New York Institute of Technology
School of Architecture and Design

2017 Visiting Team Report

Bachelor of Architecture (160 semester credits)

The National Architectural Accrediting Board
March 15, 2017

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Table of Contents

I. Summary of Visit

a. Acknowledgements and Observations

The team thanks Dean Maria Perbellini, Associate Dean Matthias Altwicker, Chair Robert Cody, and Chair Farzana Gandhi for their exceptionally well-organized team room, flexibility in scheduling, and hospitality.

Dean Perbellini has breathed new life into the architecture program since her arrival at the New York Institute of Technology (NYIT) in August 2016. Her leadership was commended by Provost and Interim President Rahmat Shoureshi, the faculty, the students, and the alumni. Dr. Shoureshi said that the School of Architecture and Design (SoAD) was an iconic program, and he was committed to providing the necessary resources to implement the new SoAD strategic plan once it is completed.

The SoAD is located on two campuses, the Manhattan campus near Lincoln Center and the Old Westbury campus on Long Island. This provides two distinct educational opportunities: urban and suburban. The program is commended for making the same curriculum available on both campuses. Each campus has studio co-coordinators, who create parity in the learning objectives, curriculum, and project reviews in the studios on both campuses. The SoAD faculty are dedicated to the program, and all full-time faculty are licensed architects and many also have a private practice.

The students, who are articulate and talented, expressed enthusiasm over studying in the New York City metropolitan area and having the city as an extended classroom. The school's outreach programs provide students with worldwide opportunities for studying, designing, and service-learning. These include the sLAB project in Costa Rica, the patent-awarded Home2O project, and multiple foreign study trips every year. Each semester, the externship program gives more than 25 students the opportunity to have a paid work experience in a local office. Many students are hired by their externship firm after graduating.

The alumni and practitioners remarked that SoAD graduates are desirable on many levels: they possess a very strong work ethic, they have experience in firms, they are technologically adept, and many are very strong designers. SoAD students expressed a desire to stay abreast of changing technology.

The two NYIT campuses are unique in that both are commuter campuses. They also have unique studio cultures. The Manhattan campus has studio space challenges that limit storage and the ability to build full-scale models. In Manhattan, students transport models on the subway and have limited access to their studios after hours because of institutional policies.

b. Conditions/Criterion Not Achieved:

A.7 History and Culture
A.8 Cultural Diversity and Social Equity

II. Progress Since the Previous Site Visit

This program had no unmet conditions or criteria stemming from the last visit in 2011.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution and its faculty, staff, and students to the development and evolution of the program over time.

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2017 Analysis/Review: NYIT is a non-profit, independent, private institution of higher education founded in 1955. It enrolls over 10,000 students in seven academic schools primarily at two campus locations: Old Westbury and Manhattan. NYIT also has other domestic and international locations. Its current leadership is committed to continuing the transformation of NYIT into a 21st-century global university through the institute's strategic plan, which is called NYIT 2030, in order to provide career-oriented, professional education to all qualified students.

In 1973, NYIT was authorized to offer a 5-year architecture program and was first accredited for the professional Bachelor of Architecture degree in 1978. It has been continually accredited for this degree since that date. Several divisional re-organizations have occurred since 1978. In 1991, the Fine Arts and Interior Design school (BFA degree) joined with the School of Architecture. In 1997, a post-professional Master of Science in Urban and Regional Design degree was added. Other divisional re-organizations have been under consideration in conjunction with the development of interdisciplinary fields of study in collaboration with other departments and programs at NYIT.

The SoAD promotes excellence in learning based on strong pillars of research and design pedagogy, which provide students with a broad-based skillset in design and technology. It engages and serves the Long Island and New York City metropolitan communities through numerous external joint-collaboration projects. Through NYIT's Global Access and Multidisciplinary Project Support programs, the SoAD collaborates with other local and global programs to further reinforce the mission of the school. The architecture program provides international exposure through study abroad programs and studio projects in distant locations to expand the knowledge needed to practice within a global framework.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

***2017 Analysis/Review*:** The following information was gathered from the APR and through interviews on site with students, faculty, and administrators. The program has demonstrated that it provides a positive and respectful learning environment that is supportive of all member groups—in particular, its large commuter student population—and offers flexibility for working students.

