ARC 552 Spring 2015
Graduate Design Thesis Project

School of Architecture – Master of Architecture Studies
6 credits - Meets MWF 1:00 – 4:50 p.m.  Room: Quigley 101

Instructors: Walter Wendler    Office: 410 Quigley
Steve Turnipseed    Office: 401 Quigley

Hours: By appointment - for Wendler schedule through Nadine.
Telephone: 453-3734 for Wendler and Turnipseed
Email: wendler@siu.edu & steve.turnipseed@siu.edu.

This material borrows heavily from a syllabus and course description prepared by Professor Craig Anz in 2009, Walter Wendler in 2012, 2013, and official documents of the School of Architecture and Southern Illinois University

Please make sure to read this whole document and ask questions if anything lacks clarity.

ARC 552-6 Graduate Architectural Design/Thesis I

Catalog Description: Initial development of individual design/thesis project in a studio setting. The studio will consist of a design project or an individual student thesis project as developed in ARC 500-3, and developed in concert with graduate committee members. Approval of thesis project by graduate faculty is required. Prerequisite: 551-6 and 500-3.

Statement of Purpose: As an extension of the research components, the purpose of this studio is to develop an architecture that effectively and critically engages ongoing research and its role in architectural and design endeavors. Students will extend foundations for research, basic issues and concepts, methods, and programming to the design of the thesis project. The culmination of previous work on the thesis project will indicate, through an architectural program and subsequent design, the pragmatic understanding of architecture that is generally expected of graduates and entry-level professionals.

The goal is to have a total architectural project that consciously denotes formal inquiry and critical thinking, connecting one’s creative endeavors within a greater body of knowledge, but also connects the essential reasoning for architectural artifacts. The thesis product will be presented to class and committee members at scheduled review times where recommendations will be made toward fulfillment of final requirements. The student will prepare for these reviews a defined set of criteria and significant questions to present to their reviewers for input.

These series of reviews are intended to foster interaction and co-tutoring, thus building collective and critical knowledge bases, but also to guide effectively through the processes. Class activities will also include lectures and round-table discussions focused around pertinent topics and recommended readings from both the instructor and students. In addition, special care will be taken to foster planned and integrative pedagogical interaction with corresponding core seminars. While developing a comprehensive graduate thesis, you are encouraged to extend your horizons and seek the diversity of viewpoints through outside, formal peer-review and possible professional and/or organizational presentation.
Course Objectives:

Upon completion of this course, the student will:

Further logical development of a strategy for the development and preparation of their thesis research, programming, project proposals, and subsequent design implementation.

Critically understand basic standards for research quality, responsibility, judgment, and ethical practice as well as the basic premise of to “do no harm,” albeit extended into responsible design practice.

Foster reasoned and responsibly informed design initiatives through the formal extension of the research side of the allied design disciplines and in-turn convey their design strategy through effective verbal and writing skills.

Produce an architectural thesis-design project informed by a comprehensive program, from schematic design through the detail development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to Graduate program design criteria.

Develop a project and corresponding documentation into thesis format to meet university requirements (preferably ETD/UMI-Proquest) and NAAB criteria for professional degree. As such, the work also must comparable (meet or exceed) to architectural master’s thesis work at other peer institutions.

Supplies/Equipments: All pertinent materials required to work in studio toward meeting deadlines, reviews, and/or completing the final project.

Studio Space: QUIGLEY 101 is your official graduate studio-home, your responsibility, and your opportunity. Take care of it. Keep the studio neat, clean and professional. Treat people with respect and dignity. When you have concerns about something, talk to the person associated with the concern. Be professional. Do not abuse the studio space or others in it or around it. It is substandard in almost every dimension and doing anything to make it more so is counter-productive and unprofessional. Because this is your permanent studio-space, you should always be prepared to work in studio during the class and will have ALL your work available to you in studio. Always be ready for productive discussions in studio and be prepared to present your work formally or informally. All printing/plotting should be done BEFORE presentation sessions.

Attendance Policy: This section will work independently with their respective faculty and possible committee members. In order for the studio/course and your own experience to be fully developed, each individual needs to be available and working in the studio during scheduled hours and at other times as well. A minimum of one studio meeting per week for a progress check will be required of each student.

