

ADE 521



Daniels Building at University of Toronto / NADAAA / Photo by Nic Lehoux
<https://www.archdaily.com/916301/daniels-building-at-university-of-toronto-nadaaa>

CATALOGUE DESCRIPTION AND ENROLLMENT REQUIREMENTS

ADE 521: Adv Architectural Studio I (5 Credit Hours)

Design problems emphasizing theory, aesthetics, and tectonics as influences on architectural form.

Prerequisites: Master of Architecture student; Co-requisite: ATE 553 and ATE 563.

INSTRUCTOR CONTACT INFORMATION AND OFFICE HOURS

SECTION 94474
INSTRUCTOR Elizabeth McLean, AIA, NOMA
CONTACT emclean@asu.edu

OFFICE HOURS

It is the responsibility of the student to set up weekly meetings with their advisor and to seek out other critics/experts as needed.

COURSE OBJECTIVE

The objective of this course is to support the development of a discursive architectural project.

LEARNING OUTCOMES

- Develop a project to a legible level of completion,
- Represent the project clearly through models and drawings, and
- Develop an effective approach to presenting the project to their peers and professional community

SPECIFIC DESCRIPTION

THE EXPANSION GAME

This studio will focus on architecture expansions as a 'game' with a set of rules that allow improvements and innovation. The goal is to learn from previous buildings (avoiding tabula rasa) through new expansions and programs, giving them a second life with a sustainable and bioclimatic approach. Each professor will define a specific building typology (in our case: academic buildings from the second half of the 20th century). All students will receive an existing case study building. The course will have four modules: (I) research, (II) reconstruction, (III) expansion, and (IV) improvement. During the first one, students will make contextual approaches to the overall topic (history, urbanism, technologies, geometries, materials, programs, author's biography, etc.). In the second one, they will reconstruct all plans and relevant information on the existing buildings. During the third module, they will propose a new expansion or renovation with a new program, and in the final phase, they will create architectural improvements to the previous constructions.

SPECIFIC DESCRIPTION
(continued)

ARCHITECTURE OF RENEWAL

This studio will move around the following question: What kind of architecture is necessary to support higher education in the 21st century? When studying a group of unique academic buildings on select campuses across the United States, we will review the various constraints that were faced during the surge of construction in the post-WWII era to support rapid increases in academic enrollment and space. The goal will be to propose expansions, modifications, and new educational and public architecture to philosophically and physically reinvent higher education to support the 21st century learning landscape.

PEDAGOGY

The course is conducted as a series of design exercises that progress in complexity over the course of the semester. Work is done in close collaboration with between fellow students. Each student's engagement in studio is essential to their education, as well as that of fellow students. Learning from one's peers is an integral part of the studio learning environment, and is most fully realized by a commitment to working on a daily basis, and sharing in ideas and resources.

ITERATION

Iteration is the essential process in design. Nothing arrives fully formed straight out of the imagination, but instead develops in a forward-progressing cycle of proposal, critical evaluation, and reworking. Design must progress through many such cycles before emerging as a coherent idea and architectural proposal worthy of presentation. Never wait for an idea to arrive fully formed before beginning your design process. Ideas are discovered within the design process, not prior to it. Plunge into process immediately upon receiving a new assignment, find and critique ideas as you work, and then plan to proceed through many cycles of progressive work before each desk crit or presentation.

DIRECTED RESEARCH AND READINGS

Directed research and readings are assigned to support and expand the ideas and issues evoked by your work. You should complete them in a timely manner, write a précis, and be fully prepared to have a dialogue about their implications on your newly revised project.

CRITICAL DIALOGUE AND REVIEWS

Our studio dialogues and reviews are directed towards establishing a critical discourse of the emerging issues, methods and investigations, enabling you to develop your own personal design ideology, theoretical framework, design process and architectural, landscape and urban design language. Remember this is a collaborative dialogue, not a discussion, "it is essential that we think together and engage in dialogue." As William Isaacs observes in his book Dialogue, "Discussion is about making a decision. Unlike dialogue, which seeks to open possibilities and see new options, discussion seeks closure and completion. The word, "decide" means to "resolve difficulties by cutting through them." Its roots literally mean to "murder the alternative." Dialogue is about exploring the nature of choice. To choose is to select among alternatives. Dialogue is about provoking insight, which is a way of reordering our knowledge – particularly the taken for granted assumptions that people bring to the table." Remember, dialogue and criticism are reflective, not personal. The word review comes from the Latin *revidere* "to see again" and is defined as a careful retrospective view or reflective survey of past events, experiences and work that examines their significance and implications for further extension.

