



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

## **2017 Visiting Team Report (Initial Candidacy)**

**M. Arch.**

**Track I [non-preprofessional degree + 99 graduate credits]**

**Track II [preprofessional degree + 60 graduate credits]**

The National Architectural Accrediting Board  
October 29–31, 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.

## Contents

<b><u>Section</u></b>		<b><u>Page</u></b>
I.	Summary of Visit	3
II.	Progress on the Plan for Achieving Initial Accreditation	4
III.	Progress Since the Previous Visit	4
IV.	Compliance (or Plans for Compliance) with the Conditions for Accreditation	
	1. Institutional Support and Commitment to Continuous Improvement	5
	2. Educational Outcomes and Curriculum	14
	3. Annual and Interim Reports	26
V.	Appendices	
	1. Conditions Met with Distinction	27
	2. Team SPC Matrix	28
	3. Visiting Team	29
VI.	Signatures of the Visiting Team	30

**I. Summary of Visit**

a. Acknowledgments and Observations

The School of Architecture and Design (SoAD) at the New York Institute of Technology has embarked on a challenging effort of building an accredited master’s degree program from the ground up, in terms of personnel and students, built on the strengths of its longstanding B. Arch. program with which it will share resources and whose reputation for excellence should, by all expectations, fuel the attractiveness of the M. Arch. program.

We applaud the new dean’s leadership, energy, and enthusiasm. Her “get it done” attitude was most vividly expressed when, shortly after her arrival, she was faced with the task of rebuilding facilities after a damaging fire while also preparing for their scheduled eligibility visit.

All constituents of the SoAD understand the program’s core values. A respectful environment and broad appreciation for each other’s talents, opinions, and contributions lead to a unique culture in the school. At the time of the team visit, the program had not yet enrolled its first graduate cohort, but it was clear that the faculty and school administration were passionate about the future of the program and were prepared to move the program forward successfully.

The members of the visiting team on behalf of the National Architectural Accrediting Board extend our appreciation to the program faculty, staff, and institution leadership for their kind hospitality and cooperation in this initial candidacy visit. Special thanks and recognition are extended to M. Arch. Director David Diamond and Dean Maria Perbellini for their untiring work and preparation for this visit as well as for their personal attention to the team and our work.

Finally, it is important to note that several of the Learning Culture, Social Equity, and the Defining Perspectives were observed in light of programs, events, and activities currently offered for the school’s B. Arch. program. In those instances where it is so noted, the team is confident that, while currently focused on B. Arch. activities, these accomplishments will find their way onto the M. Arch. program as well.

b. Conditions Not Achieved (list number and title)

<b>Not Met</b>	<b>Not Yet Met</b>	<b>In Progress</b>	<b>Not Applicable</b>
None	All SPC - courses have not been offered at the time of this visit.  II.4.1 Statement on NAAB-Accredited Degrees	None	II.4.1 Statement on NAAB-Accredited Degrees  III.1 Annual Statistical Reports  III.2 Interim Progress Reports.

**II. Progress on the Plan for Achieving Initial Accreditation**

**2017 Analysis/Review:** The program's Plan for Achieving Initial Accreditation is currently on track. The program expects to graduate its first cohort of students (2-year track) in May 2020 and students of the 3-year track in May 2021, consistent with the current plan. Space for that first cohort has been identified and is ready to receive them; initial faculty hires have been completed, and the team found that, other than SPC and student-related requirements, the program is already meeting requirements for accreditation. The team believes that the program is well positioned to continue on the proposed schedule.

**III. Progress Since the Previous Site Visit**

Not Applicable

#### IV. Compliance (or Plans for Compliance) with the Conditions for Accreditation

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

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

##### PART ONE (I): SECTION 1 – IDENTITY & 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 leverage opportunities that are uniquely defined within the university and its local context in the surrounding community.

**2017 Analysis/Review:** Founded in 1955, NYIT currently offers 90 undergraduate, graduate, and professional degrees in more than 50 fields of study including architecture and design. With an enrollment of more than 10,000 students in seven academic units at its Old Westbury and Manhattan campuses, the institution has graduated nearly 100,000 students. NYIT's growth is mission related and responsive to the region's demographics. Its mission is to provide career-oriented, professional education; offer access to opportunity to all qualified students; and support applications-oriented research that benefits the larger world. The leadership of the institute is currently transforming NYIT into a 21st-century, global university by means of a comprehensive strategic planning process, titled "NYIT 2030," supported by annual task plans and corresponding resource allocation.

