

ARCH 404 Architecture Design Studio

(6 credit hours)

Spring 2026

Ball State University
Department of Architecture

General Course Syllabus

MWF 1:00 – 4:50pm

Studio Professors:

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Studio Consultant:

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Section-Specific Syllabi:

Please refer to section syllabi for detailed schedules and section-specific information.

Catalog Course Description: ARCH 404 Final Project Studio (6)

Conceptual and design development processes applied to a final student-initiated and student-defined architecture design studio project. *Prerequisite: ARCH 403, ARCH 424. Open only to BARCH majors.*

NAAB Program Criteria

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.5 Research and Innovation: How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

PC.7 Learning and 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.

Course Objectives:

The diploma semester culminates a five-year journey in developing the attitude, values, knowledge, and skills essential to the design of architecture. It marks a significant moment because this is the first time each student has an opportunity to fully delineate and explore a design question of personal choosing. It provides students both the freedom and the responsibility to critically examine their own design processes. It is inspiring because each student is charged to demonstrate the capacity to guide the making of meaningful architecture that is personally identifiable. Ultimately, the design challenge is of a theoretical and practical nature – *to materialize an idea in form*. This final semester also is a transition from the sanctuary of school into the world of practice and thereby takes on lasting importance.

During this final design journey, each student is charged to REPEATEDLY clarify:

A **QUESTION**, such as: *Can architecture impact, change, modify, improve, enhance, enrich...? What does architecture need to become in the face of...? How should architects...?*

Which then is used to identify a **THESIS**, a statement or theory that is put forward as a premise to be maintained or proved; an argument, assertion, contention (*Merriam Webster Dictionary*) such as: *The use of ... (thesis proposition) ... can/will impact, change, modify, improve, enhance, enrich, Architecture ... as a philosophy, a discipline, and/or a practice.*

Which then is investigated and evaluated (tested) through a **PROJECT** design; i.e.: *To evaluate (test) this thesis, this project will explore the design of ... (project)... identifying the essential and circumstantial factors of consideration in the design process to conceptualize a parti for organizing a design response to the thesis inquiry.*

Design Process Objectives:

- explore personal concerns and values in architecture;
- articulate specific design processes based on research, data collection and analysis;
- apply those design processes to the thesis content – its topics and proposals;
- resolve a design in response to a breadth of criteria – theoretical, behavioral, technical, functional, environmental, and contextual – at various scales; in order to
- execute a well-defined architectural and site intervention; and to
- document the thoroughness of the work in a **thesis report**.

Final Project Requirements:

1. **Physical Process Models** which track the evolution of the design ideas at necessary scales: **contextual** (architectural massing in regional/neighborhood context); **intermediate** (architecture/immediate site); and **intimate** (material detail, interior aspect, envelope, etc.);
2. **Final Presentation (digital with supplemental boards and models)** which illustrates the design process and final resolution of the thesis exploration at necessary scales: **contextual** (architectural massing in regional/neighborhood context); **intermediate** (architecture/immediate site); and **intimate** (material detail, interior aspect, envelope, etc.);
3. **Final BArch Abstract and Image** for inclusion in final year-level studio brochure due by *Sunday March 29th*;
4. **Small Thesis Board** for inclusion in final year-level studio display due *Friday April 03th 3:00pm*;
5. **Final Diploma Project Report** as a digital copy in OneDrive for instructors and accreditation due by *Friday, May 01st*; **AND** a print copy receipt to be emailed to your instructor by 4pm *Tuesday, May 05th* showing the Architecture Main Office as the deliver address:

Your Instructor
C.O. Architecture Building Room 402
Muncie, IN. 47306

Use the content outline supplied in the attachment *Thesis Report Content* (page 13).

Studio Expectations and Requirements:

In this final year of your professional program of studies, your challenge is to achieve the level of maturity and competence required to function and succeed in your professional career. In support of that challenge, effective studio work carries the following expectations:

Theoretical and Practical Pursuits — This year will be largely issue-driven. You are expected to pose questions about the making of architecture and the context of urbanism, seek out the resources needed to vigorously investigate those questions, take positions regarding the issues raised, and take appropriate action toward their resolution.

Research — You are expected to be rigorous in your research and imaginative in using a wide range of analytical tools, techniques, and resources; all the while strengthening a basis for life-long learning.

