ARCH 603 – Multi-Disciplinary Design Knowledge Studio

Ball State University | Wayne Estopinal College of Architecture and Planning |
Department of Architecture | Fall 2026 | Dixon & McNair | Course Syllabus

COURSE / CRN: ARCH 603 Multi-Disciplinary Design Knowledge Studio

CREDITS: 6 Credit Hours

DESCRIPTION: Community-oriented design explorations allow students to embrace a collaborative spirit, strong work ethic, applied research design, careful attention to detail, service to the community, and best practices toward achieving quality design, economic viability, equitable procedures, and community livability and connecting students with the potential of architectural Design to embrace community priorities, initiatives, and key stakeholders while positively shaping the constructed environment.

LOCATION / TIME: Indianapolis, Indiana CAPindy Center
Monday & Wednesday 12:30 pm – 5:30 pm

INSTRUCTORS:

Emile Dixon, Studio Coordinator
Email: eedixon@bsu.edu

Esop McNair Studio Instructor
Email: enmcnair@bsu.edu

OFFICE HOURS: Meetings (in person, online, via phone, etc.) by appointment.
Please request by email or phone. Mon & Wed 8:30 am -12:00 pm
@CapIndy Center

COURSE URL: via Canvas website at bsu.instructure.com

INTRODUCTION TO THE COURSE

Studio supports an issues-based, teamwork model where students engage complex questions based on a design-thinking foundation enhanced with methodologies and processes from a multi-disciplinary perspective. Partnering with allied disciplines, students discern how to integrate knowledge from other disciplines into their own knowledge and expertise in meaningful ways. Students increasingly define their own interests and take initiative in defining design concepts and processes in reference to overall multi-dimensional studio projects.

The overall purpose of our community-engaged, applied, and collaborative design projects within the State of Indiana. The Near Eastside, Southside, Central, and Near Northwest Neighborhoods is to consider site challenges, design opportunities, and programmatic possibilities, working together within the community to plan and develop a *"great place to live, work, worship, learn and play."* Additionally crucial in achieving our goals this semester is the opportunity to research, analyze, synthesize, and apply architectural design skills in the Sustainable Design and Build Challenges. Students will introduce you to collaborative design-build methods while integrating concepts and techniques of material assemblies, prototyping, fabrication, stakeholder roles, community participation, scheduling, and construction cost estimating.

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NAAB Criteria: Assigned Program and Student Criteria in accordance with the *NAAB Conditions for Accreditation*, 2020 Edition.

Program Criteria (PC)
This course contributes toward the degree program's demonstration of the following:

- **PC.2 Design—**How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors in different settings and scales of development, from buildings to cities.
- **PC.6 Leadership & Collaboration—** How the program ensures that students understand approaches to leadership in multidisciplinary teams, the broad range of stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems
- **PC.7 Learning & Teaching Culture—** —How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.
- **PC.8 Social Equity & Inclusion—** How the program furthers and deepens students' understanding of the broad range of cultural and social contexts and helps them apply that understanding in creating built environments that support and include people and users of different backgrounds, resources, and abilities.

Student Criteria (SC)
This course contributes toward the degree program's demonstration of the following:

- **SC.1 Health, Safety, and Welfare in the Built Environment (Understanding)** - How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

- **SC.3 Regulatory Context** - How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Student-generated materials will be retained use during the next NAAB accreditation visit. This statement is in keeping with current College and Department policies regarding materials produced for courses. More information regarding the NAAB Conditions of Accreditation can be found on the NAAB website: www.naab.org

Course Objectives

This course seeks to build an understanding of systems integration within the context of building design and construction. Students will be prompted to demonstrate an ability to synthesize competing priorities with regard to a range of project considerations, including site conditions, structural, environmental, and building systems and assemblies, accessibility and life safety, environmental stewardship, and technical documentation. By the end of this course, students will achieve the following course objectives (CO):

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CO.1 Environmental and Socially Responsible Design and Construction: Recognize and outline contemporary perspectives and approaches related to net-positive energy, low/zero-carbon, and environmentally/socially responsible Design.

CO.2 Building Performance Analysis: Leverage advanced environmental systems tools, resources, and software to inform the application of environmental systems, building science, and building construction knowledge to a design project.

CO.3 Integrative Design: Synthesize design solutions that integrate responses to competing priorities with regard to a range of project considerations including site conditions, structural, environmental, and building systems and assemblies, accessibility and life safety, environmental stewardship, social responsibility, and technical documentation.