The history of the SoAD has been closely associated with the development of the university since its inception; the school was initially authorized in 1973 by the Board of Regents of the State of New York to develop and offer a five-year degree in architecture, which has been continuously accredited by the NAAB since 1978.

SoAD's mission is to provide a design- and technology-based 21st-century professional education that fosters leadership in the profession and the community. It is this response that created the desire to establish an M. Arch. program. Seen as a natural expansion of current offerings for students in the Master of Science in Architectural Technology curriculum as well as to candidates with non-architecture degrees, the proposed program has strong support and enthusiasm from administrators, existing faculty, and alumni of the school's B. Arch. program.

**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 field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

**2017 Analysis/Review:** The NYIT SoAD has in place a studio culture policy for its current B. Arch. program that responds to the values of optimism, respect, sharing, engagement, and innovation. The policy is a student-led endeavor with faculty input and review that is reevaluated on a five-year basis. The policy is published on the university/department website and is available to all students in all studio course books.

The team also found evidence in the APR of the program's description of the number of opportunities available to both faculty and students for collective learning opportunities inside and outside the studio environment, including professional organizations, unique design-build programs, and conferences and seminars.

**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 Team Assessment:** The team found evidence in the APR and on the institution's website of university- and program-level policies on diversity and inclusion, social equity, and EEO/AA.

NYIT has policies on diversity and inclusion, gender equity, nondiscrimination, and Equal Opportunity Employment/Affirmative Action. The SoAD values the diversity of its faculty and student population and tracks data and progress via annual assessment plans.

Gender equity has been a particular focus of the SoAD in recent years as demonstrated by recent faculty and leadership role hires. This focus is also evident in programs such as the "Women in Architecture" event, which pairs B. Arch. students in the AIAS chapter with their female specific scholarship awards.

**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 to address increasingly complex problems, engage a diverse constituency, and provide 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; 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 environmental and the natural resources that are significantly compromised by the act of building and constructed human settlements.
- E. **Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens 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 further 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, conservation or changes to the built and natural environment.

**2017 Team Assessment:** *The program is still growing in its response to all these perspectives but there are noticeable results:*

- A. **Collaboration and Leadership:** The SoAD offers a number of collaborative and leadership opportunities to current students in the B. Arch. program, and the school identifies student leadership as one of its core values. There are many opportunities for students to engage in team projects and leadership opportunities, including Student Led Architectural Build (sLAB), the Solar Decathlon team, student organizations (AIAS, CMAA, SGA), and the TEDxNYIT event. The university also supports collaborative and leadership efforts of students, faculty, and staff, through its Office of Sponsored Programs and Research (OSPAR) and the Symposium on University Research and Creative Expression (SOURCE). The team found evidence of the above in place for the benefit of the B. Arch. program.
- B. **Design:** The program identifies Design Intelligence as part of its design perspective. The studio provides students with a project-based learning environment that allows students to apply Design Intelligence obtained through their nonstudio courses. It is unclear, at this time, how the program will ultimately address its emphasis on design and practicum-based learning in its long-range planning activities and the M. Arch. program. The team is basing its review on current activities within the B. Arch. program and believes this perspective will be similarly addressed in the M. Arch. program, currently in development.
- C. **Professional Opportunity:** Built on the success of the school's existing B. Arch. program, the SoAD has a strong and supportive nexus of local practitioners who provide a connection for students to the profession. The school uses these opportunities, through guest lectures and class visits by collateral organizations and local firms, to provide students with exposure to the breadth of professional opportunities. Beyond this, events and lectures provide additional connections for students seeking career guidance.

- D. **Stewardship of the Environment:** The NYIT SoAD identifies stewardship of the environment as an active part of the culture of the program. Through its Solar Decathlon projects and sLAB program, students have the opportunity to meaningfully engage sustainability and environmentally conscious design. The team found evidence of the above in place for the benefit of the B. Arch. program.
- E. **Community and Social Responsibility:** The program does not clearly state its approach to developing its graduates for community and social responsibility. It does list and describe several community-based programs and initiatives that provide students with opportunities, but does not currently elaborate on how these engagements are incorporated in the program or curriculum.

