

**New York Institute of Technology
School of Architecture and Design**

**Architecture Program Report for 2017 NAAB Visit for
Continuing Accreditation **FINAL****

Bachelor of Architecture Program [160 semester credits]

Year of the Previous Visit: 2011

Current Term of Accreditation: [6-year term 2011-2017]

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SECTION I. PROGRAM DESCRIPTION

I.1.1 HISTORY AND MISSION

New York Institute of Technology (NYIT)

NYIT is a non-profit, independent, private institution of higher education founded in 1955. We offer ninety undergraduate, graduate, and professional degrees in more than fifty fields of study, including architecture and design; arts and sciences; education; engineering and computing sciences; health professions; management; osteopathic medicine. From just nine students attending classes in one New York City building in 1955, NYIT now enrolls more than 10,000 students in seven academic schools at its Old Westbury, NY, and Manhattan campuses and at a variety of other domestic and international locations. To date, nearly 100,000 students have graduated from NYIT.

NYIT's growth has been mission-related and responsive to changes in the region's demographics and the demand for new expertise in the workforce.

NYIT's mission:

- to provide career-oriented, professional education;
- to offer access to opportunity to all qualified students;
- to support applications-oriented research that benefits the larger world.

NYIT's current leadership is committed to continuing the transformation of NYIT into a "21st-century global university," a concept that will undoubtedly take on different meanings in the decades ahead. To guide future growth and change, in 2005-2006 NYIT conducted a comprehensive strategic planning process called "NYIT 2030," articulating its vision for the long-term future and identifying six strategic goals. Since the plan was published in 2006, all six goals have been supported by annual task plans and resource allocations and progress has been measured and publicized via a "2030 Scorecard." NYIT has invested in academic areas where it has distinctive expertise and where there is strong demand. We have made a conscious choice to invest simultaneously in domestic programs and facilities and to strengthen our presence abroad. Eighteen months of work on updating the plan was concluded in December 2015, with the acceptance of "NYIT 2030 version 2.0" by the Academic Senate and Board of Trustees.

A distinctive feature of NYIT is its focus on technology, in part because of its name and the fact that many of its programs relate to technology or the employment of technology. NYIT played a key role in the development of 3-D computer animation. In the 1980s, the NYIT Computer Graphics Lab was one of the top computer graphics research and development groups in the world. Many of the original CGL team now form the elite of the computer graphics and technology world, with members going on to Silicon Graphics, Microsoft, Cisco, NVIDIA, and others, including Pixar President Ed Catmull, Pixar co-founder and Microsoft Graphics Fellow Alvy Ray Smith, Pixar co-founder Ralph Guggenheim, Walt Disney Feature Animation Chief Scientist Lance Williams, Dreamworks animator Hank Grebe, Netscape and Silicon Graphics founder Jim Clark (James H. Clark), Microsoft Graphics Fellow Jim Blinn, Thad Beier, Andrew Glassner, and Tom Brigham. Systems programmer Bruce Perens went on to co-found the Open Source initiative.

Another distinctive feature of NYIT is its global presence. Programs are currently offered in Canada, China, and the Middle East. NYIT's global presence is not simply a series of auxiliary activities, but rather a vital and integral aspect of its overall structure. These programs are central to NYIT's mission, in part because they provide broader access to opportunity for many more students. As NYIT reinvents itself into a 21st-century university, it strives to become a truly global institution, with ideas, research, and academic discourse flowing both from New York to its international locations and from the rest of the world to New York through both virtual and physical exchanges. There is a strong commitment to quality reflected in both the academic programs and administrative functions — as well as in the people (students, faculty, and staff). Providing

students with a high-quality education is not simply an idealized goal, but is essential for an institution that provides professional and career-oriented programs.

NYIT School of Architecture and Design

The mission of the School of Architecture and Design (SOAD) is to provide a design and technology-based 21st century professional education that fosters leadership in the profession and within the community.

The School of Architecture and Design established what is defined as three Core Values, or specific educational aspirations, which guide the mission of the School. The Core Values are Design Intelligence, Building Technology, and Leadership.

Design Intelligence is about cultivating intellectual rigor by emphasizing individual creativity and an appreciation of history and culture and the contributions made by architects to the art and science of building.

Building Technology underlines the importance placed by the School on technology as a part of education in architecture. It is manifested in the SOAD's curriculum - in structures classes, environmental systems, sustainability and building construction. Coursework often integrates hands-on exercises.

Leadership is an attribute of character that the School aspires to instill in students and is cultivated through program-wide team projects that demand cohesive interaction and the establishment of clear organizational structures. Leadership is also developed through the holistic and ethical foundations of the NYIT educational experience. The School actively participates in international initiatives where student self-confidence in the communication of their ideas and their designs is acquired by working in collaboration with other institutions.

The history of the School of Architecture and Design has been closely associated with the development of the university since its inception. In January 1973, the Board of Regents of the State of New York, in response to the perceived need for a professional degree program, authorized NYIT to offer a five-year architecture program leading to the Bachelor of Architecture. The School was accredited to award the professional degree in 1978.

In the spring of 1978, the concept of Centers of Instruction, which emphasized career-oriented education, was introduced at NYIT. In the fall of 1978, the divisional organization of Architecture and the Arts was replaced by two new Centers. The Media and Arts Center absorbed all the arts, interior design, and communication arts curricula, while the Center for Architecture offered an exclusively architectural curriculum. With this administrative reorganization, all instructional programs at NYIT were headed by a Director. In 1986, the word "Center" was changed to "School", the name of its administrative head was changed from "Director" to "Dean", and "Associate Directors" became "Chairpersons". All functions and duties remained the same. From 1983 to 2006, The School of Architecture offered courses at three New York campuses: Manhattan, Old Westbury, and Central Islip. NYIT closed most of its classes at its Central Islip location in 2006 to better focus its resources.

In 1991 the School of Communication Arts was disbanded, and the Department of Fine Arts, including Fine Arts, Graphic Arts, and Interior Design were rejoined with the School of Architecture to become the School of Architecture and Fine Arts. In 1995, the School was again reconfigured to offer degrees in architecture and interior design.

The Bachelor of Fine Arts in Interior Design program gained professional accreditation from the Foundation for Interior Design Education Research (FIDER) in 1984. FIDER was renamed CIDA and the Interior Design Program currently possesses CIDA accreditation status. The Interior Design program offers courses at Old Westbury and shares space with the architecture program in Education Hall. In

2010, the School of Architecture and Design realigned its foundation courses (courses shared with BSAT students) to facilitate greater interdisciplinary/collaborative alignment between the BFA in interior design, the BARCH and the BSAT degrees.

The Board of Regents of the State of New York authorized the offering of a post-professional Master of Architecture in Urban and Regional Design in 1997. This program is offered at the Manhattan campus and is comprised of a three-semester, 36-credit curriculum, focusing on the issues of metropolitan and regional design. The name of this program was changed to Masters of Science in Architecture, Urban and Regional Design in 2014.

The administration of the university and that of the School of Architecture and Design continues to evolve. In September 2000, the Board of Trustees appointed the former Vice President for Academic Affairs, Dr. Edward Guiliano, to be the President of the university. With the appointment of Dr. Guiliano and the recruitment of Dr. Rahmat Shoureshi in 2011 as Provost, the university demonstrated its continued commitment to academic advancement and growth as well as a renewed commitment to the quality of academic services and support of the university faculty.

In February 2001, following a national search, NYIT President Edward Guiliano appointed Judith DiMaio, then an associate professor at Yale University's School of Architecture and the director of the undergraduate major in Architecture at Yale College, as Dean of NYIT's School of Architecture and Design. In spring of 2016, following a national search, NYIT president appointed Maria R. Perbellini, then an Associate Dean for graduate programs at Texas Tech University College of Architecture, as Dean of NYIT's School of Architecture and Design.

NYIT School of Architecture and Design Activities and Initiatives

Service to community is demonstrated by the School's external joint collaboration projects with various outside community groups; for example, the 2012-2013 Operation Resilient Long Island post-Hurricane Sandy resiliency effort and through the NYC-DDC Town and Gown program, of which the NYIT SOAD was a founding member (2015-present).

The faculty and students of the School regularly design and participate in local and international competitions. This often brings local and international media attention to the university. Some recent examples include the student led 2012-2013 Comprehensive Coastal Communities Resiliency Competition (to rebuild after hurricane Sandy) and the 2015-2016 Mobile Architectures for Strategic Healing (MASH PAD) Competition (a response to the Ebola epidemic in West Africa).

A distinctive feature of the School of Architecture and Design is the broad-based skill sets that students accumulate through the rigor of the design studio and technology sequences. The internal design expertise of the School is regularly called upon by the institution in numerous ways: student work is featured in digital media and exhibitions; students and faculty are asked to give input on facilities projects. They have acted as speakers at NYIT-sponsored conferences, including the 2015 Sustainable Mega Cities Symposium in Beijing, China.

Being known as a global university is part of NYIT's 2030 vision; today more than ever, design takes place within a global framework. As this framework expands, the knowledge needed to practice is becoming broader and diverse in scope. To help students think and act creatively and critically as designers within a global framework, the NYIT School of Architecture and Design actively pursues international exposure opportunities for our students. It does so through study abroad programs, summer abroad programs, international visiting professor programs, and studio projects in distant locations.

Interdisciplinary Research: Interdisciplinary research is a part of NYIT's 2030 vision. The sLAB (Student-Led Architecture Build program) includes collaborations with other academic programs at NYIT, including Engineering, Business and Management, and Communication Arts and Culinary Arts. These efforts continue to yield educational dividends and facilitate ongoing public discourse on the benefits of sustainable design and building technology. An example is Associate Professors Matthias Altwicker AIA LEED AP (School of Architecture and Design) and Nicholas Bloom, Ph.D. (College of Arts and Sciences) collaboration on Affordable Housing in New York: "The People, Places, and Policies That Transformed a City".

NYIT's 2030 plan has always featured continuing preparations for students to enter professional careers. NYIT School of Architecture and Design alumni are among the largest groups of active licensed professionals in New York State.

Institutional Benefits to the Program

Located in both the heart of New York City and Long Island, the University is an active participant in the Metro New York Community. The location becomes a hub for opportunities to host a vibrant lecture series, which takes advantage of the world-class facilities at the Auditorium on Broadway and the de Seversky Center. NYIT is also an active participant in location-based initiatives, such as the nonprofit CityArts Ornaments for Lincoln Center project that included NYIT students from the College of Arts and Sciences and schools of Architecture and Design and Engineering and Computing Sciences. On Long Island, NYIT will function as the hub for a collaboration with the Governor's Office of Storm Recovery for the study of the Mill River Watershed.

Global Access: The University's global campuses in Abu Dhabi-United Arab Emirates, Beijing and Nanjing-China and Vancouver-Canada increasingly provide emerging opportunities for global engagement. The School of Architecture and Design has an Interior Design program in Abu Dhabi (initially accredited in 2008 with accreditation reaffirmed January 2015).

Multidisciplinary Project Support: The Operation Resilient Long Island, Costa Rica Recycling Center, AppDock for Africa, and Home2O projects received financial support from NYIT to close the gap between project costs and student fundraising efforts. The participation of students and faculty from other programs in the university – Engineering, Management, Interior Design, and Communication Arts added richness to these efforts. NYIT helped facilitate the patent for the Home2O (upcycled water bottle roofing system) project and the provisional patent for a Lounge Chair exhibited at the Milan Furniture Fair.

Student, Faculty and Alumni Promotion: The achievements of architecture students and faculty are prominently featured in NYIT's advertising, videos, magazines and promotional material.

University-wide events: In 2015, an interdisciplinary conference sponsored by NYIT ("Sustainable Mega Cities") was held in Beijing, China. In recent years, the university has also held conferences at the United Nations, a Water Conference in Beijing with Peking University, and a MOOC Conference in Nanjing, China in 2014. A yearly energy conference is held each June at one of NYIT's New York campuses and a yearly TEDxNYIT conference is held in Manhattan. Events such as these reinforce both the missions of the university and the School of Architecture and Design.

Holistic Development

Architecture has the functional task of creating built environments for human activity. It is an expression of human values and it must address the interrelated physical, social, political, economic and cultural issues of

our time. The program's curriculum reflects this breadth of knowledge. Design is an intellectual exercise and art form. It requires the integration of liberal ambition and the technology of building. Pedagogically, the design studio sequence provides a project-based, experiential learning environment that allows students to apply knowledge from other areas of the curriculum. The School maintains that the emphasis on design and practicum-based learning within the curriculum prepares students for effective participation in the profession and for rendering service to the public. Students define their own goals and career paths based on the knowledge acquired in the classroom and tested through the varied projects in the design studio, technology sequence and other project based courses in the program.

The School of Architecture and Design entails excellence based on strong pillars of research and design pedagogy. Facing a crucial transition with a new Dean recently appointed, the School's community is ready to embrace new challenges activating novel and entrepreneurial approaches. NYIT is the perfect place to foster innovation and advance discovery. The Strategic Plan NYIT 2030 version 2.0 (2015) emphasizes that endless possibilities can be activated here.

Every day technological advances are introduced in each sector of investigation, most of them still beyond the limits of our imagination. By encouraging collisions of ideas and infusing energy, future paths of curriculum development will include innovative technology as something available to everybody, as part of the education of each student. Opening up the unpredictable possibilities of research, this strategy will operate to enhance faculty research opportunities and implement new pedagogical models facing the profession's rapid and complex changes.

Within the effort to be in sync with the evolution of professional practices, the program can advance the design field in extraordinary ways and has the potentials to respond to the challenging demands of the profession. We have the privilege to help students to transform an interest in a leading career.

The development of interdisciplinary fields of study, supported by collaborations with other units, departments and programs at NYIT, will prepare students for future transformative academic and professional leading roles through specialized areas and significant global issues related to the natural and built environment. Technology based curricula with interdisciplinary courses will offer strong quality and unique educational experiences fostering environmental awareness, sustainable solutions and social responsibility.

I.1.2 LEARNING CULTURE

The NYIT School of Architecture and Design strives to provide a positive and respectful learning environment that encourages the fundamental values of optimism, respect, health-related time management, sharing, engagement, and innovation among the members of its faculty, student body, administration, and staff. The school encourages students and faculty to uphold these values as the guiding principles of professional conduct throughout their education and subsequent careers. The foundation of academic work is intellectual integrity, academic freedom, credibility and trust. The basis of this is the School of Architecture and Design - Studio Culture Policy. The studio culture policy statement is a student-driven process. AIAS leadership works with the entire student body on both campuses to rewrite the document with facilitation from faculty. The document is then submitted to the School's Curriculum Committee, and then the entire faculty, for comment. The process is reassessed on a five-year basis, with faculty, students and administration participating in the reassessment process. This policy was most recently discussed and approved by the faculty at the Spring 2016 retreat. This document is now included in all studio course books and its effectiveness will be studied with a series of surveys to be distributed at the end of the upcoming semesters.

The NYIT SOAD Studio Culture Policy is available at <http://nyitnaab.com/documents/>, but also included in full here:

Architecture is a field of study that requires tremendous passion and dedication. Professors expect a great deal, the workload can be daunting, and the range of skills and abilities one is expected to master is immense. Studio courses are particularly demanding, which is why they need to be assessed on an ongoing basis. According to the AIAS (American Institute of Architecture Students) Studio Culture Summit Report (2004), studio-based education has been highly effective at facilitating life-long learning, creative expression, self-discovery, and interdisciplinary research. It aims to foster healthy and productive competition, effective mentoring, a strong sense of community, critical thinking, and self-reliance. By the same token, it can also lead to rivalry and excessive competitiveness; it can perpetuate a climate of insularity; it can stifle innovation. The studio experience tends to reward “star” power (i.e., individualism over collaboration) and has the potential to allow arbitrary or ungrounded instructor criticisms to go unchallenged.¹

How do you remedy the problems of studio-based architectural education without also compromising the many benefits it affords? The AIAS’ Studio Culture Summit Report, the Second AIAS Task Force on Studio Culture (2008), and the National Architectural Accrediting Board’s (NAAB) Conditions of Accreditation provide us with a number of clues. The AIAS’ recommendations include acknowledging that change is already occurring (i.e., that studio-based education is always evolving); developing a code of best practices; awarding effective pedagogy; improving communication and coordination between faculty; fostering dialogue, participation, and personal responsibility.² NAAB, meanwhile, emphasizes the importance of creating a “positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.” Every accredited school of architecture must adopt “a written studio culture policy with a plan for its implementation and maintenance and provide evidence of abiding by that policy. The plan should specifically address issues of time management on the part of both the faculty and students.”³

What is NYIT’s studio culture policy? What, more specifically, do we mean by this term? Here at NYIT, we interpret studio culture comprehensively and holistically. It is not limited to studio courses, but extends to all aspects of our academic community. Throughout our curriculum, we especially emphasize good citizenship, which for us means being responsible for one’s actions. It means practicing mutual tolerance, respect, and accountability. It means maintaining community and trust, where healthy competition can thrive. At NYIT, we have a flexible admissions policy, which allows us to attract students who hail from a range of academic and professional backgrounds. We occupy two campuses, one in Long Island and a second in Manhattan, which has made us extremely diverse, ethnically, socially, intellectually, and culturally. We are primarily a commuter-based school, which means we attract individuals who are independent and motivated, rooted in their communities, and acutely aware of the importance of time- management. Our studio spaces are not always open on a twenty-four hour basis, which has forced our students to become more organized. Our graduates are known for their entrepreneurialism, professionalism, leadership skills, and design and technical abilities, and we make every effort to nurture these values in studio.

A number of institutions, individuals, and organizations play a vital role in defining and managing our academic community. This list includes the AIAS, the School of Architecture and Design’s (SoAD) Curriculum and Technology Committees, NYIT’s Office of Campus Life, the SoAD’s dean and campus

chairs, the AIAS faculty advisors, the AIAS national leadership, the ACSA, and the Student Government Association (SGA). Of the organizations just mentioned, the AIAS' role is especially important, as it is one of the collateral organizations that comprises NAAB and as such participates in evaluating accredited programs such as ours. At NYIT, our local AIAS chapters have acted as effective conduits for voicing student needs and concerns. They facilitate meetings between faculty, administration, and staff. They give students a collective identity and holds them accountable for their conduct. They outline areas needing improvement in our school. They partner with the faculty and administration in re-evaluating and revising our Studio Culture policy on an annual basis. They participate in faculty committees and curriculum deliberations. They play an active role nationally in AIAS governance.

What are the highlights of NYIT's studio culture? We have a long-standing tradition of encouraging design-build initiatives, which means that our students are well-equipped to work collaboratively across disciplines. Our program boasts a number of highly-regarded study abroad programs, which expose students to cultures and traditions from around the world. (In recent years, studios have been conducted in Italy, The Netherlands, Germany, China, and Egypt.) Students can expect an intimate classroom experience taught by dedicated and accomplished professionals. Studio coordinators work closely with faculty from our history/theory, technology, and liberal arts divisions in coordinating their respective syllabi and course objectives. Our school boasts a two-semester thesis sequence that allows students to pursue individualized themes and issues with leading designers and architects. We also regularly organize events that allow students and faculty to share ideas with one another, as well as with the NYIT community at large.

What are some of the resources and amenities that every NYIT student can expect in our school? Here is a partial list, drafted by the AIAS in collaboration with the SoAD's faculty and administration:

- Students should always expect well-maintained classrooms, studio spaces, computer labs, and fabrication labs. They can expect that all hardware and software they use will be current and properly maintained, and that all classrooms will be outfitted with appropriate media – whether it be projectors, computers, or monitors. It will also maintain plotters and other print-related media.
- Students should also expect that their education will always be professionally relevant. They will be prepared for portions of the ARE (Architectural Registration Examination) by the time of graduation and will always be taught by leading scholars, researchers, and professionals. Every effort is made to assist students with job placement, particularly through the resources of NYIT's Career Services Office, as well as to keep them informed about IDP (Intern Development Program) and other opportunities relevant to practicing architects.
- The School of Architecture and Design pledges to do everything it can to maintain an environment that is tolerant and respectful *vis-à-vis* its diverse students and faculty, and which is safe for all individuals and their property.
- The School of Architecture and Design will continue to teach professional excellence, not only by imparting basic design and critical thinking skills, but also by emphasizing time management, collaboration, and professionalism. We do not believe that “pulling all-nighters” needs to be a part of architectural education. On the contrary, our view is that the best professional is the one who manages his or her time best, who is well-read and well-rounded, and can connect her or his professional training to the concerns of the broader world at large.

On a final note, it needs to be stressed that our goal at NYIT is to educate “the whole architect,” and to that end one of our primary objects is to assist students with figuring out how to get the most out of their education, not just intellectually and artistically, but also socially and emotionally. Along these lines, if

you have suggestions about how we can improve the quality of your experience at the SoAD, or in studio more specifically, we would love to hear from you. We encourage you to get involved with your local AIAS chapter. We urge you to communicate your concerns to your campus chair or dean.

To obtain assistance with time-management issues, feel free to speak to NYIT's Office of Academic Life and Retention Services, your department chair, or faculty instructor. For more information about studio culture in general, be sure to review the literature on this topic available on the AIAS Website:

<http://www.aias.org/website/article.asp?id=78>.

¹ Clark Kellogg and the American Institute of Architecture Students (AIAS), *The Studio Culture Summit Report* (2004): 10-11. Available online at <http://www.aias.org/website/download.asp?id=313>

² Ibid., 12.

³ To view NAAB's Conditions of Accreditation, http://www.naab.org/accreditation/2004_Conditions_2.aspx.

In addition to the Studio Culture Policy, NYIT has developed a series of contracts, policies and constitutions to insure that all members of the NYIT community understand these principles; these documents are reassessed and updated on an ongoing basis. www.nyit.edu/policies

Academic Integrity Policy: A learning community can only be maintained if its members believe that their work is judged fairly and that they will not be put at a disadvantage because of another member's dishonesty. For these reasons, it is essential that all members of the NYIT community understand our shared standards of academic honesty. More than just a series of regulations, the Academic Integrity Policy serves as a guide for students and faculty for understanding these standards and their importance to NYIT.

Code of Responsible Technology Usage: Information owners, both individual and institutional, must make conscious and explicit efforts to state and enforce their expectations of ethical behavior. Information users have an obligation to recognize the information owner's rights in order to protect and preserve their own rights to use that information.

Constitution of the Student Government Association: The Student Government Association, through its elected representatives, is the NYIT student organization recognized by the university administration as having the responsibility to act on matters that promote the general welfare of the student body.

Faculty Handbook: The Faculty Handbook provides information about all aspects of NYIT. It assists faculty in carrying out their professional responsibilities in teaching, research, and service. Links to and web addresses are provided for other NYIT documents, including the Collective Bargaining Agreement and the Academic Senate Constitution. The document was last reassessed and updated in June 2015.

NYIT-AAUP Collective Bargaining Agreement: Mutual benefits are to be derived from a continual improvement in the position of the university as an institution of higher learning. The faculty act as advisors in developing educational programs by making recommendations through the Academic Senate to the president. The agreement is in effect Sept. 1, 2012- Aug. 31, 2017.

Student Handbook: The Student Handbook provides information about all aspects of NYIT to assist students. The student handbook was assessed and updated in June of 2015.

Student Grade Appeal Procedures: The Student Grade Appeals procedures provides for a fair and equitable means of appealing grades.

As referenced above, New York Institute of Technology reaffirms its desire to create an environment for all students and employees which is based on ability and performance. To that end, it is the policy of NYIT to administer all of its educational and employment programs and related supporting services in a

manner which does not discriminate because of an individual's gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, sexual orientation, or political affiliation. Equal Employment Opportunity: In compliance with university policy, the NYIT School of Architecture and Design strives to provide faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities.

NYIT offers a diverse range of support mechanisms for diverse student body:

Alumni Events: Friends of the NYIT School of Architecture and Design (FRIENDS) is comprised of alumni with a mission to promote a working relationship between the architecture, construction and interior design industries and the students of NYIT's School of Architecture and Design. The group provides assistance in raising money to support specific projects, lectures, scholarships, and programs that benefit the architecture and interior design programs; helps provide input with regard to current trends in the industry; helps identify and promote internships, mentoring and career opportunities for NYIT students; and helps promote and enhance NYIT's American Institute of Architecture Students (AIAS), Interior Design Club (IDC) and Construction Management Association of America (CMAA) programs. The AIAS, IDC & CMAA student organizations have sponsored talks by local architects and have invited FRIENDS members to their meetings.

Athletics: NYIT students can participate in both intercollegiate athletics and local recreation programs. Student athletes have been recognized for their active involvement in community service with partners such as the Boys & Girls Club, CYO, Ronald McDonald House, and others.

Counseling and Wellness Services Offices: NYIT's Counseling Services offer short-term counseling to NYIT students who may be experiencing personal, social, or academic concerns. The Office of Wellness Services oversees immunization compliance and maintains all of the school's immunization records. The Office of Accessibility Services coordinates all NYIT services pertaining to students with disabilities to foster a barrier-free academic environment. NYIT's Academic Health Care Center, staffed by physicians and advanced medical students from NYIT's College of Osteopathic Medicine, offers health and medical services to students, faculty, staff, and community members in Old Westbury. Urgent Care Facilities are available to NYIT students, faculty, and staff in Manhattan.

Early Warning System: At the end of the first semester, if a student's performance is assessed as still needing improvement, they may be placed on academic probation where they receive enhanced academic supervision and assistance. Effective Spring 2017, NYIT will begin utilization of Education Advisory Board's Student Success Collaborative platform, a systematic electronic early warning system, which combines predictive analytics and enhanced communication tools to keep advisors informed and allow for early interventions.

Honors Programs: The NYIT honors programs provide high-achieving students an opportunity to showcase and celebrate their academic accomplishments within the university. NYIT students are annually inducted into fourteen national honor societies where they join the ranks of more than 700,000 members nationwide.

Learning Center: The primary goal of the Learning Center is to provide students with the skills and confidence they need to become independent, self-directed, and goal-oriented learners. A technologically supported facility, the center provides free tutorial support in a broad range of courses.

NYIT Academic Advising: Academic Advising is a critical component of the educational experience for NYIT students. It encourages students to develop decision-making skills, to think critically about goals and objectives, and to assume responsibility for their actions and plans. NYIT offers a range of academic advising resources—including faculty advising, the Advising and Enrichment Center—to assist students

in making meaningful educational plans that are compatible with their career goals.

NYIT Alcohol Edu: Mandatory for all first-year students, Alcohol Edu is an online alcohol education and prevention program. Completion of Part 1 and 2, including achieving a grade of at least 75 on the Alcohol Edu exam, is a college requirement.