The Studio Culture Policy is student driven with input from the faculty. It is revisited on a 5-year cycle. This policy is available on the school's website. Additional policy documents, such as the Academic Integrity Policy, Faculty Handbook, and Student Handbook, further define the principles of NYIT for a respectful learning and work environment. A number of other mechanisms, such as the Friends of the SOAD group, engage alumni and practitioners with the SoAD. Institute- and school-level student organizations also enrich the academic experience.

There is also support for life-long learning to enrich the students' curiosity and promote the exchange of ideas beyond the classroom. The school showed evidence of study abroad programs, which are discussed on the school's website. Additionally, architecture students can participate in the Alternative Spring Break program, an institute-wide program in which NYIT students, faculty, and staff travel to areas in need to lend a helping hand. which, in the past, have included trips to Peru, Ecuador, and Nicaragua.

A number of student organizations—Freedom by Design, the American Institute of Architecture Students (AIAS), the National Organization of Minority Architecture Students (NOMAS), the Construction Management Association of America (CMAA), and the Interior Design Club—and "student intellectual social events" enhance the learning environment. These events include the TEDxNYIT: Persistence and Community speakers series, the annual Symposium on University Research and Creative Expression (SOURCE), and Habitats for Healing, which has launched symposia to discuss better response methods for Ebola. The dean is supportive of student organizations and has provided financial assistance for students to travel to and attend the AIAS Quad and Forum conferences.

The school has had a Tau Sigma Delta Honor Society in Architecture and an Allied Arts chapter since 1993. Other honor societies at the institute level are available to all NYIT students regardless of program. These activities directly relate to the stated goal of training "the whole architect."

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

***2017 Analysis/Review*:** Social equity is addressed in the APR, and additional information was gathered through discussions with students, faculty, and administrators. The school is aware of the imbalance in student demographics, with a majority male split in the student body (67% male and 33% female). The dean is involved in several initiatives to address the imbalance, including the planning of future joint efforts with the dean of the School of Engineering and Computing Sciences to recruit more female and minority applicants into STEM fields.

Three of the last five AIAS presidents have been female, and there is a focus within AIAS toward the inclusion of female perspectives, specifically with the "Women in Architecture" roundtable. In addition, two architecture scholarships are specifically geared toward female students. The institute complies with Title IX of the Education Act of 1972, which prohibits discrimination on the basis of gender.

The student body reflects a diversity of cultures with international students from over 50 countries represented in the architecture student body and over 100 countries represented in the entire student population of the institute.

The faculty are also internationally diverse, but are predominantly male (75% male and 25% female) However, the school has had some recent progress in increasing gender diversity with the addition of the dean, who plans to give particular attention to female candidates in the two current tenure-track faculty searches slated for 2017. In addition, the dean has stated the school's intention to pursue further diversity through three new tenure-track faculty lines in 2018. There is an institution-wide policy for EEO/AA employment.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

D. **Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

E. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

***2017 Analysis/Review*:** The defining perspectives were addressed in the APR and further evidenced through the student work in the team room and discussions with students, faculty, and administrators.

Collaboration and Leadership. This is one of the SoAD's core values. Students serve on numerous school committees and as teaching assistants. Their studio projects are reality based and reflect current regional issues. Students also collaborate with community groups and clients in the design process.

Design. The design studio provides a project-based, experiential learning environment that allows students to apply knowledge from other areas of the curriculum. The structure of the curriculum builds on the knowledge acquired from year to year in a clear and comprehensive manner.