**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 Team Assessment:** The program benefits from a two-tiered planning and assessment process. At the institution level, the “NYIT 2030” plan is now in its second update. The school-level plan supplements the broader institutional plan and tailors it to the specific goals and requirements of the school and its programs, in line with the overall goals of the institution.

The current version of the school’s strategic plan is under review by the Strategic Planning and Ad-hoc Mission and Vision Committees appointed by Dean Perbellini shortly after her arrival at NYIT. Under the purview of those committees, the school has begun a revision of the current Strategic Plan Goals and Strategies with broad participation of the school’s community

The team feels that both the Institution and School have a very robust long-range planning process within which all stakeholders are afforded ample opportunity to participate and contribute.

#### **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 towards 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 Team Assessment:** The program provides a well-documented program and curricular assessment process. The institute provides a periodic evaluation and review of strategic goals and initiatives at the school and institute levels. The NYIT 2030 plan was updated in 2015 to address overall institute initiatives and goals in which the SoAD meets twice a year and annual retreats to support, communicate, and evolve its own planning needs per the overall plan. Additional student-led town hall meetings, faculty meetings, and committee meetings are held to supplement the process. The curricular assessment of the SoAD follows NYIT's Institutional Assessment Plan (IAP). The program follows the IAP process to solicit student, alumni, and faculty input to bring about needed changes to curricular development. The program coordinates its assessment each semester through its own curriculum committee, which reviews and sets goals with faculty and student input. A more detailed coordination and implementation happens through course content coordinators enabling more focused and specialized attention to particular curricular aspects of the program.

## **PART ONE (I): SECTION 2 – RESOURCES**

### **I.2.1 Human Resources & 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 teacher that promotes student achievement
- The program must demonstrate that an Architect Licensing Advisor has been appointed, is trained in the issues of IDP, 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 teaching, scholarship, and service workloads are established by the terms of the collective bargaining agreement between NYIT and the American Association of University Professors.

The agreement establishes well-balanced workloads to support faculty research as well as promote faculty student achievement. All full-time faculty are licensed architects with active practices. A full-time Architectural Licensing Advisor (ALA) is appointed on a yearly basis. The advisor attends NCARB training and development programs and maintains continuous communication with current and former students through AIAS- and alumni-sponsored activities. Faculty and staff are provided opportunities to pursue professional development through a diverse combination of internal grants, sabbaticals, teaching release

time, and financial support to attend professional and academic conferences. The program provides academic and professional advising to students through both faculty and academic staff. NYIT provides comprehensive academic support through the its Advising and Enrichment Center. Career guidance is provided to students through the Office of Career Services with additional professional-specific advising through the assigned ALA.

**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] Demonstrated**

**2017 Team Assessment:** This condition was demonstrated during a tour of campus and other facilities, as well as through future building and growth plans.

The first cohort of M. Arch. students is slated to begin at NYIT's Manhattan campus in its main 1855 Broadway building within a dedicated studio classroom (Graduate studio EGGC 1119) on the 11th floor. These students will also share other spaces (additional 5th floor studio space, 10th floor fabrication lab, computer and plotting labs) in the same building with the B. Arch. and BSc in Architectural Technology programs. NYIT will expand its studio, classroom, and office space on the Manhattan campus as the M. Arch. program grows, and has noted possible future expansion to their Old Westbury campus.

The main building at 1855 includes a number of additional physical resources in the 15,600 SF of space dedicated to the SoAD, including administrative offices, labs, exhibit space, offices for both faculty and student organizations, and the program's fabrication lab. The SoAD also has access to the university library, cafe, and lecture spaces at 16 West 61<sup>st</sup> Street and the Auditorium on Broadway at 1871 Broadway, and access to additional exhibit space at the 1855 building and adjacent NYIT buildings.

**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 program and institution demonstrate appropriate financial support for student learning and achievement. The program has a well-defined operating and capital budget process.