Office of Career Services: The Office of Career Services assists qualified students in obtaining and maintaining both for-credit and non-credit internship experiences and provides job search assistance. NYIT Career Net is an online tool that lists jobs and internships around the world. The office also holds job fairs specifically targeted at architecture students throughout the year.

Orientation: New Student and Family Orientation are designed to help new students transition to NYIT. Current students, staff, and faculty welcome incoming students and their family members to NYIT by creating an environment to prepare them for their journey through college and helping students meet new people. Through various sessions, students and their families become familiar with the larger NYIT Community, enabling their ability to navigate campus offices, services and resources designed to help them succeed in their college careers.

Professional Organizations: Faculty, students and alumni interact and participate actively in the professional community. They regularly attend professional conferences, serve in leadership positions in the AIA, AIAS, NCARB, CMAA, USGBC, and similar organizations, and engage in the exchange of ideas with their colleagues.

School of Architecture and Design Faculty Advising: During registration periods, each student must meet with a full-time faculty member who reviews the student's transcript, discusses progress through the program, and approves the courses chosen. In addition to the advising done at registration, full-time faculty members maintain office hours for student advising and support throughout the semester.

SOURCE: NYIT sponsors an annual Symposium on University Research and Creative Expression (SOURCE) to foster research/creative skills, personal development, and stimulate the exchange of ideas among undergraduate and graduate students from all NYIT campuses. Students must apply to participate and presenters may receive one credit towards their degree along with a certificate of recognition by working with the School on their essay.

Student Government & Clubs: NYIT's Student Government Association (SGA) is the official voice of the student body. The SGA advocates on behalf of student interests—academic, cultural, and social. It is charged with working with the college's faculty and administration to improve every facet of campus life. In addition, the SGA oversees the budgeting process for all recognized student clubs and organizations including those specific to the School of Architecture and Design (AIAS, Freedom by Design, NOMA, CMAA, Interior Design Club), and supports a variety of campus-wide events.

Student Intellectual Social Events: Students and faculty also participate in, and benefit from, a variety of intellectual and social events organized by other parts of the university including musical performances and lectures, social events (picnics, musical event, etc.), and athletic events organized by Student Government Association.

Enrollment Services Center (ESC): Enrollment Services Center (ESC) is a one-stop enrollment services resource where students can ask questions; take care of registration and financial needs. SSC managers are trained to look at students in a holistic manner, making sure students always have the right information to keep their college careers on track. They are there to help students understand and take care of the "business" of college life.

Support for Life-Long Learning: Life-long learning is developed by encouraging students' sense of curiosity and the ability to share what they know, in the design studios, through travel, clubs, support networks, NYIT libraries and on special projects. Students participate in faculty research and discuss its relationship to the faculty member's professional work or teaching. The Symposium on University Research and Creative Expression (SOURCE), student-driven Pecha Kucha presentations and regular exhibitions of studio work in the school's gallery and website allow students to display their work to the NYIT community. Faculty and alumni participation in the ongoing events of the school make visible the NYIT's support for life-long learning.

I.1.3 SOCIAL EQUITY

NYIT prepares students to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected. It is the policy of NYIT to administer all of its educational and employment programs and related supporting services in a manner which does not discriminate because of an individual's gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, sexual orientation, or political affiliation. In compliance with university policy, the NYIT School of Architecture and Design strives to provide faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities.

The NYIT School of Architecture and Design believes that a diverse faculty and student body is part of our strength. Diversity in the BARCH program is tracked through ongoing assessment plans, which are developed on a yearly basis.

The charts below show datasets for student diversity, comparing all of NYIT to the SoAD. Of note:

- The male/female split overall is 57/43, while in the SoAD it is 67/33.
- The percentage of white students is almost the same 26.5 overall to 25.0 in the SoAD
- The percentage of Asian students is twice as high at the university level (15.9 to 7.0)
- The percentage of Hispanic students is twice as high at the SoAD level (19.8 to 9.0)

| NYIT Fall 2016 Enrollment (Domestic and Online Locations; excludes ELI and Extended Education Students) | | | | | | | |
|---|-------------|------------|-------------|------------|-------------|-------------|-------------|
| | Male | | Female | | Total | | Grand Total |
| | Full Time | Part Time | Full Time | Part Time | Full Time | Part Time | |
| American Indian/Alaska Native | 6 | 2 | 2 | 1 | 8 | 3 | 11 |
| Asian | 605 | 63 | 503 | 49 | 1108 | 112 | 1220 |
| Native Hawaiian/Oth Pac Island | 11 | 0 | 7 | 0 | 18 | 0 | 18 |
| Black/African American | 206 | 37 | 135 | 51 | 341 | 88 | 429 |
| Hispanic of any race | 328 | 49 | 219 | 59 | 547 | 108 | 655 |
| White | 951 | 144 | 760 | 176 | 1711 | 320 | 2031 |
| Two or More | 73 | 10 | 61 | 6 | 134 | 16 | 150 |
| Non-Resident Alien (IPEDS) | 1070 | 224 | 664 | 164 | 1734 | 388 | 2122 |
| Race and Ethnicity unknown | 477 | 110 | 345 | 89 | 822 | 199 | 1021 |
| Grand Total | 3727 | 639 | 2696 | 595 | 6423 | 1234 | 7657 |

Student Diversity, NYIT Overall, 2015

Pre-Professional Students in Programs

| | Male | | Female | | Total | | Grand Total |
|---|------------|-----------|------------|-----------|------------|-----------|-------------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time | |
| American Indian or Alaska Native | 1 | 1 | 1 | 0 | 2 | 1 | 3 |
| Asian | 14 | 2 | 8 | 1 | 22 | 3 | 25 |
| Native Hawaiian or other Pacific Islander | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Black or African American | 13 | 0 | 7 | 1 | 20 | 1 | 21 |
| Hispanic/Latino | 41 | 7 | 18 | 3 | 59 | 10 | 69 |
| White | 55 | 9 | 20 | 3 | 75 | 12 | 87 |
| Two or more races | 1 | 3 | 1 | 1 | 2 | 4 | 6 |
| Nonresident alien | 21 | 4 | 31 | 0 | 52 | 4 | 56 |
| Race and ethnicity unknown | 52 | 9 | 16 | 4 | 68 | 13 | 81 |
| TOTAL | 199 | 35 | 102 | 13 | 301 | 48 | 349 |

Student Diversity, SoAD, 2015

Gender equity has been encouraged by increased leadership roles for female faculty and students. Two of the SOAD's most recent tenure track hires are women, and within the administrative leadership team the new Dean and the two of the three Chairpersons are women. Students Victoria Vuono and Somer Galal were both past AIAS presidents, and the AIAS organized a "Women in Architecture" roundtable, inviting female faculty, professionals, and alumni to discuss their experiences with students on campus. Two scholarship awards, the Maria Bentel Travel Award and the Gina Pisano Ricci Award are specifically for female architecture students.

Access to global multicultural diversity is pursued via alliances with other universities in the study abroad program (Italy, Spain, Germany, and India), alliances and joint studios with universities such as Politecnico di Milano Italy, Oxford Brookes University England and with sLAB (Student Led Architecture Build) community engagement projects in Costa Rica (recycling center), Puerto Rico (beach pavilions), Paris (Villa Stein) and PAL Boxing (a project to design a new boxing facility for disadvantaged youth).

On a local level, diversity is embraced via articulation agreements with local community colleges.

NYIT Diversity Policy: New York Institute of Technology is an equal opportunity employer and complies voluntarily with the concepts and practices of affirmative action. It recruits, hires, trains and promotes into all job levels the most qualified applicants without regard to race, color, religion, gender, age, national origin, citizenship status, marital status, sexual orientation, disability or veteran status. All such decisions are made in accordance with established personnel policies and by applying objective standards based on the individual's qualifications as they relate to the particular job. The Institution effort ensures that minorities, women, disabled persons, and veterans are given full and appropriate consideration for employment, promotions, counseling, training, and for participating in all university programs and activities.

Table 1: NYIT Faculty Race/Ethnicity and Gender, Fall 2015

| Total number of Full-time Instructional Staff | | | |
|---|------------|-------------|-------------------|
| As of November 1, 2015 | | | |
| Race/ethnicity | Total men | Total women | Total (men+women) |
| Nonresident alien | 0 | 0 | 0 |
| Hispanic/Latino | 5 | 2 | 7 |
| American Indian or Alaska Native | 2 | 0 | 2 |
| Asian | 35 | 23 | 58 |
| Black or African American | 4 | 4 | 8 |
| Native Hawaiian or Other Pacific Islander | 1 | 0 | 1 |
| White | 139 | 86 | 225 |
| Two or more races | 0 | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 | 0 |
| Total | 186 | 115 | 301 |

Table 2: Architecture Faculty Race/Ethnicity and Gender, Fall 2015

White: 75% for NYIT, 80% for SoAD

Male: 62% for NYIT, 75% for SoAD

NYIT Statement on Non-Discrimination: NYIT does not discriminate in admissions or access to, or operation of, its programs and activities on the basis of race, color, national origin, religion, creed, ethnicity, disability, age, marital status, sex/gender, sexual orientation, veteran status, or any other legally protected status. NYIT complies in full with Title IX of the Education Act of 1972 and the implementing regulations which prohibit discrimination on the basis of sex in all educational programs and activities. Any inquiries concerning Title IX may be referred to NYIT's Title IX Coordinators or to the Assistant Secretary for the U.S. Department of Higher Education, Office of Civil Rights. NYIT provides reasonable accommodations to any person who has a temporary or permanent disabling condition.

NYIT does not discriminate in admissions or access to, or operation of, its programs and activities on the basis of race, color, national origin, religion, creed, ethnicity, disability, age, marital status, sex/gender, sexual orientation, veteran status, or any other legally protected status. NYIT complies in full with Title IX of the Education Act of 1972 and the implementing regulations which prohibit discrimination on the basis of sex in all educational programs and activities. Any inquiries concerning Title IX may be referred to NYIT's [Title IX Coordinator](#), or to the Assistant Secretary for the U.S. Department of Higher Education, [Office of Civil Rights](#). NYIT provides reasonable accommodations to any person who has a temporary or permanent disabling condition. Persons wishing to discuss an accommodation or a barrier to full participation in NYIT programs and services, may contact:

New York Institute of Technology
 Accessibility Services
 Harry Schure Hall, Room 208
 Northern Boulevard, P.O. Box 8000
 Old Westbury, NY 11568-8000
 516.686.7976

NYIT's Equal Employment Opportunity and Affirmative Action Policy can be found at:
www.nyit.edu/about/statement_on_non_discrimination

I.1.4 DEFINING PERSPECTIVES

The School of Architecture and Design seeks to advance architectural education by encouraging scholarly dialogue within teaching, research and interdisciplinary activity and by fostering a public awareness of architectural education through community engagement and service. This advancement is implemented through annual School of Architecture and Design activities and liaisons with other NYIT departments, other universities, practicing architects, alumni, community groups and collateral organizations both in and outside the United States. In the Boyer Report on architectural education (Building Community: A New Future for Architecture and Practice), the author argues for an increased presence of architects in daily American life. At NYIT, we also believe that since the core of the profession is public awareness and trust, public engagement is critical.

Collaboration and Leadership: Historically, the NYIT School of Architecture and Design has identified Student Leadership as one of its core values. The School offers numerous collaboration opportunities for students and faculty to exercise leadership and team dynamic qualities such as the sLAB (student Led Architectural Build) program, Clubs and Organizations (AIAS, CMAA, Freedom by Design, SGA, ID etc.), the Solar Decathlon, and community service learning projects. Many of these efforts involve and are sponsored by alumni groups such as the friends of the school of architecture and design. Many of the student leadership efforts are celebrated by the school at the annual TEDxNYIT event where students are put on stage alongside industry experts, not as students, but also as experts.

The faculty, staff, and students at the NYIT School of Architecture and Design make unique contributions to the university in the leadership areas of scholarship, community engagement, service and teaching. **Scholarship:** The School of Architecture and Design faculty aspires to teaching excellence. Faculty scholarship is supported through the Office of Sponsored Programs and Research (OSPAR) and through faculty exhibitions, sabbaticals, release time allotments, travel opportunities and financial support to participate in conferences. Student scholarship is supported through the annual Symposium on University Research and Creative Expression (SOURCE), School of Architecture and Design sponsored travel opportunities and financial support to participate in conferences. Classes such as ARCH 401 the community design studio also serves as a venue for collaboration and leadership.

- OSPAR

The NYIT Office of Sponsored Programs and Research (OSPAR) assists faculty and administration in obtaining external funding for the advancement of scholarship and research, institutional development, and student services. Toward this end, OSPAR: 1) provides services and resources for identifying funding sources; 2) advises on and facilitates preparation of grant proposals; 3) collaborates with administration and faculty to promote interdisciplinary teams; and 4) works with sponsor agencies and NYIT post-award offices to manage grant funds. OSPAR holds a yearly faculty scholars' reception to exhibit the schools research and publication achievements.

- SOURCE

NYIT holds an annual Symposium on University Research and Creative Expression (SOURCE) to foster research/creative skills, personal development, and stimulate the exchange of ideas among undergraduate and graduate students.

Design: Historically, the School of Architecture and Design has identified Design Intelligence as one of its core values. Architecture has the functional task of creating built environments for human activity. It is an expression of human values and it must address the interrelated physical, social, political, economic and cultural issues of our time. The program's curriculum reflects this breadth of knowledge. It requires the integration of liberal ambition and the technology of building. Pedagogically, the design studio provides a project-based, experiential learning environment that allows students to apply knowledge

from other areas of the curriculum. The School maintains that the emphasis on design and practicum-based learning within the curriculum prepares students for effective participation in the profession and for rendering service to the public. Students define their own goals and career paths based on the knowledge acquired in the classroom and tested through the varied projects in the design studio, technology sequence and other project based courses in the program. The School of Architecture and Design entails excellence based on strong pillars of research and design pedagogy.

Professional Opportunities: The School of Architecture and Design regularly educates students about the numerous professional opportunities and career paths available including internships and licensure through guest lecturers and class visits by constituent organizations (NCARB, AIA, ENYNA, IFMA, CMAA, IIDA, USGBC etc.), firm visits (Ted Moudis, SOM, HLW, RAMSA, Gensler, AECOM, H2M, Smiros and Smiros, JRS, Perkins Eastman, HOK etc.), career services events and lectures (alumni panelists, career fairs, portfolio reviews, in-class resume, and LinkedIn boot camps, etc.). The transition from IDP through licensure is addressed in professional practice classes (ARCH 481), through alumni talks, NCARB lectures and IDP coordinators. The NYIT sLAB program and student groups such as AIAS and Freedom by Design also explore and highlight professional opportunities.

Stewardship of the Environment: Stewardship of the Environment is part of the NYIT School of Architecture and Design culture. The School participated in two Solar Decathlons, and students were invited to testify to congress on sustainable energy as a result. The sLAB program has produced a recycling center in Costa Rica and the Home2O project was awarded a patent for its up-cycling of disaster water bottles into a roofing structure for disaster sites. The school has held USGBC Leed study groups and a culture of sustainability permeates most undergraduate classes. The school's legacy of practice-based education that includes in-depth examination of issues of sustainability in making buildings has been expanded to include an understanding of the history, social and aesthetic issues surrounding and defining the contemporary meaning of sustainability. The NYIT sLAB program and student groups such as AIAS and Freedom by Design also explore and highlight stewardship of the environment.

Community and Social Responsibility: The School of Architecture and Design's emphasis on producing leaders is practiced within the community, for the most part, and inculcates in students a sense of social responsibility.

- When the Ebola crisis hit in Africa, NYIT School of Architecture and Design students organized "Habitats for Healing," which launched symposia to discuss better response methods and an international competition "MASH PAD (Mobile Architectures for Strategic Healing)" to generate new response strategies.
- Through their work in "Freedom by Design," students have designed and built handicapped ramps for Staten Island residents and have designed a building for a horse farm for handicapped children.
- After the devastation of Hurricane Sandy, students formed ORLI (Operation Resilient Long Island) which organized several symposia getting AIA reps, Community/Government representatives and Architecture Schools together from New York, New Jersey and Connecticut to share best practices. They produced and distributed pamphlets for residents explaining new rebuilding regulations, new FEMA base flood plain elevations. They formed the 3C (Costal Community Competition) to rethink building methodologies. These efforts resulted in a website and book of new building typologies. The students won the National AIAS Community Engagement Award for these efforts.

The goals for the five perspectives are developed and tracked via our long range planning process which is discussed below.

I.1.5 LONG-RANGE PLANNING

NYIT (Institution-level Planning)

NYIT has a strategic plan called “NYIT 2030” (now version 2.0), first published in 2006, which envisions that the NYIT of 2030 will be recognizable in terms of today's institution but at the same time be different in exciting ways. The University will maintain main campuses in New York City and Old Westbury and numerous additional campuses and sites - in the United States and abroad.

To ensure that its strategic plan is as strong over the next ten years as it has been thus far, in 2014 NYIT's President called for members of the NYIT community to participate in a comprehensive review and updating of the plan. The overall charge to members of the Steering Committee (which includes School of Architecture and Design members) for this strategic plan review was to assist in:

- Establishing the planning context through examination of pertinent institutional data (including progress towards goals of the 2006 Strategic Plan), a scan of the external environment, and a review of best higher education strategic planning practices;
- Designing and implementing a collaborative comprehensive review of the existing plan that includes multiple opportunities in multiple formats for broad community participation; and helping to
- Synthesize and integrate this input, exercising their judgment in assessing and integrating that input in order to
- Draft an updated strategic plan: “NYIT 2030 version 2.0.”

Among the questions to be considered:

- How far has NYIT come in meeting its strategic goals? What strategies have been successful? Where could NYIT have done better and how?
- How useful is the 2030 Scorecard? Should the metrics be expanded or changed?
- Would another kind of reporting be more effective?
- How has NYIT changed over the past ten years? How has the field of higher education changed? How has the world changed? What impact, if any, should these changes have on the plan?

An updated version of the strategic plan (“NYIT 2030 version 2.0” was approved by the NYIT's Academic Senate and Board of Trustees in December 2015. The plan expresses the vision and goals for the institution in 2030 as follows:

Vision for 2030

In 2030, NYIT will be a model 21st-century university educating future global leaders and professionals in technology-rich environments where “connectedness” and great teaching will inspire innovation and entrepreneurship, and faculty and students will create and share knowledge that brings positive changes to society.

Restated goals: In 2030...

NYIT's forward-thinking **academic portfolio**, including several top-rated graduate and professional programs, will have anticipated the needs of the global marketplace, ensuring that NYIT graduates are distinctly profession-ready.

NYIT's **applications-oriented research and programs** will demonstrate the exceptional value derived from its unique constellation of academic specialties, links to industry, interdisciplinary

collaborations, global reach, and technology-infused environment.

NYIT will be a **student-centered community** where members of the NYIT faculty, administration, staff, and alumni provide all students with the transformative experiences at the heart of a university education.

NYIT will be home to **high quality teaching and learning** that is consistently challenging, engaging, learner-centered, and profession-focused.

NYIT faculty, administration, staff, students and alumni will address the **globally significant challenges** of an interconnected world at local, national, or global levels in their academic, professional and civic lives.

NYIT will invest in **continuous improvement** in the quality and reputation of its academic and co-curricular programs in pursuit of its strategic vision.

Institutional Planning Documents

- Planning Website
www.nyit.edu/planning/
- Strategic Plan: NYIT 2030, version 2.0 (2015)
www.nyit.edu/files/planning/PLAN_strategic_planning_NYIT2030-SettingDirectionsMeetingChallenges_2015.pdf
- Strategic Plan – NYIT 2030 Setting Directions Meeting Challenges (2006)
www.nyit.edu/files/planning/PLAN_strategic_planning_NYIT2030-SettingDirectionsMeetingChallenges.pdf
- 2030 Scorecard
- www.nyit.edu/planning/tracking_progress_nyit_2030_scorecard
- Project Status Reports
www.nyit.edu/planning/annual_2030_task_plans_reports
- Institutional Assessment Plan
www.nyit.edu/files/planning/PLAN_institutional_assessment_InstitutionalAssessmentPlan_RevSept2012.pdf

School of Architecture and Design (School-level Planning)

The School of Architecture and Design identifies a Strategic Plan as a guiding process for Long Range Planning, supporting the continuous improvements of the program's scope and objectives in line with the Institution's aspirations. The Strategic Plan is written by the Associate Dean with input collected from the entire faculty in a number of ways throughout the academic year. These include full faculty meetings at the start of each semester, and one retreat each semester. Additionally, committees and coordinators provide responses to the Associate Dean regarding issues of course content related to long range planning. The documents can be accessed at http://nyit.edu/planning/plans_reports_soad

Vision

The vision is based in teaching professional leadership via the advancement of NYIT SOAD Core Values: 1) Design Intelligence 2) Building Construction Technology 3) Student Leadership. Its vision is based on a multiyear goals and a set of strategies to achieve successful results.

Goals

As illustrated in the SoAD's Strategy Map 2014-2015, SoAD Goals align with NYIT 2030 Plan version 2.0's Vision and the five NAAB perspectives:

http://www.nyit.edu/files/planning/PLAN_plans_reports_soad_NAAB_ObjectivesMap_2015.pdf

- A.1. Strengthen Profession-based Curricula;
- A.2. Strengthen Links between University and Community via Professional Service;
- B.1. Advance Opportunities for Interdisciplinary Learning and Research;
- B.2. Obtain “Best in Class” Recognition in One or More Core Values Areas;
- C.1. Support Global Educational Opportunities;
- D.1. Strengthen Support for Student Success;
- E.1. Advance Core Values;
- E.2. Develop Supportive Environment for Faculty Scholarly Work;
- E.3. Develop Environmentally Responsible Graduates;
- F.1. Improve SoAD Infrastructure;
- F.2. Enhance Professional Connections.

A newly appointed Dean, Maria Perbellini, started her role on August 22, 2016. The School recognizes that the new Dean should be offered the opportunity to provide inspiring inputs and contributions to the Strategic Plan. Immediately after Dean Perbellini’s arrival, the School has begun a revision of the current Strategic Plan Goals and Strategies with the participation of School’s administration and faculty to ensure that ideas and ambitions for the future direction of the School are reflected in the document.

An **Ad-Hoc Mission and Vision Committee** is working on a draft of the SoAD Strategic Plan Mission and Vision statements as a first step of the full document’s review. The current Strategic Plan will continue to be revised and will seek input and contributions to advance the mission of the School. A draft will be completed for a full review at the end of the Fall 2016 semester, and the implementation of this plan in a coordinated effort with the NYIT 2030 plan will begin in the Spring of 2017.

School Planning Documents: http://nyit.edu/planning/plans_reports_soad

I.1.6 ASSESSMENT

Program Self-Assessment

School of Architecture and Design faculty, administration and students were involved in the participative processes which developed the original NYIT 2030 plan and 2015 update. SOAD program planning typically takes place as outlined below:

Strategic Plan: The strategic planning efforts of the SOAD are guided by the NYIT vision and by the school’s focus on producing professional leadership via the advancement of its core values: 1) Design Intelligence 2) Building Construction Technology and 3) Student Leadership.

Evolution of the Plan: Opportunity to evolve the plan is vested in the various committees and coordinator positions, which represent the school (faculty, administrators, alumni and students). Each coordinator and committee chair is asked to identify the goals for the year they are aligning with and required to report back at the end of the year on progress. To support, communicate, and evolve planning initiatives, the school holds regular assessment day meetings and convocations twice a year and retreats once a year. These are supplemented with student-led town hall meetings, faculty meetings, and committee and coordinator meetings as outlined in the assessment reports. Also, all individual courses are evaluated via student feedback on a semester-by-semester basis. Results from these efforts are fed to the institution to inform its planning processes. The five perspectives are mapped to

the school's goals and objectives.

| ASSESSMENT DAY ACTIVITIES | | | |
|---------------------------|--|-------------|--|
| F ALL 2011 | AUG 31 Assessment Day: Annual assessment activities and plans. | F ALL 2014 | AUG 27 Assessment Day: Results of global competencies assessment |
| | SEPT 1 Convocation Day (Coordinators + Committee Meetings) | | AUG 28 Convocation Day (Coordinators + Committee Meetings) |
| SPRING 2012 | JAN 11 Assessment Day: Leadership Session assessment skills | | NOV 8 Retreat |
| | JAN 12 Convocation Day (Coordinators + Committee Meetings) | SPRING 2015 | JAN 14 Assessment Day: Middle States new standards (III & V) |
| F ALL 2012 | AUG 29 Assessment Day: Results from the Collegiate Learning Assessment | | JAN 15 Convocation (Coordinators + Committee Meetings) |
| | AUG 30 Convocation Day (Coordinators + Committee Meetings) | | MAR 7 Retreat: Visualization curriculum |
| SPRING 2013 | JAN 16 Assessment Day: MSCHE "Rubric for Institutional Student Learning" | F ALL 2015 | SEPT 2 Assessment Day: Institution-level educational goals |
| | JAN 17 Convocation Day (Coordinators + Committee Meetings) | | SEPT 3 Convocation Day (Coordinators + Committee Meetings) |
| | APR 6 Retreat | | DEC 5 Retreat: Accreditation Prep. |
| F ALL 2013 | AUG 21 Assessment Day: The theme was students' global competencies | SPRING 2016 | JAN 20 Assessment Day: NAAB |
| | AUG 22 Convocation Day (Coordinators + Committee Meetings) | | JAN 21 Convocation (Coordinators + Committee Meetings) |
| SPRING 2014 | JAN 15 Assessment Day: MSCHE Criteria # 3 | | APR 23 Retreat: Accreditation Prep. |
| | JAN 16 Convocation Day (Coordinators + Committee Meetings) | F ALL 2016 | AUG 31 Assessment Day: Accreditation Prep. |
| | MAR 29 Faculty Retreat | | SEPT 1 Convocation (Coordinators + Committee Meetings) |

As a result of this planning, the SOAD decided to set up an MARCH program and 4 undergraduate concentrations (Construction Management, Facilities Management, Sustainability Management, and Project Management). The MARCH is up for initial NAAB review in the Spring of 2017, and the BARCH concentrations will be approved by NYIT and NYSED so we may begin offering them in the fall of 2017.

Curricular Self-Assessment

Curricular Assessment and Development: NYIT follows an Institutional Assessment Plan www.nyit.edu/files/planning/PLAN_institutional_assessment_InstitutionalAssessmentPlan_RevSept2012.pdf that ensures that programs have the data they need to evaluate important aspects of their success including, e.g., basic statistics with respect to student enrollment, retention, and graduation rates; student satisfaction; post-graduation employment; and employer satisfaction. These statistics are reported for all programs and locations enabling internal benchmarking. The university office of Institutional Research and Assessment also conducts targeted surveys and other research to respond to questions and concerns of individual programs as needed.