Intellectual Rigor — Your work is to be accomplished with intellectual curiosity, operational intensity, and production effectiveness. This means a willingness to experiment and to use a variety of tools – reading, writing, drawing, and modeling – to explore, test, and develop designs.

Management — You are responsible for organizing and managing your time, guiding processes and methods of inquiry, and coordinating other activities including participation of Faculty advisors during the semester.

Communication — You are expected to hone your written, graphic, and oral communication skills and to explore alternative media and technologies for effective communication.

Qualitative Standards — You are expected to demonstrate excellence by articulating objectives and criteria for evaluation, by subjecting design results to critical evaluation, and by identifying exemplars, or role models, of quality achievement.

Participation — Design should not be a lonely enterprise. Collaboration, discussion, and the mutual support that comes from active dialogue with others are encouraged, as is the sharing of ideas and knowledge. And you must appropriately acknowledge the contributions of other people to your work. Sources of information, ideas, and illustrations must be credited according to established academic conventions.

Documentation — You are responsible for documenting all work undertaken during the semester – inquiries, investigations, explorations, doodles, sketches, writings, model studies, etc. – so that you can show and share thought processes, design methods, and project resolution. You are required to maintain a notebook – workbook, sketchbook, or journal – as well as a digital files to assist in your project documentation.

Schedule Outline:

Diploma Project Design:	Weeks 01 — 14
Mid Review 01:	Week 05
Mid Review 02:	Week 11
Final Review:	Week 14
Diploma Project Report:	Weeks 15 — 17

Evaluation and Grading:

The semester grade is determined by the studio faculty and will be the aggregated total of the four items:

Final Project Design	(65%)
Active Weekly Design Evolution	(10%)
Brochure Abstract and Image	(5%)
Final Thesis Project Report	(20%)
Total	(100%)

A, A-

Represents work of **exemplary** content, exhibiting high quality integrated design and professional level presentation quality. (A 93 -100 / A- 90.0 - 92.99%)

B+, B, B-

Represents work of **proficient** content that is technically and artistically above average and accomplished oral, written, and graphical presentation quality.
(B+ 87.50 - 89.99 / B 82.50 - 87.49 / B- 80-82.49%)

C+, C, C-

Represents work of **adequate** content based on professional standards and presentation quality. (C+ 77.50 - 79.99% / C 72.50 - 77.49% / C- 70-72.49%)

D+, D, D-

Represents work of **inadequate** content based on professional standards and presentation quality. (D+ 67.50 - 69.99% / D 62.50 - 67.49% / D- 60 - 62.49%)

F

Represents work of **unacceptable** content based on professional standards and presentation quality. (F 59.99 or below)

Grades and progress may be reviewed at any mutually convenient time during the semester. Final Project Design and Final Thesis Project Report must be completed in order to receive final course grade.

Attendance:

The studio meets MWF 1:00 to 4:50 PM. Active design work during studio hours is **mandatory**. Chronic lateness will result in a marked absence (*three instances of showing up more than 10 minutes late = one absence*). Two or more unexcused absences will result in the lowering of one-half letter grade for the semester. Four or more unexcused absences will result in the lowering of a full letter grade for the semester. More than four absences may result in a failing grade or a request for withdrawal from the course. Excused absences should be arranged with the instructor prior to that class day.

Late Work:

Consistent with the architectural profession, late work will not be accepted unless otherwise excused (please see attendance requirements). If excused, late work must be turned in in a timely manner (as defined by the instructor).

Course Accommodations:

If course accommodations for a student are deemed necessary by the Ball State Office of Disability Services, the course instructor and the student must complete an Accommodations Agreement that will be shared with the Office of Disability Services. Accommodations are not retroactive and notification of accommodation must be given in advance of implementation.

Under the Americans With Disabilities Act (ADA), accommodations are provided to ensure equal access. Reasonable accommodations cannot fundamentally alter essential course or degree requirements. A student has the right to succeed or fail in a course based on his/her academic performance. Accommodations in no way guarantee a student success in a course. An accommodation is considered *reasonable* if it does not require substantial change in the curriculum or alteration of any essential elements or functions of a course, program, service, or activity.

With any accommodation, a student is responsible for:

- learning subject knowledge; demonstrating mastery of content; satisfying the essential requirements of course; meeting the same coursework demands required of all students.