CO.4 Life-Cycle Cost and Performance Optimization: Demonstrate an understanding of project considerations regarding financial feasibility and affordability, operations, resilience, comfort and environmental quality, and a balance of innovation and market readiness.

Percentage of time in course allocated to each course objective:

CO.1	Environmental and Socially Responsible Design and Construction	25%
CO.2	Building Performance Analysis	25%
CO.3	Integrative Design	25%
CO.4	Life-Cycle Cost and Performance Optimization	25%

Online Learning Resources:

Please note that this course will assign several online publications and/or articles as formal reading assignments. Such assigned readings may be referenced on quizzes/examinations at the discretion of the studio instructor. Aside from assignments from the required textbook, all assigned readings will be posted to the course's web-based interface. Assigned digital media/videos are also eligible material for quizzes/exams at the discretion of the studio instructor.

Course Grading: Student grades are determined as follows:

Ball State University's +/- grading scale will be used in this course. The following standard cutoffs will be used to determine your final "basic grade" based on 100 total points for the course:

93.3 + …….A	73.3 + ……. C
90.0 + …….A-	70.0 + ……. C-
86.7 + …….B+	66.7 + …….D+
83.3 + …….B	63.3 + …….D
80.0 + …….B-	60.0 + …….D
76.7 + …….C+	< 60.0 ……F

Grading Scale:
According to Ball State University's +/- grading scale, numeric grades will be converted to a letter grade.

The University reports and records grades using the plus/minus letter system. Note that this is different from this course's percentage-based standard cutoffs format, as defined in the "Course Grading" section.

Quality points are allocated to each recorded grade according to the following scale:

A = 4.00	C = 2.000
A- = 3.667	C- = 1.667
B+ = 3.333	D+ = 1.333
B = 3.000	D = 1.000
B- = 2.667	D- = 0.667
C+ = 2.333	F = 0

A - Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements excellently and professionally, but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the teacher and exemplary to the rest of the class and sets a standard for the exercise and/or the course.

B - Above Average: Represents work that can be distinguished as being of truly "good" quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the exercise and/or the course.

C - Average: Represents satisfactory and average performance. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and instructor can take "satisfaction" in the average resolution of the exercise and/or course.

D / F - Failing: Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the exercise and/or course and is unacceptable.

I - Incomplete: Represents incomplete work and is given only when it is determined that the student should be given an opportunity to finish the work. The instructor, along with the department chairperson, decides whether to award an incomplete grade in a course and outlines the requirements and time limit for completing the work. It is most important that the conditions for removing the I be as specific as possible. An I grade will expire to become an F. Unless an earlier completion date is specified by the instructor, an I grade awarded for an undergraduate course will expire as follows: for fall enrollment, by May 1 of the following year; for spring and/or summer enrollment, by Dec. 1 of the same year. An exception is made when an extension on the timeline has been recommended by a department chairperson and approved by the appropriate dean. Graduate courses will expire one year from the time of issuance. Students should not reregister in any course where they currently have a pending I grade. Instructors should note it is normal for a student completing the requirements for an incomplete to not show up on a class list. Emails to remind a student and instructor of incomplete work are sent on or about the 15th of every month.

FS - Failing, Stopped (Attending): Represents that a student has stopped attending classes.

FN – Failing, (Never Attended): Represents that a student registered for courses but never attended.

University Grade Appeal Policy
If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the **University Grade Appeal Policy and Process**.

Course Policies:
Rules of Conduct / Honesty & Ethics
Architecture is a licensed profession. Entry into, and continued participation within, the architecture profession is predicated upon honesty and the exercise of ethical behavior. This course is an excellent place to practice these attributes. Day-to-day course operations assume that all participants behave ethically, which should make the learning environment more relaxed and enjoyable. Do NOT violate this trust.

Studio Culture Policy
The *Studio Culture Policy* establishes guidance for a positive and respectful learning environment in which the Department's students, faculty, staff and administration can reach their full academic potential. The goal for the learning environment of the Department is a highly collaborative one; emphasizing the need for group and individual growth within each scholar of the Department.

This Studio Culture Policy outlines the criteria in order to foster this environment: bsu.edu/-/media/www/departmentalcontent/architecture/pdf/architecture_pdfs/bsu_architecture_studio_culture_policy_24apr18.pdf?sc_lang=en&hash=736020D0785F27A11A7BDC8B7A288007938D0722

Absences
The instructor will allow two absence from studio no questions asked. At 3 absences, a student's final grade will be reduced by one tier (e.g., a B goes to a B-). This will occur until 6 absences when the student fails the semester. Absences will be excused for the following: funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, student-athletes participating in University- or department-approved activities, and university advisories.