Professional Opportunities. These opportunities are abundant in the New York City metropolitan area. Students regularly tour architectural offices, many work in firms, and most were aware of the Architectural Experience Program (AXP) and the path to licensure.

Stewardship of the Environment. This is a hallmark of the program. It is addressed in classes throughout the curriculum, ranging from participation in two U.S. Department of Energy Solar Decathlon teams to a focus on rising sea levels after Hurricane Sandy.

Community and Social Responsibility. This has been strengthened through local community projects, a focus on sustainability and resiliency, and the students' response to Hurricane Sandy via the Comprehensive Coastal Communities competition, which sought creative and innovative designs for coastal communities along the Long Island, New Jersey, New York City, and southern New England coasts. The students won the National AIAS Community Engagement Award for their entry in the competition.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

***2017 Analysis/Review*:** The APR explains the institute's long-range planning process as did the provost and interim president. NYIT 2030, the institute's strategic plan, was first published in 2006. The president initiated a review and update of the plan in 2014. The update that resulted is referred to as Version 2.0 of NYIT 2030, which was approved in December 2015.

NYIT created a steering committee, which included SoAD faculty, to implement a collaborative and comprehensive review and update of NYIT 2030. In the plan, NYIT restated its 2030 goals, which include making the institute a model 21st-century university with a forward-thinking academic portfolio; conducting research and establishing programs that reflect links to industry, interdisciplinary collaboration, and global reach; promoting a student-centered community; and maintaining high-quality teaching and learning. The SoAD's administrators and students were also involved in the review and update process of NYIT 2030.

At the SoAD level, the associate dean, with input from a Strategic Planning Committee, inclusive of faculty, administrators, students, and alumni, is responsible for writing the SoAD strategic plan, which is guided by NYIT 2030. This plan supports the continuous improvement of the architecture program's scope and objectives, and aligns the program's goals with the goals and objectives stated in NYIT 2030. The associate dean collects information from meetings of the entire faculty at the start of each semester and from a retreat each semester. Committees and coordinators also provide responses to the associate dean regarding course content issues that are related to long-range planning. The goals of the SoAD strategic plan include advancing the SoAD core values, which are design intelligence, building-construction technology, and student leadership. The ad hoc mission and vision committee, along with the dean, is working on a new draft of the SoAD strategic plan, mission, and vision, which will be implemented in spring 2017.

I.1.6 Assessment:

A. **Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:

   - How well the program is progressing toward its mission and stated objectives.
   - Progress against its defined multi-year objectives.
   - Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
   - Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

   The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and

responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2017 Analysis/Review: Coordinated assessments across the curriculum, ranging from design fundamentals to upper design studios and technology courses, address the learning outcomes and progress of students. These assessments also propose modifications to the curriculum to improve student learning. The assessment documents are available on the institute's webpage for plans and reports. The documents cover the 2012-2013, 2013-2014, 2014-2015, and 2015-2016 assessment periods. The institute has an extensive process for periodic evaluation of strategic goals and initiatives at the school and institute levels.

The program has demonstrated that it regularly assesses its progress in accordance with its stated multi-year goals and objectives and that the results of this process are used to promote student learning. The school also participates in a yearly self-examination process to ensure parity between the Manhattan and Old Westbury course offerings and student achievement.

There is an Institutional Assessment Plan (IAP), which NYIT follows. The program has shown how this IAP process solicits student, alumni, and faculty input to bring about needed changes to curricular development. The presence of course content coordinators (studio and technology) across the school enables more focused and specialized attention to curricular aspects of the program.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment: Faculty obligations for teaching, scholarship, and service are established by the terms of the NYIT-AAUP Collective Bargaining Agreement between NYIT and the American Association of University Professors. This agreement is now being renegotiated for the next 5 years. The provost and interim president said that part of the renegotiation process is reviewing the compensation for adjunct professors.