Course accommodation agreements may include, but are not limited to:

- flexed attendance requirements; deadline extensions on assignments; extended time on exams and quizzes.

Academic Integrity:

The University has a responsibility to promote academic honesty and integrity and to enforce procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Any misrepresentation of other's (or one's own work from a previous semester/a different class), in whole or partially submitted as one's own current coursework, is considered plagiarism. This includes writing produced using AI software. As is common in other Art and Design fields where it is required to cite the medium used to produce a work, we **require** that you cite the tool used to produce images / drawings / renderings. Any cheating, plagiarism, or similar violations will not be tolerated, and will be submitted to the Office of the Provost and Executive Vice President for Academic Affairs. Please note that the BEST thing that could happen if you cheat or plagiarize is to fail the course and the worst could result in expulsion from the university.

Studio Security:

The studio arrangement always requires special considerations for the safety and security of materials and equipment. While each student is responsible for personal belongings, all students are expected to participate in policing the studios and assuring that studios are left secure when no students are present.

Lock the studio if you are the last student to leave — even if you will only be gone a brief time.

Presentation Standards:

There will be a wide range of thesis projects in the studio this semester, focusing on differing issues, emphases and approaches. Accordingly, presentations will vary in both content and method.

There are three formal Design Reviews (see Calendar, page 10), as opportunities for discussion with an audience of studio professors, thesis advisors, invited guests, classmates and other students. Presentation materials must include student's name and identify the design question, the design thesis and the design project. The schedule of presentation reviews will be coordinated among the thesis studio sections and announced prior to the reviews.

You are to present your design through a series of coordinated, coherent, and *well-crafted* elements. Whatever media is used, the presentation should be complete, carefully sequenced and composed in content, appearance, and delivery.

At each **mid-review**, you will be provided a maximum ***10 minutes to present with 20 minutes for discussion*** so please prepare your presentation effectively.

Mid-review 01, it is appropriate to use whatever written and graphic materials have been created during design exploration/production. This session, after all, is a review of work in process. If you have been working effectively, you should not have to redraw graphics for this presentation. Tracing paper, scans of sketchbook pages, screenshots, and other informal products are fine – as long as you clearly communicate your ideas, objectives, and design process inquiry. Focus on the *content* of this mid-review presentations rather than the *form*. In general, assess what you have done; organize it, annotate it, and come to conclusions about it.

Mid-review 02 is considered a project checkpoint. You are expected to demonstrate through your presentation at mid-review 02 that you are on-track to resolve your project at a minimum of a C grade level by the final review. If you do not convince the mid-review 02 jury (which will include your studio professor and your project advisor) that you will be able to successfully meet the final review requirements and deadlines, you will be assigned to an alternate closed-session final review that will take place during the final exam week.

The **Final review** is expected to be a professional-quality, thorough, and well-crafted accounting of your completed thesis project that demonstrates the final resolution of your defined thesis inquiry at multiple design scales. Images, graphics, models, animations, etc. and the verbal presentation should demonstrate your accumulated skills and knowledge gained through your BARCH career.

In the **final review** you will be given ***15 minutes to present with 30 minutes for discussion***.

Standards for Presentation Content:

Identify and introduce the project — Give the title and location of the project and the names of the author(s). Explain the important project parameters and constraints, and/or define the major questions or issues being addressed. Explicitly state assumptions made, positions taken, and concepts explored.

Recommendation: If appropriate include or distribute a program or program summary, a written project statement or bulleted lists of key items and diagrams.

Present analyses and interpretations — For typical projects there should be analysis and interpretation of:

- the major project issues;
- the site and context at differing scales;
- the building type, program, and users.

Recommendation: Include annotated graphic documentation of site inventory and analysis. Include a study of similar buildings or projects (precedent analysis). Include selections from your notebook or journal showing other explorations and processes. Always annotate your drawings and illustrate your writings for greater effectiveness.

Show the context for the design — Always place architecture in context – in relation to landscape and to surroundings – in all views and at all scales. Include all important site relationships in the drawings.

Recommendation: *Typically, site information is conveyed through a combination of views (photographs or perspective drawings), contextual models, contour maps, site sections, a site inventory, and a graphic site analysis.*

Fully communicate the design result, at several scales — Show regional, neighborhood, and site relationships, as appropriate for the project. Show overall building organization and the design of key spaces. Show how the design responds to the opportunities and constraints of site and climate, user needs, movement patterns, structural and mechanical systems, and material choices. Show how the Diploma Project design decisions respond to your concepts.