LEARNING MODE This semester we are returning to learning mode 1: in-person learning (see <https://www.asu.edu/about/fall-2021>). While in-person learning will be our primary modality for this course, Sync will remain available for supporting students and faculty who may need to be remote, for approved personal reasons, for a limited period of the semester (quarantine periods, family emergencies, etc...).

ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync sessions, students learn remotely through live class lectures, discussions, study groups and/or tutoring. You can find out more information about ASU Sync for students here, <https://provost.asu.edu/sync/students>.

To access live sessions of this class, go to myASU and click the Attend via Sync button next to this class on your schedule. The "Attend via Sync" button in the students' myASU schedule will direct to the instructor's PMI. If you would like them to attend via a different room, you should specify here and send out a communication before class begins.

If you cannot physically be on campus due to travel restrictions or personal health concerns, you will be able to attend your classes via ASU Sync or through iCourses during the fall semester. If you will not be on-campus for the fall semester, you are expected to contact your professors to make accommodations.

COURSE ACCESS Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

TECHNOLOGY REQUIREMENTS It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes and do research, however please turn off cell phone ringers and do not use your phone to make personal calls in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it.

ADDITIONAL REQUIREMENTS

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365](#) is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.
- Drawing software (Autocad, Revit, Rhino, Photoshop, Illustrator, Indesign, etc.)

STUDENT SUCCESS You are part of the learning community in this course and expected to engage with the material, discussion and activities with care and integrity, and to respect the rights of others in carrying out all academic assignments and classroom discussions. I expect active and informed participation in our class discussions, activities and creative practices. Part of the responsibility for that community learning is the health and wellbeing of others. As such, masks are required in the space to protect one another. We will follow all ASU policies and recommendations.

ADDITIONAL SUCCESS STRATEGIES

- Check the course daily
- Read announcements
- Read and respond to course email messages as needed
- Complete assignments by the due dates specified
- Communicate regularly with your instructor and peers
- Create a study and/or assignment schedule to stay on track
- Access [ASU Student Resources](#)

MATERIALS All required learning materials will be made available to you via Canvas, google drive, or email.

COMMUNICATING WITH THE INSTRUCTOR ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

ANTI-DISCRIMINATION

[The Herberger Institute of Design and the Arts](#) at [Arizona State University](#) upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and [Arizona State University welcomes all students](#) regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

- To bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
- To help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world
- To demonstrate a curious and eager inquiry into how others make sense of the world

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at herbergerinstitute.asu.edu/caring describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.
- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the [Office of University Rights and Responsibilities](#) or the [Dean of Students office](#) or directly fill out an [incident report](#).
- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that [sexual harassment](#) has occurred, shall immediately [report](#) all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or the Title IX Coordinator or the Dean of Students office.
- More reporting pathways are available to students on the [University's Prohibition Against Discrimination, Harassment, and Retaliation](#) policy page.

GRADING This course will be graded on an A-E plus/minus scale.

%	Grade
97 to 100%	A+
93 to < 97%	A
90 to < 93%	A-
87 to < 90%	B+
83 to < 87%	B
80 to < 83%	B-
77 to < 80%	C+
70 to < 77%	C
60 to < 70%	D
Below 60 %	E
-	EN - Failing for Not Participating
-	EU - Failing for Incomplete Participation
-	XE - Academic Dishonesty

GRADE CALCULATION

Assignment	Points Possible
Attendance/Participation	20 points
(I) Research	10 points
(II) Reconstruction	20 points
(III) Expansion	20 points
(IV) Improvement	20 points
Final Review / Exhibit / Book	10 points
TOTAL:	100 points

“Grades and their meanings in Studio Courses within The Design School”

“A, A+, A-” Exceeds Expectations (well, just)

Not only fulfills the objectives of the studio syllabi and project statements, but extends them through new discoveries, and insights, beyond their stated scope. These students demonstrate a high degree of professional dedication, rigor, a love of exploration, open mindedness and resourcefulness. They have developed an ability to build upon feedback from a variety of sources, and to excel with an emerging independent “voice”. Their work is rigorously thought through, well crafted, and clearly communicates the breadth and depth of their investigations.

“B, B+, B-” Fulfills Expectations (well, just)

Meets the stated objectives of the studio syllabi and project statements, while also elaborating on the stated issues through independent investigations that lead to developments in the work. These students demonstrate a medium degree of professional dedication, inquisitiveness, systematic rigor and resourcefulness. They are developing an ability to build upon feedback from a variety of sources and are beginning to develop an independent “voice”. Their work is competently thought through, well crafted, and clearly communicates the breadth and depth of their investigations.