Nearly all full-time faculty are licensed architects and typically teach alongside adjunct faculty, which encourages the exchange of a variety of perspectives. The Equivalent Lecture Hour (ELH) for studio courses is 5 hours for adjunct faculty and 7 hours for full-time faculty. A lecture and exhibition series broadens the horizons of faculty and students, and promotes their academic and professional development. Several faculty and staff members are pursuing scholarship and research. Other non-grant support in the form of sabbaticals and release time is available. Financial support is available for faculty participation in professional conferences and other development activities.

The APR lists several resources related to faculty support for students, including academic advising, tutorial support services, faculty mentoring, and career guidance advisement. A dedicated Architect Licensing Advisor is identified and noted as being responsible for guiding emerging architects through a structured transition between their education and their professional registration. Three externships in the form of academic credit for working in a professional office are available to students. The American Institute of Architecture Students (AIAS) is active on both NYIT campuses, and the school presents a number of student achievement awards annually.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if

online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2017 Team Assessment: The physical resources of the two SoAD campuses are described in detail in the APR. Both campuses were visited by the visiting team chair, and she verified the information outlined in the APR.

On the Manhattan campus, the SoAD utilizes the entire fifth, tenth, and eleventh floors, and part of the sixth floor at 1855 Broadway, which covers roughly 15,000 square feet of space, including administrative offices, computer labs, studios, exhibit space, offices of faculty and student organizations, and a fabrication lab. In addition to this dedicated space, the school uses the institute's library, exhibit spaces, cafeteria, and lecture area at 1855 Broadway and in adjacent buildings. The basement in one of these adjacent buildings is dedicated SoAD studio space.

The Old Westbury campus is located in Education Hall. The structure, which is 543 feet long, is the former stable of the Whitney estate and was converted into use by the SoAD in 1966. The school occupies approximately 51,000 square feet of space, which includes the Old Westbury portion of the school's administrative offices, a library, computer labs, studios, classrooms, exhibit spaces, offices, a fabrication lab, and a cafeteria.

The fabrication labs on each campus have identical equipment, including CNC machines, laser cutters, and 3-D printers. All upper-level studios have plotters located within the studios. Students stated that they have ample access to these resources.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2017 Team Assessment: The financial resources are described in the APR and were confirmed in meetings with the dean, provost and interim president, and chief financial officer. These resources are adequate for the operation of the program and for any possible capital requirements. Both the institute and the program have a well-documented process and timeline through which the operating and capital budgets are set: committees, directors, and chairs submit requests to the SoAD, and the dean reviews those requests with the provost and the chief financial officer in April each year. The budgets are presented to the president and school leadership in June, and final decisions are made in July. The NYIT fiscal year begins on September 1.

Two groups, the Friends of the SoAD group and an advisory board, raise additional funds for the school, which are allocated to special projects, scholarships, and student trips. Since the last team visit, these groups have raised an average of $145,000 each year.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2017 Team Assessment: The data on information resources is provided in the APR and was confirmed in a meeting with the librarian on the Manhattan campus. NYIT has an expansive library collection and access to numerous information resources. The SoAD's collection is found in libraries on the two campuses. On the Old Westbury campus, the Art and Architecture Library is primarily responsible for architecture collection development for both campuses. The Manhattan campus architecture collection is housed within the larger

central library. The resources are easily accessible between both campuses.

Both libraries are located within or adjacent to the buildings housing the architecture classrooms and studios. Library research materials can be easily accessed during classes and outside of class. The libraries are also part of a shared collection of holdings between the following universities: Columbia, Harvard, Cornell, Yale, Princeton, Pratt, Syracuse, New York University, and New Jersey Institute of Technology. Print collections are adapted to changing curricula, relevance, and space needs. Permanent and semester reserve titles in print are accessible at the front desk of the libraries. E-formats are accessible 24 hours a day, 7 days a week from any location.