At **preliminary reviews**, it is appropriate to present a number of schematic alternatives based on issues of site, program, and form development.

At **later presentations**, show design development. Include spatial, structural, and environmental systems in greater detail. Show interiors as well as exteriors. Express material qualities (color, texture, scale) and show material details as appropriate for the size and scale of the project.

For a **complete design development presentation**, include models (physical or digital), location and site plans, building plans of all levels (or plans of entry level and typical upper levels if showing all levels would be redundant), at least two building sections, all elevations, eye-level exterior and interior experiential views (and/or section perspectives), and drawings of selected details. Detailed axonometric drawings may substitute for some of the orthographic drawings. Use diagrams and annotations to help communicate concepts. Use animations or storyboards to show sequence and motion, the passage of time, the movement of the sun, and other short-term and long-term changes. Render selected models or images to show material qualities, color, and light. Consider incorporating material samples or photographs of materials in the presentation. Draw and model your *ideas*. Let the medium be influenced by the nature of your thesis pursuit. Include parti diagrams/drawings/models that capture *the essence* of your pursuit. Showing the many levels of design embodiment requires presenting at multiple scales.

Recommendation: *Although digital media can contain all scales of information in one file, it generally is not possible to read or understand all scales in a single image. If you expect to create drawings from digital models, you should put different scales of information on different layers, and then adjust line weights and tones for each scale printed. Otherwise, the drawings may not read properly. Experimentation will be necessary.*

Provide appropriate titles and labels — Provide a title (e.g., "first floor plan") for *all* images. Label plans as needed to convey the intended uses of spaces. Make the labels large enough to be read by the intended audience at normal viewing distance. Include minimal entourage, to convey the intended uses of spaces.

Use professional image and drawing conventions — Include *north arrows and graphic scales* with all standard architectural drawings. Show section lines in plans. Show topography. Use dashed lines to locate overhead features in plans. Show stair cuts according to established conventions. In all images except diagrams, provide indications of scale through entourage (people, cars, furnishings, plant material, and other elements of recognizable size).

Recommendation: *Overhead features and stair cuts do not show properly when plans are taken directly from a 3D model and line weights typically need testing. Adjust line weights as required (i.e., do not just export digital model images, re-trace them).*

Cite sources of information, ideas, and illustrations. Give appropriate credit to the contributions of other sources, using academic conventions. Credit all *illustrations, words,* and *ideas* that are not your own. This includes writing, text, graphics, and / or images produced using AI software. Any text or illustration not attributed to others is assumed to be your creation. (See Arch 404 *Academic Integrity* statement, page 5; and *BSU University Code of Student Rights and Responsibilities*, page 14)

Recommendation: *Reference ARCH 424 "Citation and Bibliography Guide" and "Image Label and List Guide" for citation and image labeling formats.*

Design Models:

Images of physical Process Models developed during the semester should be included in your presentation and documentation materials.

Digital Models of the final Diploma Project representing site/context, building, and detail; provide a series of experiential images approaching, entering, moving through, looking out and from above should be included in your presentation and documentation materials.

Physical Models of the final Diploma Project (at three scales) should be included in your presentation and documentation materials.

Requirement: *In addition to the site and building concept models produced in the fall semester, you are to produce **two additional physical models**, one showing the building and surrounding site improvements at the architectural scale (1/16, 1/8, 3/16 or 3/8 scales). And the second physical model showing a spatial detail at the intimate interior scales (1/4, 1/2, 3/4, or 1-inch scales). This intimate model might show an important interior space, or alternatively a wall section, tectonic elevation detail, or interior space exhibiting the unique design attributes of your thesis ideas.*

Standards for Verbal Presentations:

Assume there will be people present at presentations who are not familiar with your project. Plan each presentation so as to orient and focus your audience – to bring the participants "up to speed." Include selected elements from earlier presentations to show the project background and development.

