Course Objectives

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. Understand and respond to natural and built site characteristics in the development of a program and design of a project.
2. Focus the acquired skills and knowledge into the comprehensive design of an integral architecture project.
3. Demonstrate the integration of structural, lighting and other environment systems, life-safety systems, building envelope systems, and building service systems in the setting of an architecture project.
4. Demonstrate an understanding of 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.
5. Emphasize abilities on design development, correct drawing documentation, and model presentation of a project.
6. 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.
7. Make technically precise descriptions and documentation of a design for the purpose of review proposed.

8. 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.

9. Present, explain and defend an integration design proposal to fully convince an audience by using of own arguments and well developed graphic and 3D materials.

**Studio breakdown**

(A-1) 10% (Research File 5%, Design Proposal 5%)

(A-2) 90% (see details below)

Please take note that presentations are not the only graded items of the semester. Your attendance, dedication, participation, and summary work process will play a major role in your studio score. Please ask if you have questions regarding grading over the course of the semester. I will try to get grades back to you promptly. If you consider you deserve a higher score on any 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, since doing so will immediately result in dismissal of the request. No extra credit will be available in this class and no late work will be accepted without appropriate reasoning.

**A2 Breakdown**

- **topical outline / program analysis** 05%
  - case studies, program research and analysis / diagrams.

- **site and user analysis** 05%
  - site and context research, relative diagramming, the user.

- **conceptual design / thinking process** 10%
  - parti establishment and evolution, working argument, outlines.

- **schematic progress / outlines collection** 20%
  - concept realization, design process, referencing, sketchbook.

- **final product** 40%
  - quality of boards and model + PDF file + Blog.

- **presentation** 10%
  - graphic and verbal / completeness and clarity.

**Grading criteria**

Each of the two projects will have associated with it a set objectives or expected behavioral outcomes. The purpose of attaching these outcomes to the projects is to insure that a range of awareness and understandings are developed, expanded and tested. These areas of interest will form the basis for grading on each project. Criteria are consistent with NAAB accrediting requirements for professional programs in architecture.

One of the ways to explain my criteria for assessing your work is by defining what I expect a grade indicates. I have done that below. In addition, I will grade your work throughout the semester so that you will have direct examples of how your work reflects my understanding of what different grades mean. In this way, over the course of the semester, we will be able to communicate carefully about the quality of the work being carried out, and its long term value to your professional development.

What is an “A”

An “A” indicates work that is exceptional, out of the ordinary, and above and beyond what was required for the project. Hard work does not always yield this. Being in class every day does not always yield this. The “all-nighters” does not always yield this. A grade of “A” means that you have carried one or more aspects of the project to an extent which makes the work superior in a number of dimensions.

What is a “B”

A “B” grade indicates that what you have accomplished is good. It is above average. It is more than required to satisfactorily complete the problem. Being in class every day does not always yield this. Three “all nighters” does not always yield this. Hard work does not always yield this. A grade of “B” indicates that you are going about your project in a way which distinguishes it from the average.
The key problem in any design studio is to generate decisions. At the end, there are manifold approaches to achieve the goals of the project. Some of these approaches may come through integrating and manipulating these approaches to address the design problems that we are addressing. It is the responsibility of every student to keep on track with their own clear and ordered writing. This will consist on bringing together aspects and characteristics regarding the components of the project into a readily communicable set of ideas and is to be done in your sketchbook together with all kind of schemes, sketches and any stuff that goes along with your design process. Professor-student communication depends greatly on this writings.

Problem statements: the writing

We will be writing a good deal in this course. The writing will entail the development of ideas, rationale, and approaches to the problems that we are addressing. It is the responsibility of every student to keep on track of their own clear and ordered writing. This will consist on bringing together aspects and characteristics regarding the components of the project into a readily communicable set of ideas and is to be done in your sketchbook together with all kind of schemes, sketches and any stuff that goes along with your design process. Professor-student communication depends greatly on this writings.

Studio expectations

Keep the studio neat and clean. Treat people with respect and dignity. When you have concerns about something or someone talk first to the person associated with the concern. Be professional. Do not abuse the studio space. It is substandard in almost every dimension and doing anything to make it more so is counter-productive and unprofessional.

Design process

This semester in ARC 452 you will be working in a directed way, a way that should put you in touch with how it is that you design something. It is the professor’s goal to have you demonstrate to him, and to each other, that there are always manifold approaches available in addressing design approaches and the value may come through integrating and manipulating these approaches to achieve the goals of the project.

There is one generic approach that will overlay all of what we will be looking at during the semester. This approach is called the Problem Identification Approach. It has to do with simply understanding what problem it is that you are trying to solve, and being able to clearly state that problem at the outset, or in the early stages, of the design process.

