Course Description
Continuing study of materials and practice in document preparation for construction of multi-floor buildings of a more complex nature, contemporary materials, components, systems, steel framing systems using short- and long-span steel joists, steel pans, pretensioned, post-tensioned, and precast components. Correlation with electrical, mechanical, and structural work is also incorporated.

Prerequisites: Arch 242, Arch 219, and major in Arch. Studies or consent of Arch. Studies coordinator.
Prerequisite to: Architecture 451

Instructor Information
name: otto, adulsak chanyakorn | instructor
office: 107 quigley hall
phone: 618 453 - 4772
office hours: MWF | 1 - 2:00
         TR | 9:00 - 11:00
e-mail: achanyakorn@siu.edu

Textbooks/Supplies

Metric architect’s scale, metric templates, and other drafting equipment as required: Flash Drive or Cloud Drive
Course Objectives:
(Refer to Appendix 1 for NAAB 2014 requirement for detailed accreditation objectives)

1. Develop an understanding of the construction of fire-resistive structural steel buildings.
2. Become familiar with current building codes and classifications of buildings and structures.
3. Become familiar with the coordination and techniques of contract document production.
4. Execute plans, sections, elevations, details and schedules for a building of steel frame construction.
5. Understand the process of researching building materials, apply the research to development of construction details, and execute those details.
6. Gain a working knowledge of the metric system as it applies to contract document preparation.
7. Gain a working knowledge of the Uniform Drawing System.

Topical Outline

I. Construction Principles, Materials, and Methods (approximately 25%)
   a. Substructure, superstructure, exterior & interior materials, and roofs.
   b. Development of massing, void, rhythm, etc. in architectural projects.
   c. Relationships of architectural to structural systems including use of structural drawings.
   d. Relationships of architectural to mechanical, electrical, and plumbing systems.
   e. Understanding construction sequence, responsibility, and coordination in a multi-story steel framed building.

II. Architectural Design Development & Working Drawings (approximately 75%)
   a. Floor plans, foundation plans, elevations, sections, and referencing using UDS.
   b. Applying the metric system to architectural drawings.
   c. Applying sketching techniques to resolve architectural problems.
   d. Applying advanced uses of AutoCAD or Revit software to complete working drawings.
   e. Working with MasterFormat to research building materials.
   f. Understanding the uses of Contract Documents in architecture.

Expectations of Students

1. Students are expected to actively participate in each session by asking and answering questions, exploring solutions by discussing notes, concepts, and ideas in an informal manner. During lecture and discussion periods, students may not use computers to complete any work. Computers are to be used ONLY during the lab time.
2. Attendance at both the lecture and lab sessions is mandatory during the entire scheduled class time. You are required to notify your instructor of any emergencies or other disruptions to your schedule. Grading for attendance will be as follows:
   - you have two free unexcused absences
   - after the second, each unexcused absence will result in a 5% deduction from your final grade
   - after the fifth, each unexcused absence will result in a 10% deduction from your final grade
   - Three tardies constitute an unexcused absence
   - For this class, a tardy means being late to class or leaving early without permission. An excused absence will require a doctor’s note, police report, or other form of official documentation delivered to the instructor promptly.
3. During lab, students are expected to use only software appropriate to the goals of the course. Use of Facebook, instant messaging programs, music sharing programs, etc. is NOT appropriate to the goals of the course and is not permitted.

4. Students are expected to research building materials in advance to prepare for the lab problems. Sweet’s catalogs are available in Quigley 005 for this purpose. Internet access is available in Quigley 106 for using Sweet’s On-line. Information gathered is to be used only for appropriate research activities or as described in class. Copying information, except when students have been told to make use of files or other media for class purposes, is considered plagiarism.

5. **Students are expected to submit all projects on time.** Only projects submitted at the specified time and place will be considered for full credit. Projects will be accepted up to one (1) day late, subject to a penalty of twenty (20) grade points. For purposes of computing the late penalty all days of the week are used, including Saturday & Sunday. Projects more than one (1) day late will not be accepted, resulting in the student receiving a zero (0) on that project. You must ask the secretary to initial and date/time stamp any project submitted outside regular class hours, unless given directly to the instructor. The late penalty of twenty points is assessed for one day or a portion thereof.

6. **Students are expected to comply fully with the regulations posted in the computer labs.** Students are also expected to comply fully with the policies of Southern Illinois University Carbondale.

7. **Disable cell phones,** etc. so as not to disrupt class. Due to a history of students “tuning out” with the use of headphones or ear buds, they are no longer permitted while working in lab. Your attention during impromptu questions and clarifications in lab is paramount. Please arrive on time so as not to disrupt class.