Recommendation: *Designate another student to act as note taker. Speak from a prepared outline. Tell your audience what topics you want to receive advice or discussion about.* Here is a recommended outline:

- **Introduce yourself;**
- **Give a brief overall statement introducing:** *what* the architectural question and project are about; *where* the project is located; and *why* you are doing it.
- Define the **Question(s)** that prompted your **Thesis** that your project is exploring;
- **Follow with a fuller explanation** of: the *purposes and goals* of the project; the *situation or setting* for the project; how your design *responds to the site and context*; major *requirements and issues*; *needs of the users*; *assumptions you made* along the way; the *conceptual basis* or bases for the design, and the *objectives* for your design project and the *criteria* you are using to assess iterations;
- **Review the design process or methods used;**
- **Introduce the final design in a clear, considered sequence;**
- **In conclusion**, remind the audience of the *key points* you would like to focus on and *questions* you would like the audience to address.

Textbooks and Learning Resources (*all recommended*):

- *Research Methods in Architecture* by Ray Lucas
- *The Architecture Reference and Specification Book* by Julia McMurrough
- *The Architect's Studio Companion: Rules of Thumb for Preliminary Design* by Ed Allen, Joseph Iano
- *The Green Studio Handbook: Environmental Strategies for Schematic Design* by Alison Kwok, Walter Grondzik
- *Sun, Wind, & Light: Architectural Design Strategies* by G.Z. Brown and Mark DeKay
- *The Craft of Research* by Wayne Booth, Gregory G. Colomb, and Joseph M. Williams
- *The Sustainable Sites Handbook* by Meg Calkins
- *To Design Landscape* by Catherine Dee
- *Drawing for Landscape Architects: Sketch to Screen to Site* by Edward Hutchison
- *Architectural Graphic Standards* (Ramsey/Sleeper Architectural Graphic Standards Series) 12th Edition, Student Edition (or Regular Edition) by American Institute of Architects, Keith E. Hedges.
- *Building Codes Illustrated: A Guide to Understanding the 2024 International Building Code* 7th Edition by Francis D. K. Ching and Steven R. Winkel.
- *ICC A117.1-2017 Standard for Accessible and Usable Buildings and Facilities*
- *2024 International Building Code* (International Code Council Series) by International Code Council
- *Graphic Design for Architects* by Karen Lewis

Attachments:

- Semester Schedule (Page 10)
- Thesis Grading Rubric (Page 11)
- Semester Evaluation Grade Sheet (Page 12)
- Thesis Report Content (Page 13)
- Architecture Department and University Policies (Page 14)

General Studio Semester Schedule

ARCH 404 Spring 2026		monday	wednesday	friday	important dates and deadlines <i>** all deadlines 11:59pm unless otherwise noted **</i>
wk 1	jan 05	Semester Introduction <i>[1:00pm AB014/015]</i>	07	09	
wk 2	jan 12		14	16	
wk 3	jan 19	MLK Jr. Day	21	23	
wk 4	jan 26		28	30	
wk 5	feb 02		04 MidReview 01 Presentations	06	Sun february 01st: MidReview 01 Presentation Due
wk 6	feb 09		11	13	
wk 7	feb 16		18	20	
wk 8	feb 23		25	27	
wk 9	mar 02		04 Spring Break	06	
wk 10	mar 09		11	13	Sun march 08th: Brochure Abstract Draft Due
wk 11	mar 16		18 MidReview 02 Presentations	20	Sun march 15th: MidReview 02 Presentation Due
wk 12	mar 23	End of Semester Review <i>[2:00 in AB 100]</i>	25	27	
wk 13	apr 30		01	03 TEG Award Voting — in studio	Sun march 29th: Brochure Abstract and Image Due Fri april 03th: Thesis Poster Due (3:00pm)
wk 14	apr 06		08 Diploma Project Final Reviews	10	Sun april 05th: Final Review Presentation Due
wk 15	apr 13		15	17	Wed april 15th: TEG Finalists' submissions due
wk 16	apr 20		22	24 TEG Award Announcement Event <i>[1:00 in AB 100]</i>	Mon april 20th: Final Report Draft due
wk 17	may 27		29	01	Fri may 01st: Final Report PDF Due Tues may 05th: Final Report Print Receipt Due (4:00pm)

Thesis Grading Rubric

ARCH 404 NAAB Program Criteria (PC):

PC2-Design; PC5 Research and Innovation; PC7 Learning and Teaching Culture.