Student Conduct: Please review Chapter 7 Student Conduct Code in the SIU UNDERGRADUATE/GRADUATE CATALOG regarding University policy regarding Acts of Academic Dishonesty. In particular to this course, students are to do their own work. Do not
trace, lift, sample, or copy, including electronic copies, of any other’s work unless specifically cleared with your instructor and properly cited/sourced. If there is any question, do not hesitate to ask. Additional NOTE: This class will be conducted in a professional manner and as such will also be considered a ‘zero tolerance’ atmosphere. Any discrimination towards another person or otherwise will be acted upon accordingly.

**Special Concerns:** 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: 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 contact the appropriate campus department involved with services for students with disabilities.

The Studio culture policy in force for this class is posted on the web at [http://emarch.architecture.siuc.edu/studio-culture-policy/](http://emarch.architecture.siuc.edu/studio-culture-policy/).

**Emergency Procedures (required verbiage regarding BERT and emergency preparedness):** 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 the BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety’s website [www.dps.siu.edu](http://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.

**Grading Policy:** Projects are due on the hour and date specified for submittal or presentation. Late projects will be considered for evaluation only with prior approval by the instructor and thesis committee.

- Each student will be working individually and shall be completely responsible for his or her own work.

- Each project will have associated with it a set of objectives or expected behavioral outcomes. The purpose of attaching these outcomes to the projects is to insure that a range of awareness and understanding are developed, expanded and tested. Areas of interest will form the basis for grading on each project. These criteria are adopted for the NAAB accrediting requirements for professional programs in architecture (listed below).
Semester Work Requirements

First Review: All students in this studio should have developed during the fall semester the framework for your thesis project. While I have not reviewed all of these I have looked at a few to get an understanding of what most of you have undertaken to prepare for this semester in the thesis studio. It is my belief that you should have addressed:

1. Thesis Statement
2. Challenges and issues from the building type or project that you've identified, including but not limited to physical, social, economic, aesthetic, and cultural implications
3. Precedent studies
4. A preliminary design program
5. Initiated preliminary site identification and selection criteria
6. Compiled a bibliography representing an understanding of the project type and its parameters.

For the first review of work this semester the following is expected in presentation format to be complete by February 16:

1. A detailed preliminary architectural program that includes all space requirements, five significant problem statements related to the work completed in the fall semester in ARC 500, in 8.5 x 11 format.
2. A written and graphic site analysis that demonstrates a clear rationale for the selection of the site you have chosen and is accompanied by graphic analysis that identifies key issues that must be addressed in the building design. This material will be presented in 11 x 17 format.
3. Preliminary building plans that are responsive to the preliminary architectural program and the site analysis identified about. These plans should be presented in 11 x 17 format.
4. Preliminary assessment of appropriate materials, structural systems, HVAC systems, and other material aspects you are contemplating for the project. These should be presented in 11 x 17 format.
5. Preliminary massing studies, there should be five that are responsive to the form giving and order generating requirements and analyses identified above. These massing studies should be presented in 11 x 17 format at scales appropriate to your project.

The work identified above should be compiled and delivered to your committee and to me on or before the first scheduled presentation of your work. For clarity this means if you are scheduled to present on February 16 your work should be to the committee no later than that day. If your scheduled presentation is later in the week, you have more time, but the committee still needs a complete package of your developing project, before you make the presentation.
Second Review: The requirements for the second review will be discussed during the first month of class but be assured that the second review will essentially be a preliminary presentation of your entire project, in the format in which you intend to eventually present it.

Third Review: A dry run of the completed work in the final format and with substantial completion of drawings and all supporting documentation to allow for finished development to be complete by the end of the summer session.

Our intention is to help you focus on a schedule of work that will allow timely completion of the graphic and written documentation that comprise the thesis project. We have been engaged in such work for a long time, and that gives us the experience to be able to help you schedule your work so that it meets timing and quality requirements that are consistent with your aspirations and our expectations.

An Important Note:

This class is graded. It is not pass/fail. You can earn grades of A – F.

You will be getting advice from your chair and committee members. Walter Wendler is the instructor of record for the class and these due dates and project requirements are generally consistent with what your committee would expect. They are the requirements for this class though and as such they will stand as presented. It is acceptable if your chair, or committee members, require more, less or different standards for presentation. If you receive prior approval, the requirements can be adjusted to fit the any unusual needs of your project. That should be determined before the first week in February.

