1. COURSE DESCRIPTION:
This comprehensive design studio focuses the knowledge and skills developed in all previous courses on a single inclusive project. The course emphasizes in particular the design integration of the building’s structural, environmental and other systems. Not for graduate credit. Prerequisites: ARC 342, 362, 451, 481, 482 or concurrent enrollment, and major in architectural studies or consent of school director.

This is a project development course that emphasizes the integration of the basic elements of building, structural, environmental and other technologies for a two or more story building. The first half of the semester includes a series of assignments to go over important knowledge supporting architectural design such as site analysis, structural and lighting design, environmental systems, building materials, assemblies, and envelope systems. The second half of the semester includes continued design development and documentation of the same project, although this design process starts in the first half with concept and schematic project development. The studio requires 12 hours per week of class attendance, but also additional hours of extra class work.

Overall Goals:
- Broaden and apply the experiences and knowledge gained in previous architectural design and technology classes.
- Simulate the typical office experience by sketching and conceptualizing a project, comprising analysis of basic knowledge on transcendent issues, and then preparing the design development and pre-construction documents phases of the building project.
- Convey the importance of the development of a design in an architectural project.
- Further develop the skills in the disciplines of schematic design, conceptualization, knowledge management, design development, and representation of the design intent.
COURSE OBJECTIVES:
Upon completion of this course, the student will be able to:

1. Focus the acquired skills and knowledge into the comprehensive design of an integral architectural project.
2. Demonstrate the integration of structural, environmental, lighting and other building systems in the setting of an architectural project.
3. Emphasize abilities on design development, drawing documentation, and model presentation of the project.
4. Understand and respond to natural and built site characteristics in the development of a program and design of a project.
5. Access, select, and integrate structural systems, environment systems, life-safety systems, building envelope systems, and building service systems into building design.
6. Demonstrate an understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.
7. Assess, select, configure, and detail an integral part of the design and select appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building program.
8. Make technically precise descriptions and documentation of a design for the purpose of review proposed.
9. Produce an architectural project informed by a comprehensive program, from schematic design through the detail development of programmatic spaces, structural, lighting, and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program’s design criteria.
10. Demonstrate the principles of sustainable design through the appropriate integration of the issues of program response, context, site analysis, orientation, climate, materials, tectonics, structure, environmental systems, day lighting, and codes into a design project of moderate complexity.

2 Methodology: This is a combination lecture and studio course. The lectures may be given at any time during the studio period for the presentation of information, concepts, ideas, questions, etc. for studio assignments and demonstration of techniques. Students will be expected to complete reading assignments in required textbooks and supplemental readings as assigned, research as required for each topic, and take notes in discussion sessions. Each student is expected to participate actively in each session by asking and answering questions, exploring solutions by discussing notes, concepts and ideas in an informal manner. Advance preparation on each topic is required. Please have all materials and supplies at your desk for critiques, demonstrations, review, and work. Do not expect to leave studio to go home to work on your computer, this is not an isolated profession, it is a team-orientated profession. Do not expect critiques on small 8 ½” x 11” fit to sheet, on digital screen, or on non-scaled drawings. It is important that all
work is appropriate and at a readily discernable scale.

As far as teamwork is concerned, learn to express your thoughts while accepting the ideas of others, particularly in this international experience, and building the collection of ideas into an overall collective work. Teams of professionals produce the built environment. Therefore, a portion of the work produced in this course will be carried out in a team environment, first by some assignments to be prepared and presented by two member teams either mixed (one from every other university) or from two SIU students. The model promoted is often referred to as a ‘participant-observer’ mode and part of interactive learning processes. The embracing and integration of multiplicities and divergent points of view into singular frameworks is critical to modern society. Here, every person works together for the greater goal. To further encourage public accountability; co-grading will occur between individuals and teams.

2.1 Owning the Problem (or ‘Accountability’) - If this course is to be valuable to you it must be meaningful. For it to be meaningful you must find it relevant to the fulfillment of your personal goals. You must find it useful in some way. How you find it and making it useful and thus meaningful is up to you. You will be presented content that has been found to be useful to many people in architectural studies for many years. You must find how to make it yours. Professors in this studio challenge each of you to further develop your experience (increase your ownership) in those areas in which you have some familiarity, and to embrace those areas in which you have none (read/research). It is important that each person learns how to manage the many multifaceted and relational aspects of architecture and to hold accountability for their work in relation to others. This class has the added potential aspect that the class can and will be restructured (only for the better), if the need or proposal arises in a democratic fashion. Of course though, the instructors have the final say and approval for such changes to the scope of work.