NYIT's collection consists of 162 journal titles, including 80% of the core holdings list of periodical titles published by the American Association of School Librarians (AASL). Both SoAD libraries also subscribe to numerous electronic resources, including databases, indexes, bibliographies, statistics resources, and other reference sources that support learning, teaching, and research. Both libraries have an ample number of computers (the Old Westbury library has 30 desktops, and the Manhattan library has 40 desktops, 22 laptops, and 15 iPads), black and white printers, color printers, copiers, scanners, 3-D printers, and flat screen TVs and DVD players. Both libraries provide significant reference services that can be accessed via email and phone, or virtually. Digital resources are provided to all students and faculty, and are installed in several classrooms and studios.

All NYIT librarians hold M.S.L.I.S. degrees from accredited schools of library science. The director of the Art and Architecture Library in Old Westbury and the full-time librarian of this library are required to have art history backgrounds and experience. The librarians serve as both reference librarians and content information providers. They are responsible for providing personal and in-depth reference services to students and faculty, collection development, the assessment of new resources, assistance with special projects involving a technology specialist, and information literacy instruction. The Old Westbury library also has 3 part-time librarians, a library associate, and 2 part-time assistants. The Manhattan library has a director, 3 full-time librarians, 2 part-time librarians, 2 full-time assistants, and 3 part-time library assistants. The Old Westbury library is open 64 hours per week during the spring and fall semesters. The Manhattan library is open 96 hours per week during the spring and fall semesters.

1.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2017 Team Assessment: The information on administrative structure and governance is provided in the APR and was confirmed on site by the provost and interim president and the dean. It is also available on the NYIT website: http://nyitnaab.com/documents/

The SoAD is in the NYIT Academic Affairs Division. The administrative head of the school is the dean, who reports directly to the vice president for academic affairs and the provost. The dean has an office on both NYIT campuses. The school is divided into two departments: architecture and interior design. Additionally, the school offers a graduate post-professional urban and regional design program. There is an advisory board, which serves at the dean's request. Department chairs handle the day-to-day operation of their units, including curriculum assessment, faculty and student policies and issues, and facility matters. A number of committees composed of faculty and students help to meet institutional, school, and program goals and objectives.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1 **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for AAID 160 Introduction to History, ARCH 361 Architectural History and Theory Seminar, ARCH 362 City Planning, ARCH 481 Professional Practice, ARCH 501 Architectural Design VII, and ARCH 502 Architectural Design VIII.

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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AAID 160 Introduction to History, ARCH 201 Architectural Design I, ARCH 501 Architectural Design VII, and ARCH 502 Architectural Design VIII

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.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction** Evidence of this was found in student work prepared for ARCH 302 Architectural Design IV, ARCH 402 Architectural Design VI, ARCH 501 Architectural Design VII, and ARCH 502 Architectural Design VIII.

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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 402 Architectural Design VI

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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AAID 101 Design Fundamentals I, AAID 102 Design Fundamentals II, and ARCH 202 Architectural Design II.

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

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for ARCH 201 Architectural Design I, ARCH 202 Architectural Design II, ARCH 301 Architectural Design III, ARCH 302 Architectural Design IV, ARCH 401 Architectural Design V, ARCH 501 Architectural Design VII, and ARCH 502 Architectural Design VIII.

A.7 **History and 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, and technological factors.

[X] Not Met

2017 Team Assessment: The team was unable to find sufficient evidence of student achievement at the prescribed level, including within AAID 160 Introduction to History, AAID 161 Survey History Architecture I, AAID 162 Survey History Architecture II, ARCH 361 Architectural History and Theory Seminar, and ARCH 362 City Planning. The team did not find any student work or anything in the course curriculum that covered indigenous or vernacular architecture. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material.

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 buildings and structures.

[X] Not Met

2017 Team Assessment: The team was unable to find sufficient evidence of student achievement at the prescribed level, including within AAID 160 Introduction to History, AAID 161 Survey History Architecture I, AAID 162 Survey History Architecture II, ARCH 361 Architectural History and Theory Seminar, and ARCH 401 Architectural Design V. Specifically, the team did not find discussion on the social and spatial patterns that characterize different cultures. The team requested additional evidence, which was provided by the school. The team was still unable to locate appropriate material.