8. Students are expected to keep all work areas clean. No food or drink will be permitted at any time in Quigley 106.

9. Students are expected to work in class during the scheduled time, in addition to work completed outside class. **Students who prefer to work outside class will need to learn to work in class on the assigned projects during the scheduled time.** This is in keeping with the practices of a professional office, and will help the student to develop good work habits – habits that are expected in an architect’s office, while also available to the Instructor for progress reviews of work.
10. A break is **maximum of ten (10) minutes long**. Students are entitled to two (2) breaks during each lab session. The two breaks may be combined into one twenty (20) minute break taken during the lab. Breaks can be taken at any time during the lab session, unless students begin to disappear for extended periods of time. If that occurs, break time will be dictated for all students at a specified time during the lab session.

11. The use of any tobacco product is forbidden in class. This includes tobacco in all of its forms and extends to all rooms and spaces in which any portion of the class is conducted, as well as those spaces necessary to access classroom areas. It also includes any field trip or outside activity that is a part of the class' activities. Failing to comply with this class policy will be considered a violation of the Student Conduct Code of Southern Illinois University Carbondale, article II, section 4. Students are directed to article III, section B, which states that the punishment shall be: “A failing grade (F) may be assigned for the course in which the violation occurred.”

12. No visitors are permitted in class.

13. Unless work is assigned as a team, each student shall do his or her own work. Please review the Student Conduct Code of Southern Illinois University Carbondale — especially those areas related to University policy regarding acts of academic dishonesty and the definition of plagiarism.

14. Drawings, details, articles, and files or media found on web sites, CD ROMs, other electronic media, or from students who have previously completed all or a portion of this course MAY NOT BE USED FOR ANY PURPOSE IN THIS CLASS. The instructor will provide students with appropriate materials or with references to where materials may be located when it is permissible to access such materials. Using the work of another student for any purpose is NEVER PERMITTED and will always be regarded as an act of academic dishonesty.

**Plagiarism**

Computer software makes it very easy to copy information from one file to another. For this reason, this additional information is provided to help students understand what constitutes plagiarism in ARC 342. In addition to the description given in the Student Conduct Code (http://www.siuc.edu/~policies/policies/conduct.html), these activities are counted as plagiarism:

- Permitting your work to be used by another student even as a review example,
- Granting access to your CAD file,
- Reviewing the work of another person except as provided in class,
- Copying any portion of another file into your ARC 342 solution except for those files provided in class for this purpose, and
- Presenting as your own work any solution that is not created by you.

If there any doubts about whether to use a file, portion of a file, or other information as part of your class project, ASK before doing it! Students who are found to have committed plagiarism in ARC 342 will fail the class.

**Coursework**

Architecture 342 will consist of completing design development research and construction drawings on an assigned multi-story building. The drawings will be representative of typical drawings completed in an architect's office on a project of this size, but the assignments will not form a complete set of drawings for the building. All students must complete class projects using Revit Architecture software.

Original plot media are required of all students with each project. The costs of plots will be borne by the student. Photocopies are not acceptable. Students must also submit an electronic copy of each project in AutoCAD format. The process for providing these files to the instructor using the department network will be reviewed in class.

There will be only two exams, one at midterm and the other during finals week. Both exams will be comprehensive in nature. Exams in this class are difficult. Some of the questions used on the exams are taken directly from past NCARB Architect's Registration Exams. Others are taken from lecture and the lab problem. Because of the nature of the three building technology classes at SIUC, the exams in Architecture 342 build on knowledge from the other two building technology courses.
**Grading**

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<td>Five projects</td>
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*Projects may consist of several submissions as part of one course grade as described in class handouts provided with each project.*

Grade Scale:  
A = 100 - 90  
B = 80 - 89  
C = 70 - 79  
D = 60 - 69  
F = 59 & below.

Since the 10-point scale will be used in Architecture 342 this semester, students should expect the grading scale to be APPLIED STRICTLY. For example, 89.999 is a B. Students should also NOT expect bonus points to be available in this class.

Individual grades will not be curved in this class. If a curved grading method is used, it will be applied at the end of the course only. (In all of the past years of teaching this class, grades have never required an adjustment.) The grade of INC will not be assigned unless all the requirements of the University and the Department are met. Those requirements include: 1) an extraordinary circumstance outside the student’s 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.

See the attendance requirement under Student Expectations in this document for the attendance policy.
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<th>Lecture: 8-9:00</th>
<th>Section 2: 12-3:30</th>
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Spring 2016
**Realm A: Critical Thinking and Representation**
A.1 Professional Communication Skills  
A.2 Design Thinking Skills  
A.3 Investigative Skills  
A.4 Architectural Design Skills  
A.5 Ordering Systems  
A.6 Use of Precedents  
A.7 History and Global Culture  
A.8 Cultural Diversity and Social Equity

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

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

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

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**Additional Information**  
A note on Revisions in Architecture 342: Revisions are not a required element of coursework in this class. Class discussion regarding revisions will take place at midterm. If offered, revisions may be completed as a replacement grade for any lower project grade, but not as a replacement for a zero, the grade that would be received for failing to complete a project at the required time. Revisions must include all of the work discussed in class. The maximum grade that may be earned on each project is based on this formula: \(((100 – \text{Original Project Score}) / 2 \times \text{Percentage of Revisions completed on the project}) + \text{Original Project Score}\). More discussion of the topic of revisions will be given in class as appropriate.
Appendix 1:

National Architecture Accrediting Board (NAAB)
Part Two (II): Section 1- Students Performance – Educational Realms and Students Performance Criteria

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:

• **Understanding**—The capacity to classify, compare, summarize, explain, and/or interpret information.