2.2 Studio Expectations: Attendance and participation is expected in the design studio as it is the core of your professional education and as such your participation is an indication of your desire to be an architect. In order for the studio and your own experience be fully developed, each individual needs to be available and working in the studio during the whole schedule hours and at other times as well. Always be prepared to work during the studio. Bring ALL work To ALL classes. Be prepared to present your work formally or informally during any class session. Work left ‘at home’ is treated as work not able to be shown, and thus discounted. Both sections will work together as one and will share all common facilities on classroom as well as elsewhere. Teamwork could be done with classmates from any of the two sections. Please arrive on time, as often the studio will start with general comments, instructions, and discussions that affect the whole studio. If you arrive late you will miss these discussions and inconvenience the others. It is required that you stay till the end of the studio period; again there are often comments, summaries, made at the end of the studio that affects everyone. Please do not ask to leave early after you have had a critique. Equipment and materials are required in the studio at all times. Students who are not in studio do not benefit from the information and demonstrations presented. It is your responsibility to obtain any missed information from other students. All assignments and
projects must be turned in at the specified time and place. Late projects with an excused absence, as defined by the university’s guidelines and with prior notification to the instructor of absence may be accepted. Late projects with an unexcused absence will be penalized by a letter-grade for each class day the project is late. The professor should be notified by telephone or e-mail of any absence. The student must present verification of excused absence at the next scheduled class attended. The Department policy indicates that if you miss three classes, your course grade will then be reduced by one letter grade. Students who do not officially withdraw from the course before the drop deadline will receive a grade based upon their semester average, which will include a zero for projects assigned and not turned in and graded. Continual non-attendance of a course does not automatically drop you from the class list. There is a direct relationship between attendance, participation, and level of grades….

This studio is your shared home and responsibility for the semester. It is a dedicated space for your use and benefit. As we all share the studio please keep it reasonably clean and be very careful with food and drinks. There is no smoking allowed in the studio, this applies to evenings and weekends. The use of spray adhesive or spray paint is not allowed in the drafting studio or the building. Just go outside to use these materials and put down a protective mat/screen to protect the environment. No destruction of building assemblies (windows, ceiling tiles/grids, doors, walls, floors, blinds, etc.). Please take care of the furniture. Use a cutting mat to protect and preserve the desktops. All of the above is classified as destruction of university property and therefore subject to university student conduct statutes. A key to the studio will be supplied at the beginning of the semester which must be returned to the school or final grade may be withheld. Lock the doors if you are the last one to leave. Learn to work in the studio and exchange ideas with your peers.

Use of LAPTOP/COMPUTERS during class should be restricted to class use (e.g. not for games, shopping, chatting, etc...) Cell phones should be turned off during lecture sessions as a courtesy to the teacher and to fellow students. Engaging outside work during class is counter-productive and indicates a conflict of interests and poor time management. Please keep all work in class to the assignment-at-hand.

Readings: Special reading and/or research assignments will be made per assigned goals from a reading list, suggested Web Sites, and relevant Code related references, and/or placed on reserve in the Arch/I.D. Library or Morris Library and/or in SOA Library.

Supplies/Equipment: To be specified by the faculty.

2.3 Sketchbook – Journal: Each student should have their own complete journal sketchbook with a continuous record of research, reading notes, thoughts, sketches, graphic representations of ideas, etc. available for review with the faculty at all times. We recommend a bound (plain or grid type) sketchbook to keep project notes, addresses, business cards, phone numbers, field notes, diary entries, sketches and maps, etc. for the entire project. Entries can be scanned for inclusion with digital presentations. Record our individual in-class meetings, lecture notes, city meetings, fieldwork, and references to
other research. This sketchbook-journal will be reviewed prior to mid-term and again at the end of the term.

2.4 Student Conduct: Please review the SIUC Student Conduct Code - SIU UNDERGRADUATE CATALOG regarding University policy regarding Acts of Academic Dishonesty. Unless required as part of a team effort, students are to do their own work. Do not trace or copy, including electronic copies, of another student's research or work unless specifically cleared with your instructor. If there is ANY QUESTION, do not hesitate to ask, as this is a very serious offense, subject to the above referenced Student Conduct Code. In addition, undermining the class processes or other students (work or otherwise) is unethical to the greater good and is equally considered to be cheating fellow students. Please keep all actions transparent and open to all involved. If we engage field work and community settings, remember that we not only are representing Southern Illinois University, we are representing the School of Architecture and our profession that “serves the public” and “serves in the best interest of the public”. Please be respectful of others around you and act accordingly.