Realm A. General Team Commentary: The team found that student work presented an exceptional command of several communication skills, particularly in the production of thesis books and graphic work. There was a general mastery of model making. Ample representation of A.3 Investigative Skills ability and A.6 Use of Precedents ability occurred in student work in various courses, and this work was well incorporated into final products.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include 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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level for site analysis, building codes and standards, and sustainability was found in student work prepared for ARCH 272 Environmental Site Planning, ARCH 401 Architectural Design V, and ARCH 402 Architectural Design VI.

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.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for ARCH 272 Environmental Site Planning and ARCH 401 Architectural Design V.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 301 Architectural Design III and ARCH 402 Architectural Design VI.

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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 221 Building Construction I and ARCH 327 CAD Construction Drawings.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 402 Architectural Design VI and ARCH 411 Advanced Structural Concepts I.

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

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for ARCH 324 Environmental Systems I and ARCH 325 Environmental Systems II Designs for environmental systems were also evident in the studio projects in ARCH 402 Architectural Design VI

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.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for ARCH 221 Building Construction I, ARCH 222 Building Construction II, ARCH 324 Environment Systems I, ARCH 325 Environmental Systems II, and ARCH 402 Architectural Design VI

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized 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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 221 Building Construction I, ARCH 222 Building Construction II, and ARCH 402 Architectural Design VI

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 324 Environmental Systems I, ARCH 325 Environmental Systems II, and ARCH 402 Architectural Design VI

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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 481 Professional Practice

Realm B. General Team Commentary: There is a very robust and rigorous curriculum for Realm B. The Environmental Systems sequence of courses is comprehensive, and evidence of students' understanding of the systems was found throughout the studio classes. The program's commitment to designing for a changing world with respect to global warming and rising seas was found from first-year projects to fifth-year projects.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 501 Architectural Design VII.

C.2 **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 402 Architectural Design VI

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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 324 Environmental Systems I, ARCH 325 Environmental Systems II, ARCH 401 Architectural Design V, and ARCH 402 Architectural Design VI

Realm C. General Team Commentary: The development and sequencing of the design studios and the environmental systems classes result in integrated architectural solutions. This is clearly shown throughout the upper-level design studios. The coordination between the two campuses ensures curriculum parity for all students.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 481 Professional Practice and ARCH 272 Environmental Site Planning.

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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 481 Professional Practice.

D.3 **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 481 Professional Practice.

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.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 481 Professional Practice

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 481 Professional Practice.

Realm D. General Team Commentary: The Professional Practice course covers a large amount of material ranging from ethical standards to business practices, business management, and the process of individual project design and construction. The course provides students with a basic understanding of the principles involved in the practice of architecture and familiarity with the nomenclature of professional practice.

A basic understanding of the content and requirements of various contracts is taught by referencing standard American Institute of Architects (AIA) agreements and architect-authored letter agreements. Students are introduced to the different phases of developing a project (schematic through construction) and issues that affect a project's viability, such as budgeting, cost estimating, life-cycle considerations, and project delivery methods (bid-build, design-build, and construction manager involvement).

Students also receive instruction in public-client/stakeholder issues, such as planning, zoning, and universal design. This is supplemented by required student attendance at public hearings, such as those of the planning/zoning board, to understand community inclusion in the review process and regulatory oversight of proposed projects. Students actively participate in accessibility demonstrations to understand how accessibility issues impact professional practice.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: NYIT is accredited by the Middle States Commission of Higher Education, which was evidenced by a letter in the APR. The accreditation was last reaffirmed on November 20, 2014. The next self-study evaluation is scheduled for the 2018-2019 academic year.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2017 Team Assessment: The APR identifies two degree tracks—the pre-professional degree track and the professional degree track—with required hours that include professional studies, general studies, and optional electives.