Self-Assessment processes in the School of Architecture and Design are summarized in a manner which sets forth the methods and schedule by which the school measures its standing on six key aspects of success:

- Contribution to NYIT's strategic initiatives
 - Progress toward achieving the school's mission
 - Accomplishment of multi-year objectives
 - Faculty and student views on teaching and learning
 - Effectiveness of individual courses
 - Effectiveness of student support services
- Information from a variety of direct and indirect assessments is evaluated by faculty, administrators and students, often working as committees focused on different aspects of the school's functioning, and used to develop recommendations for improvement.

Curricular self-assessment is a structured process that begins with the curriculum committee. Resulting from the faculty meeting that kicks off each semester, the committee sets goals for a detailed review of a particular part of the curriculum. In recent years, the areas of intense review were:

- 2015 – Visualization Sequence
- 2014 – Studio Sequence
- 2014 – Thesis

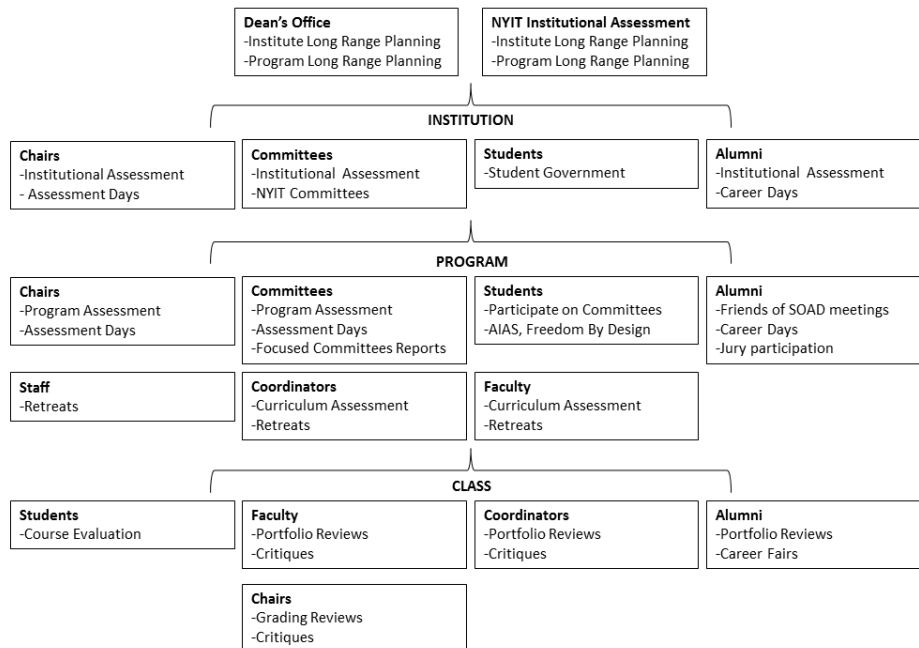
Each assessment is structured first around benchmarking to compare the school of peer institutions, and second by collecting student work as evidence for the discussion. A variety of positions are elaborated by the curriculum committee and then put forward to the full faculty for a vote. This vote is then taken under

consideration by the Dean for implementation.

Progress and development resulting from this process is evidenced in SECTION 2 – PROGRESS SINCE SITE VISIT (page 23)

The school’s annual assessment plans and reports for the past five years, submitted to the Assessment Committee of NYIT’s Academic Senate, are posted on the Assessment web site: nyit.edu/planning/plans_reports_soad

The views of faculty, students and alumni are solicited in the following ways:



Faculty

- Committee participation affords faculty and students opportunities to exchange views.
- Coordinator meetings allow faculty the opportunity to assess and propose improvements to curriculum.
- Faculty meetings, retreats, convocations and assessment day meetings allow faculty the opportunity to exchange views on School issues.

Student

- Faculty advisor sessions allow students to present issues and concerns to advisors.
- Town Hall meetings are scheduled to facilitate communication when issues of importance arise.
- Student evaluations of teaching (semester end). NYIT students complete standardized evaluations at the conclusion of each course (all classes, all terms, and all locations and administered by the office of Institutional Research and Assessment) to provide instructors and their supervisors with information about students’ perceptions of the effectiveness of individual courses and instructors.
- Graduating student survey (annual, January) provides data on student employment, income, further schooling and retrospective information about their experiences at NYIT.
- National Survey of Student Engagement (every 3 years - in rotation with the Noel-Levitz survey) provides benchmarked information about student participation in activities that support learning.
- Noel-Levitz Student Satisfaction Survey (every third academic year – in rotation with the NSSE) provides benchmarked information about the importance students place on a variety of

- services and their satisfaction with those services
- Targeted student surveys (as needed) focus on student satisfaction with a variety of services; often used to target specific services, subpopulations and/or locations.

Alumni

The Friends of the School of Architecture and Design alumni group provides informal feedback to the School, Dean and faculty through architectural project reviews and meetings with students led by the Friends.

In addition, the views of faculty, students, alumni and members of the architecture profession are solicited by the institution (NYIT) in the following ways:

- Program-level outcomes assessment process. The Assessment Committee of NYIT's Academic Senate oversees annual assessment of student learning outcomes in all academic programs; indirect measures are developed by the Office of Institutional Research and Assessment. Assessment plans and results are posted on the Assessment web site to facilitate sharing of best practice. nyit.edu/planning/academic_assessment_plans_reports
- National Survey of Student Engagement (every 3 years) provides benchmarked information about student participation in activities that support learning. nsse.indiana.edu/

Institutional requirements for self-assessment and processes for assessment of student learning outcomes and program improvement institutional planning and assessment activities are guided by the following principles:

- NYIT has systematic, coordinated processes overseen by a steering committee and a vice-president resident to set institutional targets, monitor results, and use those results to inform decision-making and resource allocation.
- NYIT has a written and updated Assessment Plan for the university.
- Numerical targets are set within the 2030 Scorecard to measure the effects of the university's strategic plan on key performance indicators.
- A five-year financial planning process links planning with assessment by means of the 2030 Scorecard.

Student and Program Learning Outcomes

The processes the Institute uses for assessment of student and program learning outcomes are the same processes used to assess pedagogy:

- *A course level outcomes assessment process.*
- *A program-level outcomes assessment process.*
- *A general education and core competency assessment process.*
- *Administration of the National Survey of Student Engagement (every 3 years.)*

The Assessment Committee of NYIT's Academic Senate has responsibility for oversight of student learning assessment for all academic programs throughout the university. In addition to providing feedback to Deans and faculty members about their assessment activities and quality improvement plans, the Committee is also formally mandated to prepare an annual report to the Senate, the provost and the president. This report reviews and evaluates the assessment activities of all academic programs, offers recommendations, and proposes changes to policy that strengthen both assessment and data-driven efforts to improve student learning.

Composed of faculty from all of NYIT's academic schools and staff from the libraries and Student Affairs, the committee is chaired by the vice president for planning and assessment. Academic deans and their

designated representatives are ex officio members. In addition, the provost, the associate provost, the director for the center for teaching and learning, the dean of operations, assessment, and accreditation for global academic programs, and the associate director for assessment are members. The institution-wide process provides that:

Each fall, deans and program faculty agree on which aspects of their programs will be assessed over the coming year and how:

- All undergraduate programs also assess core learning outcomes designated by the Assessment Committee to be examined across the university, intended to stimulate conversations about improving general education outcomes among the full range of departments and schools.
- After the spring term, deans and program faculty submit the assessment analysis and results from the prior academic year and an improvement action plan to the Committee; the Committee reviews these documents and provides feedback.

In both reviews, the Committee's goal is to engage program faculty in conversation with Committee members about how well the program is helping students achieve stated learning outcomes.

In the School of Architecture and Design, student learning outcomes assessments are carried out in three basic ways:

- Direct EXTERNAL assessment occurs through the invitation of external reviewers to all courses at the midterm and final presentations. The group of external reviewers is drawn from the dynamic professionals working in the metropolitan area, many of whom are NYIT SOAD alumni who are able to lend a unique perspective to the work they see.
- Direct assessment data based on review and appraisal of student work in relation to course outcomes is generally carried out by course/area coordinators and the faculty in that area. (For example, studio coordinators meet briefly with faculty before each studio to discuss progress.) They also schedule joint reviews to remain in touch with the work in all studios. Regular faculty meetings are scheduled before and during the semester. All faculty teaching the course are required to attend. At the initial meeting prior to the start of the semester there is a discussion of the results of the previous year's courses along with an evaluation of the effectiveness of course objectives during that semester. At the meeting, examples of the previous semester's student work are reviewed. The course objectives are discussed. Modifications are made based on the outcomes of the previous semester's student work and grading. During the semester, one faculty meeting is scheduled to discuss the progress of the studio. Modifications are made if it is recognized that all course objectives are not being met and documented in the various Coordinator and Committee reports.
- Direct assessment data based on review and appraisal of student work in relation to program outcomes is discussed at retreats, convocations, and in Coordinator and Committee meetings where feedback is collected.

As with the long range planning of the SOAD, the School recognizes that the new Dean should be offered the opportunity to provide inspiring inputs and contributions to the Assessment process and strategies within the school. Throughout the fall semester, the School's newly structured administration and faculty will work on developing a structured assessment process at the School level that can already be implemented at the end of the fall 2016 semester.

SECTION 2 – PROGRESS SINCE SITE VISIT

The annual review of course content as part of the ongoing curricular assessment outlined above generates critical advancements and adjustments to the coursework each year. Depending on the nature of the course content, these developments vary in their complexity, but in every case take into account student performance, effects on the larger set of course relationships, and their potential effects on student retention.

AAID 101 / 102 Design Fundamentals I / II

The arc of changes to AAID 101 / 102 focus on sorting out issues of architectonics vs. tectonics in our syllabus and teaching. The terms *architectonics* (the organization of spaces and masses in three-dimensional space) and *tectonics* (the organization of surfaces and tectonic systems of structure, enclosure and materials) were sometimes used interchangeably, which to confusion of processes and objectives. AAID 101 is now a thorough introduction to *architectonics*. AAID 102 builds on this foundational vocabulary, and by mid-semester, introduces *tectonics* in the terminal project called Cliff Dwelling.

AAID 140 Visualization I

This course has changed significantly since the fall of 2011, when it was primarily a hardline drawing course, based on the redrawing of case studies, using early and mid-century modern houses as subjects to learn plan, section, axonometric, perspective, and other drawing skills. It was intended that this sequence be synchronous with the times when these skills would be necessary in co-requisite AAID 101. Due to the large number of students not actually co-registered, and to the variable paces at which these skills were either needed or delivered, it was determined that this approach did not achieve its objectives. Beginning in the fall of 2012, we shifted emphasis from this approach to one that stresses a variety of free-hand and hardline drawing techniques, along with perspective drawing and field sketching. With annual adjustments to one or another of the exercises, we continue to stress the development of free-hand drawing techniques and field sketching in a variety of media.

ARCH 161 / 162 Survey History of Architecture I / II

This course now offers more attention given to the comparative analysis of architectural traditions from the East and Middle East. Furthermore, assignments aim to strengthen students' visual and diagrammatic communication skill in addition to their writing abilities.

ARCH 201 / 202 Architectural Design I / II

Several course changes were introduced by responding to the comments by the last VTR. A more complex topographic location is now used for one of the assigned project. Several themed exercises (charrette) are used to improve design thinking skills and operational tools, exploring several fields of expression such as art, literature and cinematography. Also, teamwork projects now improve comparative and critical dialogue among students.

ARCH 221 / 222 Building Construction I / II

In part, as a response to concern voiced in the last VTR, ARCH 221 expanded the lectures for each of the construction systems (wood and masonry) to teach prefabrication and enclosure techniques. This knowledge was reinforced by exam questions about these contemporary systems and by showing projects which allowed students to compare contemporary and traditional systems, both of which they are sure to encounter as architects. In addition, students are asked in both the project and lecture components of the class to make comparisons between systems – for example, between traditional stick frame to SIP or prefabricated frame construction.

The same occurs in ARCH 222, where students must decide on enclosure type and performance related to insulation, heat gain, etc. A third of the semester is focused on curtain wall types, and project based

exercises for the semester focus on the decision making process behind enclosure selection and detailing. The requirements were revised to show design and quantification/performance of a double façade system. These systems were already in evidence in the lectures, and the assignments reinforced this contemporary enclosure system. ARCH 222 requires site visits and documentation of concrete and steel building in NYC as a way to learn contemporary enclosure systems and as a way to watch them develop over the course of the semester.

ARCH 240 Visualization II

Assignments now include techniques to make acceptable presentation 2D drawings from raw plan, section, and elevation information generated by 3D modeling platforms. Lectures now extend beyond traditional representation techniques to also discuss AR, VR, and other digitally enhanced mediums.

ARCH 272 Environmental Site Planning

This course has been reframed and positioned as the fifth course in the technology sequence. This change was made to continue the conceptual direction of ARCH 221, 222, 324, 325 that stresses offsetting understandings of passive and active concerns considerations in building systems. In ARCH 272, this has students consider water management, building siting, and earthworks by comparing solutions that balance between “touching the earth lightly” and making significant and (sometimes necessary) invasive responses.

ARCH 301 / 302 Architectural Design III / IV

These studios feature sites acknowledging the last accreditation concern, creating evidence for proposals in contexts of less complexity that are more varied in section. Furthermore, each assigned program has been reduced so that student may concentrate on smaller-scale solutions.

ARCH 311 Structural Steel Design

No change in the basic content of instruction, due to the unchanging nature of course materials. The inclusion of contemporary structural analysis software for a period of the course did, however, alter the approach to understanding contemporary steel design.

ARCH 324 / 325 Environmental Systems I / II

These courses have migrated course content to project-based learning, and away from examinations. In Fall 2016 we have just implemented the use of the same project type from ARCH 324 to ARCH 325, meaning the scale of issues is scalable and transferable from one course to the next. At the end of the two-course sequence, the students are expected to learn how a building can take shape using only the parameters that we measure and quantify in these courses.

ARCH 327 CAD Construction Documents

Technological changes changed the course to instruct students in producing a rudimentary (but complete) construction document set in teams of two, simultaneously working in a common digital model, to more closely simulate collaborative workflows in the profession. Students still must write their own specifications and take quizzes.

ARCH 340 Visualization III

Assignments now include parametric design technique and data interoperability among platforms and devices. Focus has shifted from simple polygonal mesh modeling to multi-use modeling platforms.

ARCH 361 Architectural History & Theory Seminar

This course now places more emphasis on techniques and methods of architectural interpretation. Additional changes are geared toward strengthening students’ visual and diagrammatic communication skills.

ARCH 362 City Planning

Greater attention is given to the urban culture of cities from the Middle East (e.g., Isfahan) and Asia (e.g., Beijing).

ARCH 401 Architectural Design V

This course strengthened its focus on landscape urbanism, by asking design proposals to understand ecological systems and urban forms. Proposals must now deal with issues related to rising water level, pollution, waste production and strategies of “recycling, reusing, and reclaiming.”

In-studio lectures now include precedent analyses. Presentations on "Environmental Design," "Evolution of Urban Forms," "Representation of Integrated Urban Design Solutions" inform assigned comparative and critical analysis of selected pairs of design precedents within each team of students.

This course is now taught as a vertical studio alongside graduate students from NYIT's MSAURD Program. This brings a new dynamic to instruction, as a more diverse group of students work together to share solutions. This variety of perspectives is of particular value when students first deal with a new scale of design and a broader range of constituents.

ARCH 402 Architectural Design VI

The requirements for ARCH 402 (Comprehensive Design) now require students to show performance and enclosure systems. Students demonstrate detailing and the overall planning of building facades; they conduct BTU calculations and diagram façade performances. Comprehensive design (structural systems, passive and active systems, siting, enclosure) has also been an area of focus.

ARCH 411 Advanced Structural Concepts I

No change in basic instruction due to the unchanging nature of course materials. The course content stresses concepts being used in current architectural practice, thus essentially building advancement into the course content.

ARCH 475 Computer Aided Management and Administration

Assignments have been updated to reflect *contractor*-led Virtual Design & Construction workflows. Students model construction projects and create timeline and assembly documents to administer projects from a fabrication and assembly perspective.

ARCH 476 Modern Construction Technologies

Assignments have been updated to reflect *designer*-led Virtual Design & Construction workflows. Students model construction projects and create fabrication documents for use with an assortment of technologies -- CNC milling, Rapid Deposition Printing, Water-Jet Cutting, etc.

ARCH 481 Professional Practice

Changes to this course have reflected our faculty's creative reactions to NAAB's adjustment of all Realm D. Many in-class responses and homework assignments ask students to compose documents sensitive to stakeholder issues (as opposed to just client issues), and novel financial considerations. This teaching freedom is possible because the textbook, readings, and exams cover much of those foundational concepts.

ARCH 501/502 Architectural Design VII / VIII

Course changes increase the challenge to students to describe a thesis as opposed to a conventional building project. The course continues to ask students to pose questions as a way to develop their thesis proposition, with instruction focused on this issue through a set of carefully crafted exercises and readings during the fall semester (ARCH 501). The questions posed in Arch 501 lead to schematic design proposals, tested through design development in ARCH 502.

CAUSE OF CONCERN (2011, 3.A): Licensure Information

COMMENT FROM PREVIOUS VTR (2011): The team noted the following language on the website: "The NAAB-certified B.Arch. degree may lead to New York State licensure plus reciprocal licensure in all states except California." The NCARB certificate assists in the reciprocal licensure in all states and several other jurisdictions. Several of those jurisdictions have additional licensing requirements specific to their jurisdiction. The program should revisit the accuracy of the language contained in this portion of the website."

RESPONSE FROM PROGRAM: The above language and hyperlink has been removed from the website.

CAUSE OF CONCERN (2011, 3.B) Homogeneity of Project Sites

COMMENT FROM PREVIOUS VTR (2011): The team observed an assumption of level, flat sites in dense urban settings, which limited the students' exposure to topography that could restrict the students' opportunities to deal with accessibility and broader design issues.

RESPONSE FROM PROGRAM: ARCH 201 added two projects on sloped sites: a pavilion in Central Park and a visitor center in Riverside drive. ARCH 272 also focuses on the many issues involved with working on a sloped site. The ARCH 301 design studio used sites with significant level changes, in the Fall of 2015 and 2016.

CAUSE OF CONCERN (2011, 3.C): Faculty Resources

COMMENT FROM PREVIOUS VTR (2011): If the school is to achieve the institutions goals for a 21st century university with a focus on technology and a global presence, then a commitment to increased faculty resources is necessary. The team is concerned that current faculty are heavily loaded in course assignments and committee work, which leaves little time for the mentoring of junior faculty, adjunct faculty and students in and outside of course work, as well as time for scholarly and creative research. Adjunct faculty members are a valuable asset to the life and vibrancy of the program. The team is concerned that the contributions of adjunct faculty are appropriately and adequately recognized by the institution.

RESPONSE FROM PROGRAM: Full-time professors John DiDomenico and Nader Vossoughian were awarded full-year sabbaticals and Mathew Dockery, William Palmore, and David Diamond, ½ year sabbaticals; Coordinators now consist of one full-time faculty member and one adjunct faculty member. Two adjunct professors, Jason Van Nest and Farzana Gandhi, joined the faculty full-time. Since the last accreditation, faculty member Nader Vossoughian won prestigious research fellowships from the Humboldt Foundation, the Canadian Centre for Architecture, and the Graham Foundation. Adjunct professor Jan Greben received an ISRC (Institutional Support of Research and Creativity) grant from NYIT so that she could continue her research on the architect Eileen Gray. Tobias Holler was awarded the "Presidential Technology Award". In the prior year faculty member William Martin was also a recipient of this award.

NYIT's ISRC grants fund faculty research, scholarship, and creative activity. NYIT Presidential Technology Awards are intended to recognize and encourage the creative and effective use of technology to enhance teaching, research, and service at NYIT. Winners, announced at Convocation, receive a monetary award (\$1,000) and a plaque for the following awards. Many full time faculty and adjuncts are celebrated by the school via exhibits and lectures. In addition to full time faculty, adjunct faculty are now encouraged and sponsored to attend events such as conferences, AIA events such as

the Heritage Ball (William Rockwell and Andrew Heid) and participate as leaders in sLAB projects and student travel studios to locations such as Cuba (Jason Hwang) and Denmark (Giovanni Santamaria).

CAUSE OF CONCERN (2011, 3.D): Opportunities for Entire Student Cohort

COMMENT FROM PREVIOUS VTR (2011): While the program provides opportunities for students to engage in unique educational experiences, it would be beneficial to broaden opportunities for the diversity of students to join in these programs. Outside observation of the process where students engage the unique education experiences offered by the program warranted concern from the team in respect to the diversity of students able to participate.

RESPONSE FROM PROGRAM: NYIT SOAD has initiated several programs where the school subsidizes student opportunities which allows a diverse student population to participate including:

1. Subsidized studio trips to international locations. Examples include the Studio trip to Paris, France, Havana, Cuba, and Santiago, Chile.
2. We subsidize AIAS trips to the AIAS annual conference and AIA annual convention.
3. NYIT's SOAD sLAB (Student led Architecture Build) program allows all students to participate in a design build project, by forming a team of their own selection. Projects have included the Costa Rica Recycling center. 10 design finalists have been flown to Costa Rica to implement their design.
4. The SOAD has completed the development of a semester study abroad program that would allow students to use their annual financial aid for a full semester of study overseas. This program will be implemented in the fall of 2017 or 2018.

CAUSE OF CONCERN (2011, 3.E): Selection and Technical Documentation of Contemporary Enclosure Systems

COMMENT FROM PREVIOUS VTR (2011): While selection and technical documentation of traditional enclosure systems was evident, it was noted that selection and technical documentation of contemporary enclosure systems was not as evident.

RESPONSE FROM PROGRAM: Enclosure selection and documentation occurs in three courses in the technology sequence (ARCH 221, 222, 272) and in one course in the design sequence (ARCH 402). In addition, detailed documentation of these systems occurs in ARCH 327 – CAD Construction Drawings.

ARCH 221 (Building Construction 1) has now expanded the lectures for each of the construction systems (wood and masonry) to teach prefabrication and enclosure techniques. This exposure was reinforced by exam questions about these contemporary systems and by projects which allowed students to compare contemporary to traditional systems – both of which they are sure to encounter as architects. In addition, students are asked in both the project and lecture components of the class to make comparisons between systems – for example between traditional stick frame to SIP or prefabricated frame construction. The same occurs in ARCH 222, where students must decide on enclosure type and performance related to insulation, heat gain, etc. A third of the semester is focused on curtain wall types, and both project based exercises for the semester focus on the decision making process behind enclosure selection and detailing. The requirements in ARCH 222 (Building Construction 2) were revised to show design and quantification/performance of a double façade system. These systems were already in evidence in the lectures, and the assignments reinforced this contemporary enclosure system. Included are examples of technical drawings of these façade types. ARCH 222 also requires site visits and documentation of concrete and steel building in NYC as a way to learn contemporary enclosure systems and as a way to watch the buildings develop over the course of the semester. This takes advantage of the building boom ongoing in the NY Metro area. Finally, ARCH 272 (Environmental Site Planning) addresses the green roof in particular and asks students to set the parameters and then design the roof according to

their own requirements.

The requirements for ARCH 402 (Comprehensive Design) have students show performance and quantification of these systems as compared to a baseline. The restructuring of this course around the same assignments as exist in the technology sequence also all for students to demonstrate detailing and overall planning of the building facades thought definition of the parameters and required BTU calculations and diagrams of façade performance.

SECTION 3. COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

The School of Architecture and Design supports faculty and staff with policies and programs designed to create a positive work environment and nurture professional development. A collective bargaining agreement between NYIT and the American Association of University Professors (AAUP) governs working conditions for faculty members.

New York Institute of Technology is an equal opportunity employer and complies voluntarily with the concepts and practices of affirmative action. It recruits, hires, trains and promotes into all job levels the most qualified applicants without regard to race, color, religion, gender, age, national origin, citizenship status, marital status, sexual orientation, disability or veteran status. All such decisions are made in accordance with established personnel policies and by applying objective standards based on the individual's qualifications as they relate to the particular job. The Institution's effort ensures that minorities, women, disabled persons, and veterans are given full and appropriate consideration for employment, promotions, counseling, training, and for participating in all university programs and activities.

Obligations in terms of teaching, scholarship, and service are established by terms of the NYIT- AAUP Collective Bargaining Agreement. Currently, full-time faculty teaches 21 "Equivalent Lecture Hours" per year (equivalent to seven 3-credit courses) and part-time faculty teach a maximum of 18 ELH's per year. The teaching load for full-time faculty was reduced from 24 ELH's (2004) to 21 ELH's (current) in order to stimulate faculty research and creative activity. In some circumstances, overload may be approved by the Dean and the Provost. Studio courses are 7 ELH's for full-time faculty and 5.33 ELH's for adjuncts. Lecture courses are 3 ELH's for full-time or adjunct faculty. Many studio faculty opt for 2 studios in one semester and 1 in the next, to meet their 21 annual requirement. Faculty members are awarded release time for a variety of reasons, including research, curriculum coordination, and department administration duties such as assessment and preparing for accreditation.

All full-time faculty members maintain scheduled office hours and are required by the NYIT-AAUP Collective Bargaining Agreement to be available for assignments at least four days per week. Academic year duties include advisement at registration, participation in twice annual school Open House activities, and serving on school committees on a rotating basis, determined by faculty governance and the Dean. A fulltime Architectural Licensing Advisor is appointed on a yearly basis, currently Rob Cody. Rob regularly attends the NCARB IDP training sessions each year and has regular communications with students via AIAS sponsored IDP sessions and handles all alumni IDP questions.

Faculty Professional Development, Scholarship and Research since last accreditation visit:

The full-time faculty have a number of ways of remaining current in their knowledge of the profession. First and foremost, all full-time faculty are licensed architects or engineers with active practices. The structure of

the NYIT SOAD is such that, almost all faculty coordinate or teach the same courses as our large adjunct faculty population. This creates a rich exchange of new ideas between faculty groups with two varied perspectives on the profession.

The SOAD lecture and exhibition series provides many opportunities for broadening horizons and providing professional development. Each full-time faculty member also has the opportunity to offer a summer abroad program to expand their horizons, and at least half of the full-time faculty have taken part in one of these programs in the last 5 years.

NYIT supports Institutional research grants, along with sabbaticals and teaching release time to allow for another kind of professional development. These options encourage interdisciplinary research and broadens the perspective of architecture faculty beyond the profession.