Committees, directors, and chairs submit requests through the dean of the SoAD, which are then forwarded to 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. The program has made budget requests for additional operating, classroom, and faculty line expenses to support the M. Arch. program. Additional funding for the program is made through the Friends of the School of Architecture and the Design and Advisory Board. Their institutional development campaigns raised on average an additional \$200,000 per year for special projects, scholarships, and student trips.

**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:** This condition was demonstrated through a scheduled library tour as well as through reporting from the program in the APR regarding digital catalogs and total volumes maintained.

The SoAD's collections are based in the two campus libraries—the specialty Art and Architecture Library (Education Hall Library) on the Old Westbury campus and the Manhattan Campus Library; each location is led by a director of branch services. All NYIT libraries maintain membership with over a dozen national and regional professional associations and consortia that offer additional resources and volumes to the university libraries. While both the Old Westbury and Manhattan library collections of the SoAD aim to have similar volumes, Old Westbury houses a more complete collection. If volumes on one campus are needed by a student on the other campus, they are either delivered to students or scanned and emailed.

Both libraries house substantial print journals and periodical in addition to e-format journals. Students and faculty are able to easily engage the library and integrate research into studio classes given the immediate adjacency of the libraries to the studio classrooms. They are also able to recommend/suggest additional acquisitions. Each library also makes available a number of resources for students, including computers with architectural software suites. The hours and staffing of both branches are tailored to serve student needs, and extended hours are offered during the last two weeks of each semester.

**I.2.5 Administrative Structure & Governance:**

- **Administrative Structure:** The program must describe its administrative structure, and identify key personnel, within the context of the program and 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] Demonstrated**

**2017 Team Assessment:** The program's administrative structure and governance is well described and is confirmed through the NYIT website at <http://nyitnaab.com/documents/> and through meetings with school administrators and faculty. The dean has an office on both NYIT campuses. Graduate programs are each administered by a director, one for the post-professional programs and the other for the first-professional M. Arch. program. An advisory board serves at the dean's request. A department chair with offices at each campus handles day-to-day operations, 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. The dean is supported by an associate dean for academics, who also maintains an office at each campus.

## CONDITIONS FOR ACCREDITATION

### PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work
- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

A review of websites, links, and other materials.

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & 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] NOT YET MET

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

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] NOT YET MET

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

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] NOT YET MET

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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 principle.

**[X] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

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

**[X] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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 YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

**Realm A. General Team Commentary:** The program has not yet delivered any courses in this realm.

**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 assessment of their implications for the project, and a definition of site selection and design assessment criteria.

**[X] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

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

**[X] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- B.6 Environmental Systems: *Understanding* 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

<b>Realm B. General Team Commentary:</b> The program has not yet delivered any courses in this realm.
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**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.
- Respond 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- C.2 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.

**[X] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

**Realm C. General Team Commentary:** The program has not yet delivered any courses in this realm.

**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. Understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

**[X] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- D.4 Legal Responsibilities: *Understanding* 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

- 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] NOT YET MET**

**2017 Team Assessment:** The program has not yet delivered the course in which the SPC are expected to be met by the time of initial accreditation.

**Realm D. General Team Commentary:** The program has not yet delivered any courses in this realm.

**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 North Central Association of Colleges and Schools (NCACS); 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:** Evidence of current accreditation by the Middle States Commission on Higher Education was presented within the APR, at Page 88. Accreditation was last reaffirmed November 20, 2014.

**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 nonaccredited 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 Conditions. Every accredited program must conform to the minimum credit hour requirements.

**[X] Met**

**2017 Team Assessment:** The program's current degrees offered are appropriately titled and meet the NAAB criteria for degree nomenclature. The number of required credit hours for each proposed track of the new M. Arch. degree is expected to meet the criteria for minimum credit hour requirements.

### **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 a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate 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 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:** The program has an equitable process by which it evaluates the preparatory or preprofessional education of individuals admitted to it. Requirements to be evaluated are clearly stated, and the evaluation process is clearly defined. The program indicates the required preparatory SPC to be met for admittance to the two-year, 60-credit M. Arch. degree track on the SPC matrix as those listed for the first year of the 3½-year M. Arch. degree track. The draft guidelines provided explain that student application materials are subject to review and evaluation by a faculty admissions committee to determine any deficiencies in SPC. The program states that the admissions staff and the program director will annually update course equivalents from other institutions.