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Information is an indispensable component in our designing process. As an example, the stair in an elementary school is a much different problem than a fire stair in an apartment building or a grand stair in a ballroom. Each place that a stair occurs requires an understanding of the problem’s particular situations. Likewise, the entrance to a building is different than the entrance to a city, yet both have enough similarity to be called entrances. Particular situations in part drive and define the differences.
For our research approach, this semester you are putting special interest on research, particularly around those fields that you already know and have worked with, but with the compromise on getting relevant, complete, accurate and clear information for the cases. It is also very important that you communicate properly all these pieces of information that give support to your proposals, in short, your research material is relevant for your design process but it is also significant by using it while explaining your final presentation.

**Part Two: The Problem**

The problem statement for both cases will be a concise description of what the problem is. Using the same example, if you are asked to design a staircase, you must tell one aspect of the problem the staircase addresses. It clearly would address the need to change elevation. The question becomes then, is this the only issue that a staircase addresses? What about the need to make the upward or downward movement pleasant, the need for light on the stairs, and the acoustical considerations that must be balanced in designing a stair? And the need to make the transition an interesting one, and safe? Or the privacy that is created by a level difference? There are many problems that a stair addresses and in some ways we are talking about the very essence of what design is.

**Part Three: The Solution**

For each project that we work on this semester you will be asked to generate a solution (proposal) to a problem after the problem is clearly defined. The solutions shall be presented in writing and sketching, and will address the specific issues that you have discovered in the context as you understand it. This must occur before the specific solution is developed, this is the concept you are working with, and will be used as a measuring stick to assess the quality of your work. It is important that you have this written and sketched support with you every time you have a discussion with your professor. These preliminary exercises should demonstrate to you that there is a great deal of information about design which is reusable, and can be catalogued and kept for future use. Designing goes much beyond drawing, it means thinking, imagining, sketching, discussing, configuring and reconfiguring (analysis). Then, simplifying your thoughts as much as you can (synthesis): the simpler the better. And beauty comes by itself, as Buckminster Fuller said:

“When I’m working on a problem, I never think about beauty. But when I’ve finished, if the solution is not beautiful I know it’s wrong”

Richard Buckminster Fuller

Keep in mind that a good solution is nothing but the end of a good process, where you consider seriously all important facts while putting all your skills and abilities (and your heart) aligned on a creative progression.

**Bibliography**

Bibliography plays a crucial role in this studio since the use of codes, standards and detail solutions are expected on your final project. Make sure you find and consult appropriate resources of written and graphic information. I am here listing a set of books that will be very useful. Make sure you make always proper reference of all quotes and graphics taken from any source.


**NAAB criteria**

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

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

Student learning aspirations for this realm include

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

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

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

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

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

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

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

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

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


Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

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

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

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

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

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

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

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

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

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

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

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

Realm C: Integrated Architectural Solutions.

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

Student learning aspirations for this realm include

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

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

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Realm D: Professional Practice.

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

Student learning aspirations for this realm include

• Comprehending the business of architecture and construction.
• Discerning the valuable roles and key players in related disciplines.
• Understanding a professional code of ethics, as well as legal and professional responsibilities.
• 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.

**Plagiarism and student conduct codes**

Any act of plagiarism will result in automatic failure of the class and may result in dismissal from the program per university policy on such offenses. Any reference material used in assignments must be sourced properly. It is each student’s responsibility to know and comply with the SIUC Student Conduct Code and the policies in the Architecture Student Handbook.

**Accommodation**

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 us aware of your needs, we can work with Disability Support Services (DSS) to help us determine appropriate academic accommodations. DSS (618.453.5738; http://disabilityservices.siu.edu/) typically recommends accommodations through a verification form provided to the student. Any information you provide is private and confidential and will be treated as such.
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**SPRING SEMESTER 2016**

**FINAL EXAM PERIOD**

**COMMENCEMENT**
Quigley Hall Emergency Response Procedures

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

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

If an evacuation of Quigley Hall is required during an emergency, ALL School of Architecture students, faculty, and staff (from all three programs) are to gather ASAP after exiting in the grassed area east of the Quigley Courtyard and covered walkway area to determine if there are people unaccounted for at that particular time. There are four SoA faculty members that are part of the SIUC Quigley Hall BERT Team (Brazley, Frisch, Studek, and Swenson) who will be facilitating the necessary emergency procedures. There are BERT Posters located in numerous public areas throughout Quigley with Quigley Team emergency phone numbers. Do not hesitate to call 911 if you have any sense of emergency and there isn’t a faculty or staff person available to immediately assist – There are highly qualified and prepared professionals to make a response decision and to give you advice over the phone.

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>

Morris Library [http://www.lib.siu.edu/] at your service.

What can you do at Morris Library? Ask Billy!

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

Images of Buckminster Fuller's design models are now available online in a new digital collection.
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

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 siucares@siu.edu, 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/

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/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

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

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVICEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/