2022 Visiting Team Report

New York City College of Technology
School of Architecture

B.Arch.

Initial Accreditation Visit
November 16-18, 2022

NAAB

National Architectural Accrediting

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank all the constituencies of the program and all the people involved who contributed in providing valuable information prior to and during the visit. The team has appreciated the particular challenges posed to the program by the fact that it had to address two different sets of accreditation conditions since its initial candidacy, as well as the unusual disruptions created by the pandemic. In particular, we acknowledge and thank Professor Sanjive Vaidya, chair of the Department of Architectural Technology, and B.Arch. co-directors Professor Ting Chin and Professor Claudia Hernandez, for the hard work in drafting the Architecture Program Report and coordinating the whole visit process.

We also thank the faculty, students, alumni, staff, and administrators for sharing with us their perspectives about the program. Students are engaged and enthusiastic, and feel supported and appreciative of the technically sound professional education they experience. Alumni are very proud of their alma mater and grateful for the high level of preparedness they achieve for their careers. Faculty are passionate and committed to providing a quality architectural education with an emphasis on building technology and facilitating real-world learning experiences by leveraging the opportunities offered by the program's location in New York City. Staff are proud of their work and of their contributions to support the program. The program enjoys good relationships with the dean of the School of Technology and Design, Dr. Gerarda Shields, the provost of the college, Dr. Pamela Brown, and the entire college administration.

Resourcefulness, resiliency, pragmatism, and community engagement stand out as the distinctive strengths of the program. In particular, the team appreciated the program's commitment to support students in their career paths, sound technical education, and an inclusive learning and teaching culture. The program is proud of the emphasis placed in its curriculum on technical and design considerations. Among the challenges that need to be addressed moving forward are the improvement to the curricular areas of building design synthesis and integration as well as the on-going upgrading of the program's physical resources.

b. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

3.2.SC.5. Design Synthesis
3.2.SC.6. Building Integration
5.6. Physical Resources

II. Progress Since the Previous Site Visit

2014 Condition/ Criterion Not Yet Met

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

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is no longer applicable.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.1.PC.5.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.1.PC.2.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.1.PC.8.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.1.PC.3, 3.2.SC.5 and 3.2.SC.6.

B.6: Environmental Systems: Ability to demonstrate 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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.1.PC.3, 3.2.SC.5 and SC.6.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.2.SC.4 and SC.6.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.2.SC.2.

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

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.1.PC.5.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.2.SC.5 and SC.6.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.2.SC.5 and SC.6.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of PC.6 and SC.2.

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.

Previous Team Report (2020): 2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.1.PC.6 and 3.2.SC.2.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.2.SC.2.

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.

Previous Team Report (2020): The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part of 3.2.SC.2 and SC.3.

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.

Previous Team Report (2020): 2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

2022 Team Analysis: This SPC is now evaluated as part 3.2.SC.2 and SC.3.

2014 Condition / Criterion In Progress

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.

Previous Team Report (2020): The department has focused significant resources toward initial accreditation and is in the process of strengthening self-initiated Long-Range Planning efforts to better identify multi-year objectives.

Annually, the department chair is responsible for summarizing the department's alignment with broader college initiatives in an annual "Goals and Targets" report. These goals include access, degree completion, career success, knowledge creation and new economic models.
Every ten years, the provost's office undertakes an external review of the department. The most recent review covered the academic years of 2003-2013 and was the genesis for creating a Bachelor of Architecture degree.

Planning objectives to-date have been student-centric, focused on relevant skill building in an ever-changing profession. Course-coordination meetings, super-juries, town halls and targeted lecture content combine to accomplish these objectives. A steering committee, composed of faculty members, has convened to craft and implement a vision for the long-term future of the department. A formal document or process has not yet been ratified.
‘
In tandem with these initiatives, the program has reconstituted the Advisory Board as the Executive Council on Design Education and Engagement to help promote the program. This group is composed of industry professionals that will help elevate the program through fundraising and relevance in the marketplace.

2022 Team Analysis: Departmental long range planning objectives continue to be student-centric, focused on relevant skill building and partnerships in an ever-changing profession. The department's added focus on resources and space requirements has been seen as essential to advancing the program's overall student-centric goals. The program successfully navigated the pandemic and the move to an online format, and has continued to advance the program in numerous ways to support the overall objectives of degree completion, career success, knowledge creation, and new industry partnerships.