	Adequate achievement	Proficient achievement	Exemplary achievement
<u>Design Question</u>	A specific, to-the-point statement of inquiry	More developed + clarified since prior review/pin-up	Crafted final version, reflective of interim work, fully considered
<u>Design Thesis</u>	A specific, to-the-point introduction of the proposition	More articulate development of thesis proposition	Crafted final version, reflective of interim work, fully considered
<u>Design Project</u>	A specific, to-the-point selection of typology and users	Full development of architectural program; site program; user + space needs	Crafted final version, reflective of interim work, fully considered
<u>Design Research</u> <ul style="list-style-type: none"> • <i>Topical Content</i> • <i>Site/Cultural Context Analysis</i> • <i>Architectural Precedent Analysis and Integration</i> 	Foundational account of content	Foundational account of content supplemented with new material discovery and documentation of same	Foundational account of content, supplemented with new material discovery and list of next steps – if time were available
<u>Design Process</u> <ul style="list-style-type: none"> • <i>Problem Identification</i> • <i>Setting Evaluation Criteria</i> • <i>Iterating Options</i> • <i>Integrating Decisions</i> 	Foundational account of content	Foundational account of content, even more developed + clarified since prior review/pin-up; more clearly presented Clear evidence of exploration + discovery throughout process	Foundational account of content since prior review/pin-up; in a well-crafted final form, reflective of all past work, fully considered Breadth + depth of exploration + discovery supported by daily progress
<u>Design Exhibits</u> <i>[within this set of drawings all scales of context should be considered]</i> <ul style="list-style-type: none"> • <i>Site Plan</i> • <i>Architectural Plans in Site Contexts</i> • <i>Architectural Sections in Site Contexts</i> • <i>Elevations and/or Experiential Views</i> • <i>Material Tectonics with/and/or Wall Section</i> • <i>Structural System Integration</i> • <i>Environmental Response Diagrams</i> • <i>Environmental Control Diagrams</i> • <i>Architectural Physical Model</i> • <i>Intimate/Detail Scale Model</i> 	Foundational account of exhibits	Foundational account of content even more developed + clarified since prior review/pin-up; more clearly presented; more fully integrated and complete	Foundational account of content; more fully integrated and complete; in a well-crafted final form, reflective of all past work, fully considered, achieving a level of balanced resolution; a poetic embodiment
<u>Design Representation</u> <i>(reference Standards for Writing, Graphics, Models, p. 6-8 syllabus)</i> <ul style="list-style-type: none"> • <i>Graphics</i> • <i>Physical Models (3 scales)</i> • <i>Clearly-Presented Verbally</i> 	Foundational account of listed representation	Foundational account of listed representation Well-crafted; well organized; well labeled communication of ideas; use of professional conventions for representational and verbal presentation; no misspellings	The highest level of representational and verbal presentation of fully-resolved exhibits of executed work

Arch 404, Diploma Studio, Spring Semester 2026
Semester Evaluation Grading Sheet

Student (name): _____

Category / Item / Evaluation Criteria

Percentage value / grade

THESIS DESIGN

65%

Evolution and Development of Design
 Question, Thesis, and Project
 Design Research and Exploration
 Design Process – objectives, criteria, analysis
 of solutions, integration of systems
 Address of design response at multiple scales
 Quality and Completeness of Design exhibits
 Communication + Design Representation

Grade for THESIS DESIGN

D	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
65				75			85			95	

THESIS REPORT

20%

Title Page, Abstract, Thesis Proposal (pared
 down); Design Process and Results;
 Reflections and Conclusions
 Organization and Continuity of Report
 Information
 Quality, Sophistication, Depth of Report
 Quality and Clarity of Information in Written
 Form
 Quality, Clarity, Use of Information in Graphic
 Form
 Overall Professionalism of Report Package

Grade for THESIS REPORT

D	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
65				75			85			95	

BROCHURE ABSTRACT AND IMAGE

05%

D	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
65				75			85			95	

ACTIVE WEEKLY EVOLUTION

10%

Consistent design process using design
 iteration.
 Class Attendance and Work in Studio, Shop,
 Library, and/or Labs.
 Participation in Class Discussions, and/or
 Classmate Reviews / Juries

Grade for THESIS EVOLUTION

D	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
65				75			85			95	

OVERALL SEMESTER GRADE

100%

D	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
65				75			85			95	

Thesis Report Content

Objectives

- to adequately communicate and review thesis design process, design methods, design development, and design resolution with studio professor, thesis advisor(s), and classmates;
- to share thesis work with others through periodic public display and through a final digital record to be held in the University Library, and
- to document terminal undergraduate work for purposes of job search, graduate school application, or other post-baccalaureate use.