Our goal is for you to have a strong result for your final project that meets rigorous professional standards. If there is any part of this admonition that you do not understand please see me in the first week of class.
Calendar - School of Architecture - Spring 2015
Thesis Studio
*This calendar is subject to change.*

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 Master of Architecture program. Our collective adherence to it will provide the highest and best educational opportunities for our students by allowing focus and reducing unnecessary conflict in schedules.

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Notes:

- Semester Classes Begin Tuesday January 20
- Spring Vacation Saturday, March 7, 12:00 Noon through Sunday, March 15
- Honors Day Saturday, April 11
- Final Examinations Monday, May 11 through Friday, May 15
- Commencement Saturday, May 16, 2015

*All Breaks begin officially at 10:00 p.m. the night before and end at 7:30 a.m. the morning after the respective beginning and ending dates listed, unless otherwise noted.*

Key

- **First review of Thesis Work**
- **Second Review of Thesis Work**
- **Final review of Thesis Work**
STUDENT PERFORMANCE --EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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.

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

A.1. Communication Skills: Ability to read, write, speak and listen effectively.
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. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
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. 6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.
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 principles into architecture and urban design projects.
A. 8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
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.
A. 10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

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 designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- 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 all SPC’s.

B. 7. Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

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.

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:

- Knowing societal and professional responsibilities.
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: Ability to work in collaboration with others and in multi disciplinary teams to successfully complete design projects.
C. 2. Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.
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. 4. Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
C. 5. Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.
C. 6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.
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.
C. 8. Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
C. 9. Community and Social Responsibility: Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.
### MASTER OF ARCHITECTURE - 2009 NAAB STUDENT PERFORMANCE CRITERIA

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<td>Comprehensive Practice I</td>
<td>ARC 551</td>
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<td>Architectural History III: Global Traditions</td>
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<td><strong>FALL</strong></td>
<td>Architectural Design / Thesis I</td>
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<td>Architectural Professional Practice II</td>
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<td><strong>SPRING</strong></td>
<td>Architectural Design/Thesis</td>
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<td><strong>SUMMER II</strong></td>
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Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:
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 Public Safety’s website www.dps.siu.edu (disaster drop down) and in the 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.

Students With a Disability:
Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:
During the spring semester we have a **Storm Drill.**
Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be quiet in the basement as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire:
During the fall semester we have a **Fire Drill.**
Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class. These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

Bomb Threat:
If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.
Shooter in the Building:
If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him. Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

Earthquake:
In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

Rave Mobile Safety Alert System:
We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to hrss.siu.edu (Human Resources Self-Services System), login with your regular SIU login username and password, click on Personal Information, fill out the information or update the information and save it. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

CPR/First Aid Classes:
If you would be interested in getting your name on a list for a free four hr. CPR or First Aid class contact LaVon Donley-Cornett at lavong@siu.edu.

Women's Self Defense Classes are offered to female students faculty and staff by the Department of SIU Public Safety. For more information, contact Officer Russell Thomas russellt@dps.siu.edu.
IMPORTANT DATES

Semester Class Begins: 01/20/2015
Last day to add a class (without instructor permission): 01/25/2015
Last day to drop a course completely and receive a 100% refund: 02/01/2015
Last day to drop a course using SalukiNet: 04/05/2015
Last day to file diploma application (for name to appear in Commencement program): 03/13/2015
Final Examinations: 05/11-05/15/2015

Note: For outreach, internships, and short course drop/add dates, visit Registrar's Academic webpage: http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.'s Birthday 01/19/2015
Spring Vacation 03/07-03/11/2015

WITHDRAWAL POLICY - Undergraduate only
Students who officially register for a session may not withdraw merely by stopping 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 withdrawing from the University, please visit http://registrar.siu.edu/ofc/ugrad/catalog/11314.pdf

INCOMPLETE POLICY - Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade in one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grad/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, or F, the course repetition may 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://registrar.siu.edu/ofc/ugrad/catalog/11314.pdf

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

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/

PLAGIARISM CODE
http://www.siu.edu/plagiarism

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about