### **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. The current statement is found on its website at: [www.nyit.edu/architecture/about](http://www.nyit.edu/architecture/about)

#### **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] NOT YET MET**

**2017 Team Assessment:** NYIT currently publishes the required statement of NAAB accredited degree on its website for the Bachelor of Architecture degree and is awaiting approval of candidacy status for the Master of Architecture degree, at which time, the required statement of candidacy will be added. The current statement is found on its website at: [www.nyit.edu/architecture/about](http://www.nyit.edu/architecture/about)

#### 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:** Links for the 2014 NAAB Conditions for Accreditation and the current Procedures for Accreditation can be found on the program's website, on the primary landing page. See [www.nyit.edu/architecture/about](http://www.nyit.edu/architecture/about).

#### 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**

**2016 Team Assessment:** Access to university-wide career and employment services is available through the link: [www.nyit.edu/architecture/about](http://www.nyit.edu/architecture/about) and at: [www.nyit.edu/career\\_services/](http://www.nyit.edu/career_services/). Additional links to NCARB, AIA, AIAS, and ACSA webpages are also found at this location.

#### 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*<sup>1</sup>
- The final edition of the most recent *Visiting Team Report*, including attachments and addenda.

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<sup>1</sup> This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

**[X] Not Applicable**

**2017 Team Assessment:** As a program awaiting candidacy, none of the above documents have been filed as of yet.

**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] Not Applicable**

**2017 Team Assessment:** The program has not yet enrolled its first cohort, and it does not have graduates at this time. ARE pass rates are not yet applicable.

**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 decisions 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 pre-professional degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives.

**[X] Met**

**2017 Team Assessment:** Admissions and advising information is available for current and prospective students on its website at the link: [www.nyit.edu/admissions/](http://www.nyit.edu/admissions/).

**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**

**2017 Team Assessment:** Evidence of student financial information is available on the NYIT website at the link: [www.nyit.edu/admissions/financial\\_aid](http://www.nyit.edu/admissions/financial_aid)

**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.

The program must certify that all statistical data it submits to 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] Not Applicable**

**2017 Team Assessment:** As the program has yet to submit statistical data, this criterion is not yet applicable. Data for the B. Arch. program are available at: <http://nyitnaab.com/documents/> and it is expected that similar information for the M. Arch. will also be found here.

**III.2 Interim Progress Reports.** The program must submit interim progress reports to the NAAB (See Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

**[X] Not Applicable**

**2017 Team Assessment:** As the program has yet to submit statistical data, this criterion is not yet applicable. Data for the B. Arch. program are available at: <http://nyitnaab.com/documents/> and it is expected that similar information for the M. Arch. will also be found here.

**V.** Appendices:

Appendix 1. Conditions Met with Distinction: [None](#)

## Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) from which student work demonstrated the program's compliance with Part II. Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y-axis and the NAAB SPC on the x-axis. This matrix is to be completed in Excel and converted to Adobe PDF and the added to the final VTR.

**2017 Team Assessment:** As the program has yet to deliver any courses, SPC data are not yet applicable.

Appendix 3. The Visiting Team

**Team Chair, Practitioner**

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**Educator**

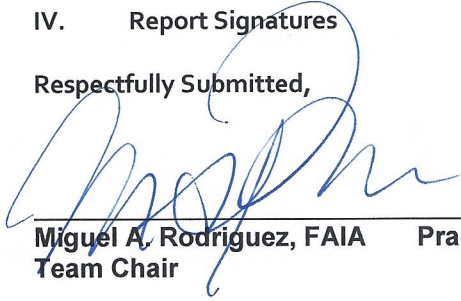
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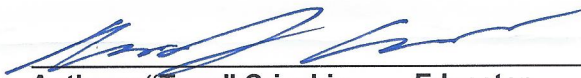
IV. Report Signatures

Respectfully Submitted,



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Miguel A. Rodriguez, FAIA      Practitioner  
Team Chair



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Anthony "Tony" Cricchio      Educator  
Team member



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Tyler Ashworth, AIA      Representing the NAAB  
Team member