The pre-professional degree track comprises the following: (a) the non-NAAB-accredited Bachelor of Science in Architectural Technology (BSAT) degree, which requires 131 credit hours, (b) the non-NAAB-accredited Bachelor of Fine Arts in Interior Design, and (c) the non-NAAB-accredited Master of Science in Architecture, Urban and Regional Design.

The NAAB-accredited Bachelor of Architecture degree is the professional degree, which requires 160 credit hours.

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

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: This information is provided in the APR and was verified on site through interviews with admissions staff and an SoAD chair. The program does not rely on preparatory educational experience to meet NAAB-required Student Performance Criteria.

The SoAD students are initially admitted into the BSAT program. The students must apply to the B. Arch program before their third year (prior to enrolling in ARCH 301 Architectural Design III), which requires a minimum GPA and a portfolio review. For transfer students, a minimum GPA is required, as well as the submission of a portfolio. Evaluation of non-design work is handled by the institute in a standard manner and is aided by a database of known equivalencies from feeder schools. The SoAD handles the evaluation of design coursework and situations where course content parity is unclear. This information is provided to students through the SoAD website.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2017 Team Assessment: The team verified that the NAAB statement can be found on the SoAD website and in the online school catalog.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: The presence of links to the required documents was verified on the school's website (http://www.nyit.edu/architecture/about) on March 13, 2017

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2017 Team Assessment: The presence of links to career development information was verified on the school's website (http://www.nyit.edu/architecture/about) on March 9, 2017.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.

- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: The presence of links to the required documents was verified on the school's website (http://www.nyit.edu/architecture/about) on March 13, 2017.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2017 Team Assessment: The presence of links to ARE Pass Rates information was verified on the school's website (http://www.nyit.edu/architecture/about) on March 9, 2017.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2017 Team Assessment: The policies and procedures for the admission of new and transferring students are clearly outlined on the university's website. The requirements for financial aid and scholarships are also on the university's website. The university participates with the State of New York in the Arthur O Eve Higher Education Opportunity Program (HEOP). This program assists students who have financial or academic hardship and otherwise would be unable to earn a college degree.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

[1] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

2017 Team Assessment: The institute provides a robust website for financial aid (http://nyit.edu/admissions/financial_aid). It includes a Net Price Calculator so that students can estimate the cost of their education. The financial aid website also includes videos and detailed information about eligibility for federal and state student aid. A link to this website is provided from the main SoAD website (http://nyit.edu/degrees/architecture_barch).

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation.*

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2017 Team Assessment: The Annual Statistical Reports are provided through a link in the APR. The dean certified in writing that the reports were verified by the institution and are consistent with the required institutional reports

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition).

[X] Met

2017 Team Assessment: The program was not required to submit Interim Progress Reports because all conditions were met in the 2011 Visiting Team Report.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.1 Professional Communication Skills: The thesis research documentation was exemplary.

A.3 Investigative Skills: Excellent research and investigation were found throughout the curriculum.

A.6 Use of Precedents: The team notes that every studio project was begun with a precedent study, which is outstanding.

B.2 Site Design: All of the studios use actual sites that the students visit many times. This basis in reality brings a robustness to analysis and a depth to site design. The continued practice of using a specific site for ARCH 402 Architectural Design VI that was studied in the urban design studio, ARCH 401 Architectural Design V, is to be commended.

B.6 Environmental Systems: ARCH 324 Environmental Systems I and ARCH 325 Environmental Systems II are very comprehensive, and the students' ability to incorporate environmental systems into their studio design work was outstanding.

B.7 Building Envelope Systems and Assemblies: In ARCH 324 Environmental Systems I and ARCH 325 Environmental Systems II, the students' ability to incorporate these systems and assemblies into their studio design was noteworthy.