Fiscal Year 2011

Matthias Altwicker, B.Arch., Associate Professor, Architecture.

Type: New ISRC (Institutional Support for Research and Creativity) Smart Space: Affordable Housing Design-Build for Long Island.

Current Status: Awarded

Total: \$3,344

Tobias Holler, M.Arch., Assistant Professor, Architecture and Technology.

Type: New ISRC (Institutional Support for Research and Creativity) Bucky Farm: Suburban Agriculture 2.0.

Current Status: Awarded

Total: \$11,717

Charles Matz, B.Arch., A.I.A., Assistant Professor, Interior Design.

Type: New ISRC (Institutional Support for Research and Creativity) Seminal High Definition Laser Scan Surveying, via Point-Cloud Mapping, of At-Risk Upper Egyptian and Nubian, Architecturally and Culturally Significant Archeological Sites.

Current Status: Awarded

Total: \$5,807

Nader Vossoughian, Ph.D., Assistant Professor, Architecture.

Type: New ISRC (Institutional Support for Research and Creativity) Margarete Schütte-Lihotzky and Vienna's Mass Squatter Movement.

Current Status: Awarded

Total: \$3,344

Fiscal Year 2012

Tobi Abramson, Ph.D., Assistant Professor, Counseling; Principal Investigator

Martha Jo Siegel, M.S., Associate Professor, Chair, Interior Design; Co-Principal Investigator

Type: New ISRC (Institutional Support for Research and Creativity) Stories Construct Designs: An Intergenerational and Multidisciplinary Approach To Keeping Seniors In Their Homes.

Current Status: Awarded

Total: \$5,996

Matthias Altwicker, B.Arch., A.I.A. L.E.E.D. A.P., Associate Professor, Architecture; Principal Investigator

Tobias Holler, M.Arch., A.I.A. L.E.E.D. A.P., Assistant Professor, Architecture; Co-Principal Investigator

Joanne L. Scillitoe, M.B.A., Ph.D., Associate Professor, Management; Consultant

Type: New ISRC (Institutional Support for Research and Creativity) sLAB-LI: Sustainable Affordable Housing Design-Build for Long Island.

Current Status: Awarded
 Total: \$24,864

Tobias Holler, M.Arch., A.I.A. L.E.E.D. A.P., Assistant Professor, Architecture; Principal Investigator
 Sarah J. Meyland, M.S., J.D., Associate Professor, Environmental Technology; Co-Principal Investigator
 Type: New ISRC (Institutional Support for Research and Creativity) Tropical Ecologies: Research-Driven
 Design-Build for Costa Rica.
 Current Status: Awarded
 Total: \$22,771.

Jason Van Nest, M.Arch., R.A., Associate Professor, Architecture; Principal Investigator
 Wei Ding, Ph.D., Assistant Professor, Computer Science; Co-Principal Investigator
 Type: New ISRC (Institutional Support for Research and Creativity) Skyscraper Optimizing Program.
 Current Status: Awarded
 Total: \$14,414.

Fiscal Year 2013

Matthias Altwicker, B.Arch., RA, LEED AP, Associate Professor and Chairperson, Architecture; Principal
 Investigator Nicholas Dagen Bloom, Ph.D., Associate Professor and Chairperson, Social Sciences; Co-
 Principal Investigator Type: New ISRC (Institutional Support for Research and Creativity) Standing Tall:
 Exhibition, Catalog and Public Programs for The Museum of the City of New York.
 Current Status: Awarded
 Total: \$12,092 award + \$3,350 insurance reimbursement

Farzana Gandhi, M.Arch., LEED AP, Assistant Professor, Architecture; Principal Investigator
 Jason Van Nest, M.Arch., RA, Assistant Professor, Architecture; Co-Principal Investigator
 Michael Hadjiargyrou, Ph.D., Professor and Chairperson, Life Sciences; Co-Principal Investigator
 Type: New ISRC (Institutional Support for Research and Creativity) SodaBIBs (Bottle Interface Bracket
 System; www.sodabib.org): Design-Build Prototypical Recycling Stations for NYIT.
 Current Status: Awarded
 Total: \$15,508

Tobias Holler, M.Arch., AIA LEED AP, Assistant Professor, Architecture; Principal Investigator
 Georg Fuerlinger, Ph.D., Adjunct Professor, Management; Co-Principal Investigator
 Type: New ISRC (Institutional Support for Research and Creativity) BuckyFarm at Welwyn.
 Current Status: Awarded
 Total: \$16,468

Fiscal Year 2014

Mathew P. Ford, M.Arch., RA, Assistant Professor, Architecture; Principal Investigator
 Gail E. Linsenbard, Ph.D., Assistant Professor, Social Sciences; Co-Principal Investigator
 Type: TLT (Teaching and Learning with Technology) Philosophy of Technology in the Built Environment.
 Current Status: Awarded
 Total: \$7,342

Nader Vossoughian, Ph.D., Associate Professor, Architecture; Principal Investigator Jan Greben,
 B.Arch., M.S., Adjunct Professor, Architecture; Co-Principal Investigator
 Type: New ISRC (Institutional Support for Research and Creativity) E.1027 to Tempe à Pailla:
 Collaboration to Independence in the Work of Eileen Gray.
 Current Status: Awarded
 Total: \$20,000

Fiscal Year 2015

Farzana Gandhi, LEED AP, Assistant Professor, Architecture; Principal Investigator

Type: New ISRC (Institutional Support for Research and Creativity) Social Impact Design: AppDock for Africa.

Current Status: Awarded

Total: \$11,365

Other Non-Grant Support:

Sabbatical: Faculty may apply for sabbatical leave for research or other professional development activity. Letters requesting sabbaticals leave are first submitted to the Dean, and proposals are submitted to the school faculty's personnel committee, which forwards a recommendation to the Dean, who forwards a recommendation to the provost in the Office of Academic Affairs. Sabbatical applications are evaluated based on the academic value of the proposed sabbatical activity. On completion of sabbatical leave, written reports as to outcomes are submitted to the Dean and Provost of Academic Affairs.

Release Time: Faculty members are awarded teaching release time, or a reduction of teaching obligations for a variety of reasons, including research, curriculum coordination, and department administration.

Full-time professors John DiDomenico and Nader Vossoughian were awarded full-year sabbaticals and Mathew Dockery, William Palmore, and David Diamond, ½ year sabbaticals. Full-time professors Tobias Holler and John DiDomenico were awarded teaching release time.

Professional Development: The school provides financial support for faculty participation in professional conferences and other professional development activities.

Faculty Advisor responsibilities include:

- Guidance in the selection of programs of study, construction of class schedules, and explanations of academic procedures,
- Practical supervision and monitoring of students' academic progress, and
- Counseling in decision-making, problems, career options, testing, and NYIT college information.

Academic Support: NYIT provides comprehensive academic support programs and services that assist students in enhancing and maximizing academic achievement. Through academic advising, academic skill-building, personal counseling, and mentoring opportunities, all NYIT students have access to personalized academic support during their college experience.

- EduPlus - Provides supplemental educational enrichment for motivated students who demonstrate enthusiasm and a strong willingness to work hard but whose grades and test scores do not meet NYIT's regular admissions standards.
- The Learning Center – The Learning Center helps students meet their academic goals by providing free tutoring in a variety of academic and skill building subjects both in-person and online.
- Online tutoring is available for a variety of subjects including math, writing, life sciences, business and Spanish. Students currently enrolled in at least one course that falls within these subject areas are given access to Smart-thinking.
- Writing Centers – NYIT's Writing Centers serve students, faculty, and staff of NYIT, providing tutorial assistance for all types of writing assignments and tasks. Professors of English are available to help students brainstorm assignments, review drafts, develop ideas, and address grammar questions.
- Mathematics Resource Center - provides free help with all math courses, including placement assistance, exam preparation, and background information. Set up to deal with skill development and math anxiety.
- Arthur O. Eve Higher Education Opportunity Program (HEOP) - Assists students who, because of financial and academic hardships, would otherwise be unable to earn a college degree.

Advising/Faculty Mentoring: School of Architecture and Design students are advised in matters of course choice, and progress through the program primarily during registration periods. During registration, each student must meet with a full-time faculty member who reviews the student's transcript, discusses progress through the program, and finally approves the courses chosen. In addition to the advising done at registration, full-time faculty members maintain office hours for student advising throughout the semester.

Career Guidance

Career Guidance: NYIT offers the student a number of career counseling resources through the Office of Career Services. Students meet with career advisors who assist them in examining their own career aspirations and go on to help in the consideration of career choices. Continued outreach efforts keep students connected to career advisement and evaluation tasks. Workshops targeting activities relevant to their career opportunities and related to their field of study are offered and workshops focusing attention to particular activities and skills needed in a future job search are offered. Employer guest speakers visit the campus at on-site company visits and career fairs throughout the year. NYIT presents an "All Majors" job and internship career fair in the spring of each academic year that brings together students and potential employers, including representatives of architectural firms in the area. Within the School, job boards are maintained with notices of positions available. A significant number of students are employed by members of the faculty or are recommended by faculty members for positions in the metropolitan New York area.

Career Services host a free online job and internship posting service for employers of all disciplines to search for talented students and alumni from the SOAD. Students are encouraged to post their resume and cover letters here for review by professional NYIT Career Counselors while employers are encouraged to post their open positions. This is where our students, alumnae and employers are encouraged to visit first to post and view resumes and search for jobs by their majors.

NYIT Career Services offers Architecture specific job fairs and portfolio reviews in addition to a rich assortment of online tools to help students map out a career path, including:

- Career TV: Research career areas
- O*Net: Career requirements, skills
- Uniworld: Overseas opportunities
- Wakefield's Startup Job Resources: Demystifies the startup job search
- The Campus Career Coach: Practical advice
- Career Resource Guides

Architectural Licensing Advising

Architectural Licensing Advisor: Robert Cody AIA, LEED AP is the Architectural Licensing Advisor (formally known as IDP) responsible for making sure students understand the comprehensive training program created to ensure that interns in the architecture profession gain the knowledge and skills required for the independent practice of architecture. The coordinator is responsible for making visible to students the ALA program of providing emerging architects with a structured transition between education and registration and in making sure students understand when they are eligible to enroll in ALA and the role of registration in the profession.

Externships and Field Trips

Externships and Career Preparation: The school offers three "Externship in Architecture" opportunities, Arch 381, 382 and 383, for students wishing to earn between 1 and 3 academic elective credit (to a maximum of 6) for working in a professional architecture office under the supervision of a licensed architect, gaining first-hand knowledge of professional practice. To be eligible, students must have junior or senior status and possess a 3.0 or better cumulative grade point average. The Externship program is administered by a full-time faculty member (Nick DeFelice) who monitors compliance with the program's criteria and procedures. NYIT places between 17 and 40 students in externships each semester. It is expected that this program will be extended to the MARCH program.

Field Trips and Off-Campus Activities: Summer programs, field trips, architect office visits, service learning projects, and club activities all take advantage of learning opportunities outside classrooms and studios.

Professional Societies

American Institute of Architecture Students (AIAS): The American Institute of Architects Student Chapter has representation on both campuses. SGA funds support annual field trips, a lecture series, competitions, Convergence NYC, and social events. Every year AIAS officers' conduct a strong recruitment drive among entering freshmen in order to maintain school-wide representation in the professional association and to ensure continuity from year to year. Student members demonstrating good managerial potential rotate offices and activities to suit their schedules and strengths. AIAS activity since last accreditation visit has ranged from volunteer work at Open Houses to the organizing

of an opening semester welcome picnic. They regularly attend the AIAS national convention and organize field trips every semester and participate in helping to better the school. Students often attend the annual AIA product fair, where they see first-hand the products that are used for design and details about those products. They are also invited to a few AIA dinner meetings during the year to meet the local practitioners.

Construction Management Association of America (CMAA) Student Chapter: The Construction Management Association of America Club was founded in 2009 at NYIT in Old Westbury by student president Derrick Campbell and in Manhattan by Joshua Perotti.

Freedom by Design Club: The Freedom by Design Club utilizes the talents of NYIT architecture students to radically impact the lives of people in their community through modest design and construction solutions to enhance the homes of low-income and disabled individuals.

National Association of Minority Architects (NOMA) Student Chapter: The National Organization of Minority Architects is currently led by the following students: Professor Percy Griffin, faculty advisor.

Graduation Awards

NYIT School of Architecture and Design presents the following achievement awards at the school commencement ceremony:

- Alpha Rho Chi Medal: Awarded to a graduating senior for leadership, willing service to the University and promise of professional merit.
- American Institute of Architects Henry Adams Medal: A medal of achievement awarded to an outstanding Architecture student.
- American Institute of Architects Henry Adams Certificate: A certificate of achievement awarded to an outstanding Architecture student.
- Gina Pisano Ricci Award: Presented to the woman graduate of the School of Architecture and Design who has shown outstanding ability and leadership.
- The New York Society of Architects, Mathew W. Del Gaudio Award: A certificate for excellence in total design presented to a graduating student in each of the Architectural schools in the state.
- The New York Council of the Society of American Registered Architects Award: Awarded to the senior student in the Bachelor of Architecture program who has given worthy service to the School of Architecture.
- Robert Jensen Memorial Award: Presented by the faculty to a graduating student in Architecture for exceptional abilities in one or more of the following fields of study: Architectural History, Architectural Theory and Criticism, Historic Preservation and Craft-based Architectural Design.
- Special Faculty Award for Service and Involvement, Old Westbury: Awarded by the faculty to graduating student who has generously served the student body and thereby improved the quality of life.
- Special Faculty Award for Service and Involvement, Manhattan: Awarded by the faculty to a graduating student who has generously served the student body and thereby improved the quality of life.

Campus-Wide Activities

Student Government: NYIT's Student Government Association (SGA) is the official voice of the student body. The SGA advocates on behalf of student interests— academic, cultural, and social. It is charged with working with the college's faculty and administration to improve every facet of campus life. In addition, the SGA oversees the budgeting process for all recognized student clubs and organizations, and supports a variety of campus-wide events. There are two main branches of the SGA—an executive

board and a legislative senate. Student representatives from a variety of disciplines are elected annually. The purpose of the Student Government Association is to respond to and resolve, to the best of its ability, those issues or concerns that are expressed by members of the currently enrolled undergraduate student body. The Student Government Association, through its elected representatives, is the NYIT student organization recognized by Administration as having the responsibility to act on all matters that promote the general welfare of the student body. Each campus elects their individual governing body, which abides the constitution of the SGA of NYIT. The Student Government Association's primary function is to fund and assist in the establishment and maintenance of conditions leading to high scholastic standards, achievement, and enriched extra-curricular activities.

Diversity in Student Clubs: NYIT encourages diverse perspectives and sponsors clubs including the Calvary Christian Fellowship, Circolo Italiano, Dhadkhan Dance Team, International Students Association, Jewish Student Union, Muslim Student Association, National Organization of Minority Architects, Orthodox Christian Club and the Women's Association. The School has visiting professors and faculty from China, Cuba, Italy, Germany, France, South America and Sweden. The diversity of New York also adds much value to our program.

Other on-campus resources include:

- Allied Health and Science Assoc.
- Association of Computing Machinery
- Bear Hug
- Calvary Christian Fellowship
- Campus Slate (student newspaper)
- Chinese Student Assoc.
- Circolo Italiano
- Computer Graphics Club
- Dance Club
- Dance Video Club
- Dhadkhan Dance Team
- Freedom by Design
- Gay Straight Alliance (GSA)
- Great American Mentors
- G.I.V.E. Club
- IEEE Club
- Information Technology Club
- Interior Design Club
- International Students Association
- Jewish Student Union
- Muslim Student Association
- National Organization of Minority Architects
- NYIT Choir
- NYIT PR Club
- Orthodox Christian Club

I.2.2 PHYSICAL RESOURCES

Old Westbury

Opening its doors to students in 1964 and comprising hundreds of wooded and landscaped acres, the Old Westbury campus is developed around the nucleus of the former C. V. Whitney estate and includes several former North Shore estates.

Education Hall is situated at the southern end of the Old Westbury campus. The 543-foot-long structure was the former stable of the Whitney estate and was converted into studio and classroom use in 1966. The school occupies approximately 51,000 sf, housing the Old Westbury portion of the School's administrative offices, a library, computer labs, studios, exhibit space, offices, fabrication lab and cafeteria.

Office space: At Old Westbury, there are a total of seven rooms devoted to office space for full-time and adjunct faculty. The chairs and administration assistant's office of the school is located at Old Westbury in Education Hall in an L-plan around the Center Gallery and the dean's office (renovated in 2009) is located across from the exhibit space. Student organization offices are located on the second floor.

Studios: Old Westbury contains design studios of varying sizes and configurations. Students beyond the first year have dedicated workstations. These studios are allocated by individual preference as enrollment permits. Fifth year BARCH students are guaranteed individual studio space in the Thesis Studio. The studios are open 24 hours during the semester and are card accessed.

Classrooms: Education Hall has 15 classrooms dedicated to supporting and encouraging didactic and interactive learning. An additional 4 classrooms are in the nearby Midge Karr building are also used. Two classrooms (rooms 102-103) in Education Hall were renovated for the last accreditation.

Technology Labs: Education Hall possesses computer facilities exclusively for use by the School of Architecture and Design: a dedicated computer teaching classroom, an open-access student computer lab, a dedicated computer design studio and an open-access plotting room.

Library: The Architecture and Fine Arts Library on the Old Westbury campus is located in Education Hall. A full description of the Library is found below.

Fabrication Lab: Education Hall has a fabrication lab accessible to students, which is under the direction of a manager who serves as lab director, and teams of part-time student assistants. This lab underwent renovation to accommodate new laser cutting and 3D prototyping equipment in 2009.

Exhibition and Jury Space: At Old Westbury, juries are generally conducted in the design studio classrooms and in the corridor display areas or the 2nd floor jury area. Juries also use the Center Gallery exhibition space or the cafeteria dining area. For large competitions or special juries, the de Seversky Center can be used. Exhibits are held in the Center Gallery exhibition space on the first floor. Small and daily exhibits are installed along both walls on the first floor of the east wing.

David G. Salten Hall, houses the college bookstore, student lounge, library storage area and lecture rooms that combine to form a 400-seat auditorium which is used as the setting for AAID 160 Lectures.

Harry J. Schure Hall, a 90,000-square-foot, three-level structure in an academic complex on the north campus—houses the easily accessible Enrollment Services Center (the offices of the registrar, financial aid, and bursar). In addition, there are classrooms, engineering laboratories, the Entrepreneurship and Technology Innovation Center, a 125-seat auditorium equipped with full audiovisual facilities and faculty offices. The building also houses 4 state-of-the-art “Distance Learning” classrooms (to connect people at different locations into one class or meeting), 1 open access lab, 4 computer classrooms, 2 smart classrooms and 1 open access engineering computer lab.

Anna Rubin Hall, three of the 8 classrooms are used for AAID section breakout sessions.

The Student Activity Center, for dining, recreation, athletics and social events is the hub of student life. A gymnasium/field house/locker room adjoin the student center. Athletic programs are offered in both men’s and women’s sports in the outdoor playing fields.

The George and Gertrude Wisser Memorial Library, (also designed by NYIT architecture professor Fred Bentel) is a major educational resource providing study space and information services for all NYIT students. Situated on a wooded plot at the point of a triangle connecting a classroom quadrangle and medical school, the library is a three-story structure of handsome design.

NYIT’s de Seversky Conference Center, was named for Major Alexander P. de Seversky, the world-famous aircraft designer, who was a trustee of the college. One of the few remaining Gold Coast mansions open for the public, the estate is set on 100 lush acres of picturesque landscape; it was constructed in 1918 as a magnificent mansion for the corporate legend Alfred I. Du Pont. The School of Architecture regularly hosts events here (including a portion of its lecture series) in the Ballroom.

Residence Halls and a Campus Commons Building, are currently planned as an addition to the Old Westbury campus. Students are currently housed in leased facilities on the nearby State University of New York campus in Old Westbury.

School of Architecture and Design Improvements since Last Site Visit

Since 2011 the following improvements have been completed to NYIT SOAD Facilities:

ARCHITECTURE Old Westbury Projects (2011-2016):

- 711002 Ed Hall Student Lounge
- 711107 French Door Replacement Ed Hall Coffee Shop
- 711109 Facade Restoration at Ed Hall
- 711143 Ed Hall Exhibition Gallery
- 711144 Ed Hall Cafeteria Furniture
- 711149 Ed Hall Computer lab
- 712103 Renovation of Interior Design Dept.
- 712107 Ed Hall Studio Glass Door
- 713174 Crist Cabinets
- 713175 ED Hall Men's room renovation
- 713153 Plotter Replacement
- 713176 New Fab Lab & Plotting Equipment
- 714002 New CNC router
- 715002 Laser Cutter
- 715004 Fab Lab Additions

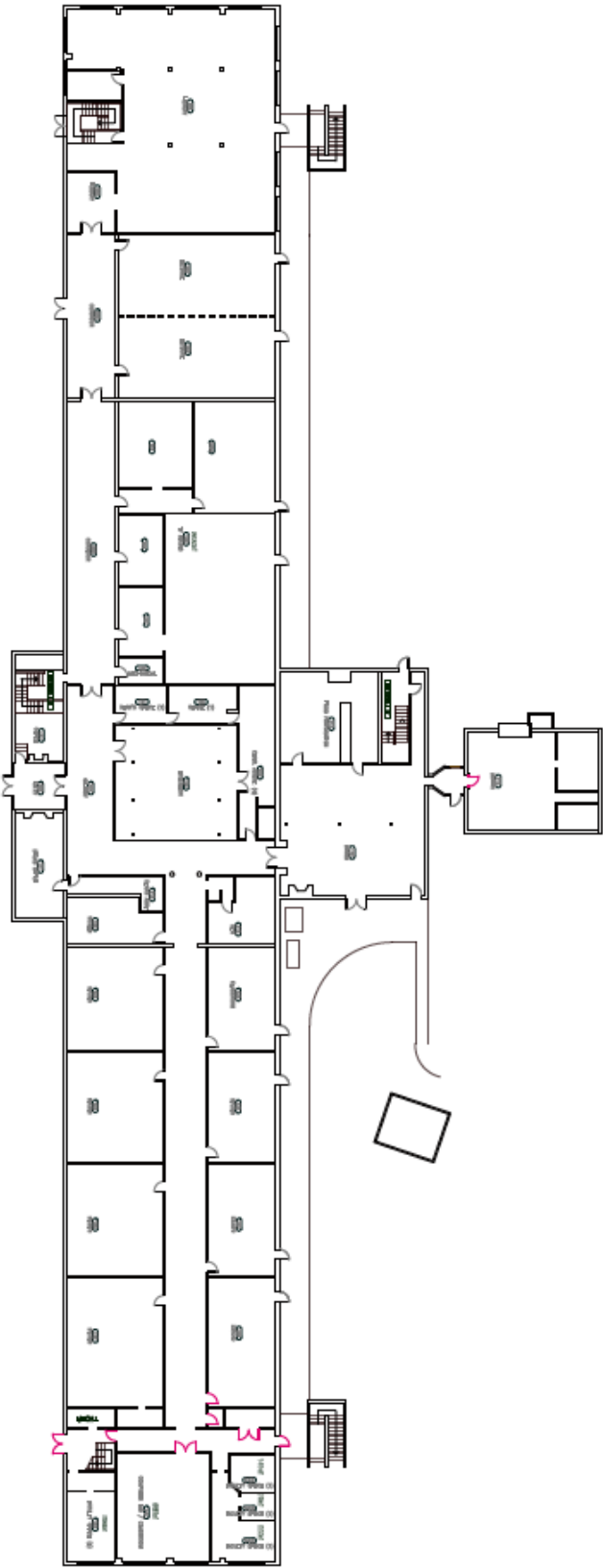
716001 New Fusion Laser cutters - OW
716002 CNC Router - OW

College Wide Selected Projects (2011-2016)

Annual Smart Classrooms Upgrade
Annual Multimedia classrooms and conference room upgrade
Annual computer replacement cycle
Video Walls at OW and MA campus
Hall of Fame exercise room
Tennis Court Resurfacing
Wi-Fi Infrastructure upgrade for OW and Ma campus
SAC - Third Floor
HSH Enrollment Services renovation
Gerry House Admission's Reception area renovation
Visiting team locker room entrance
OW SGA house renovation

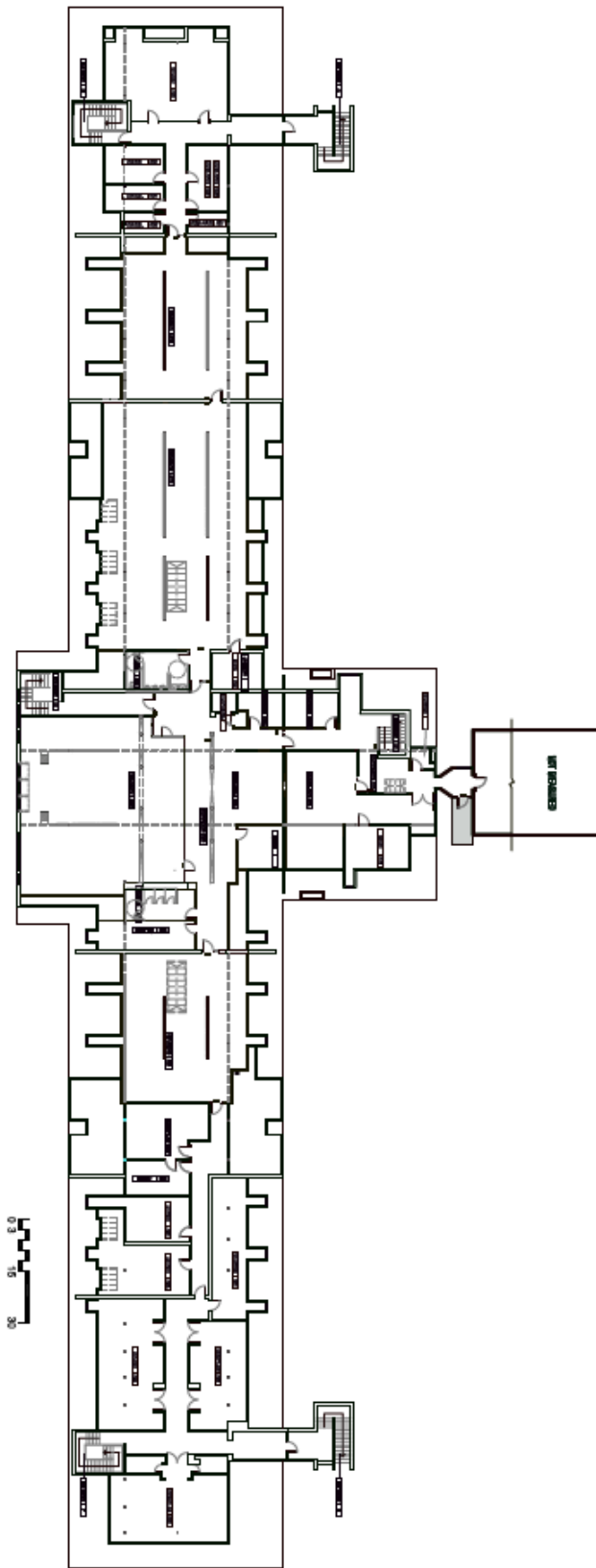
Future Facility Improvements for NYIT:

OW Dorms



EDUCATION HALL
OLD WESTBURY, NY

FIRST FLOOR



EDUCATION HALL
OLD WESTBURY, NY
SECOND FLOOR

Manhattan

New York Institute of Technology's Manhattan campus is located on Columbus Circle, in five buildings between West 60th and West 62nd Street. Its central location, within walking distance of Central Park, is accessible via subway and bus routes, and is close to numerous cultural institutions including Lincoln Center, the theater district, museums and libraries which contribute to academic and social enrichment. The multiple commercial, corporate, and cultural facets of the city provide a wealth of learning and work opportunities related to students' major fields. Here, traditional classrooms share space with high technology distance learning rooms and specialized computer facilities. In current laboratories, students have access to laser and fiber optics, 3-D printing, digital processing, chemistry labs, physics labs, and computer graphics. Rounding out the college environment are fine arts, and architecture studios. One of the college's libraries is housed on campus.