Students may encounter other circumstances (e.g. car accidents, job interviews) that result in course absences. Only faculty members can excuse these absences and adjustments are at the discretion of the instructor. Where possible, and with sufficient documentation, faculty should support student educational activities.

Consider field-specific best practices as well as student well-being. In general, students are expected to notify all their instructors once they anticipate being absent for any reason (e.g., funeral) or as soon as possible after the absence begins (e.g., unexpected injury or illness). The student may need to provide documentation (with confidential information redacted when appropriate) to each instructor if requested.

University Code of Student Rights and Responsibilities Policies:
Students are expected to read, understand, and adhere to these community standards:
bsu.edu/about/administrativeoffices/student conduct/policiesandprocedures/studentcode

Copyright and Fair Use
The University expects all members of the university community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR

VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS.

Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under university policies. To help familiarize yourself with copyright and fair use policies, please consult Ball State University's Guidelines for Copyright Compliance, available through the University Libraries.

Copyrights and the Unauthorized Sale of Course Notes
Students may not reproduce, distribute or publicly post their course materials without faculty permission. Please be advised that students selling or distributing course materials may violate the Code of Student Rights and Responsibilities and/or the Information Technology Users' Privileges and Responsibilities policy. Any violations to such code or policy may be referred to the Director of Student Rights and Community Standards.

Title IX
Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit **bsu.edu/titleix** or contact the Title IX Coordinator at 765-285-1545 or at **titleix@bsu.edu**.

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

• Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.

• If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

For additional information, including the full Title IX policy and ways to report, go To Www.Bsu.Edu/Titleix.

The Title IX Policy
Code Of Student Rights And
Responsibilities Indiana Code 21-
39.5 2-4 Complaint Procedure
Equal Opportunity And Affirmative
Action Policy Whistleblower
Protection Policy
Freedom Of
Expression Statement
Anti-harassment
Policy

Learning Center
The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to **bsu.navigate.eab.com**.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit **bsu.edu/learningcenter** or call 765-285-1006. Follow us on Instagram: **BallStateLC**.

Writing Center
All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to **bsu.edu/writingcenter**. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

Counseling and Health Services

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found **here**.

The Speaking Center
The **Speaking Center** is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this **direct link** to sign up for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

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Generative AI Statement

*[It is up to the faculty and/or their academic unit to determine if, when, and how generative AI use is permitted. It is strongly recommended that faculty clearly communicate their expectations about students' use of AI in their course. Note that many applications (e.g. Grammarly, Microsoft Word, Canva, OneNote, and Evernote) have AI built-in features such as text predictions and AutoComplete as well as organizing and summarizing information. Below are three potential approaches, published by the **University of Pittsburgh**, which can be copied verbatim or modified to fit your needs. Faculty are encouraged to engage in dialogue with their students about the use of AI and academic integrity. For AI information, tools, resources, and courses, see **AI Initiatives at BSU**.]*

Some Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

*During this class, we may use ChatGPT or other generative AI applications. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. [Indicate your expectations regarding use of applications with AI built-in features]. Any use outside of this permission constitutes a violation of Ball State University's **Student Academic Ethics Policy**.*

Broader Use of Generative AI Permitted/Encouraged Within Specified Guidelines (option 3)
The use of Generative AI tools, including ChatGPT, is encouraged/permitted in this course for students who wish to use them. You may choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. [Indicate your expectations regarding use of applications with AI built-in features]. However, you must cite any AI-generated material that informed your work. Using an AI tool to generate content without proper attribution constitutes a violation of Ball State University's **Student Academic Ethics Policy**.

Workers Compensation – please tell your graduate students too
Regardless of the nature or severity, **all injuries incurred when on-the-job** must be reported to supervision at once, during the same shift on which the injury occurred. This applies to faculty, professional personnel, staff, Graduate Assistants, and student employees. Information on Worker's Compensation including medical treatment, reporting procedures, and absences is available at https://www.bsu.edu/about/administrativeoffices/employee-relations/workerscompensation. Please share this information with those in your unit who supervise GA's and student employees. Please note 1) if the employee is on campus, but not yet clocked in or has recently clocked out, they may still be "on-the-job" for this policy; 2) Workers Compensation may also apply in performance of work duties at off-campus locations. Questions about the policy or procedure may be sent to Employee Relations at emprelations@bsu.edu, to Andrea Stuffel at astuffel@bsu.edu, to Tara Green at tlgreen@bsu.edu, or by calling 765-285-1854 or 285-1843

--- END OF SYLLABUS ---