Appendix 2. Team SPC Matrix

Date: 3/14/2017

B ARCH

Student Performance Criteria

		A	A1	A2	A3	A4	A5	A6	A7	A8	B	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C	C1	C2	C3	D	D1	D2	D3	D4	D5
			Prof. Comm. *Ability*	Design Thinking. *Ability*	Invest. Skills. *Ability*	Arch Design. *Ability*	Ordering Systems. *Ability*	Use of Precedent. *Ability*	Hist. 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*	Bldg Envelope Sys. *Understanding*	Bldg Material Assem. *Underst.*	Bldg Services Systems. *Underst.*	Financial. *Understanding*		Research. *Understanding*	Integrated Eval+Decision. *Ability*	Integrative Design. *Ability*		Stakeholder Roles. *Understanding*	Project Mgmt. *Understanding*	Business Practices. *Underst.*	Legal Responsibilities. *Underst.*	Prof. Conduct. *Understanding*
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 Construciton 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		■	■	■			■																						

Appendix 3. The Visiting Team

Team Chair, Representing the NCARB
Jane Frederick, FAIA, LEED®AP
Frederick & Frederick Architects
38 Meridian Road
Beaufort, SC 29907
(843) 522-8422
jane@f-farchitects.com

Representing the ACSA
Hazel Ruth Edwards, Ph.D., AICP, Assoc. AIA
Professor and Chair
Department of Architecture
College of Engineering and Architecture
Howard University
2366 Sixth Street, NW
Washington, DC 20059
(202) 806-7424
hazel.edwards@howard.edu

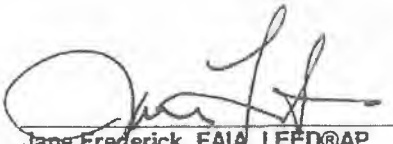
Representing the AIAS
John Ferns
14 Rolling Hills Way
Port Murray, NJ 07865
(908) 763-6120
jdferns3@gmail.com

Representing the AIA
Amaya Labrador, AIA
HKS, Inc.
712 Main Street, Suite 1200
Houston, TX 77002
(713) 969-4299
(787) 403-8683 mobile
alabrador@hksinc.com

Non-voting Member
Michael D. Szerbaty, AIA
Partner
MDSzerbaty+Associates Architecture LLC
307 Seventh Avenue
Suite 1501
New York, NY 10001
(212) 352-3307
(212) 352-9266 fax
mszerbaty@mdsnyc.com

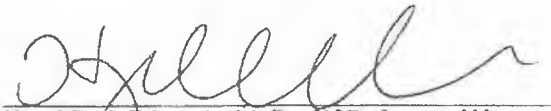
V. Report Signatures

Respectfully Submitted,



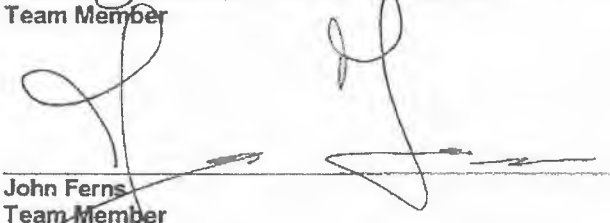
Jane Frederick, FAIA, LEED®AP
Team Chair

Representing the NCARB



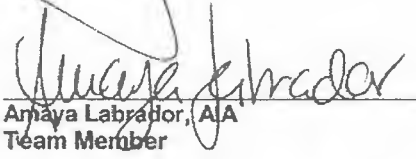
Hazel Ruth Edwards, Ph.D., AICP, Assoc. AIA
Team Member

Representing the ACSA



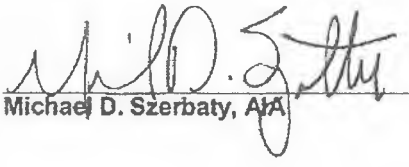
John Ferns
Team Member

Representing the AIAS



Amaya Labrador, AIA
Team Member

Representing the AIA



Michael D. Szerbaty, AIA

Non-voting member