Main Campus Building (1855 Broadway): The School of Architecture and Design at the Manhattan Campus utilizes the fifth, tenth, eleventh, and part of the sixth floors at 1855 Broadway (also see below 16W 61st Street facility) which provides roughly 15,000 s.f. of space including administrative offices, computer labs, studios, exhibit space, faculty and student organization offices, and fabrication lab. In addition to this dedicated space the School of Architecture utilizes the university's library, exhibit spaces, cafeteria and lecture space in 1855 Broadway and adjacent buildings.

Office space: The School of Architecture and Design's office space is housed on the 11th floor. Five rooms are devoted to faculty offices, containing workstations for twelve full-time and adjunct faculty members. All full-time faculty members are provided with either a desktop or laptop computer with individual access to student and college-wide data systems, and the internet. Three additional rooms house the dean/associate dean and administrative offices. Offices for student organizations are on the 6th floor.

Studios: Manhattan offers three undergraduate studios in varying sizes on the fifth and eleventh floor at 1855 Broadway and at 16 W 61st street. In addition, a tenth-floor 2,200 sq. ft. thesis studio accommodates dedicated individual student work stations. The building is Wi-Fi enabled and open-access computer stations are provided for general student use.

Classrooms: The Manhattan registrar assigns classroom space on an as-needed basis. At 1855 Broadway, there are eighteen general-purpose classrooms and, as in Old Westbury, four "Distance Learning" video conference rooms. **Technology Labs:** Manhattan possesses the following computer facilities: two dedicated computer teaching classroom; and one open-access plotting room with three plotters.

Library: The Manhattan library, which serves all programs on the campus, is located on the 1st, 2nd and 3rd floors, directly accessible to classrooms and studios.

Fabrication Lab: The 1855 Main Building has a fabrication lab on the tenth floor which is under the direction of a full time supervisor and a full time asst. supervisor employee who serves as lab director, assisted by teams of students working part time. This shop underwent renovation in 2015 to accommodate new laser cutters, new 3D printers and a new CNC router. The lab is open to students and faculty during the academic year at regularly scheduled hours. www.nyitfablab.com/

Exhibition, Lecture and Jury Space: Manhattan juries are generally conducted in the design studio classrooms or the jury area on the eleventh floor. Additional space is available in the 16 W 61st street lower level studio. For large competitions or special juries, faculty use the "Gallery 61" space on the eleventh floor of 16 W 61st Street, where a series of exhibitions are scheduled

throughout the year. The school also uses the Auditorium on Broadway for lectures, as well as the lecture space in the corporate headquarters of the Steelcase Corporation, a Columbus Circle neighbor. It is a venue that attracts students, faculty, and members of the public to a setting that mingles academic and professional perspectives.

Student Activities Building (1849 Broadway), houses student activities, providing a student lounge, recreation areas, offices of the Student Government Association and other clubs and student organizations. This also serves as the location of the college bookstore and cafeteria.

16 W. 61st St., houses the offices of student enrollment, the English Language Institute, the Communication Arts and Fine Arts departments and the offices of Communication & Marketing. The School of Architecture has its 5,000 sq.ft. studio space in this building, and uses many of the sixth, seventh, eighth, and eleventh floor technology equipped classrooms for lecture and seminar classes.

This building also houses the exhibit and lecture venue on the eleventh floor which includes the Gallery 61 exhibit space.

26 W. 61st St., is office and classroom space for the block and houses Student Affairs and the Schools of Management and Education.

NYIT Auditorium on Broadway (1871 Broadway), is a state-of-the art 3,172-square-foot auditorium that can seat up to 262 guests. It is used by the School of Architecture and Design for lectures, film screenings, meetings, seminars, and events. It has professional quality audiovisual equipment, comfortable seating, professional staging and décor. The facility officially opened in October 2009. nyit.edu/aob.

Manhattan Improvements since last Site Visit:

Architecture Projects (2011-2016):

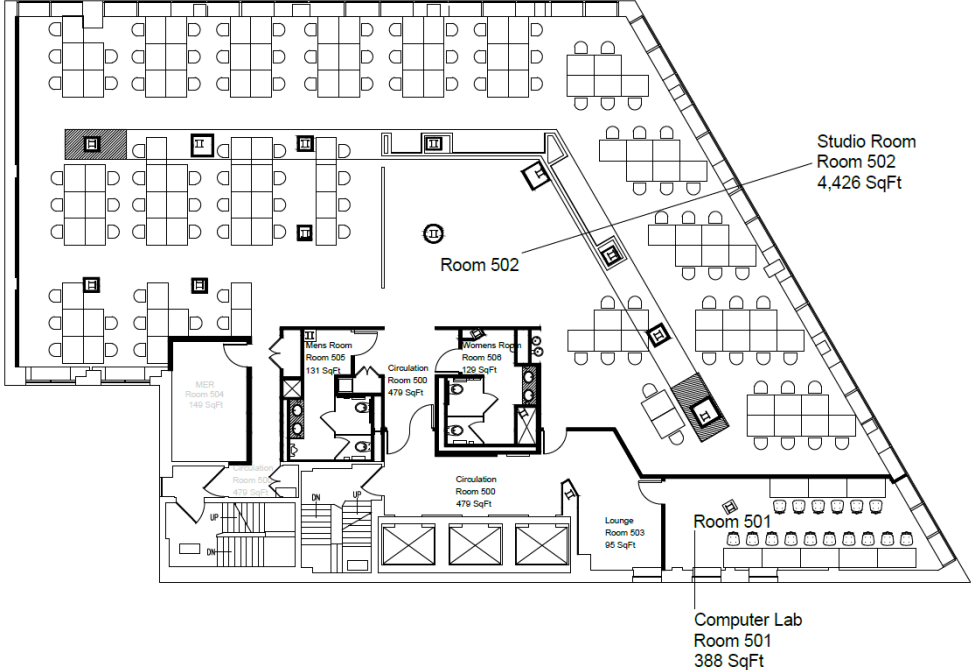
- 711145 16 W 61 st St - New Lockers
- 711146 New Drafting Tables and Stools
- 712046 1855 5th Floor renovation
- 713153 Plotter Replacement
- 713176 New Fab Lab & Plotting Equipment
- 714001 MH Fab Lab Equipment and Expansion
- 714044 FA and ARCH Printer Replacement
- 715001 Roof top exhaust - Fab Lab
- 715005 Laser Cutter

College Wide Selected Projects (2011-2016)

- Annual Smart Classrooms Upgrade
- Annual Multimedia classrooms and conference room upgrade
- Annual computer replacement cycle
- Video Walls at OW and MA campus
- Wi-Fi Infrastructure upgrade for OW and Ma campus
- AOB Renovation - MA campus

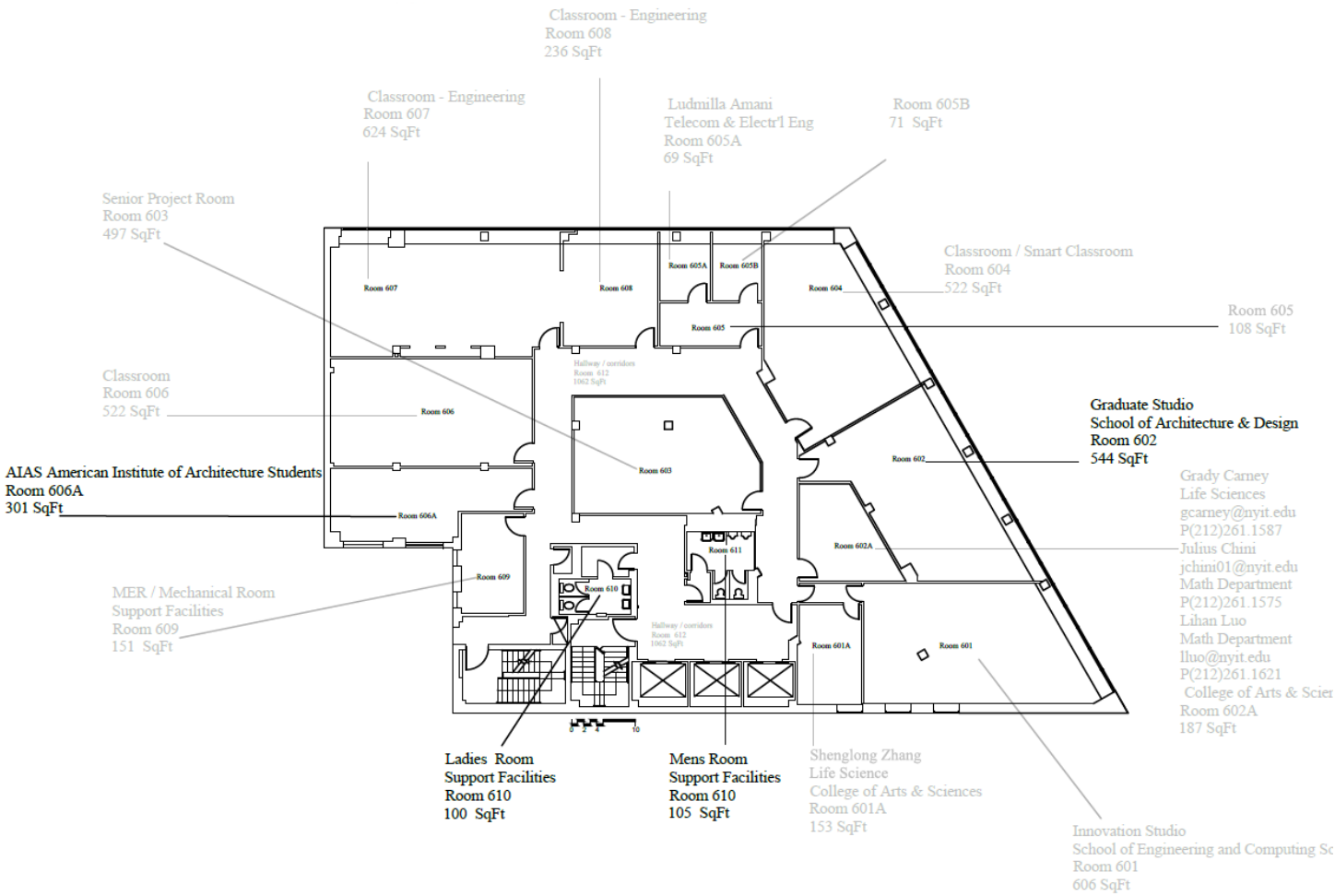
Future Facility Improvements for NYIT:

- MA campus stacking plan



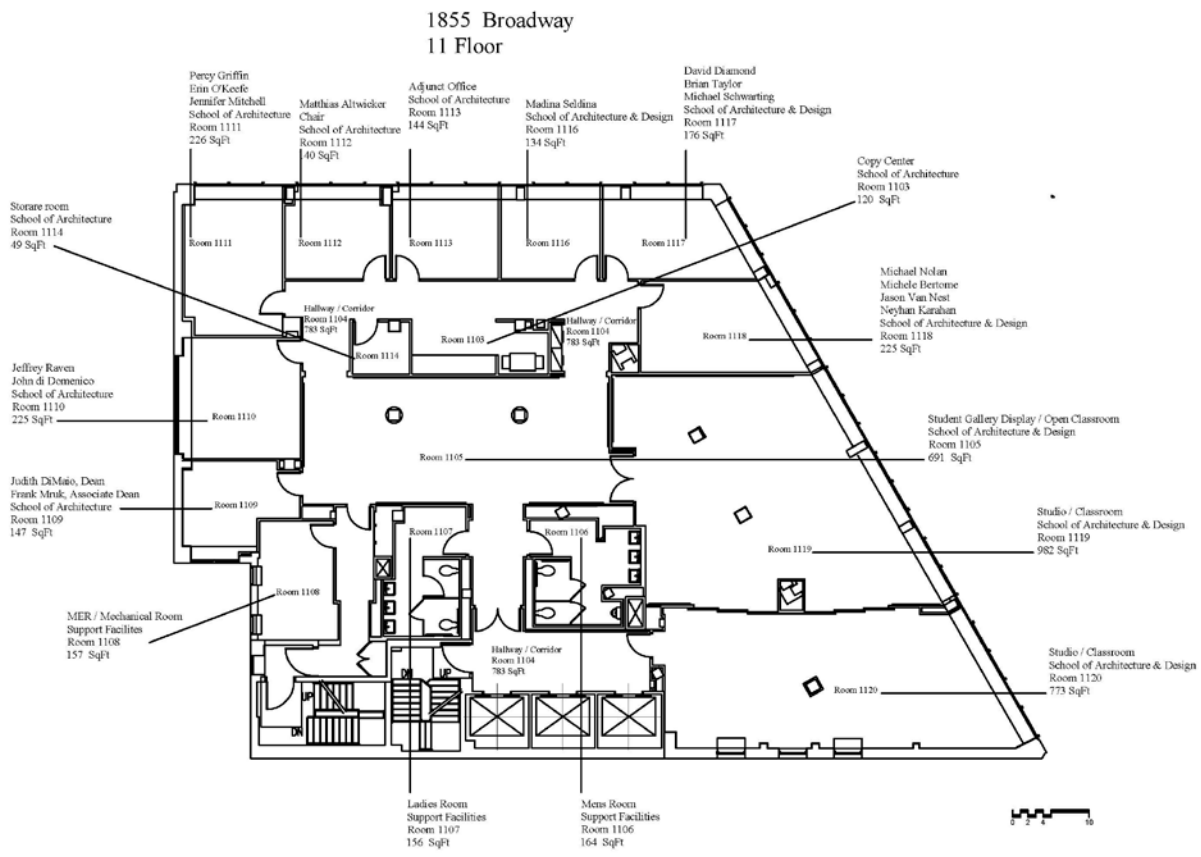
1855 BROADWAY
NEW YORK, NY

FIFTH FLOOR



1855 BROADWAY
NEW YORK, NY

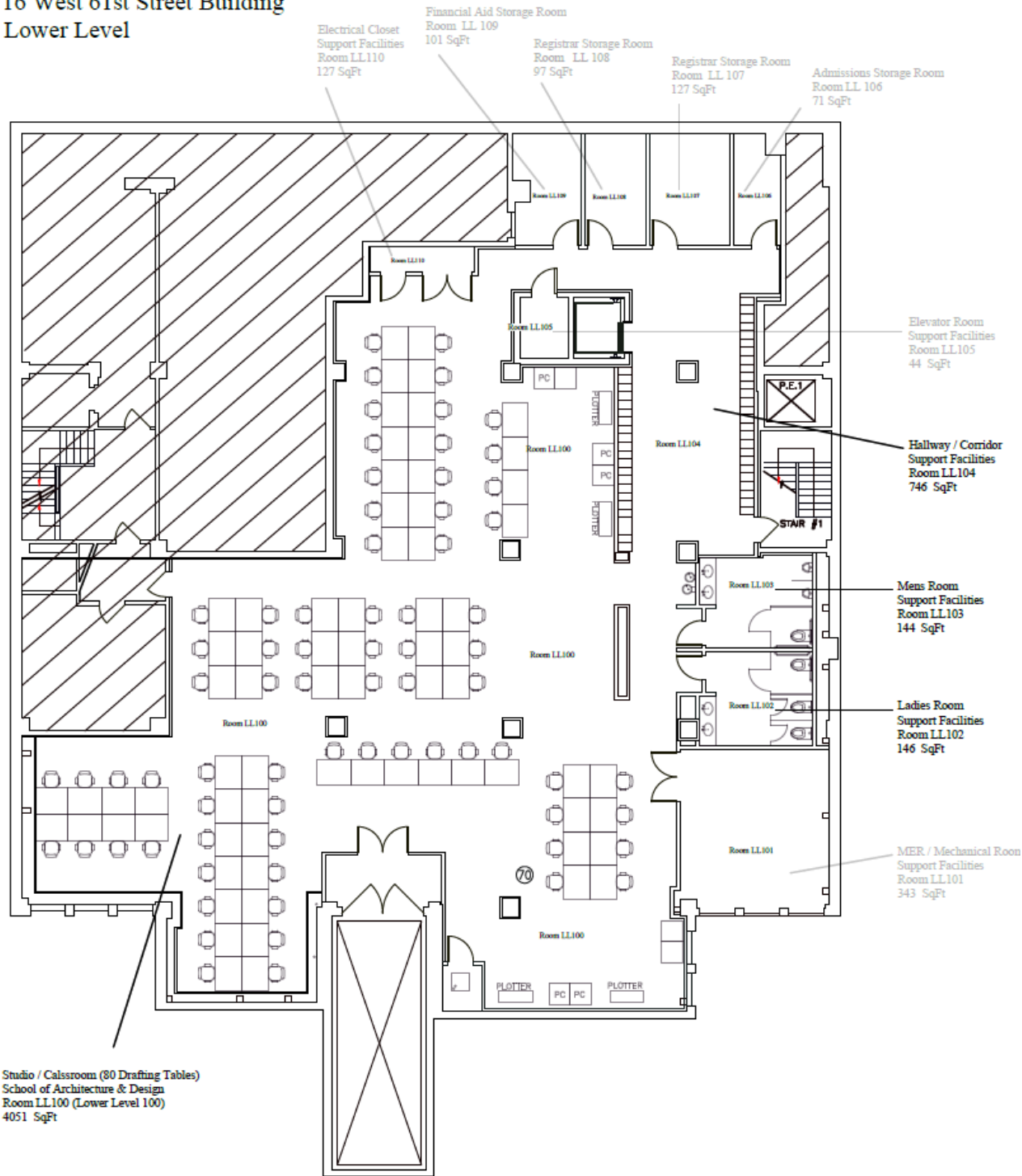
SIXTH FLOOR



1855 BROADWAY
 NEW YORK, NY

ELEVENTH FLOOR

16 West 61st Street Building
Lower Level



16 WEST 61ST STREET
NEW YORK, NY

BASEMENT

I.2.3 FINANCIAL RESOURCES

Institutional process for allocating financial resources to the professional degree program

Institutional process for allocating financial resources to the professional degree program

To begin NYIT's annual budget process, the Dean and Associate Dean, Business and Strategic Planning meet with Provost, Chief Financial Officer and Financial Affairs staff in February to discuss enrollment and the capital and operating budget guidelines for the upcoming academic year. NYIT's fiscal year begins September 1st.

Operating Budget: The NYIT total target contribution from operations (operating revenues less operating expenses) for fiscal year 2017 is \$6.5 million. NYIT SOAD operating budget requests are due in March. The SOAD collects requests from the chairs, directors and committees and feedback from faculty and students. The results of these requests and feedback are reviewed with the Provost and CFO office in April. Operating budget proposals are presented to the President and top leadership in June, and financial budget decision are made the end of July.

Capital Budget: The NYIT budget for new capital projects and continuing projects, excluding the Old Westbury student residences and campus commons, will total no more than \$10 million for the 2016-2017 fiscal year. The SOAD collects requests from the chairs, directors and committees. The selected requests are entered into the automated Capital Budget/Project Request System, to be reviewed and approved by the Dean and Provost in March. Following approval of capital requests, the relevant Director or Project Manager from the Division of Information Technology and Infrastructure prepares a detailed project scope, budget and schedule for renovation projects with an estimated cost greater than \$10,000 in April. NYIT SOAD gets their approved Operating and Capital budgets in July and the budget is loaded into the Oracle system by mid-August.

Expense/revenue categories over which the program has either control or influence

Based on anticipated departures, enrollment and specific program requirements, the School prepares annual requests for faculty (full- and part-time), non-salary expenses (including such items as travel and conferences), and capital improvements, including facilities and technology. Following approval of the capital and operating budgets, and consistent with NYIT policies and procedures, the School manages and hires faculty and staff and non-salary expenses, and works with the office of the Vice President, Information Technology and Infrastructure to acquire technology and implement facilities projects for the School. On an annual basis, the School provides enrollment projections for the upcoming budget year and works with Admissions to reach enrollment targets. In addition, the School also works with the divisions of Enrollment Management and Communications & Marketing to recruit students and enhance communication of the Schools programs and capabilities to the larger market.

In fiscal year 2015, net tuition revenue for the School was just over \$14 million. This revenue funded virtually all of the direct expenses to run the School and the costs of support services provided by other university divisions—such as facilities, enrollment services, registrar, and financial services.

Scholarship, fellowship and grant funds available for student and faculty use:

NYIT makes available nearly \$40 million in institutional aid for undergraduates on a merit and need basis plus an additional \$4.2 million in graduate scholarship. These funds are available to students in the School of Architecture and Interior design as well as other undergraduate and

graduate students attending the New York campuses. Scholarships include the following:

| Scholarship Name/ Account | Object Description |
|--|---------------------------|
| Scholarship Allocation from UG-General | |
| HEOP Institutional Cost | General Scholarships |
| HEOP Institutional Cost | General Scholarships |
| HEOP/OW July 2004 - Jun | Tuition Expense |
| HEOP/METRO July 2004 - | Tuition Expense |
| HEOP/OW July 2004 - Jun | Student Stipends |
| HEOP/METRO July 2004 - | Student Stipends |
| S45079 HEOP METRO: 7/1/05-6/30 | General Scholarships |
| 545078 HEOP OW: 7/1/05-6/30 | Tuition Expense |
| 545079 HEOP METRO: 7/1/05-6/30 | Tuition Expense |
| 569044 NYCDOE Reg. 1: Title #B | Tuition Expense |
| 651021 Feinsein Foundation Sc | General Scholarships |
| 651114 Gary Hess Memorial Scho | General Scholarships |
| 6S1005 Funded Scholarships | General Scholarships |
| 311043 Maria Bentel Endowment | General Scholarships |
| 143101 Institutional Expense | Prior Yr Fin Aid Audit A |
| 651005 Funded Scholarships | Award & Prizes |
| 545020 HEOP O/W FY '07 | Tuition Expense |
| 545081 HEOP Manhattan FY '07 | Tuition Expense |
| 569048 NYCDOE Reg. 1 Title #B | Tuition Expense |
| 641005 Maria Bentel Endowment | General Scholarships |
| 651126 Marcua Singer Scholarship | General Scholarships |
| 652010 Valerie San Fratello Mem | General Scholarships |
| 143101 Institutional Expense | Prior Yr Fin Aid Audit A |
| 191307 Cost Share - Financial | Cost Share - Expense |
| 651123 Brett Kaufman Memorial | Hospitality |
| 1311150 Student Solutions Center | General Scholarships |
| 569050 NYCDOE Dist. 9 Yr 1 Titl | Tuition Expense |
| 569052 CSD 27 1/1/08-12/31/08 | Tuition Expense |
| 569053 NYCDOE Dist. 9 Yr 2 Titl | Tuition Expense |
| 545082 HEOP/OW: 7/1/07-6/30-08 | Tuition Expense |
| 545082 HEOP Manhattan: 7/1/07-6 | Tuition Expense |
| 651124 SGA Scholarship | General Scholarships |
| 131221 Financia Aid Fall - Un | Award & Prizes |
| 191207 F/S Reporting - Financi | Cost Transfers |
| 651005 Funded Scholarships | Captial Altercations & Im |
| 569052 CSD 27 1/1/08-12/31/08 | Tuition Expense |
| 569068 NYCDOE Dist. 9 Yr 3 Titl | Tuition Expense |
| 545086 HEOP OW: 7/01/08-6/30 | Tuition Expense |
| 545087 HEOP Manh: 7/01/08-6/31 | Tuition Expense |
| 651128 LI Hotel & Lodging Schol | General Scholarships |
| 6511124 SGA Scholarship | General Scholarships |
| 191307 Cost Share - Financial A | Cost Share - Expense |
| 652025 Mitack Award | Award & Prizes |
| 651005 Funded Scholarships | Hospitality |
| 410030 LDS Loans for Disadvanta | Cost Share - Expense |

Pending reductions or increases in enrollment

The School is expecting BARCH and BSAT enrollment to be flat, even with last year. There are no funding reductions planned. Any operating budget increase will be relatively small until the arrival of the new Dean and new School priorities are established. The School is anticipating starting a new MARCH program in 2017 which should increase enrollment for the school.

Changes in funding models for faculty compensation, instruction, overhead or facilities since the last visit and plans for addressing these changes.

There have been no changes in the funding models for faculty compensation, instruction, overhead or facilities since the last visit.

- Of the \$254 million in total revenue for FY 2015, \$220 million, or 87%, is from student net tuition and fees. This relatively high share of NYIT revenue has not changed appreciably since the last visit.
- Over the past decade, grant revenue has ranged from \$2.3 to \$6 million a year.
- Faculty compensation is set through a Collective Bargaining Agreement and will continue to be funded through NYIT tuition and other revenue. The exception is grant-funded compensation which has been modest for the School.
- All other operating expenses are similarly funded.
- Capital expenses are funded mostly by cash from operations at \$10 to \$15 each year. Grants account for a relatively small share of capital funding since the last visit. NYIT also has the capacity to issue tax-exempt or taxable bonds for larger projects.