The department has a steering committee composed of faculty members, which is working closely with the executive council and industry partners for resource building, fundraising, and visibility. The successful results of those efforts are evident in the increased enrollment in the B.Arch. program; several new industry partnerships that are enhancing the curriculum; and a major fundraising event planned for late this fall.

Since the last visit the department has focused significant resources toward initial accreditation and continues to strengthen the long-range planning efforts to more effectively identify and define multi-year objectives. The department has made significant progress, with some goals yet to be realized.

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.

Previous Team Report (2020):
Program Self-Assessment: Program self-assessment was evident in supplemental information that was provided at the time of the team visit. Although not explicitly stated, the self-assessment is being carried out in terms of the department mission that can be found on page 4 of the APR. The Department of Architectural Technology is in the process of implementing growth based on a 2015 program review, which the college requires on a 10-year cycle. The 2015 program review makes an assessment based on the program's mission and objectives. At that time, the department had seen substantial growth in their student body after developing the 4-year B.Tech. degree, which had grown out of the 2-year AAS degree program. The development of the B.Arch. is the result of the department following suggested objectives for growth coming out of that review process. Progress continues to be on track.

Curricular Assessment and Development: The B.Arch. and B.Tech. programs have the same requirements for the first three years of each degree. In the meeting with the faculty, they noted that curricular assessment of the first three years has led to updating some of the courses. This is the first year that the program is teaching the B.Arch. fourth year curriculum. Courses are developed according to the curricular plan, and additional classes will be developed and put in place over the next two years. In the APR, the program states that the curriculum will be examined and assessed annually to understand its impact on student diversity and ensure access. The APR notes that a committee assesses program faculty teaching performance yearly to align faculty and course assignments according to their teaching strengths. The APR notes that the department has developed a culture of assessment that needs to be broadened and codified, and notes that they intend to institute this as the B.Arch. program develops. They plan on assessing student reading, development of visual tools and 'whole student' assessment through the use of an e-portfolio.

2022 Team Analysis:
Program Self-Assessment: The program has developed and implemented a new framework for assessment. Each PC, SC, and shared value now has a designated faculty leader, who is responsible for leading the vision, documentation, and annual assessment of that particular criterion. The program has compiled the results of the first assessment and has begun to use these results of the annual program assessment to guide changes to the program for the following academic year. The program is continuing to track the demographics of the students population to ensure the makeup of the B.Arch. students align with the diverse demographics of the department's student body.

Curricular Assessment and Development: In addition to the elected B.Arch. directors, who have general oversight over the program, and the NAAB criteria, each sequence (design, technical, history/theory, structures) of the B.Arch. program is also directed by a faculty team that steers the sequence, coordinates faculty assignments for each course, and oversees adjustments to course content with the guidance of the department curriculum and appointments committees. These teams meet frequently to assess and continually improve their respective sequences.

In lieu of the e-portfolio, the program has developed more comprehensive assignment rubrics to assess student work more holistically. These rubrics evaluate both general education and architecture specific learning outcomes. Data from these rubrics is then used to create assessment reports that are reviewed by the NAAB criteria leaders, curriculum and appointment committees, and faculty teams that coordinate the curriculum sequences.

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.

Previous Team Report (2020):
The Department of Architectural Technology is primarily located on the eighth floor of Voorhees Hall. This space has long supported the department's large student body (700-800) and faculty (approximately 81 full- and part-time). With high utilization rates and limited hours, access to facilities for students and faculty has placed a strain on physical resources. The lack of dedicated storage and studio space places a burden on students to complete most of their work off-campus, heavily depending on space at home and a precarious commute for physical models. The department has developed a plan for enhancements to learning environments across the first, second, third and eighth floors. This includes space reconfiguration and furniture upgrades. A formal timeline for funding and implementation is presently on hold. In conversations with college leadership (president and interim provost), they expressed continued commitment to these capital improvements, with the current delay due to diversion of state and city funding as a result of the pandemic.
Modeling spaces for the creation and exploration of three-dimensional representation reside on the first and third floors of Voorhees Hall, supported by 3D printers, laser cutters, CNC mills, robotic arms and other digital infrastructure. There is also a digital fabrication model shop located on the 8th floor. All students are taught to utilize these resources with the support of College Laboratory Technicians (CLT) faculty/staff.