• **Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

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

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

Student learning aspirations for this realm include

• Being broadly educated.

• Valuing lifelong inquisitiveness.

• Communicating graphically in a range of media.

• Assessing evidence.

• Comprehending people, place, and context.

• Recognizing the disparate needs of client, community, and society.

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

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

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

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student learning aspirations for this realm include

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

The accredited degree program must demonstrate that each graduate possesses skills in the following
areas:
C.1 Research: Understanding of the theoretical and applied research methodologies and practices used
during the design process.
C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills
associated with making integrated decisions across multiple systems and variables in the completion of a
design project. This demonstration includes problem identification, setting evaluative criteria, analyzing
solutions, and predicting the effectiveness of implementation.
C.3 Integrative Design: Ability to make design decisions within a complex architectural project while
demonstrating broad integration and consideration of environmental stewardship, technical
documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and
building envelope systems and assemblies.

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

Student learning aspirations for this realm include

• Comprehending the business of architecture and construction.
• Discerning the valuable roles and key players in related disciplines.
• Understanding a professional code of ethics, as well as legal and professional responsibilities.
The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

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

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

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

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

D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.
Appendix 2:

QUIGLEY HALL EMERGENCY RESPONSE PROCEDURES

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

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

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

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

QUIGLEY HALL EMERGENCY RESPONSE MEETING AREAS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>AREA</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Nutrition</td>
<td>1</td>
<td>Woody Hall grassed area West of Quigley</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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>Grassted Area NE of Loading Dock and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auditorium</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grassted Area East of Quigley Patio and the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Covered Walkway</td>
</tr>
<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grassted 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,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students, and visitors during an emergency</td>
</tr>
</tbody>
</table>

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IMPORTANT DATES

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to add a class (without instructor permission)</td>
<td>01/24/2016</td>
</tr>
<tr>
<td>Last day to drop a course (without instructor permission)</td>
<td>01/24/2016</td>
</tr>
<tr>
<td>Last day to withdraw completely and receive a 100% refund</td>
<td>01/31/2016</td>
</tr>
<tr>
<td>Last day to drop a course using SalukiNet</td>
<td>03/01/2016</td>
</tr>
<tr>
<td>Last day to file diploma application (for name to appear in Commencement program)</td>
<td>03/01/2016</td>
</tr>
<tr>
<td>Final examinations</td>
<td>05/09–05/13/2016</td>
</tr>
</tbody>
</table>

Note: For outreach, Internet, and short course drop/late dates, visit Registrar’s Academic Webpage: [http://registration.siu.edu/](http://registration.siu.edu/)

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12–03/20/2016

WITHDRAWAL POLICY - Undergraduate only

Students who officially register for a session may not withdraw merely by the dropping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit [http://registration.siu.edu/catalog/undergraduatecatalog.html](http://registration.siu.edu/catalog/undergraduatecatalog.html)

INCOMPLET POLICY—Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in course work are unable to complete all class assignments. An INC must be assigned in the 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://registration.siu.edu/grades/incomplete.html](http://registration.siu.edu/grades/incomplete.html)

REPEAT POLICY

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

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit: [http://gradschool.siu.edu/about-us/grad-catalog/index.html](http://gradschool.siu.edu/about-us/grad-catalog/index.html)

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/)

PLAGIARISM

Student Conduct Code: [http://arr.siu.edu/student_conduct_code/](http://arr.siu.edu/student_conduct_code/)


MORRIS LIBRARY HOURS

[http://www.lib.siu.edu/about](http://www.lib.siu.edu/about)

SAFETY AWARENESS FACTS AND EDUCATION

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

SALUKI CARES

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

EMERGENCY PROCEDURES

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INCLUSIVE EXCELLENCE

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

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring: [http://tutoring.siu.edu/](http://tutoring.siu.edu/)


WRITING CENTER

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

Additional Resources Available:

SALUKINET: [https://salukinet.siu.edu/cp/home/displayLogin](https://salukinet.siu.edu/cp/home/displayLogin)

ADVISEMENT: [http://advisement.siu.edu/](http://advisement.siu.edu/)

PROVOST & VICE CHANCELLOR: [http://pvcaa.siu.edu/](http://pvCAA.siu.edu/)

SIU ONLINE: [http://online.siu.edu/](http://online.siu.edu/)

Spring 2016 R.O'Bowker