**Facilities Spend 2011-2016 (Total over \$1.5 Mission Dollars)
SOAD Specific Selected Projects(2011-2016):**

- 711002 Ed Hall Student Lounge
- 711107 French Door Replacement Ed Hall Coffee
- 711109 Facade Restoration at Ed Hall
- 711143 Ed Hall Exhibition Gallery
- 711144 Ed Hall Cafeteria Furniture
- 711145 16 W 61 st St - New Lockers
- 711146 New Drafting Tables and Stools
- 711149 Ed Hall Computer lab
- 712046 1855 5th Fl renovation
- 712103 Renovation of Interior Design Dept.
- 712107 Ed Hall Studio Glass Door
- 713174 Crist Cabinets
- 713175 ED Hall Men's room renovation
- 713153 Plotter Replacement
- 713176 New Fab Lab & Plotting Equipment
- 714001 MH Fab Lab Equipment and Expansion
- 714002 New CNC router for OW
- 714044 FA and ARCH Printer Replacement
- 715001 Roof top exhaust - Fab Lab
- 715002 Laser Cutter - OW
- 715004 Fab Lab - OW
- 715005 Laser Cutter MA
- 716001 New Fusion Laser cutters - OW
- 716002 CNC Router - OW

College Wide Selected Projects (2011-2016)

Annual Smart Classrooms Upgrade

Annual Multimedia classrooms and conference room upgrade
 Annual computer replacement cycle
 Video Walls at OW and MA campus
 Hall of Fame exercise room
 Tennis Court Resurfacing
 Wi-Fi Infrastructure upgrade for OW and Ma campus
 SAC - Third Floor
 HSH Enrollment Services renovation
 Gerry House Admission's Reception area renovation
 Visiting team locker room entrance
 OW SGA house renovation
 AOB Renovation - MA campus

Planned Future Projects:

OW Dormitories
 New Space at MA campus
 MA campus stacking plan

Institutional Development Campaigns

The Friends of the School of Architecture and Design and Advisory Board raise funds and allocate these for special projects, scholarships and to fund student trips to AIAS conferences. Since the last accreditation these groups have raised over \$871,000.

| School of Architecture and Design Revenue raised 9/1/10-7/15/16 Based on Fiscal Year | |
|---|------------------|
| FY 2011 | \$80,375 |
| FY 2012 | \$134,085 |
| FY 2013 | \$178,215 |
| FY 2014 | \$160,103 |
| FY 2015 | \$155,211 |
| FY 2016 | \$163,317 |
| Total | \$871,306 |

| INDIVIDUAL FUND BREAK OUT | |
|-------------------------------------|------------------|
| FRIENDS | \$477,245 |
| Brendalyn Stemple | \$100,000 |
| Dean's Fund | \$48,781 |
| Interior Design | \$3,311 |
| Romano Scholarship | \$146,000 |
| Architecture Adv Bd | \$7,700 |
| Bentel Memorial | \$36,084 |
| Aly Dadra Award | \$1,685 |
| Fortino Scholarship | \$30,000 |
| Tommaso & Franca Chieco Scholarship | \$18,000 |
| Sal Coco Award | \$2,500 |
| Total | \$871,306 |

1.2.4 INFORMATION RESOURCES

The library's mission continues to adhere to that of the college and the School of Architecture and Design in giving students the necessary skills to gain entry into the career of their choice. In doing so, the library manages, delivers, and organizes information to strengthen and expedite teaching, study, and research. In supporting the curricula needs of the NYIT architecture and design programs, the collections are housed in two campus libraries, each headed by a Director of Branch Services. The specialty Art and Architecture Library (Education Hall Library), located on the Old Westbury campus; and the Manhattan Library, which contains a similar collection.

The NYIT libraries are members of a number of national and regional professional associations and consortia, including:

- Association of Architectural School Librarians (AASL)
- Art Libraries Association of America (ARLIS)
- Visual Resources Association (VRA)
- Association of College and Research Libraries (ACRL)
- Special Libraries Association (SLA)
- OCLC (Online Computer Library Center)
- Metropolitan New York Library Council (METRO)
- NYLINK (New York/SUNY OCLC network (WALDO))
- New York Library Association (NYLA)
- Long Island Library Resources Council (LILRC)
- Nassau County Library Association (NCLA)
- LILRC's research loan program (RPL)

Collections

The Director of the Art and Architecture Library in Education Hall, as subject specialist, is primarily responsible for collection development for both campuses (except for acquisition requests by Manhattan professors). While the collections strive to be correspondingly similar, the Art and Architecture Library in Old Westbury holds the more complete collection by virtue of its designation as a special library and in that it also supports the interior design program. The collection in Manhattan is within a central library, which serves all programs on the Manhattan campus. In the event of one library holding material that the other does not have a physical exchange of books and scanning/emailing of journal articles between the two libraries and/or directly to students and faculty is efficiently done.

Both libraries are located within or adjacent to the buildings housing the architecture classrooms and studios. This accessibility affords both professors and students immediate integration of library research into studio classes.

The libraries are collection driven because of the need for print monographs and serials. The process of collection development is to ensure that the needs of the students, faculty and instructional programs are being met. It is also done with a vision to provide for a comprehensive collection of art and architecture resources. Acquisitions and management of print materials is an ongoing weekly process, with materials being vetted by a combination of methods. Criteria used are reviews from Resources for College Libraries, Critical Books in Art History, Choice Outstanding Academic Titles; Association of Architecture School Librarians core reference holdings; and holdings from the following library collections: Columbia, Harvard, Cornell, Yale, Princeton, Pratt, Syracuse, NYU and New Jersey Institute of Technology. Professional library literature, architectural academic and design discipline publication reviews are also consulted

monthly. The collections are comprehensive in scope, covering history, theory and criticism, design and construction, building systems, materials, urban design and history, landscape architecture and design of interiors. Faculty are encouraged to suggest monographs of a general nature for the collection or for specific course needs. Faculty research is also supported through acquisitions and librarian research.

Print collections are adapted to provide for changing curricula, relevance and space needs. We have both permanent and semester reserve titles, accessible at the circulation desk, which are reviewed and updated when necessary.

Print is vital to the program. E-formats are subscribed to where available for 24/7 access. In considering migrating to an e-format journal, criteria used include article completeness, image quality, color resolution and availability of .pdf format. Each year, while e-formats are still very limited, subscriptions are reviewed to determine online availability.

NYIT's Art and Architecture collection currently consists of 57 print journals and 162 journal titles, including 80% of the core holdings list of periodical titles as published by the AASL (Association of Architecture School Librarians).

Collection Development Policy

The selection of library resources shall be relevant to academic programs. The collection should be broadly based, balanced, and current. Attention will be given to the scope of majors and courses, and sites at which programs are offered with minimal reliance on intra-campus loans. Consideration will be given to locations where programs are offered so that there will be minimal reliance on intra-campus loans. The collection will be managed to accommodate changes in funding and space needs. Individual branch needs will be taken into account when determining the number of copies ordered.

The libraries subscribe to various electronic resources. Electronic resources include databases, indexes, bibliographies, statistics, and other reference sources which support learning, teaching and research at NYIT. The basic criteria for the selection of any electronic resource are: relevancy to the curriculum, improvement of the overall library collection, and enhancement of patron access to information.

NYIT Libraries encourage the active participation in collection development through:

1. solicitation of faculty recommendations.
2. student suggestions.

Faculty members are expected to submit purchase requests for materials in advance of new programs. Librarians will conduct periodic evaluations of the collection and recommend actions necessary to correct deficiencies. This includes weeding and replacement of missing materials as needed.

Facilities and Equipment

The Art and Architecture Library in Education Hall has upgraded its facilities. It boasts new furnishings and has added a large flat format scanner for student presentations, a flat-screen and a MediaScape table used by students for collaborative work and by professors for seminar classes. A sprinkler system was installed several years ago in the Art and Architecture Library in

Education Hall. Exterior lighting has been improved in the parking lots and walkways leading to Education Hall.

Both libraries have ample computers (Education Hall has 30 and Manhattan has 40 desktops and 22 laptops, several MacBooks and Chromebooks, and 15 iPads), standalone scanners: (Manhattan, 4; Education Hall, 6), color and black and white printers/copiers/scanners, large format scanners, 3-d printers and flat-screens/DVD recorder/players for instruction and presentations in both libraries. Computers are replaced on a three-year cycle. The Art and Architecture Library has seating for 76 and the Manhattan Library has seating for 196. The Manhattan Library has a new innovation center, which includes maker spaces, media creation, and virtual reality applications.

Architectural software on student computers:

| | | | |
|-----------------------|---------|--------------|---------------------|
| -Adobe Creative Suite | -ArcGIS | -Arduino | -Autodesk Suite |
| -Climate Consultant | -Dynamo | -Energy Plus | -ESRI (City Engine) |
| -Google Sketch up | -HEED | | |

Staff and Hours

All NYIT librarians hold M.S.L.I.S. degrees from accredited schools of library science. Many hold additional Masters Degrees as well which are required for promotion. The Art and Architecture Library Director and the full-time librarian position there require subject background and experience in Art History or a related discipline. Librarians are members of AAUP and are classified as professional staff receiving benefits and rank equivalent to teaching faculty. A bachelor degree and/or experience deemed to be the equivalent is required of all support staff applicants.

The librarians serve as both reference librarians and content information providers while maintaining core competencies acknowledged by *ARLIS/NA Core Competencies for Art Information Professionals*:

- Maintain knowledge and expertise with the ability to identify current trends, emerging media, artists, architects and designers.
- Basic knowledge of materials and techniques employed in the fields of art, architecture and design.
- Engage students and faculty through practiced interviewing skills and active listening.
- Manage collection development through critical evaluation of materials, receptive to course requirements and faculty requests.
- Continuously build upon subject expertise and librarianship through professional development.

The librarians provide personal and in-depth reference services to students and faculty. Besides reference services and collection development/management, librarians are responsible for assessment of new resources, outreach, special projects and information literacy instruction. The Library Associate in the Art & Architecture Library has responsibility for processing monographs, periodicals, and reserve items and general library operations including circulation, information, communications and statistics. Library Assistants are primarily responsible for circulation services, shelving and inventory maintenance.

Education Hall has a Director, 1 full-time subject librarian, 3 part-time librarians (at this writing 2, awaiting replacement authorization for another), 1 library associate and 2 part-time library assistants. Staff is supplemented by a student aide or work study student when possible. Education Hall generally employs 1 student worker per semester and Manhattan, with its three floors, hires about 4. The Manhattan Library has a Director, 4 full-time librarians, 2 part-time

librarians, 3 full-time library assistants and 3 part-time library assistants. Since the last accreditation, the Manhattan Library has increased staff by 1 full-time librarian, 1 part-time librarian and 1 part-time library assistant.

Education Hall is open 64 hours per week during the Fall and Spring Semesters. The Manhattan campus library, which serves other NYIT academic programs as well, is open 96 hours during the Fall and Spring Semesters. Each library offers extended hours during the last two weeks of each semester.

Art and Architecture Library, Education Hall

Monday-Thursday, 9am-9pm
Friday-Saturday, 9am-5pm

Manhattan Library

Monday-Friday, 8am-11pm (but 8am-9am and 10pm-11pm only on first and third floors)
Saturday, 10am-7pm
Sunday, 12pm-7pm

Services

Reference services are available at both libraries and through email, phone and virtual reference. Faculty requested books are placed on reserve each semester. The Library web portal informs students and faculty of the library's resources. In addition to the catalog, and a search aggregator for finding print and periodicals, access is provided through the website for chat, social media (e.g., blog, Facebook, Twitter, etc.), inter-library loan services; new book/journal requests; research guides, and citation resources (e.g. *RefMe*). Library instruction and information literacy tutorials can be accessed through scheduled workshops, studio/class presentations and streaming video tutorials. In addition, the library publishes a newsletter and the Art and Architecture Library sends direct notifications to architecture and design faculty in both Manhattan and Old Westbury about new resources. Periodical databases are organized on the webpage by subject and title. In addition, a journal locator indexes all NYIT periodical holdings. The Art and Architecture Library librarians produce numerous thematic PowerPoint slide presentations of images for continuous loop flat-screen display.

Art and Architecture Periodical Databases

- *ARTSource*
- *Architectural Publications Index (RIBA and RIBApix)*
- *Art Index Retrospective*
- *Artstor*
- *Avery Index to Architectural Periodicals*
- *Credo Reference*
- *GREENR*
- *MAD CAD*
- *Materials ConneXion*
- *Oxford Art Online (Grove Art Online)*

2016 Library Data-NAAB

| | | | | | | |
|------------------------------|-------------------------------------|------------------------|-----------|----------------|----------------|------------------|
| Institutional Book budget | \$265,000 | | | | | |
| Institutional Database bud. | \$357,945 | Number of Print Titles | | | E titles | Print & E Titles |
| Institutional Title holdings | 179,857 | Ed Hall | Manhattan | Total Combined | Total Combined | Total |
| NA1-1555.5 | General architecture | 4496 | 3472 | 7968 | 16 | 7984 |
| NA1995-2460 | Architecture as a profession | 192 | 117 | 309 | 4 | 313 |
| NA2500-2599.9 | General works | 624 | 465 | 1089 | 25 | 1114 |
| NA2695-2793 | Architectural drawing and design | 580 | 412 | 992 | 15 | 1007 |
| NA2835-4050 | Details and decoration | 188 | 123 | 311 | 8 | 319 |
| NA4100-8480 | Special classes of buildings | 1928 | 1338 | 3266 | 30 | 3296 |
| NA9000-9428 | Aesthetics of cities. City planning | 337 | 264 | 601 | 6 | 607 |
| NA1-9428 | Subclass NA Architecture | 8611 | 6406 | 15017 | 204 | 15221 |
| N1-9211 | Subclass N Visual arts | 1823 | 818 | 2641 | 140 | 2781 |
| NB1-1952 | Subclass NB Sculpture | 263 | 144 | 407 | 21 | 428 |
| NC1-1940 | Subclass NC Drawing, Design | 455 | 339 | 794 | 83 | 877 |
| ND25-3416 | Subclass ND Painting | 1227 | 406 | 1633 | 159 | 1792 |
| NK1-9990 | Subclass NK Decorative Arts | 1192 | 419 | 1611 | 109 | 1720 |

Digital Resources

INSTALLED SOFTWARE:

Autodesk Software:

AutoCAD

Navisworks Manage

- Default Plugin for exporting models to Revit
- Properties+ by AutoDesk
- Prokon TimeLiner Wizard by Prokon Software

Revit Architecture

- Structural Analysis Toolkit
- Advance Steel Plug-in by Autodesk, Inc
- Timber Framing for AutoDesk Revit
- Frame Generator for Revit AutoDesk Revit
- Dynamo Plug-in
- LyreBird Plug-in
- Elum Tools Plug-in
- Lighting Analysis Plug-in by Autodesk, Inc
- Tally Plug-in by KT Innovations
- Site Designer Plug-in by Autodesk, Inc
- Room Finish Plug-in by BIM 42
- IFC Exporter for Revit
- Navisworks Exporter Plug-in
- 3D Studio Max
- Inventor
- Robot Structural Analysis

- Project Dynamo
- Adobe CC Suite (includes the following):
 - Illustrator
 - Photoshop
 - Premiere
 - InDesign
 - Acrobat Pro
 - Dreamweaver
 - After Effects
- Microsoft Office Suite including:
 - Word
 - PowerPoint
 - Excel
 - Project
- Additional 3D Modeling Platforms:
 - Sketch-up
 - Rhinoceros
 - UMI for Rhino
 - Paneling Tools for Rhino
 - RhinoVAULT for Rhino
 - SectionTools for Rhino
 - eVe | Sun for Rhino
 - Rhino Grasshopper
 - BIM GeomGym IFC for Grasshopper
 - BrickDesign for Grasshopper
 - Galapagos for Grasshopper
 - Geko for Grasshopper
 - Grevit for Grasshopper native BIM
 - Kangaroo for Rhino's Grasshopper
 - Ladybug for Grasshopper
 - LunchBox for Grasshopper
 - LyreBird for Grasshopper
 - Paneling Tools for Grasshopper
 - SmartForm for Grasshopper
 - Weaverbird for Grasshopper
- Fabrication Platforms
 - MakerWare
 - Netfabb
- Rendering Platforms:
 - Penguin for Rhino
 - VRay
 - VRay Plug-in for Rhino
 - VRay Plug-in for 3DS Max
- Maxwell Render
 - Maxwell Render Plug-in for Rhino
 - Maxwell Render Plug-in for Sketchup
 - Maxwell Render Plug-in for Revit
 - Maxwell Render Plug-in for 3DS Max
 - Maxwell Render Plug-in for Photoshop
- City Planning Platforms:
 - City Engine

- ArcGIS (including ArcToolbox elements: 3D Analyst Tool, Geostatistical Tool, Spatial Analyst Tool.)
- Google Earth
- Google Earth Engine

Web browsers

- Google Chrome (default)
- Mozilla Firefox

Energy & Environmental Platforms

- U.S. Department of Energy's "Energy Plus"
- Climate Consultant HEED
- SOLAR2
- OPAQUE

Programming

- Processing
- Ardrino

Additional software not categorized above:

- BlueBeam Revu

Installed Hardware Old Westbury

Education Hall 101-OW (Library)

- 22 Dell Optiplex 3010
- 8 Dell Precision T5500
- Media Scape Table
- LG TV
- Panasonic DVD/VCR combo

Education Hall 121-OW (Conference Room)

- 1 Dell Optiplex 780
- NEC projector, NP-P451W

Education Hall 133-OW (Classroom)

- TV with DVD/VCR combo (inactive)

Education Hall 138-OW (Studio)

- 1 Dell Precision T7910

Education Hall 140-OW (Studio)

- 1 Dell Precision T7910

Education Hall 141-OW (Studio)

- 1 Dell Precision T7910
- NEC projector, NP-P350X

Education Hall 200-OW (CAD Lab)

- 22 Dell Precision T7910

Education Hall 203-OW (Plot Shop)

- 2 Dell Precision T7910

Education Hall 206-OW (Open Access Plotter)

- 1 Dell Precision T5500

Education Hall 223-OW (Thesis Studio)

- 1 Dell Precision T7910

Education Hall 260-OW (Classroom)

- 16 Dell Precision T7910
- 1 Dell Precision T7910 (instructor station)
- NEC projector, NP-P350X

Education Hall 272B-OW (3D Printing Room)

- 1 Dell Precision T7910

Education Hall 274-OW (Fabrication Lab)

- 3 Dell Precision T7910

Education Hall 275-OW (Crit Area)

- Nec projector, NP-P350X

MANHATTAN

Fabrication Lab

- 7 Dell Precisions 7910

EGGC 1011

- 17 Dell Precisions 7910
- Dell Precision 7910 (Instructor Stn)
- Ceiling mounted Projector

EGGC 1012

- 4 Dell Precisions 7910

EGGC 1013

- 2 Dell Precisions 7910

EGGC 1120

- 3 Dell Precisions 7910
- Ceiling mounted Projector

EGGC 602

- 6 Dell Precisions 7910
- Table mounted projector

EGGC 501

- 17 Dell Precisions 7910
- Dell Precision 7910 (Instructor Stn)
- Tier .5 system

16 W. 61st St. Lower Level

- 6 Dell Precisions 7910

I.2.5 ADMINISTRATIVE STRUCTURE AND GOVERNANCE ADMINISTRATIVE

Structure

NYIT is a private non-profit institution chartered in 1955 by the Board of Regents of the State of New York. The NYIT Board of Trustees is the final governing body of the institution. Its duties include fiduciary oversight and leadership in planning, assessment, integrity, and support of necessary resources. According to the By-Laws, the board must consist of no fewer than 12 and no more than 25 members. At present, 18 voting members serve on the board, including NYIT's current president, the chief executive officer of the institution. The president of NYIT, Dr. Edward Guiliano, is the chief executive officer and one of five corporate officers of NYIT. He is the central spokesperson for the institution and provides leadership for the New York, global, and online campuses.

The university is organized into divisions: Academic Affairs (including the schools of Architecture & Design, Arts & Sciences, Education, Engineering, and Management as well as the office of global academic programs, the libraries, and registrar functions); Health Sciences and Medical Affairs (including the school of Health Professions and the New York College of Osteopathic Medicine); Enrollment, Communications and Marketing; Development; Financial Affairs; Information Technology and Infrastructure; Legal Affairs (including human resources); Planning and Assessment; and Student Affairs (includes Alumni Affairs). The Legal office is headed by NYIT's general counsel, while the other units are headed by vice presidents.

appointments, and referring proposals to the full senate. Faculty seats from each academic school are allocated according to a formula specified in the NYITAAUP Collective Bargaining Agreement.

Proposals come to the Executive Committee and the full senate via ten senate committees: Admissions and Academic Standards; Assessment; Budget, Finance, and Resource Allocation; Calendar; Communication; Constitution; Curriculum; Educational Technology; Executive; and Institutional Development and Library Systems. Some committees are limited to senate members; most welcome participation from all members of the NYIT community; architecture faculty are active members of all committees except Budget, Finance and Resource Allocation whose meetings are closed and whose membership is defined by constitution.

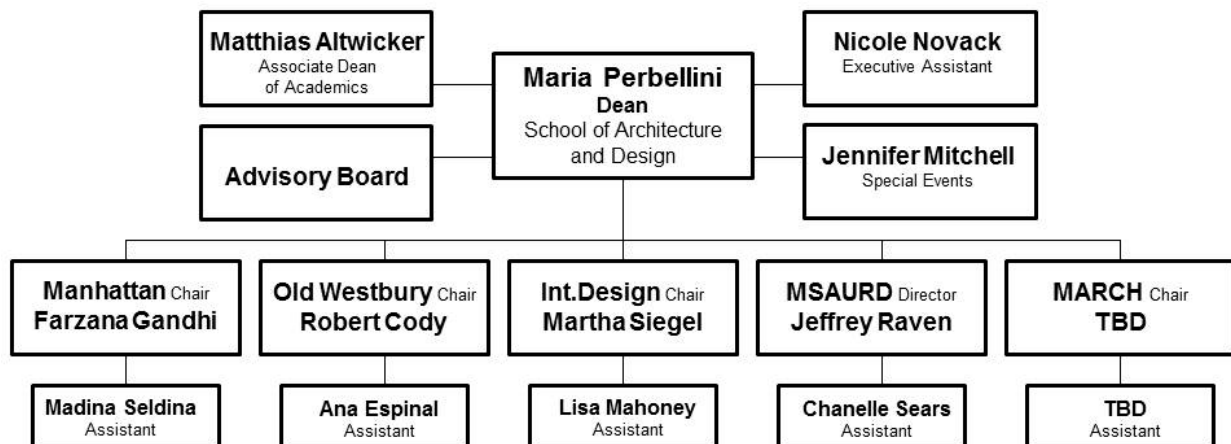
A senate web site publishes committee information, minutes, roster of senators, the constitution, proposals, and other relevant information for the NYIT community. Faculty senators, elected at opening meetings of their academic schools in September, serve two-year terms; administrative senators are appointed each year.

Student Government

The Student Government Association (SGA) at NYIT's campuses advocates for students with the administration; provides funding to student organizations and clubs; develops programs for the general student population; and represents NYIT at open houses, orientation, and other events. By constitution, SGA officers consist of president, vice president, secretary, and treasurer, elected by the general student body. The makeup of senators and representatives differs slightly by campus. The SGA presidents in Old Westbury and Manhattan are voting members of the NYIT Academic Senate and present regular reports at Senate meetings.

School of Architecture and Design

The School of Architecture and Design operates at both the Old Westbury and Manhattan campuses. The departments at Old Westbury and Manhattan include an Architecture chairperson at each location, a chairperson for Interior Design at Old Westbury and a Chair for the post-professional Masters of Science in Architecture Urban and Regional Design program. The Dean has offices at both locations. The organization of the school is shown below:



School of Architecture and Design: Dean's Office

The Dean's office directs school operations and reports to the university provost in the

Office of Academic Affairs. Academic units within the school include the department of Architecture, the department of Interior Design, the graduate program in Urban and Regional Design, and Interior Design programs at NYIT locations in Abu Dhabi and Bahrain. The dean is responsible for developing and implementing school-wide policy assisted by the associate dean and chairpersons. These responsibilities are also supported by the Associate Dean, Administrative Assistants and a Special Events Coordinator.

Advisory Board

The Advisory Board serves at the request of the dean. The Advisory Board participates in the fund-raising activities of the school and advises the dean on issues in the school and in the profession.

Chairpersons

Chairpersons review the assessment of student learning and development of plans for continuous improvement and assessment from the curriculum co-coordinators. Chairpersons are also responsible for supervising their faculties, studios, computer labs, fabrication labs, hiring adjunct faculty, scheduling academic offerings, administration of academic and institutional policies, coordination with registrar and open houses, and overseeing aspects of the academic program and student advisement.

Curriculum Co-Coordinators

Every major discipline within the curriculum has co-coordinators (1 for each campus) who work together and are responsible for, each year, evaluating the effectiveness of those courses based on reviewing student work against desired course and program outcomes and initiating subsequent dialogue among the faculty about problems and possible solutions. Co-coordinator positions are held by full time professor-adjunct professor partnerships in an attempt to develop ongoing leadership in the school. Each year syllabi are reviewed to improve student learning outcomes with the assistance of other faculty members teaching within the discipline. In addition to revising the syllabi for application on both campuses, the curriculum coordinators monitor the work done to assure compliance with the methods, objectives, and outcomes desired. Any substantial changes or ideas for new courses or programs are brought before the entire faculty through the school, then university, curriculum committees and the university Academic Senate. One of the school committees referred to in the next section, the Curriculum Committee is responsible for formally reviewing and recommending changes to curricula, introducing new courses or programs, proposing standards and evaluation criteria, and formulating requests for changes to academic policy.

School Personnel Committee

The NYIT-AAUP contract stipulates the formation of School Personnel Committees (SPC) whose primary tasks are to search for and evaluate candidates for full-time appointment, sabbatical leave, and to conduct the initial review of candidates for retention, promotion and tenure. The contract defines committee size and criteria for membership and sets forth certain procedures to be followed. The SPC reports findings and recommendations to the dean.

Decision-Making and School Committees

The principal administrators of the school (the dean, associate dean and the chairpersons), meet regularly and frequently with students and faculty. Information and academic/curricular policy flow from the Dean to the chairpersons, to the coordinators and committees, to the faculty, and to the students; concerns and feedback from students and faculty to administrators. More formally, faculty governance committees chaired by full-time faculty, meet at least twice a semester to discuss issues that arise and to formulate, recommend and carry out initiatives to help meet

institutional, school, and program goals and objectives.