Virtual Desktop Infrastructure (VDI), which enables students to access digital tools, software and computational power from outside the classroom, was on a path for implementation pre-pandemic and has since been partially deployed. This model has allowed the School of Technology and Design, as well as the Department of Architectural Technology, to creatively navigate the limits of physical space and access. Additionally, VDI presents opportunities for students to decrease personal expenses and utilize consolidated computing power for digital creation. Used primarily by freshman at present, this infrastructure shows great promise. The program anticipates that VDI will be expanded in the future with additional capital funding.

2022 Team Analysis:
The program described a temporary shutdown in its anticipated progress due to the pandemic, but it appears the program has resumed development of its plan with the investment $350,000 to upgrade studio and computer spaces, as well as the integration of virtual desktop utilities to assist with virtual work, which is something the profession is seeing an increasing reliance on in the post-pandemic era, and may help reduce congestion in crowded studio spaces.

II.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.

Previous Team Report (2020): The APR and additional information provided in the virtual team room document evidence of evaluation of preparatory education, although transfer admissions have not yet occurred.

Students are evaluated for admissions at the college level, which has established a minimum standard that all students entering into the Department of Architectural Technology must meet. All prospective students admitted into the department have the opportunity to submit additional requirements to apply for the B.Arch.., which are posted on the program website: http://www.citytech.cuny.edu/architectural/architectural-barch.aspx#. Since the B.Tech. and B.Arch. curricula are the same for the first three years, transfer students and students in the B.Tech. program can be admitted to the B.Arch. program through advanced standing in the spring of their third year. In meetings with the department chair and program directors, they clarified that in spring 2020 the first cohort, a small group of freshmen admitted to the B.Tech. degree program in 2017, submitted materials for admission to the B.Arch. Those who met the requirements are designated as advanced standing students in the B.Arch. program. The requirements for consideration for admission to the B.Arch. through advanced standing are posted on the program website: http://www.citytech.cuny.edu/architectural/architectural-barch.aspx.
The program provided evaluation rubrics and sample evaluation files for both entering freshman and advanced standing students. In meetings with the chair and program directors, they confirmed that of the B.Arch. SPCs, only one that is satisfied in the first three years of the B.Tech./B.Arch. curriculum (A.5. Ordering Systems) will be evaluated for equivalency for transfer students. Transfer students must satisfy all other SPCs through regularly designated coursework at NYCCT. At the time of the visit, the program has not yet admitted any transfer students that have gone through this process.

2022 Team Analysis:
The program has developed a viable process for the evaluation of preparatory education. The program has revised its NAAB criteria matrix to meet the 2020 NAAB Procedures and Conditions. "In the new matrix the PC/SC criteria are dispersed throughout the curriculum with most of the criteria being met in the last two years of the program." The program does not accept transfer credits for ARCH 3512 Architectural Design V or ARCH 3531 Building Technology IV, so that most of the NAAB criteria will be met within its curriculum. "For other courses, taken by transfer students outside of the college, a transfer credit evaluator will determine course equivalences and apply credit as warranted. Two full-time faculty members serve as transfer credit evaluators."
Transfer students from other institutions "who are accepted into the B.Arch. program must provide copies of architecture, architectural technology, or equivalent syllabi, course descriptions and writing

samples or coursework for evaluation by the department's transfer credit evaluator. ARCH 3512 Architectural Design V and ARCH 3531 Building Technology IV, must be taken in residence at NYCCT. Transfer credits will not be accepted for these two courses." The evidence was found in the APR and in conversations with the program administrators, faculty, and staff.

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.

Previous Team Report (2020): The program is currently delivering the courses in which this SPC is expected to be met at the time of initial accreditation, and accordingly, student work is not yet available for evaluation.

2022 Team Analysis: This SPC is now evaluated as part of 3.1.PC.4 and 3.2.SC.5.

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.

Previous Team Report (2020): The program is currently delivering the courses in which this SPC is expected to be met at the time of initial accreditation, and accordingly, student work is not yet available for evaluation.

2022 Team Analysis: This SPC is now evaluated as part of 3.1.PC.4.

B.5 Structural Systems: 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.

Previous Team Report (2020): The program is currently delivering the courses in which this SPC is expected to be met at the time of initial accreditation, and accordingly, student work is not yet available for evaluation.

2022 Team Analysis: This SPC is now evaluated as part of 3.2.SC.4 and SC.6.

2014 Condition / Criterion Not Applicable

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.