“C, C+” Under-Achieves Expectations (just)

Minimally meets the basic requirements of the studio syllabi and project statements, without meeting the larger qualitative objectives. These students demonstrate a low degree of professional dedication, lack self-confidence as designers, and require constant guidance. While demonstrating an understanding of the problem there are deficiencies in basic design and communication skills, time management, and in the breadth and depth of the student’s investigations. There is little or no evidence of an emerging “voice”, and the ability to develop an independent direction to the work. Although reasonably well crafted the work does not communicate inquisitiveness, systematic rigor and resourcefulness.

GRADING (continued)

"D" Does Not Meet Most Expectations

Deficient work does not demonstrate how many of the basic requirements and objectives of the studio syllabi and project statements have been fulfilled. These students generally suffer from the following deficiencies: lack of professional dedication, lack of self-confidence as designers, a closed-minded attitude, lack of time management skills, lack of basic professional design and communication skills, and occasionally distracting external personal problems. The work is often fragmentary, lacking synthesis, incomplete, and thought of as simply fulfilling an assignment due on a particular day rather than an opportunity to develop as a designer. As in any professional office, deficient work is not acceptable and will result in the student having to retake the studio next year.

"E", "F" Fails all expectations

"XE" Automatic studio failure due to academic dishonesty

ASSIGNMENTS

Assignments through the course of the semester will be developed between the faculty and student and in conjunction with the intention of the project. It is expected that students will develop an project that will be represented by scale models, drawings, narrative text, and will be presented across the four reviews as outlined below. Students may present digitally at the discretion of the faculty. As an iterative process, late work will not be accepted, and grading may be reduced at the discretion of the faculty.

ASSIGNMENT: Attendance/Participation: 20 points.

Including, but not limited to: surveys, videos, reading, attendance, engagement, and dialogue.

ASSIGNMENT: (I) Research

Product: collage and context plans. 10 Points.

Objective: describe contextual factors defining the main aspects of the existing building.

Review 01: 08 SEP

ASSIGNMENT: (II) Reconstruction

Product: architectural drawings (plans, sections, elevations, isometrics, etc.) 20 Points.

Objective: produce technical documents of the existing building.

Review 02: 29 SEP

ASSIGNMENT: (III) Expansion

Product: design a renovation and/or expansion for the existing building. Model. 20 Points.

Objective: Reinforce or change the logic of the existing building.

Review 03: 20 OCT

ASSIGNMENT: (IV) Improvement

Product: design development and architectural detail drawings. Wall section. 20 Points.

Objective: improve at least one problematic aspect of the project.

Review 04: 10 NOV

ASSIGNMENT: Exhibition

Product: Book Chapter and Catalogue Page. 10 Points

Objective: synthesize all the information produced during the semester.

Final Review: 22 NOV

Exhibition: 03 DEC

Book: prior to release of grades

SUBMITTING ASSIGNMENTS

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates and times follow Arizona local time. Use [Time Zone Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Notify the instructor BEFORE an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment due to [University-sanctioned activities](#).

MODULES / SCHEDULE

MODULE: (I) Research. Weeks 01-03.

Rule 1. Find 5 external forces that shaped the chosen topic.

- Critically assessing the main contextual aspects that shaped the typology. Rebuilding a brief history.
- Defining and debating innovation in the existing typology using precise examples.
- Quickly speculating (through a collage) on how those innovations open new architectural potentials.

WK01	M 23AUG	Studio Introduction
	W 25AUG	Partner and Case Studies Selection Framework for Design Excellence Introduction Research
WK02	M 30AUG	Lecture: Collages (Mesa)
	W 01SEP	Collages and Mapping Introduction Peer Review: Research, Analysis, and Speculation
WK03	M 06SEP	<i>Labor Day Observed - Classes excused</i>
	W 08SEP	Review 01: Research

MODULE: (II) Reconstruction. Weeks 04-06.

Rule 2. Find 5 existing building logics, using the same drawing features.

- Plans, sections, facades, isometrics, programs, circulations, areas, etc.
- Use the same scales and colors (black, gray scale and blue).
- Build model(s).

WK04	M 13SEP	Existing Building Analysis Introduction
	W 15SEP	Drawing, Model, and Narrative Development
WK05	M 20SEP	Drawing, Model, and Narrative Development
	W 22SEP	Peer Review: Existing Building Drawings, Imagery, Deductions
WK06	M 27SEP	Drawing, Model, and Narrative Development
	W 29SEP	Review 02: Reconstruction

MODULE: (III) Expansion. Weeks 07-09.

Rule 3. Reinforce or change some logic of the building.