These committees are required to have a minimum of one student (except the School Personnel Committee) and one adjunct professor. School committees are:

- School Personnel Committee
- Curriculum Committee
- Technology Committee
- Exhibition Committee
- Library Committee
- Summer Abroad Committee
- Website Committee
- Alumni Relations Committee
- Facilities Committee

- Publications Committee
- Student Life Committee
- Life Long Learning Committee
- Admissions Committee
- Master's Degree Committee
- NAAB Steering Committee
- Structures Committee
- BIM Committee

PART TWO (II): SECTION 1 - STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 STUDENT PERFORMANCE CRITERIA

| Date: 23-May-16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------------------|-------------------------|------------------------|----------------------|--------------------------|--------------------------|-----------------------------|------------------------------------|--------------------|---------------------|-------------------------|------------------------|-------------------------|-------------------------------|------------------------------------|----------------------------------|----------------------------------|--------------------|------------------------|----------------------------------|----------------------------|---------------------------------|-----------------------------|-----------------------------|---------------------------------|-----------------------------|----------------------------|--------|--------------------------|--------------------------------|-----------------------------------|--|--|--|--|
| B ARCH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Performance Criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| < primary evidence source | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | A | | | | | B | | | | | | | | | | C | | | D | | | | | P | | | | | | | | | | | |
| | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 | P1 | P2 | P3 | P4 | P5 | | | | |
| | | Prof. Comm. Ability | Design Thinking Ability | Invest. Skills Ability | Arch. Design Ability | Ordering Systems Ability | Use of Precedent Ability | Inst. Global Cult. Underst. | Cult. Divers. Social Equ. Underst. | Pre-Design Ability | Site Design Ability | Codes & Regula. Ability | Tech Document. Ability | Struct. Systems Ability | Environmental Systems Ability | Bridge Envelope Sys. Understanding | Bridge Material Assesm. Underst. | Bridge Services Systems Underst. | Financial Underst. | Research Understanding | Integrated Eval+Decision Ability | Integrative Design Ability | Stakeholder Roles Understanding | Project Mgmt. Understanding | Business Practices Underst. | Legal Responsibilities Underst. | Prof. Conduct Understanding | Collaboration + Leadership | Design | Professional Opportunity | Stewardship of the Environment | Community + Social Responsibility | | | | |
| PRE-PROFESSIONAL EDUCATION COURSES | AAID 101 Design Fundamentals I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AAID 102 Design Fundamentals II | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AAID 140 Visualization I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AAID 160 Introduction to History | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 161 Survey History Architecture I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 162 Survey History Architecture II | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 201 Architectural Design I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 202 Architectural Design II | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 211 Statics & Strength of Materials | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 221 Building Construction I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 222 Building Construction II | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AAID 240 Visualization II | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ARCH 272 Environmental Site Planning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PROFESSIONAL EDUCATION COURSES | ARCH 301 Architectural Design III | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | ARCH 302 Architectural Design IV | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 311 Structural Steel Design | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 312 Reinforced Concrete Design | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 324 Environmental Systems I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 325 Environmental Systems II | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 327 CAD Construction Drawings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 340 Visualization III | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 361 Architectural History & Theory Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 362 City Planning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 401 Architectural Design V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 402 Architectural Design VI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 411 Advanced Structural Concepts I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 481 Professional Practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 501 Architectural Design VII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARCH 502 Architectural Design VIII | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | LECTURES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ALUMNI SPONSORED EVENTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FREEDOM BY DESIGN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Realm Narratives and Responses to Changes in Conditions

Realm A:

NYIT attracts the majority of its students from the New York City metropolitan region. Our audience is extremely diverse, both in terms of its socio-economic and racial composition. As a faculty, we use this diversity to enrich the education we offer. We emphasize critical thinking, analytical reasoning, self-expression, and cultural understanding in all classes, in accordance with APR criteria A1-A5. We encourage students to apply their problem-solving skills to real-life problems. In the history/theory classes, we explore architectural precedents and traditions in relation to the political, social, and economic conditions out of which they emerged. In our thesis sequence, we encourage students to develop research topics that draw on their skills, experiences, and backgrounds.

Changes in conditions for Realm A stressed the use of a diverse range of skills and media to think about and convey architectural ideas. This is already a large component of the design studio sequence, but was further embedded within the requirements for courses in the history and theory sequence.

Realm B:

Realm B enters the BARCH curriculum in the second year and continues until the final semester. It is primarily delivered through courses in the five-course technology sequence, although it is understood that students synthesize the lessons from all non-studio courses within the design studio. To assist with this, the courses in the technology sequence (ARCH 221, 222, 272, 324, 325) use project-based learning as a means to impart the necessary information. Unlike studio assignments, the projects in these courses are design assignments that are based around clear, measurable parameters, allowing the students to understand the impact that these issues have on space and form.

We understand changes in Realm B as adding emphasis to environmental stewardship while stressing that students show their understanding and ability through architectural solutions. We integrated the course environmental Site Planning into the technology sequence to create a stronger connection between site and building design technologies. Project-based “design” assignments are the basis of all these courses, stressing holistic architectural solutions.

Realm C:

Integrated architectural solutions are the cornerstone of the third and fourth-year studios within the BARCH curriculum. This curriculum builds on the first two years of study, which focus mostly on issues included in Realm A, while working in concert with the issues of Realm B that are the primary components of the non-studio coursework, in particular the technology sequence.

Realm C, although new, integrates many elements from previous conditions. While thinking in an integrated way is something that is stressed to the students (in ever-increasing complexity) throughout their 10 semesters in the program, for us it meant structuring an iterative process that balances qualitative and quantitative evaluations of their work. This process is one that is applicable for design studio as well as for other courses, and it has fostered implicit overlaps between the various sequences within the BARCH curriculum.

Research (C1) exists in every studio during these two years and is understood as a primary architectural motivator, addressing issues across all systems and concerns. Integrated solutions can only be understood by understanding the proper parameters that define potential solutions. Specifically, research is balanced between programming, user needs and external relationships on one hand, and building systems requirements on the other hand. Research co-exists in the curriculum with Integrated Evaluations and Decision-Making Design Process (C2) which is emphasized throughout the upper level design sequence. The ability to make integrated decisions across multiple systems is threaded throughout the third and fourth year design studios, building on supplemental learning in non-studio courses. Integrative Design (C3) occurs at the beginning and the end of this sequence of courses, in comprehensive design 1 and 2 (ARCH 301 and 402), acting as a checkpoint for learning at the start

Realm D:

D.1-D.5 are covered by our professional practice curriculum, which emphasizes entrepreneurship, leadership, and management. Students are introduced here to the mechanics of opening a licensed practice; the calculation of budgets and bids; the drafting of contracts and compliance with local standards and norms. They are asked to grapple with the ethical and ecological dilemmas that face the licensed practitioner. They also study and analyze the debates and challenges facing the profession today.

Changes to conditions in Realm D were subtle and added emphasis to the business aspects of professional practice along with increased focus on team building and teamwork. This has manifested itself in our curriculum with lessons regarding integrated project delivery, along with a closer look at the variety of practice types available to architects today.

Student Performance Criteria Narratives

A.1 Professional Communication Ability

Professional Communication Skills: Ability to write and speak effectively and use appropriate representational media both with peers and with the general public.

Evidence may be found in coursework generated by ARCH 160, 361, and 362.

ARCH 160 is a lecture course that offers students a critical introduction to the language of architecture. It explores architectural terminology - commonplace terms like *function*, *space*, and *structure* - in a critical and historically informed way. Through paper assignments, video essays, and graphic exercises, it teaches students how to think and communicate conceptually. It furnishes them with tools that they can use to contextualize and articulate their studio work, both to designers and to the public at large. Precedent study assumes an especially important role. The inclusion of guest lecturers who offer contrasting perspectives and approaches to the field is encouraged as well.

ARCH 361 engages historical, theoretical, and thematically-based topics, integrating architecture and texts across the historical spectrum. Topics include the major historical period styles, the work of specific architects, or the development of important building typologies. The formal and technological aspects of architecture are examined in relation to primary and secondary documentary sources as well as in the context of prevailing cultural and political circumstances. Student presentations, active discussion, essays, video essays, drawing exercises, and exams are vital to this course. Professors work with students to help them improve their critical reasoning skills, their capacity for self-expression and self-reflection, and their ability to engage with colleagues and members of the public in dialogue about the built environment.

ARCH362 offers students a comparative analysis of urban design and planning from the classical period to the present. Students regularly write papers and produce videos and diagrams in which they detail theories of city planning. They are invited to compare and contrast differing viewpoints and provide their own perspective. They give in-class presentations and are often invited to debate their contrasting views.

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

Evidence may be found in coursework generated by ARCH 201, 301, 302 and 501.

The emphasis in **ARCH 201** is on the use of abstract ideas, from a diverse range of contemporary culture that may critically impact design projects. Students are introduced to selected films, short stories and conceptual art, (mostly land art) that they diagram and interpret. Investigations of time sequences, spatial sequences, narrative structure, light, sound color and form are all used to generate unique points of departure for the longer, architectural design projects that follow. **ARCH 201** also devotes time to precedent and site analysis performed by teams, both of which require clear and precise investigation, evaluation and interpretation, and conclusions on which later design decisions are made.

The emphasis in **ARCH 301** is on research of information specific to the building type (a small to mid-size public institution) and its components. Students are introduced to issues of life safety – principally egress and accessibility, zoning – required setbacks, height and use restrictions, and site analysis, by studying nearby street, traffic patterns, public transportation routes, as well as neighboring retail, institutional and residential patterns. Student proposals represent the assimilation and critique of this new information. Alternative design proposals are evaluated against this newly acquired body of knowledge.

The emphasis in **ARCH 302**, which focuses on housing, builds on the project-specific research practices of 301 by incorporating also the study of canonical and innovative housing types. Students conduct and present their research for group discussion and critique. Results directly impact the design process.

The emphasis in **ARCH 501** also encompasses abstract ideas and information from diverse spheres of knowledge from which students craft a two-semester design project. Since they are given liberty to choose their own studio topic (with the guidance of studio professors), the ideas, inquiry, process and project results may be straight forward, conceptual, or visionary.

In conclusion, A.2 is handled as a series of supplementary and collateral exercises in ARCH 201 to generate unique points of departure and project development, in ARCH 301 and 302 to deepen technical expertise and a body of knowledge germane to a given building type, and in ARCH 501 to generate a unique and original thesis project which may reside in the categories of architecture, urban design, regional design or abstract theory.

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

Evidence may be found in 302, 402 and 501.

Emphasis on the gathering, assessment, recording and evaluation of relevant information in **ARCH 302** focuses on issues specific to housing, including a robust investigation of canonical and innovative housing types, summary consideration of local zoning and code issues, as well as diagrammatic consideration of structural and constructive systems. These issues are further developed in ARCH 402 in the context of our Comprehensive Design Studio where a small to mid-sized public building is the subject of more robust development of zoning, code, constructive and sustainable systems. In ARCH 501, building on the experiences of all preceding semesters, students conduct independent research into the issues necessary to pursue their individual topics, such as: materials, delivery systems and prototypes for disaster-relief shelter, floating cities, transportation hubs, urban landscape, unique client/program configurations, etc.

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

Evidence may be found in coursework generated by ARCH 201, 202, 272, 301, 302 and 501.

The emphasis on A.4 priorities in **ARCH 201, 202, and 301** centers on the practice of architectural design skills in the contexts of small to mid-scale public buildings on real sites, within the contexts of increasingly plausible technical and environmental priorities. All involve building programs that specify both repetitive and unique space requirements at a variety of scales and uses and at varying degrees of specificity (hard and soft program). Often there is a requirement that students select unique program or other elements to help them establish unique points of departure. Each deals with complex circulation, organizational hierarchies and scales requiring custom adaptation of ordering strategies such as: single or double loaded circulation, linear or courtyard arrangements of repetitive spaces, expression or suppression of structural or circulation systems and site treatment.

In **ARCH 302** the issues above are tailored to those relating to medium density housing schemes, most especially relating resolving the plan and section patterns generated by unit mix, light, ventilation, egress, access to public and semi-public areas, to open space, etc.

In **501**, students are responsible for identifying their own research topics and these are often characterized by highly developed responses to student's research interests, for instance, complex building skins, unconventional program briefs or proposals to remediate disused, degraded or polluted artifacts or terrains (former Domino Sugar factory in Williamsburg, residential neighborhoods vulnerable to high-water events on Staten Island or Long Island, urban remediation for former industrial neighborhoods such as Red Hook, Brooklyn, etc..

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

Evidence may be found in coursework generated by ARCH 101, 102, and 302.

The emphasis in **ARCH 101** is on the themes of finding order latent in given images or elements, and subsequently making order from, or composing organization with those very elements. The semester progresses in a series of limited and focused objective design challenges culminating in a Tidal Park where both natural and formal ordering systems introduced earlier come into play.

In **ARCH 102**, the emphasis is on iterative problem solving most evident in the final Cliff Dwelling project. Students investigate alternative schemes based on program adjacencies and stacking, structural strategies, circulation strategies, relationship to site conditions, passive sunlight and ventilation, tectonic systems, and enclosure. These systems are approached in a diagrammatic and conceptual way as these students have not yet taken structures or technical courses. The final phases of this project will have exposed students to a robust and evolving series of design investigations including both natural and formal ordering systems that become increasingly differentiated and integrated with each subsequent iteration.

In **ARCH 202**, the first of two design projects challenges students to partially occupy and transform an existing frame building adjacent to the prime project site. Phase one of the challenge requires students to document and analyze the subject building's plans, sections and three-dimensional structural frame. Subsequent phases involve reconciling or contrasting proposed systems of order (including proportional relationships, parts to whole, program distribution, servant and served, and hierarchical organization) with conditions found in the existing artifact. Additionally, students must diagram the ordering systems found in the neighborhood context, such as organic vs. rectilinear plan alignments and the variety of material and proportion systems found in nearby building facades.

In **ARCH 302**, the emphasis is on natural and formal ordering systems as they inform the plan and section patterns generated by unit mix, light, ventilation, egress, access to public and semi-public areas, to open space, etc., and these are examined in light of the implications of these arrangements and relationships for the communal and social lives of the neighbors and residents. In conclusion, A.5 is handled incrementally, in small doses and in diagrammatic form in 101, in increasingly developed, integrated and differentiated ways in 102, and with depth and rigor in the adaptation and assimilation of canonical housing types into the specifics of the given site and project brief.

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

Evidence may be found in coursework generated in ARCH 302, 401, 501

Emphasis of the use of precedents in ARCH 302 centers on the study of canonical and innovative housing types. Adaptation of these types to meet specific program, site and climate requirements is evident in student proposals.

In ARCH 401, emphasis is on canonical examples from urban or city planning – the relationships between residential, institutional, industrial, and agricultural uses, and their relationships to local topography, transportation networks etc.

In ARCH 501, precedent studies are targeted to program types, site types, climate types, tectonic types or other topics germane to the student's independent project brief. The complex rubric of critical issues latent in precedent studies is often a decisive determinant in the formation and development of fifth-year student's project.

A.7 History and Global Culture: *Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional*

settings in terms of their political, economic, social, ecological, and technological factors.

Evidence may be found in coursework generated by AAID 160, AAID 161, Arch 162, Arch 361, Arch 362, and Arch 501.

AAID 160 is a broad introduction to the study of architecture and the cultural norms that surround it. As an example, the meaning of the terms and expressions of Modernism are examined through a lens of interdisciplinary enquiry with presentations given on such wide ranging topics as the urban development of Long Island and the incursion of science and industry into the thinking of early 20th century kitchen design. Monumental as well as indigenous and vernacular buildings found in worldwide settings prior to the 16th century serve as subjects for **AAID 161**, the first of two survey courses. Cross cultural comparison of culture and architecture is facilitated by exploring the influences of religion and place on design. The modern era, interpreted as beginning with the 17th century, serves as the domain of **Arch 162**, the second survey course. Necessarily, the political, economic, and social upheaval of the period is weighed against the architectural developments that take us to the present. Technology advancements are surveyed in order to identify changes in building construction and form as is the emergent emphasis on ecological responsibility. A seminar approach, with subjects and emphasis that varies according to the faculty teaching the course, defines **Arch 361**. For the fall of 2016, one faculty member will focus on the emergence of standards and types in industry and architecture in the 20th century, which will include an exploration of the social and cultural phenomena that contributed to the development. The significance of history and global culture finds ultimate importance in the curriculum with **Arch 501**, the first of two courses that form Thesis. Exposure to the earlier courses prepares the Thesis student to plan the research and imagine a scope of enquiry that will assist them make informed design decisions in **Arch 502**. Working individually, students undertaking Thesis pursue a wide ranging projects, often tackling issues such as favela housing in the Americas, international border where ideas and products are exchanged, or the need for an improved design of medical facilities, all subjects served by the understanding of the importance of history and global culture.

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

Evidence may be found in coursework generated by AAID 160, AAID 161, Arch 162, Arch 361, Arch 362, and Arch 401

The wide range of subjects introduced in **AAID 160** present the variability encountered in environmental design, particularly in terms of differing perspectives. For instance, the Midwestern factors that generated the Prairie School are contrasted with those that produced the Bauhaus and European socialist housing. **AAID 161**, as a survey of ancient to late medieval architecture, engages the range of cultures and cultural patterns that determined building design, religious practice cited as a key determinant. The inclusion of vernacular architecture in the discourse provides the opportunity to compare high and low culture approaches to building. In **Arch 162** spatial pattern is investigated as a manifestation of new formal attitudes, studying the importance of the free plan and the devaluation of symmetry providing a good example.

Pattern, being in some ways the essence of city organization, forms a large part of the focus of **Arch 362**. Canonic western cities, and the historical circumstances and planning theories that produced them, are studied along with non-western and ad hoc examples found in the third world. The Community Design Studio, **Arch 401**, takes on a design problem each year, with sites typically in metropolitan New York, that invite design solutions that can remedy physical and social problems. A recent project called for an urban re-configuring of the Red Hook section of Brooklyn that was to meet the needs of the maritime, low income housing, and art communities that share the district. Although the design problem did not

specifically speak to physical accessibility, the concern for how the desperate communities might interact without barriers was central to the work of the studio. For instance, some proposals found ways for the harbor industry to provide needed jobs in Red Hook or included community gardens that provided green space, occupation, and a means of extra income to the low income community.

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

Evidence may be found in coursework generated by Arch 272, Arch 401, Arch 402, and Arch 501

Analysis of site conditions is central to all of the studio work beyond the second year but is best observed in **Arch 401**, **Arch 402**, and **Arch 501**. As the Community Design Studio, **Arch 401** requires a thorough study of the place to be designed for that yields an inventory of information used as the basis for design at an urban scale. The same is true for **Arch 402**, but at the immediate scale of the building and its site, and for **Arch 501** where site selection, based on developed design criteria, calls for thorough analysis of a place that later supports the Thesis design. As described, understanding of the site is part of the program generating, or pre-design, work of the three studios. Program building, in terms of user behavior and space needs is emphasized in **Arch 401** and **Arch 501**, where the conception of a physical needs program, with concomitant inventorying of user spaces and needs is required in order to produce a design. Analysis of the environmental conditions as they pertain to design is also part of all upper level studio work but is best represented in the work of **Arch 402**, where the building design must possess comprehensive strategies for the use of natural light, natural ventilation, and for the management of energy, criteria to be met defined by the pre-design. Although understanding of relevant building codes and standards is part to the work of all upper level studios, **Arch 272** brings focus to issues of egress, parking, design for vehicles, and legislated land use that are inherent pre-design steps in the design process.

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

Evidence may be found in coursework generated by Arch 201, Arch 272, and Arch 401
Incorporation of a real site in the design problem is first found in **Arch 201**. The initial project uses a site at a boundary between urban and natural settings. The second is placed at the junction of the Hudson River and an envisioned network of supporting manmade infrastructure networks. Analysis of climate factors and the historical fabric figure in both projects. The curriculum of **Arch 272** is specifically about the design of sites and land use management, introducing the full complement of concerns encountered in professional practice, with emphasis placed on the social and environmental intervention consequences of site work. Required visits to public hearings develop an understanding both legal regulation as well as community inclusion in the process. The manipulation of topography and the management of drainage are covered by drawing based course exercises. The analysis of the urban fabric and developmental pattern characteristics of site design is taken up in **Arch 401** as is a closer look at urban infrastructure. Landscape design is used as a model of site or urban design with the notion that the organization of the horizontal surface is the domain where urban, social, and environmental design intersects. As with **Arch 272**, interaction with government agencies assigned to legislate site use, particularly flood control and storm recovery, is required as part of **Arch 401**.

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

Evidence may be found in coursework generated by Arch 272, Arch 302, Arch 402, and Arch 481

A semester-long project involving the deployment of a building on a specific site provides the curricular framework for **Arch 272**, **Arch 302**, and **Arch 402**. The latter two are design studios focused on the design of a building responding to building related programs. **Arch 272**, on the other hand, is conceived as a vehicle for training the student in physical site design as well as providing an introduction to the codes and regulations that govern site design. Regulations regarding building setbacks and building height are addressed in the initial phases of the course work. Criteria for life safety and accessibility are met in parking and egress design. Beyond the regulatory training, the course calls for comprehensive technical documentation that demonstrates dimensional understanding of requirements. As an urban housing studio, **Arch 302** requires compliance with codes and regulations that pertain to multi story building design such as maximum corridor length and the number and locations of fire stairs. Quality of life regulations that stipulate natural light and ventilation are met in the design of individual units. As the advanced building design studio, **Arch 402** necessarily asks for compliance with codes and regulations. Deployment of a building on a site, and the design of that site, is an important aspect of both **Arch 302** and **Arch 402**. As such, it is expected that principals learned in **Arch 272** are applied. Professional practice is the subject matter of **Arch 481** where a large part of the course is devoted to defining the obligations and responsibilities of the architect, in particular exploring the role of code in the relationship to public and client, and how to see the architect as critical in this position. This course also requires understanding that a building project is in compliance with codes and regulations is addressed within the context of project design and construction management.

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

Evidence may be found in coursework generated by Arch 221, Arch 222, and Arch 327

A technical document is interpreted as a type of drawing made to explain or specify how a building is to be constructed as opposed to design process, presentation, or representation drawings. **Arch 221** and **Arch 222** train students to produce competent technical drawings. Though the purpose of the drawings produced are different from design drawings, the approach to thinking about building construction and technical documentation in **Arch 221** and **Arch 222** is intended to support the work in studio. The position that structure and materials are inherent in design and not additive components is emphasized in both courses. A sequence of constructive situations, made evident through the execution of small design projects in both courses, call for the preparations of plans, sections, and wall sections that include outline specifications in the form of drawing notes. In addition to content, the courses emphasize craft, clarity, and precision in documents produced. Beyond drawings, **Arch 221** and **Arch 222** require the making of models that demonstrate three dimensional constructive logic as well as test the connection between two dimensional drawing and built form. As with the drawings, model making craft is emphasized. **Arch 327** is devoted to construction drawings and how to organize and make them. Students are trained in both conventional AutoCAD as well as Building Information Management (BIM) software. As with **Arch 221** and **Arch 222**, a semester long project, usually the preparation of construction documents for one building, serves as the course vehicle for Arch 327. With the BIM software, students learn the potential of managing drawings, materials, building systems, and specifications simultaneously.

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

Evidence may be found in coursework generated by ARCH 311, ARCH 411, ARCH 402

ARCH 311 introduces the basic principles and theory of structural steel design. Calculations for beams

and columns are considered based upon gravity loads. The course culminates in a final design project of a steel building including all calculations. ARCH 411 introduces the basic principles and theory of lateral loads, both wind and seismic, and indeterminate structures. The course culminates in a final project which demonstrates how a structure resists lateral forces.

ARCH 402 (Comprehensive Design) builds upon the structural concepts introduced in 311 and 411. First, it investigates structural concepts through precedent analysis and diagramming, to understand how specific structural systems are chosen, and why. Second, students are asked to select and implement a specific structural system for the student's individual design project, and the student understand how the structural system affects architectural issues such as relative wall thickness, roof pitches, and basic foundational methods. Evidence of understanding is seen in overall sections, structural plans as well as through detailed wall sections.

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

Evidence may be found in coursework generated by Arch 324, 325

The provision for comfort, health and safety is one of the most basic objectives in architecture. Developing a basic understanding of how to achieve and maintain these provisions and how to integrate them into the architectural design process is the main goal of the Environmental Systems course sequence. In 324, through a combination of theoretical seminars and practical design assignments the following main topics are addressed over the course of the semester: Climate Responsive Design, Solar Orientation, Performance Assessment Tools, Carbon Neutral Design, Bioclimatic Design, Energy Efficiency, Performance of Envelope Systems, Moisture Transfer, Thermal Control, Active/Passive Heating and Cooling, Water and Waste, Plumbing and Acoustics. In 325, the following main topics are addressed over the course of the semester: Illumination (Daylighting and Electric Lighting Design), Electricity, Fire Protection, Vertical Transportation. Building on the assignments from ARCH324 Environmental Systems 1, three sequential studio assignments explore the inter-relationship between passive architectural design and active electrical/lighting design through direct application on a series of small project assignments.

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

Evidence may be found in coursework generated by ARCH 221, ARCH 222, ARCH 324, ARCH 325, ARCH 402

ARCH 221 and 222 introduces students to the principles of enclosure focusing on aesthetic, tectonic and material parameters through the design of a small wood & masonry building (ARCH 221) and a mid-sized steel and concrete building (ARCH 222). ARCH 324 considers envelope with an emphasis on thermal comfort & climate adapted envelopes through a small building design, ARCH 325 considers light transfer and solar skin design through designing a building skin for a mid-sized office building. Students are required to produce detailed wall sections and diagrams explaining the performance of the envelope. ARCH 402 builds upon the previous four courses by asking student to study the envelope of a precedent project, and also synthesizes their knowledge of building envelopes into detailed wall sections and performance diagrams for a comprehensive design project.

B.8 Building Materials and Assemblies: *Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products,*

components, and assemblies based on their inherent performance, including environmental impact and reuse.

Evidence may be found in coursework generated by ARCH 221, ARCH 222, ARCH 327, ARCH 402

Courses Arch 221 and 222 begin with structural, historical attributes of the material families Wood, Masonry, (ARCH 221) and Steel, Concrete (ARCH 222) as well as the methods in which those materials are assembled in construction. The courses then culminate with a simple design project, in which the students demonstrate the selection of interior/exterior materials and assemblies through wall sections and structural diagrams. ARCH 402 integrates the material from ARCH 221 and ARCH 222 into more detailed wall sections and diagrams. ARCH 327 presents secondary evidence by requiring forensic analysis of an existing house based on photographic evidence.