Previous Team Report (2020): 2020 Team Assessment: ARE pass rates are not yet applicable as the program has not yet received initial accreditation.

2022 Team Analysis: Not yet applicable.

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).

Previous Team Report (2020): Interim Progress Reports are not yet applicable as the program has not yet received initial accreditation.

2022 Team Analysis: Not applicable.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2022 Team Analysis: The program has described very briefly how it changed its response to the new 2020 Conditions in this section of the APR, namely by highlighting only that: a) it revised their NAAB criteria matrix and b) making ARCH3550 Building Performance Workshop or ARCH3551 Sustainability History and Theory required courses to meet PC.3 Ecological Knowledge and Responsibility. However, changes across the program, especially relative to the new assessment-based accreditation process, are described and discussed across the APR and were further discussed with the program leadership during the visit.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (Guidelines, p. 5)

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

☒ Described

2022 Team Analysis:
NYCCT is an open enrollment commuter college. Many students commute over an hour on public transportation, which impacts access to campus resources, such as library and labs. Currently, campus facilities are not accessible on a 24/7 basis. Student demographics include students with jobs, or care of children or elders. With high enrollment and limited physical resources, the utilization rate of campus facilities is pretty high, which limits the opportunities for students to use studio space outside of their class time. The program has tried to address these challenges with more flexibility in the curriculum and in class scheduling, i.e. by offering different sections of most courses during the

day and in the evening, all the while trying to keep a consistent and integrated sequence of courses in the final two years of the B.Arch. program.

The APR describes context and mission of the program well, indicating, "the department aspires to produce graduates who are recognized leaders in architecture and related fields…. The students trust that studying design will set them on a course of agency and self-determination, away from uncertainty and insecurity. They believe in a professional meritocracy, where skills and knowledge deliver access and opportunity. Listening to them, an ultimatum for academia and the architecture and design industry comes into focus. We are charged with fulfilling the 'sacred promise' between educator and student in spite of many personal challenges and institutional deficits…. Our mission is guided by the following principles.

> First: The built urban environment tethers the fate of the wealthy to that of the underprivileged; discounting one for the benefit of the other imperils both.
> Second: An alliance between schools of architecture, public agencies, and private practices is needed to foster technically proficient stewards and diversified urban leadership. This is known as the 'scholarship of engagement, connecting the rich resources of the university to our most pressing social, civic, and ethical problems.'
> By properly equipping and empowering our students, their cultural knowledge, urban experience, and design talents can be fused into a superpower for a positive and inclusive transformation of the great City of New York."

2—Shared Values of the Discipline and Profession (Guidelines, p. 6)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

☒ **Described**

2022 Team Analysis:

Design: The department offers five "opportunities" that can be found throughout the curriculum and which overlap with the program's other shared values. These include:

- Local Sites: the program relies on its urban context as a living laboratory to allow students to see how constraints such as zoning, New York City building code, and local fire codes can be integrated into design thinking.
- Community-Based Projects: this opportunity allows students to develop professional communication skills that will help them engage clients and community groups, as well as refines their critical thinking ability to hone in on local issues affecting the urban environment.
- Case Studies and Field Trips: this opportunity also relies on the urban context as a living laboratory, encouraging students to travel to construction sites, visit and speak with product vendors, and visit and connect with local architecture and engineering firms.
- Sustainability and Resiliency: educating students on the importance of designing buildings that are environmentally friendly in terms of consumption while also being able to respond to the challenges of climate change.
- Diversity, Equity, and Inclusion: students are encouraged to translate their cultural understandings into the built environment to provide equitable support for people of varying backgrounds.

Environmental Stewardship and Professional Responsibility: The department developed and emphasized the following outcome goals in the APR which were noted over the course of the visit:

- The department sought to inspire active and engaged citizens- Heavy emphasis on this outcome was observed in the lectures of Arch 3551, which included the investigation of sustainability in terms of a triad of thought- concepts of environment, economy, and equity.
- The department sought to build a firm foundation of resilient and sustainable methods and apply these to coursework. A significant discussion was found in the Arch 4812 Architectural Design Studio regarding environmental concerns.
- To foster and maintain an ethical sensitivity to stewardship of the environment.

Diversity, Equity, Inclusion: Located in Brooklyn, NYCCT is able to easily recruit local students from diverse backgrounds. For the 2022-23 school year, over 65% of students across the university are residents of Brooklyn and Queens. Up to 83% of students identify as Black, Hispanic, or Asian. As observed during the visit, the student body in the department reflects this diversity.