- Define a new program and design a new fragment of the existing building.
- Find a way to propose a second life of the building.

WK07	M 04OCT	Expansion Introduction
	W 06OCT	New Program Development
WK08	M 11OCT	<i>Fall Break - Classes excused</i>
	W 13OCT	Peer Review: Programmatic/Tectonic Expansions
WK09	M 18OCT	Expansion Design and Narrative Development
	W 20OCT	Review 03: Expansion

MODULE: (IV) Improvement. Weeks 10-12.

Rule 4. Improve at least one problematic aspect of the existing building.

- Improve a specific aspect of the existing building (bioclimatic performance, material performance, program performance, etc.)
- Develop the improvement through an architectural detail.

WK10	M 25OCT	Improvement Introduction
	W 27OCT	Peer Review: Design Development
WK11	M 01NOV	Detail Development
	W 03NOV	Peer Review: Detail Development
WK12	M 08NOV	Project Development
	W 10NOV	Review 04: Improvement

**MODULES / SCHEDULE
(continued)**

Final Review and Publication. Weeks 13-15.

Rule 5. Present all your work as a chapter of a book (use template).

- Models, plans, text, and book's chapter.

WK13	M 15NOV	Final Review Preparation
	W 17NOV	Final Review Preparation
WK14	M 22NOV	Final Review
	W 24NOV	Post-Review/Pre-Exhibition Documentation
WK15	M 29NOV	Chapter and Catalog Development
	W 01DEC	Chapter and Catalog Review
	F 03DEC	Exhibition

SUBJECT TO CHANGE

The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

COURSE POLICIES

ATTENDANCE AND ABSENCE POLICY

Attendance and participation for the duration of the class period is mandatory. If you have more than 3 absences (unexcused), your final grade will be lowered 1/3 grade for each subsequent absence (i.e. B to B-). Notify the instructor by email prior to any absence if possible and provide a doctor's note where applicable. Repeated tardiness and leaving class early will be recorded, and as a result, your final grade will be lowered. It is the student's responsibility to keep track of his/her absences.

Excused absences related to religious observances/practices in accord with [ACD 304-04](#), "Accommodation for Religious Practices." Students may be excused for the observance of religious holidays. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.

Excused absences related to university sanctioned activities in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities." Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.

Line-of-duty absence and missed assignment policy:

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities shall have the opportunity to make up the coursework in accordance with [SSM 201-18 Accommodating Active Duty Military Personnel](#). This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.

INSTRUCTOR ABSENCE POLICY

Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

ACADEMIC INTEGRITY AND STUDENT HONOR CODE

The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states:

COURSE POLICIES (continued)

"We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty, We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the [Sun Devil Way](#) and uphold the values of the [New American University](#)."

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), "[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

STUDENT LEARNING COMMUNITY CONDUCT

ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their [Rights and Responsibilities](#) at Arizona State University.

COPYRIGHT

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

**COURSE POLICIES
(continued)**

STATEMENT ON ASU'S COMMUNITY OF CARE STANDARDS

The Herberger Institute for Design and the Arts complies with the spirit and the letter of ASU's community of care standards with regard to social distancing, masking, and student, faculty, and staff safety and well being. <https://eoss.asu.edu/communityofcare>

THREATENING OR DISRUPTIVE BEHAVIOR

Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit: <https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and <https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

WITHDRAWAL

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

SPECIAL ACCOMMODATIONS

Your instructor will make any reasonable adaptations for limitations due to any disability documented with the DRC, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#> ; Phone: (480) 965-1234; TDD: (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific [location and contact information](#) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the [DRC website](#) for eligibility and documentation policies (<https://eoss.asu.edu/drc>). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

TITLE IX AND MANDATED REPORTER POLICY

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

POLICY ON SEXUAL DISCRIMINATION

Policy on sexual discrimination as described in [ACD 401](#), "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty

**COURSE POLICIES
(continued)**

members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

**ADDITIONAL
RESOURCES**

STUDENT SERVICES & RESOURCES

You will find a list of student resources at: <https://eoss.asu.edu/resources>. Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

NOVEL CORONAVIRUS INFORMATION AND UPDATES

You will find information and Frequently Asked Questions here: <https://eoss.asu.edu/communityofcare>. You will find Novel Coronavirus updates and announcements here: <https://eoss.asu.edu/health/announcements/coronavirus>.

NON-EMERGENCY STUDENT CARE PROCESS

If you are concerned for a your own or a fellow student's well-being, please review the information and complete the form at: <https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process> and the HIDA Care Team will reach out.

FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

ACADEMIC CALENDAR AND IMPORTANT DATES

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>.