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

Evidence may be found in coursework generated by ARCH 324, ARCH 325, ARCH 402

ARCH 324 and ARCH 325 introduce students to concepts of building service systems, and how these systems are integrated into an architectural project. Through a series of lectures and subsequent quizzes, and through a small design project in Arch 324, students are introduced, and are asked to implement passive solar design, and active mechanical systems as well as plumbing systems. Through a series of lectures and subsequent quizzes in Arch 325, students are introduced to electrical lighting design, electrical, vertical transportation, fire protection systems, security and communication. Through the comprehensive building design project in Arch 402 students are challenges to incorporate these issue into their own design project, and are asked to generate diagrams, and reflect the integration of building service systems into their architectural drawings.

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

This is a collection of topics covered primarily by our professional practice curriculum. The course readings introduce students to the fundamentals of project financing methods and feasibility by detailing life-cycle costs, construction cost management, and project bidding. Lectures are used to augment these readings with real-world case studies meant to inform student questions during office visits. Final projects are then required to acknowledge these considerations when student teams comment on project delivery method, contractor selection, and the budget for an upcoming project.

C1. Research *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

The understanding of research types within the design process occurs first with theoretical research building on the early years of the program to applied research that synthesizes learning from non-studio courses. In ARCH 302, the housing studio, research is theoretical, based in a student-formulated concept of "ideas of living". These ideas lead to decision-making within the design process, in particular as related to determining building organization around light, air, and circulation types. In ARCH 402, the second comprehensive design studio, the research is applied and at a different scale. The research revolves around the selection and development of building systems, through repetitive testing of applicability and performance.

C2. Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the

completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

The ability to make integrated decisions across multiple systems is threaded throughout the third and fourth year design studios, building on supplemental learning in non-studio courses. ARCH 301, comprehensive design studio 1, uses a small public building program to introduce decision making across multiple scales (urban to room) as related to the theoretical underpinnings of an educational curriculum. ARCH 401, the community design studio, introduces an entirely new set of larger scale systems and parameters which alter the way in which decisions are made and evaluated. ARCH 402, the second comprehensive design studio, brings these together and adds evaluation and decision-making at the detail scale.

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

Evidence may be found in coursework generated by Arch 301 Arch 402 Arch 501 Arch 502

A semester long project is undertaken in **Arch 301**, titled Comprehensive Design I, rather than the two or multiple projects of earlier semesters. Use of one project, usually a civic building such as a school or a police station, allows for an expanding of focus that goes beyond earlier studio work. Although students have been previously exposed to accessibility, life safety, and environmental considerations, these areas are emphasized as is greater focus on structure and building envelope systems. Diagrams that portray decisions assume a greater importance in the presentation materials. **Arch 402**, following up the single project format of studios **Arch 301**, **Arch 302**, and **Arch 401**, asks for a an advanced degree of comprehensive design in service to a program small enough to foster the course intentions. Having completed most if not all of the courses dealing with building technology including the building construction, structure, environmental systems, and visualization, students bring a high degree of capability to the design problem. That knowledge is presented with comprehensive drawings, diagrams, and models. Environmental stewardship is addressed by incorporating energy managing strategies within the design solutions that pertain to light and ventilation as well as the selection of appropriate building materials.

D1. Stakeholder Roles in Architecture: *Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.*

Within the curriculum, the first course that actively asks students to consider stakeholders in depth is the ARCH 302 housing studio. In this case it is the user who helps students considers defining who the building is for, with additional stakeholders being the neighbors. This is more of a theoretical exercise than one that generates direct interaction with stakeholders. In ARCH 272, Environmental Site Planning, typically taken in the fourth year, students are given a broad introduction of legal, municipal, non-profit, environmental, property owners, community groups. Within their projects for the course, they understand the design impacts from various stakeholders, and are required to attend a series of community review board meetings over the course of the semester to see stakeholder interactions in person. ARCH 481, Professional Practice, discusses the relationship of stakeholder to architect through the lens of the architect’s responsibilities, both legal and ethical.

D.2 Project Management: *Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.*

Understanding of Project Management is delivered during a specific six-week phase of the 3 credit ARCH 481 Professional Practice course. The topics move from 1) Project Definition and Development, 2)

Project Financing and Feasibility, 3) Team building, 4) Project Delivery, Documentation and Bidding, 5) Construction Admin and Project Management, and 6) RFIs, Proposals and Clients. D2 learning is based in reading and writing appropriate documents, along with presentations and meetings with practicing architects.

D.3 Business Practices: *Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.*

Understanding of Business Practices is delivered throughout the 3 credit ARCH 481 Professional Practice course. The topics range from Legal & Ethical Principles to Practice Paradigms, with a focus on the dynamic between Legal Structures (Exterior) and Internal Structures (Interior). Ideas and methods of marketing are balanced with Risk Management Strategies, along with ideas for positioning the business in relationship to increasing requirements of sustainable construction. As with D2, D3 learning is based in reading and writing appropriate documents, along with presentations and meetings with practicing architects.

D.4 Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.*

Legal Responsibilities are introduced in the curriculum at roughly the same time, as students normally take the two courses responsible: ARCH 272 and ARCH 481 in the fourth or fifth year. ARCH 272 covers zoning code issues and building code analysis, along with issues of environmental responsibility. ARCH 481 builds on the initial code analysis by asking students to apply those lessons to case studies. In addition, the course discusses the legal and ethical issue of the practice of architecture, and the implication of legal issues in contracts. These include the Role of Contracts in Practice, the AIA Documents, and dealing with Claims & Lawyers.

D.5 Professional Conduct: *Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.*

Understanding of Professional Conduct is delivered throughout the 3 credit ARCH 481 Professional Practice course. The topics range from Legal & Ethical Principles to Building Codes and Community/Social Responsibility. Here in particular the responsibilities related to sustainable construction are underlined as both ethical and legal concerns. Finally, the dual responsibilities to the client and the broader constituency is looked at closely. D5 learning is based in reading and writing appropriate documents, along with presentations and meetings with practicing architects.

II.2.1 INSTITUTIONAL ACCREDITATION



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
 3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5900. Fax: 215-662-5591
 www.msche.org

STATEMENT OF ACCREDITATION STATUS

NEW YORK INSTITUTE OF TECHNOLOGY
 P. O. Box 8000
 Northern Blvd.
 Old Westbury
 Old Westbury, NY 11568-8000
 Phone: ☎ (516) 686-7516 ; Fax: (516) 686-7613
 www.nyit.edu

Chief Executive Officer: Dr. Edward Guiliano, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 4966 Undergraduates, 4438 Graduates
Control: Private (Non-Profit)
Affiliation: None
2015 Carnegie Classification: Master's Colleges & Universities - Larger Programs
Approved Degree Levels: Postsecondary Award/Cert/Diploma (<1 year) (Global Health), Associate's, Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice;
Distance Education Programs: Fully Approved
Accreditors Recognized by U.S. Secretary of Education: American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education ; American Osteopathic Association, Commission on Osteopathic College Accreditation ; American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education ; Commission on Collegiate Nursing Education ; Council for the Accreditation of Education Preparation (CAEP)
Other Accreditors: Association to Advance Collegiate Schools of Business, Accreditation Review Commission on Education for the Physician Assistant, Council for Interior Design Accreditation, Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, National Architectural Accrediting Board for the Bachelor of Architecture

Instructional Locations

Branch Campuses: None

Additional Locations: Abu Dhabi, United Arab Emirates; Cairo, Egypt; ICUC, Headquarters of Media, Cultural and Creative Park of CUC, Beijing, China; Jiangxi, China; Monstruk Junior High School, Brooklyna, NY; Nanjing University of Posts and Telecommunications, Nanjing, China; NYIT - Central Islip, Central Islip, NY; NYIT College of Osteopathic Medicine - Arkansas, Jonesboro, AR (ANYA), NYIT College of Osteopathic Medicine, Old Westbury, NY; NYIT - Manhattan, New York, NY; NYIT - Old Westbury, Old Westbury, NY; Teachers Center, Middletown, NY; UFT (United Federation of Teachers), New York, NY; Vancouver, Canada

Other Instructional Sites: Baia Ysaakov Academy, Monsey, NY; Rabbi Samson Raphael Hirsch, New York, NY; Shaare Torah Academy for Girls High School, Brooklyna, NY; Torah Academy, Far Rockaway, NY

ACCREDITATION INFORMATION

Status: Member since 1969
Last Reaffirmed: November 20, 2014

Most Recent Commission Action:

June 23, 2016: To accept the progress report. The next evaluation visit is scheduled for 2018-2019.

Brief History Since Last Comprehensive Evaluation:

November 20, 2014: To accept the Periodic Review Report and to reaffirm accreditation. To request a progress report, due April 1, 2016, documenting the further development and implementation of (1) planning and resource allocation processes that reflect conclusions drawn from assessment results, include benchmarks for goal achievement, and provide for appropriate constituent participation (Standards 2 and 3), and (2) the ongoing assessment of the quality and effectiveness of distance education and global offerings (Standard 13). The next evaluation visit is scheduled for 2018-2019.

March 2, 2015: To acknowledge receipt of the substantive change request. To include the additional location at ICUC, Headquarters of Media, Cultural and Creative Park of CUC, Chaoyang District, Beijing, People's Republic of China 100024 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of the progress report, due April 1, 2016, documenting the further development and implementation of (1) planning and resource allocation processes that reflect conclusions drawn from assessment results, include benchmarks for goal achievement, and provide for appropriate constituent participation (Standards 2 and 3), and (2) the ongoing assessment of the quality and effectiveness of distance education and global offerings (Standard 13). The next evaluation visit is scheduled for 2018-2019.

August 31, 2015: To acknowledge receipt of the substantive change request. To include the additional location at New York Institute of Technology College of Osteopathic Medicine - Arkansas, Arkansas State University, Wilson Hall, 2105 East Aggie Road, Jonesboro, AR 72401 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of request for a progress report, due April 1, 2016, documenting the further development and implementation of (1) planning and resource allocation processes that reflect conclusions drawn from assessment results, include benchmarks for goal achievement, and provide for appropriate constituent participation (Standards 2 and 3), and (2) the ongoing assessment of the quality and effectiveness of distance education and global offerings (Standard 13). The next evaluation visit is scheduled for 2018-2019.

February 29, 2016: To acknowledge receipt of the substantive change request. To include the additional location at PSE&G, 1175 E. Old Country Road, Hicksville, NY 11801 within the scope of the institution's accreditation to be effective upon receipt of state approval. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of the Commission's request of August 31, 2015 for a progress report due April 1, 2016. The next evaluation visit is scheduled for 2018-2019.

Next Self-Study Evaluation: 2018 - 2019

Date Printed: June 30, 2016

DEFINITIONS

Branch Campus - A branch campus is a domestic or international location of an institution that is geographically apart, independent of the primary/main campus. The branch campus is considered independent of the main campus if it is permanent in nature, offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, has its own faculty and administrative or supervisory organization, and has its own budgetary and hiring authority. (34 CFR §600.2)

Additional Location - An additional location is a domestic or international location, other than a branch campus, that is geographically apart from the primary/main campus and at which the institution offers at least 50 percent of the requirements of an educational program. (34 CFR §600.22)

ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location. **ANYS ("Approved but Not Yet Closed")** indicates that the institution has requested that the location be officially closed through the substantive change process. The location is currently included within the scope of accreditation but the institution will be stepping all operations at the location in the near future. The institution should inform the Commission (via email at sc@msche.org) of the date that operations cease. This designation is removed after the Commission receives notification that courses have stopped at this location and the location is no longer listed on the SAS.

Other Instructional Sites - MSCHS defines an other instructional site as any off-campus site, other than those meeting the definition of a branch campus or an additional location, at which the institution offers one or more courses for credit. Sites designated as an other instructional site do not require substantive change approval. However, substantive change approval is required to reclassify an other instructional site to be a branch campus or additional location.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). For the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy [Accreditation Actions](#).

II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

The NYIT BARCH DEGREE consists of 160 credits hours and which will typically be completed in five years of full-time study.

| SCHOOL OF ARCHITECTURE AND DESIGN | | | BACHELOR OF ARCHITECTURE | | | ADMITTED IN OR AFTER FALL 2015 | | | | | | |
|-----------------------------------|--|---|----------------------------|---|---|--|---|--|---------|--|----|-----|
| YEAR TERM | DESIGN STUDIO | VISUAL MEDIA | DISCIPLINE RELATED HISTORY | TECHNOLOGY | | CORE | | TOTAL CREDITS | | | | |
| YEAR 1 | FALL AAID 101 DESIGN FUNDAMENTALS I Co-Req: AAID 140 | 5 AAID 140 VISUALIZATION I Co-Req: AAID 101 | 3 | | | | FCWR 101* FOUNDATIONS OF COLLEGE COMP Pre-Req: Placement Exam or WRIT 150 | 3 MATH 141 PRECALCULUS Pre-Req: Placement Exam or MATH 101 | 4 15 | | | |
| | SPRING AAID 102 DESIGN FUNDAMENTALS II Pre-Req: AAID 101, Co-Req: AAID 240 | 5 | | AAID 160 INTRO TO HISTORY, THEORY, AND CRITICISM IN ARCHITECTURE <i>Spring Only</i> | 3 | | FCIQ 101 FOUNDATIONS OF INQUIRY | 3 PHYS 136 PHYSICS FOR THE MODERN ARCHITECT Pre-Req: MATH 141 or TMAT 155 | 4 15 | | | |
| YEAR 2 | FALL ARCH 201 ARCHITECTURAL DESIGN I Pre-Req: AAID 102 | 5 AAID 240 VISUALIZATION II Pre-Req: AAID 140 | 3 | ARCH 161 SURVEY HISTORY OF ARCHITECTURE I Pre-Req: AAID 160 | 3 | ARCH 211 STATICS Pre-Req: PHYS 136, and MATH 141 or TMAT 155 | ARCH 221 BUILDING CONSTRUCTION I Pre-Req: AAID 102 and AAID 240 | | | 17 | | |
| | SPRING ARCH 202 ARCHITECTURAL DESIGN II Pre-Req: ARCH 201 | 5 | | ARCH 162 SURVEY HISTORY OF ARCHITECTURE II Pre-Req: ARCH 161 | 3 | ARCH 311 STRUCTURAL STEEL DESIGN Pre-Req: ARCH 211 | ARCH 222 BUILDING CONSTRUCTION II Pre-Req: ARCH 221 | FCWR 151* FOUNDATIONS OF RESEARCH WRITING Pre-Req: FCWR 101 | 3 | | 17 | |
| YEAR 3 | FALL ARCH 301 ARCHITECTURAL DESIGN III Pre-Req: ARCH 202 | 5 | | | ARCH 312 REINFORCED CONCRETE DESIGN Pre-Req: ARCH 211 | ARCH 324 ENVIRONMENTAL SYSTEMS I Pre-Req: ARCH 202 | ARCH 325 ENVIRONMENTAL SYSTEMS II Pre-Req: AAID 240, and ARCH 202, and ARCH 321 or ARCH 324 | FCSC 101 FOUNDATIONS OF SCIENTIFIC PROCESS | 3 | FCSP 105 FOUNDATIONS OF SPEECH COMM | 3 | 17 |
| | SPRING ARCH 302 ARCHITECTURAL DESIGN IV Pre-Req: ARCH 301, and ARCH 311 or ARCH 312 | 5 ARCH 327 CAD CONSTRUCTION DRAWINGS Pre-Req: AAID 240 or ARCH 341 | 3 | | | | | FCWR 303[Note] COMMUNICATION FOR ART AND DESIGN Pre-Req: FCWR 151 | 3 | | 3 | 17 |
| YEAR 4 | FALL ARCH 401*** ARCHITECTURAL DESIGN V Pre-Req: ARCH 302 | 5 | | ARCH 362 CITY PLANNING Pre-Req: ARCH 301 | 3 | ARCH 411 ADV. STRUCTURAL CONCEPTS I Pre-Req: ARCH 311 and ARCH 312 | ARCH 272 ENVIRONMENTAL SITE PLANNING Pre-Req: ARCH 202 and AAID 240 | ICBS 3XX** BEHAVIORAL SCIENCE CORE | 3 | | | 17 |
| | SPRING ARCH 402**** ARCHITECTURAL DESIGN VI Pre-Req: ARCH 401 or ARCH 402 | 5 ARCH 340 VISUALIZATION III Pre-Req: AAID 240 | 3 | | | | ARCH 481 PROFESSIONAL PRACTICE I Pre-Req: ARCH 222, and ARCH 311 or ARCH 312 | ICSS 3XX** SOCIAL SCIENCE CORE | 3 | | 3 | 17 |
| YEAR 5 | FALL ARCH 501 ARCHITECTURAL DESIGN VII Pre-Req: ARCH 402 | 5 | | ARCH 361 ARCHITECTURAL HISTORY & THEORY SEMINAR Pre-Req: ARCH 162 | 3 | | | ICLT 3XX** LITERATURE CORE | 3 | | | 14 |
| | SPRING ARCH 502 ARCHITECTURAL DESIGN VIII Pre-Req: ARCH 501 | 5 | | | | | | ICPH 3XX** PHILOSOPHY ETHICS CORE | 3 | | 3 | 14 |
| Credits | | | | | | | | | | | | 160 |

NYIT also offers a non-NAAB-Accredited Master of Science in Architecture, Urban and Regional Design a BSAT and BFA in Interior Design programs.

The NYIT Bachelors of Science in Architectural Technology degree consists 131 credit hours and which typically will be completed in 4 years of full-time study.

SCHOOL OF ARCHITECTURE AND DESIGN | BACHELOR OF SCIENCE IN ARCHITECTURAL TECHNOLOGY |

| YEAR TERM | DESIGN STUDIO | VISUAL MEDIA | DISCIPLINE RELATED HISTORY | TECHNOLOGIES | | | CORE | | LIBERAL ARTS ELECTIVES | TOTAL CREDITS | | | | |
|-----------|--|---|--|---|--|---|---|--|--|---|----------------------------|--|-----|----|
| | | | | STRUCTURES | | | | | | | | | | |
| YEAR 1 | FALL AAID 101 [Note] DESIGN FUNDAMENTALS I Co-Req: AAID 140 | 5 | AAID 140 VISUALIZATION I | 3 | | | FCWR 101* FOUNDATIONS OF COLLEGE COMPOSITION Pre-Req: Placement Exam or WBIT 100 | 3 | MATH 141 PRECALCULUS Pre-Req: Placement Exam or MATH 101 | 4 | ↑ | 15 | | |
| | SPRING AAID 102 DESIGN FUNDAMENTALS II Pre-Req: AAID 101; Co-Req: AAID 240 | 5 | | AAID 160 INTRO TO HISTORY THEORY, AND CRITICISM IN ARCHITECTURE <i>Spring Only</i> | 3 | | FCIO 101 FOUNDATIONS OF INQUIRY | 3 | PHYS 136 PHYSICS FOR THE MODERN ARCHITECT Pre-Req: MATH 141 or TMAT 155 | 4 | | 15 | | |
| YEAR 2 | FALL ARCH 201 ARCHITECTURAL DESIGN I Pre-Req: AAID 102 | 5 | AAID 240 VISUALIZATION II Pre-Req: AAID 140 | 3 | ARCH 161 SURVEY HISTORY OF ARCHITECTURE I Pre-Req: AAID 160 | 3 | ARCH 211 STATICS AND STRENGTH OF MATERIALS Pre-Req: PHYS 136, and MATH 141 or TMAT 155 | 3 | ARCH 221 BUILDING CONSTRUCTION I Pre-Req: AAID 102 and AAID 240 | 3 | ← LIBERAL ARTS ELECTIVES → | 17 | | |
| | SPRING ARCH 202 ARCHITECTURAL DESIGN II Pre-Req: ARCH 201 | 5 | | ARCH 162 SURVEY HISTORY OF ARCHITECTURE II Pre-Req: ARCH 161 | 3 | ARCH 311 STRUCTURAL STEEL DESIGN Pre-Req: ARCH 211 | 3 | ARCH 222 BUILDING CONSTRUCTION II Pre-Req: ARCH 221 | 3 | FCWR 151* FOUNDATIONS OF RESEARCH WRITING Pre-Req: FCWR 101 | | 3 | 17 | |
| YEAR 3 | FALL | | ARCH 272 ENVIRONMENTAL SITE PLANNING Pre-Req: ARCH 202 and AAID 240 | 3 | | ARCH 312 REINFORCED CONCRETE DESIGN Pre-Req: ARCH 211 | 3 | ARCH 324 ENVIRONMENTAL SYSTEMS I Pre-Req: ARCH 202 | 3 | FCSC 101 FOUNDATIONS OF SCIENTIFIC PROCESS | 3 | FCSP 105 FOUNDATIONS OF SPEECH COMMUNICATION | 3 | 18 |
| | SPRING | | ARCH 327 CAD CONSTRUCTION DRAWINGS Pre-Req: AAID 240 or ARCH 341 | 3 | | ARCH 411 ADVANCED STRUCTURAL CONCEPTS I Pre-Req: ARCH 311 and ARCH 312 | 3 | ARCH 325 ENVIRONMENTAL SYSTEMS II Pre-Req: AAID 240, and ARCH 202, and ARCH 321 or ARCH 324 | 3 | FCWR 303*** COMMUNICATION FOR ART & DESIGN Pre-Req: FCWR 151 | 3 | ICLT 3XX** LITERATURE CORE | 3 | 18 |
| YEAR 4 | FALL | | | | ARCH 412 ADVANCED STRUCTURAL CONCEPTS II Pre-Req: ARCH 411 | 2 | ARCH 481 PROFESSIONAL PRACTICE Pre-Req: ARCH 222, and ARCH 311 or ARCH 312 | 3 | | ICBS 3XX** BEHAVIORAL SCIENCE CORE | 3 | ICSS 3XX** SOCIAL SCIENCE CORE | 3 | 17 |
| | SPRING | ARCH 423 PROJECT INTEGRATION STUDIO Pre-Req: ARCH 202 Comp 3 rd Year | 5 | | | | | | 3 | ICPH 3XX** PHILOSOPHY CORE | 3 | PHYS 156 or MATH 161 or MATH 170 or PHIL 250 | 3 | 14 |
| Credits | | | | | | | | | | | | | 131 | |

PART TWO (II): SECTION 3: EVALUATION OF PREPARATORY EDUCATION

Admission Requirements

First-Year

Applicants must present a minimum combined SAT score of 1000 (critical reading and math only) or ACT composite score of 21. If applicants do not meet this requirement, they will be allowed to take Visualization I (AAI 140) with a status of School of Architecture and Design-Undeclared. They may then apply for entry into a specific degree program upon successfully completing AAID 140 and other first semester courses with a minimum grade of C+ and earning a minimum cumulative GPA of 2.5. Three years of math. A portfolio is not required as part of the initial admissions process. Students must to submit a portfolio for review, and have a 2.75 cumulative GPA or 3.0 GPA in architecture courses after completing Interior Design II (DSGN 202) for entrance into the BARCH program.

Transfer

Transferring students must present a minimum cumulative GPA of 2.5 for coursework completed at other institutions or at NYIT. A portfolio is required in order to receive transfer credit for design work. Transfer credit will be handled as follows: General Education Credits and Building Construction, Environmental Systems, Professional Practice, Structures and History requests for transfer credit for general education courses are reviewed by dedicated transfer evaluators at NYIT. Evaluations are based on comparative review of course syllabi and compliance with School of Architecture and Design requirements for credits earned at other institutions. To insure consistency, the Transfer Evaluations department periodically updates its database of relevant course syllabi from feeder schools. Transfer evaluators contact the School of Architecture and Design for course content review when parity is unclear.

Design Studio and Visualization courses are reviewed by designated School of Architecture and Design faculty members and credit is awarded based on a portfolio review showing evidence of competencies comparable to those attained in relevant NYIT courses and evidence that corresponding NAAB student performance criteria have been met. Awards of transfer credit are recorded in each student's master file.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 STATEMENT ON NAAB ACCREDITED DEGREES

NYIT's Catalog and Website both contain the following statements on NAAB Accreditation:

"In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards."

"Doctor of Architecture and Master of Science degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree."

"New York Institute of Technology, School of Architecture and Design offers the following NAAB accredited degree program: BARCH (160 undergraduate credits)." "Next accreditation visit for program: 2017."

II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, NYIT makes the NAAB Conditions and Procedures available to all students, parents and faculty on the school website.

- www.nyit.edu/architecture/about

II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION

In order to assist parents, students, and others as they seek career development information, NYIT makes the following available to all students, parents and faculty on the school website.

Career development info can be found here: www.nyit.edu/architecture/about

- www.nyit.edu/career_services/
- www.NCARB.org
- www.aia.org
- www.aia.org
- www.acsa-arch.org

II.4.4 PUBLIC ACCESS TO APRs and VTRs

In order to assist parents, students, and others as they past NAAB APRs and VTRs, NYIT makes the following available to all students, parents and faculty on the school website:
www.nyit.edu/architecture/about

- The most recent APR
- The final edition of the most recent Visiting Team Report

II.4.5 ARE PASS RATES

NYIT makes the ARE Pass Rates information available to current and prospective students and their parents by linking to the NYIT website: www.nyit.edu/architecture/about

- ARE Pass Rates may be found here:
www.ncarb.org/ARE/ARE-Pass-Rates.aspx

II.4.6 ADMISSIONS AND ADVISING

NYIT makes the Admission and Advising information available to current and prospective students and their parents by linking to the NYIT website: www.nyit.edu/admissions/

II.4.7 STUDENT FINANCIAL INFORMATION

NYIT makes the Student Financial information available to current and prospective students and their parents by linking to the NYIT website: www.nyit.edu/admissions/financial_aid

III.1.1 Annual Statistical Reports

NYIT
NEW YORK INSTITUTE OF TECHNOLOGY

■ School of Architecture
and Design

Judith DiMaio, FAIA
Dean

Tel 516.686.7594
Fax 516.686.7921
jdimai@nyit.edu

May 25, 2016

NAAB National Architectural Accrediting Board
1101 Connecticut Avenue, NW
Washington D.C. 20036

Dear NAAB,

I am the dean of the School of Architecture and I am the official responsible for collecting, preparing and submitting data to the NAAB. I further confirm that all of the data that has been submitted is accurate and consistent with data in all other reports sent to national or regional accrediting agencies including the National Center for Education Statistics.

Sincerely,



Judith DiMaio, FAIA, RIBA
Dean, School of Architecture

JD/mn

Cc: Frank Mruk

Manhattan, Long Island, and Global Campuses

Northern Boulevard
P.O. Box 8000
Old Westbury, NY 11568-8000
nyit.edu

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 ANNUAL STATISTICAL REPORTS <http://nyitnaab.com/documents/>

III.2 INTERIM PROGRESS REPORTS NA

PART FOUR (IV): SUPPLEMENTAL MATERIAL <http://nyitnaab.com/documents/>

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