The architecture department has also developed a unique pre-college outreach program, helping a broader group of students discover careers in architecture. Students in the program receive additional support to help them succeed academically. The department has an articulation agreement with the Department of Engineering Technology at Queensborough Community College to create a B.Arch. pipeline for associate degree students.

During the visit, the program co-directors discussed their development of and involvement in academic advising for current B.Arch. students. The department offers a variety of opportunities for students to participate in the architectural discourse of New York City and help them develop their own voices.

To maintain focus on diversity over the long term, the department plans to:

- Review precedent case studies to ensure a diversity of designers is represented;
- Curate exhibitions of multicultural practices and structures.

Knowledge and Innovation: The program places a heavy focus on sustainability, resiliency, performative design, and high performance building systems. This is accomplished through the hiring of architectural practitioners, who teach several courses each semester.

The New York metro area offers unique opportunities for students at NYCCT. The program offers a number of workshops via long-term collaborative relationships built with firms, such as HOK Facades and Arup Acoustic, and enjoys a mutually beneficial relationship with the Brooklyn Navy Yard, which helps give students hands-on experience. The program continues to try to expand these offerings, with a goal noted in the APR of six workshops per semester. B.Arch. students conclude their NYCCT career by working on a research and innovation driven thesis project in the ARCH 5112 and 5212 courses.

Leadership Collaboration and Community Engagement
The program harnesses its location in a populous urban setting, which is a natural laboratory for learning about the built environment. In recognition of their responsibility to prepare graduates for practice, most studios are collaborative in nature with a range of projects that emphasize community engagement. Through both the studios and numerous department-wide initiatives, students have an opportunity to work with both their colleagues in the program and community stakeholders. The location of the program has facilitated relationships with several community efforts, such as the CUNY Service Corps and the Brooklyn Navy Yard, where several NYCCT students have been able to gain experience outside of the classroom. Interdisciplinary learning occurs throughout the curriculum, which includes a course that is co-taught with faculty from arts and sciences, as well as a 'research/learning places' course taught in conjunction with library sciences.

Lifelong Learning
The program has multiple points where students are exposed to lifelong learning and opportunities for education beyond the classroom. AIA workshops occur regularly throughout the academic year. Several firms have partnerships with NYCCT to provide workshops which expose students to multiple facets of practice. A connection to the NYC Department of Buildings exposes students to career opportunities as building officials. The nature of the program, with all faculty members licensed to practice, creates an environment where students have continuous exposure to practice and fosters a lifelong path of inquiry.

3—Program and Student Criteria (Guidelines, p. 9)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (Guidelines, p. 9)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

☒ Met

2022 Team Analysis:
As noted in the APR, the Program has set two objectives for this PC: ensure students understand the path to licensure, and ensure students understand the range of available career opportunities. The team was able to verify both of these objectives were being met via conversations with students and alumni during the course of the visit. Additionally, evidence of an understanding of career paths and career opportunities was found in the exams of ARCH 4861 Professional Practice. Beyond

coursework, the program has also instituted advisement spines and workshops to further reinforce these objectives.

Assessment, as with many other PCs, occurs once every two years and is based on an 80% benchmark- eligible students must attend advisement sessions, which is measured by attendance logs. In terms of developing an understanding of available career opportunities, a similar 80% benchmark is set for students receiving a grade of C or higher in the ARCH 1101 coursework. During the visit, the team learned more about the remarkable set of internship opportunities for students and mentorship offerings by faculty as well as by outside firms and organizations collaborating with the program. Among these is the Pre-Internship Workshop Program with highly renowned and reputable New York firms.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

☒ Met

2022 Team Analysis:
The team found that an emphasis on this PC was present throughout the program's curriculum, which benefits from its surroundings, focusing on the City as a rich, urban canvas. Projects in coursework look at both urban context as well as building as focus on the art of building and its impact on its immediate context.

