out the quiz, you do not get to take the quiz. You will sit quietly in your seat until the rest of the class finishes. In the event that you have an excused absence on the day of a quiz, that quiz will simply not count towards your final point total for the course. There will be no makeup quizzes given. If you are late to class on the day of an exam, you will have the remainder of the time in class to finish the exam and will turn it in promptly at the end of the period. No makeup exams will be offered without a valid excused absence.

7: Unless work is assigned to a team, each student shall do his or her own work. **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. Please review the Student Conduct Code for university policies and definitions of plagiarism. File sharing of work generated by any other student in this course or in
any other course taken at anytime, anywhere is considered plagiarism. Product information
found free on the web is an exception to this rule and should be used as appropriate throughout
the course. Drawings, details, or digital files that are required for your use in this class will be
provided by your instructor. You are forbidden from using these files from other sources except
as prescribed by your instructor during the course of the class.

8: You are expected to comply fully with the regulations posted in all labs as well as with all policies
of Southern Illinois University-Carbondale and the Student Conduct Code. And although this is not
technically a studio, we will be following the School of Architecture’s Studio Culture Policy in all

9: You are required to have a laptop computer that is able to efficiently run the Revit Architecture
2014 suite of software. This computer will be with you and up and running during each lab
session unless otherwise informed. You are required to have Revit 2014 installed on this
computer prior to the second week of class. Revit can be downloaded for free off of AutoDesk’s
website with student identification. It is best if you are using the most up-to-date version of the
software, so make sure you download and install the right version.

10: We will have at least one field trip to our project site during the semester. The field trip is
mandatory to attend. In addition to our scheduled trip, our site will be close enough to visit
multiple times throughout the semester. You will be required to return to the site and the area
multiple times through the semester to gain a more thorough understanding of the place where
you will be building. We will also be building a project towards the end of the semester at this
site. Please use safe practices when going to any project site and never go alone. Ideally each trip
will be with multiple other members of the studio so that critical discussion of the place can occur
in the place itself. Take note of the environment you are exploring and do not put yourself in any
sort of risky situation.

11: As we get into the building of real things, it is required that you follow all safety procedures at all
times. These will be discussed in depth throughout the semester. Failure to comply with safety
procedures or compromising the safety of your fellow classmates could lead to failure of the
project.

12: At the beginning of the semester each of you will be assigned peer mentors whom you will be
required to meet with three times during the course of the semester. These are mandatory
meetings. After you meet with your mentor[s], they will notify me that the meeting has occurred.
I am not going to ask about the details of the discussions or their length, just that they happened.
I trust that the students have asked to participate in the program will be able to successfully lead
these discussions with you. The goal of the program is to give you an opportunity to talk with
students who have gone through this position in the curriculum this past year and who should be
able to offer you some insight into how to best take on the tasks in front of you. Although this
program is generated in ARC242, I am not concerned with your discussions being solely on this
class. Feel free to discuss any of your courses with your mentors. They will do what they can to
help you navigate the road ahead. Please make the best use of this opportunity. I have only
invited students to participate who succeeded in ARC242 in the past. This assignment will be
treated as part of your attendance grade. Each missed meeting counts and an unexcused absence
and will be subject to the same -3% penalty.

13: If you think you need an accommodation for a disability, please let me know at your earliest
convenience. Some aspects of this course, the assignments, the in-class activities, and the way the
course is usually taught may be modified to facilitate your participation and progress. As soon as
you make me aware of your needs, we can work with Disability Support Services (DSS) to help us determine appropriate academic accommodations. You may also contact DSS yourself to seek out help for any needs you may have. The 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.

14: 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 dropping from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

15: 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

16: For more information regarding the university’s Spring 2014 semester schedule and requirements, please see: http://pvcaa.siu.edu/_common/documents/syllabus-attachment-spring15.pdf

17: Ask questions!!!! If you do not know something, are unsure about something, feel lost, etc., 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.

imperative criteria

This course serves both the architecture and the interior design programs and, as such, it is subject to the requirements of both the National Architecture Accrediting Board that accredits schools of architecture and the Council for Interior Design Accreditation that accredits schools of interior design. Since the last accreditations of both programs, the school of architecture has assigned the following criteria as imperative educational foundations for this class.

NATIONAL ARCHITECTURE ACCREDITING BOARD (Source: NAAB 2009 Conditions)
The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice. The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

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.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school’s stated curricular goals and content. While the NAAB
stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC) assigned to this course:

- **NAAB A4** Technical Documentation
  “*Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.”

- **NAAB B9** Structural Systems
  “*Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.”

- **NAAB B10** Building Envelope Systems
  “*Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture, transfer, durability, and energy and material resources.”

- **NAAB B12** Building Materials and Assemblies
  “*Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.”

**COUNCIL FOR INTERIOR DESIGN ACCREDITATION (Source: CIDA Professional Standards 2011)**

Student learning expectations are identified by three levels of learning:

- Awareness – familiarity with specified data and information that is demonstrated in student work.
- Understand/Understanding – a thorough comprehension of concepts and their interrelationships.
- Apply/Ability/Able – competent entry-level skills that must be demonstrated in completed student work.

Student work is broadly defined to include all tangible work produced by students such as projects, research papers, completed exams, class exercises, recorded presentations, etc. This course demonstrates student performance that meets the following CIDA accreditation criteria either in whole or in part or at a primary or secondary level:

- **CIDA 5** Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.
  
  (c) “The interior design program includes learning experiences that engage students in collaboration, consensus building, leadership, and teamwork.”

- **CIDA 6** Entry-level interior designers are effective communicators.
  
  (e) “Students are able to produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.”
CIDA 11  Entry-level interior designers select and specify furniture, fixtures, equipment, and finish materials in interior spaces.
(a) “Students have awareness of a broad range of materials and products.”
(c) “Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life cycle costs.”