Thesis Report: This report is the formal documentation of thesis work. It should present the full range and depth of thesis investigation including research, studies, analyses, and other explorations as well as references and bibliography. The thesis report is in itself a design project and is to be edited, polished and suitable for publication. It should be 8.5 by 11 inches in size, but may be either portrait or landscape orientation. The recommended length of the report at least 60 pages (30 double sided leaves).

Thesis report "drafts" must be turned in to the studio professor prior to final completion (see draft deadlines in Calendar page 10).

Thesis reports generally include:

Title Page - introduces the "thesis" and acknowledges assistance (1 page)

Abstract - written summary of the question, thesis, resulting design project, reflections (1 page)

Thesis Proposal – pared down to address essentials (10 to 16 pages suggested) – describes more fully the parameters of the inquiry – summarizing prior work:

- question, thesis, project overview;
- program outline / overview;
- site context — physical and cultural;
- research overview — including relevant precedent analyses and diagrams — and bibliography;
- and other relevant information (pared down from thesis proposal work).

Design Process and Results (30 to 36 pages suggested)

- clearly stated design objectives and evaluative criteria;
- evidence of design process, analysis (per criteria), and iteration;
 - design processes and methods used to pursue design objectives;
 - process studies and explorations to show evolution of decision-making;
- written description of this design decision-making process;
- evidence of integrative design decisions across multiple scales.

Reflections and Conclusions (4 to 6 pages suggested)

- assesses overall thesis claim;
- presents conclusions and gives recommendations for further study.

The design thesis proposal from fall semester can serve as the foundation for the thesis proposal section of the final report but will need to be edited.

A **PDF** of the **Thesis Report** is required and should be placed in a specified OneDrive folder on or before **5:00PM May 1st**. The **Print Order Receipt** documenting the order of a print copy (required) to be mailed to the Architecture Department is to be emailed to your professor no later than **4:00PM May 5th**.

Architecture Department and University Policies

Architecture Department Studio Culture Policy

The Architecture Department establishes guidance for a positive and respectful learning environment in which the students, faculty, staff and administration within the Department are able to 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 Policy outlines the criteria in order to foster this environment:

https://www.bsu.edu/-/media/www/departmentalcontent/architecture/pdf/architecture%20pdfs/bsu_architecture_studio_culture_policy_24apr18.pdf

University Health

BSU Health Plans can be found at:

<https://www.bsu.edu/about/administrativeoffices/health-promotion-and-advocacy>

In the event of a health emergency, it is expected that you comply with any and all BSU health response requirements. Responses may include a requirement to wear a face mask while inside campus buildings; social distancing requirements; and/or regulated access to campus buildings. If you are unable to wear a face mask while requirements stand, contact the Office of Disability Services to request an accommodation.

University Code of Student Rights and Responsibilities

Students are expected to read, understand, and adhere to these community standards.

https://www.bsu.edu/about/administrativeoffices/studentrights/policiesandprocedures/student_code

Counseling and Psychological 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 now 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 thoughts of suicide and/or self harm or any other mental health concern.

At the Counseling Center, we provide therapy that is designed to help you address your concerns and feel better as quickly as possible. We see students for a variety of reasons, some of which include anxiety, depression, relationship concerns, and homesickness. At your first appointment, you will work with a therapist to create a plan that will connect you with the resources that best fit your needs. We assist clients with getting connected to therapeutic resources within our Center as well as 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 on the Counseling Center Linktree. To access our Linktree, use the QR code:



University Statement on the Importance of Diversity and Inclusion

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#) and through university resources found [here](#).

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

University Special Needs Statement

If you need course adaptations or accommodations because of a disability, please contact our office as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Faculty Disclosure Statement

Instructors at BSU are invested in your well-being and your future. If you are experiencing any life issues, please feel free to approach a professor for advise but be aware that all BSU employees are required by BSU regulations, Indiana State laws, and/or US laws to report various instances of (including but not limited to) child abuse, sexual harassment, abuse, intentions of self-harm, etc.

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).