Please refer to the SIUC SOA Studio Culture Policy for a description the fundamental properties and expectations of the studio setting.

Special Concerns: IF ANY REASON exists which may prevent you from giving your full and undivided attention to the successful completion of this class you MUST advise your instructor immediately. If there is any problem or concern that you have which might impact your performance in the class, please inform the instructor the first week of class. To be registered for this class, you must satisfy the prerequisites for the class. If this is not the case or you are uncertain, you must see the instructor, advisor, or Chair immediately.

NOTE 1: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please let me know at your earliest convenience so that SIUC Disability Support Services (DSS) can help with the appropriate academic accommodations. DSS (618-453-5738; or http://disabilityservices.siu.edu) typically recommends accommodations through an Accommodations Agreement Form. Any information you provide is private and confidential and will be treated respectfully as such.

NOTE 2: This class will be conducted in a professional manner and will be considered a ‘zero tolerance’ atmosphere. Discrimination will not be tolerated....

2.5 Evaluation: Final grades are based on an evaluation of student performance of assigned projects. Each task is assigned a percentage of the final grade (100%) based upon the scope and duration. Each task is assigned a grade. The final grade is derived by multiplying each assignment within the overall project grade by its percentage, the total
of these numbers is the semester grade, less any deductions for excess absences. Each assignment has a series of sub-grades based on each level of work progression and specific tasks needed to fulfill the project. Since the assignments are group or team oriented, there will be co-grading amongst team members to promote interaction and participation in one’s own value in a social setting, emulating urban design as it is especially a reflexive, social practice, not a pure art of its own. In addition, the professors will grade accordingly in the ‘traditional’ manner as the final authority to the success of the project and/or progress of the student. The final grade outcome is still the burden of the professors. While there will be scheduled discussions and written reports of each students’ progress, it is ultimately up to the student to consult with the professors on a collegiate on-going basis if there is any question of the status of the student.

**Grading Policy:** Assignments are due on the hour and date specified for submittal or presentation. Late deliveries will be considered for evaluation only with prior approval by the instructors.

**Grading Scale (Interpolated from NAAB SPC grading criteria below):**

**A - Above the expected.** Only the very top process and product. **90% + --** Clear and working understanding of all course concepts as demonstrated through discussion, critique and work. Do you know what integration issues are relevant and did you use them? Meeting ALL the individual, team, and class work requirements and completing them at the top level of the class.

**B - Best and more than required.** Clearly well above the average work. **80% - 89% -** Shows clear understanding of integration concepts as demonstrated through discussion, critique work. Meeting ALL the individual, team, and work requirements and completing them near the top level of the class.

**C - Center of the pack / average.** Meets minimum acceptable standards **70% - 79% -** minimal understanding of course concepts as demonstrated through discussion, critique and work. Meeting ALL the individual, team, and class work requirements. And completing them at a level that meets minimum standards. Shows understanding of course concepts as demonstrated.

**D - Deficient.** Below standards of the department and course. **60% - 69% --** lack of understanding of course concepts as demonstrated through discussion, critique and work. Not meeting ALL the individual, team, and class work requirements OR completing them at a level below minimum standards. Unable to exhibit skills needed to be a potential professional. Lacks sufficient course concept understanding as demonstrated.

**F - Failing.** Complete lack of understanding of concepts and required class work. Less than **60%**
**INC**  **Incomplete** - Will be used only in exceptional circumstances beyond the control of the student. The student must be passing the course at the time.

**Indicators of Student Performance Related to Objectives**

Assessment will be based on the senior design project completed in ARC 452; Architectural Design and Construction Documentation. The students culminate their educational process with a comprehensive design, documentation, and presentation of the project (re: NAAB Student Performance Criteria below).
Calendar - School of Architecture - Spring 2015
Fourth Year Architecture Program
This calendar is subject to change. Please check any dates and schedules with your course instructor.

This calendar is intended to provide for coordination of due dates for design projects, papers, tests, lectures and other activities central to the life of the students in our Architecture program.

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Note: Please review the schedule and due dates carefully. We, all of the faculty that teach in fourth year, have tried to coordinate due dates for projects and exams. The process is not perfect, but it is sensitive to the requirements and demands of being a fourth year design student. You may find that there are times when projects or tests are closely packed…make sure you look ahead and plan accordingly.
REQUIRED DOCUMENTS FOR REVIEW

1. **Site Plan**: Scale 1/16"=1'-0". Show plot surroundings, buildings, streets, zoning, etc. making clear reference of project’s influence within the zone.