CIDA 12  Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.
(e) “Students understand the principles of thermal dynamics.”

CIDA 13  Entry-level interior designers have knowledge of interior construction/building systems.
(a) “Student work demonstrates understanding that design solutions affect and are impacted by structural systems and methods.”
(b) “Student work demonstrates understanding that design solutions affect and are impacted by non-structural systems including ceilings, flooring, and interior walls.
(f) “Student work demonstrates understanding that design solutions affect and are impacted by vertical circulation systems.”
(g) “Students are able to read and interpret construction drawings and documents.”

CIDA 14  Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.
(a) “Students have awareness of sustainability guidelines.”
(d) “Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including movement: access to the means of egress including stairwells, corridors, exitways.
(g) “Students apply appropriate federal, state/provincial, and local codes.”

**coursework**

There will be a mid-term and a final exam in this course. Both exams are comprehensive and questions will be taken from the lectures, assigned readings, and information related to the project statements. In addition to these two exams, as previously stated, there will also be regular quizzes during lecture which will have questions from these same sources.

Lab work will have three primary components: the completion of an abbreviated set of construction drawings for a single family residence and two projects which ask you to design and build elements at full-scale. Construction drawings are prepared during the Construction Document (CD) stage. The purpose of the CD stage is to prepare all documents necessary to fully delineate the building and that are required by the contractor to construct it. They must indicate the geometry, layout, dimensions, types of materials, details of assembling the components etc. They are also used by the contractor to prepare a detailed cost estimate for the building. Construction drawings are not a sequence of assembly instructions, they indicate “what” and “where” of every component when the building is completed. The contractor determines “how” and “when”. The build projects this semester will complement the CD set and will ask you to get your hands dirty working with real materials at full scale in order to better understand the lines you draw in the design of a building.

**course breakdown**

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 – intersection problem</td>
<td>10%</td>
</tr>
<tr>
<td>P2 – assembly problem</td>
<td>25%</td>
</tr>
<tr>
<td>P3 – building problem</td>
<td>30%</td>
</tr>
<tr>
<td>quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>midterm exam</td>
<td>10%</td>
</tr>
<tr>
<td>final exam</td>
<td>15% (93/93 exempt with no rounding up)</td>
</tr>
</tbody>
</table>
These numbers are approximate and are subject to change over the course of the semester. Please ask if you have questions regarding grading over the course of the semester. I will try to get grades 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 D2L or e-mailed to you 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 outside of opportunities that I bring to your attention.

**topical outline**

<table>
<thead>
<tr>
<th>Lecture Materials</th>
<th>33% of course time (estimated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>wood, light frame construction, construction documents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Project Development</th>
<th>33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>creation of document set, BIM</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construction Exercises and Research</th>
<th>33%</th>
</tr>
</thead>
</table>

**grading**

Grading for this course will be on a traditional 10 point scale (100-90 = A, 89-80=B, etc.). Grades for this course will not be curved and there is no extra credit available. Factors influencing your grade this semester in addition to your scores on assignments and exams/quizzes are, but are not limited to:

- the degree to which your work demonstrates an understanding of and an engagement with the objectives of the class, 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
- attendance and participation within the classroom environment

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 for your projects:

“**A**” - Exceeds Expectations: Not only fulfills the objectives of the course syllabi and problem statements, but extends them through new discoveries, and insights, beyond their stated scope. Demonstrates a high degree of professional dedication, rigor, passion and skill and has developed an ability to build upon feedback from a variety of sources. The work is rigorously thought through and well crafted. An “**A**” project is one that is superior in a number of dimensions.

“**B**” - Fulfills Expectations: Meets the stated objectives of the course syllabi and project statements, while also elaborating on the stated issues through independent investigations that lead to developments in the work. Demonstrates an average degree of professional dedication, rigor, passion and skill and is developing an ability to build upon feedback from a variety of sources. The work is competently thought through and well crafted. A “**B**” project is one that distinguishes it from the average.

“**C**” - Under-Achieves Expectations: Minimally meets the basic requirements of the course syllabi and project statements, without meeting the larger qualitative objectives. Demonstrates a low degree of professional dedication and requires 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. 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 course. 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 an architect or interior 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.

“F” - Fails all expectations

INC (Incomplete) - This grade will not be assigned unless all the requirements of the University and the School are met. Those requirements include: 1) an extraordinary circumstance outside the students’ control that interfered with completion of the course, 2) the student was passing the course at the time the INC grade is issued, and 3) an approved INC grade agreement has been executed between the student and the instructor. Students given an INC may not enroll in any course for which this course is a prerequisite until the INC has been satisfied.

required texts


recommended texts
Zumthor, Peter (2006). Thinking architecture. (2nd ed.). Berlin, Germany: Birkhauser.. (or later ed.)

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, on the BERT 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 of 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 existing 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 School of Architecture 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 is not 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.

Quigley Hall Emergency Response Meeting Areas

<table>
<thead>
<tr>
<th>Food and Nutrition</th>
<th>1</th>
<th>Woody Hall grassed area West of Quigley Main Entry</th>
</tr>
</thead>
<tbody>
<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>Grasbed Area NE of Loading Dock and Auditorium</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grasbed Area East of Quigley Patio and the Covered Walkway</td>
</tr>
<tr>
<td>College of Education – Pre-School</td>
<td>5</td>
<td>Grasbed Walkways Area beyond South Entry</td>
</tr>
<tr>
<td>General Classrooms and Auditorium</td>
<td>1,3,4</td>
<td>Please instruct outside faculty, students, and visitors during an emergency</td>
</tr>
</tbody>
</table>