2. **Ground Level Plan**: Scale 1/8"=1'-0". Show project floor plan and buildings’ interiors, public stairways and rest rooms; public areas, open spaces, etc. Label all spaces. Indicate pedestrian walkways and landscaping. Indicate north and graphic scale.

3. **Other levels Plans**: Scale 1/8"=1'-0" Label all spaces. Show windows and doors, stairs, elevators, etc.

4. **Roof Plan**: Scale 1/8"=1'-0". Show all included in Ground Level plan but interiors, plus buildings’ roofs and the terrace areas’ coverings, with the addition of shadows on the ground.

5. **Two building sections**: Scale 1/4" = 1'-0” One longitudinal and the other transverse (orthogonal to each other) showing basement levels, all cut elements, adjacent streets and other external references. Sections should delineate use of natural light, energy conservation methods and appropriate scale of spaces.

6. **Two wall sections**: scale 1/4" = 1'-0". One longitudinal & transverse wall section from the bottom of the footer to the top of the roof.

7. **Four elevations**: Scale 1/8" = 1'-0" where better showing the project’s spirit.

8. **Project model**: Scale 1/8" = 1'-0” physical model that thoroughly illustrates the scope and intent of your design solution. The model should allow for a clear illustration of the contextual relationship of your project to the site and adjacent structures by the use of a shared context Site Model that allows each student to drop in their individual project. This last built by all studio students.

9. **Two exterior site/building perspectives & two interior perspectives (minimum)**: These perspective views should capture the essence of the project as a whole within specific sights.

   In your documents you must indicate the following:

   - Building materials.
   - Structural solution, system and subsystems.
   - Lighting solution, system and subsystems.
   - Conceptual provisions for heating and cooling system.
   - Building envelope and enlarged details.
GRADING CRITERIA

1. Problem statements and conceptual solutions.

2. Program Requirements
   a. Development of All Programmed Spaces.
   b. Conformance to Square Footage Requirements.
   c. Compliance with Required Spatial Relationships.

3. Design Logic
   b. Spatial Relationships/Proportions/Adjacencies.
   c. Functional relationship to surroundings.
   d. Compatibility to Existing Context, Site and Climate.
   e. Natural Lighting and Ventilation.
   f. Environmental issues.

4. Code Compliance
   a. Handicapped Accessibility Requirements.
   b. Egress pathways, exits and stairs.

5. Technical Aspects
   a. Materials Selection and Wall, Floor, and Roof Assemblies.
   b. Structural Systems, their Appropriateness and Integration.
   c. Mechanical Systems, rain water collection, yields and ducts.

6. Drawings and other graphics, Model (fit at Site Model).

7. Completeness and Clarity of Presentation.
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:

**ARC 452 - Student Performance Criteria: This class meets 2009 NAAB requirements for Architectural Education Accreditation where students must demonstrate awareness, understanding, or ability in the following areas:**

**Realm A: Critical Thinking and Representation:** Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students’ learning aspirations include:

- Being broadly educated.
- Valuing learning in a range of media.
- Recognizing the disparate needs of client, community, and society.

____ 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.4. **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.

____ A.5. **Investigative Skills:** Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

____ A.7. **Use of Precedents:** Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principals into architecture and urban design projects.

____ A.9. **Historical Traditions and Global Culture:** Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building des
- Comprehending constructability.
- Applying principles of sustainable design.

**B. 1. Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

**B. 2. Accessibility:** *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

**B. 3. Sustainability:** *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

**B. 4. Site Design:** *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

**B. 5. Life Safety:** *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

**B. 6. Comprehensive Design:** *Ability* to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:


**B. 8 Environmental Systems:** *Understanding* the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

**B. 9. 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. (In conjunction with Structures III)

**B. 10. 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.

**B. 11. Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

**B. 12. 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.

**Realm C: Leadership and Practice:** Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Comprehending the business of building.
- Collaborating and nec
- Entering the practice of architecture.

**C. 3 Client Role in Architecture:** Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

**C. 7. Legal Responsibilities:** *Understanding* of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning
and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

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 (Michael Brazley, Scott Frisch, Dave White, and Nadine 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 – 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>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 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>Grassed Area NE of Loading Dock and Auditorium</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grassed Area East of Quigley Patio and the Covered Walkway</td>
</tr>
<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grassed 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>