The APR noted two points of focus, or objectives, with respect to PC.2. The first objective is designed to instill in students the role of the design process in shaping the built environment and convey the methods by which the design process integrates multiple factors. The second looks at how the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate different settings. Evidence was found in the following courses throughout the curriculum:

- Year 1: ARCH 1112, ARCH 1212-emphasis on design foundations,visual cues, visual design, formulate concepts
- Year 2: ARCH 2312, ARCH 2412- small to medium scale projects
- Year 3: ARCH 3512, ARCH 3612- large scale res/ commercial projects
- Year 4: ARCH 4712, ARCH 4812- large scale urban interventions
- Year 5: ARCH 5112, ARCH 5212- thesis studio

This PC is assessed on a two year cycle based on meeting minutes of Design Sequence Curriculum Committee, which maintains and assures the significance and flow of each studio. This committee Integrates faculty from other courses to encourage collaboration. A benchmark has been set utilizing a Design Studio Sequence Assessment Survey- 80% of the Committee needs to agree or strongly agree that the criteria is being met through the selected curriculum. The team confirmed its assessment from the APR also during the visit through studio classes observation.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

☒ Met

2022 Team Analysis:
A dialog on the importance of the environment and the concepts of sustainability was found to begin early on in the program's coursework via the lectures and quizzes of ARCH 1250 Site Planning, which takes advantage of the program's urban context and the unique challenges that come with it. These concepts were noted in many aspects of the program, but a more robust discussion on sustainability was found in the lectures and coursework of ARCH 3551 Sustainability History and Theory, which was then applied in the studio projects of ARCH 4712 and ARCH 4812.
This PC is assessed on a two year cycle, with a benchmark of 80% of students receiving a grade of C or higher, which was assessed and found to be met in the 2021/22 academic year. Assessment criteria is reviewed by the B.Arch. program co-directors in conjunction with key faculty members. The APR noted adjustments made since the 2021/22 assessment cycle.
The team was able to confirm its assessment during the visit through conversations with faculty and students.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

☒ **Met**

2022 Team Analysis:
The curriculum includes three history courses, two survey courses (ARCH 1121 and ARCH 2321) and one thematically focused, appropriately so, on New York City (ARCH 3522). It also includes two theory courses, ARCH 4722 and ARCH 4822. The program has a sound process of assessment and it reports that students have all met the benchmark of at least 80% of them passing the course with a C grade or higher. The program continues to assess the courses and the learning experience and to improve the coordination of the courses for contents and methods. The evidence was found in the APR and in conversations during the visit.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

☒ **Met**

2022 Team Analysis:
The program aims at meeting this condition with essentially three courses: the "integrated design studio" (ARCH 4812), and the two final "thesis studios" (ARCH 5112 and ARCH 5212). The program has a sound process of assessment and it reports that students have all met the benchmark of at least 80% of them passing the course with a C grade or higher. The program continues to assess the courses and the learning experience every two years. The program reports that, as a result of its assessment process, the content of the thesis courses is being revised to sustain and develop the student research interests and agendas. The evidence was found in the APR and in conversations during the visit.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

☒ **Met**

2022 Team Analysis:
Evidence was found for PC.6 in the APR (pp. 63-65), and in materials provided to the team for the following courses ARCH 2531: Building Technology IV, ARCH 4712: Architectural Design VII-Urban Design, ARCH 4861: Professional Practice. Both the nature of the projects and the structure of the classes provide multiple opportunities for leadership and collaboration. The formal curricular structure is supplemented by a range of extracurricular opportunIties for students. Meetings and class observations during the visit confirmed that this criterion is met.

This program assesses PC.6 on a biennial cycle with benchmarks established by the program for each cycle (80% achieving a grade of C or better). Based on the results of the assessment, the program creates an improvement plan. The team confirmed its assessment through conversations with faculty students and alumni.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

☒ **Met**

2022 Team Analysis:
The program identified 4 objectives for PC.7:

- Create an environment to encourage engagement, critical thinking, and dialogue between students and instructors: the department is encouraging studios to participate in open reviews; 80% of design studios participate in open reviews, as seen in final review schedule
- Foster knowledge sharing between faculty and staff: instructors meet regularly to discuss course objectives and share resources; 80% of course coordinators hold these meetings once a semester
- Bring students and faculty together outside the classroom to highlight achievements and opportunities: the department hosts regular town hall meetings each semester to allow all students to speak directly with chair, co-directors, and faculty
- Promote lifelong learning through the curriculum: ARCH 1231 Building Technology I teaches students to read class material effectively and improve study techniques, embedding a General Education objective into the course; 80% of courses list Gen Ed learning objectives in their syllabi.

Interactions with students, faculty, and staff during the visit confirmed all parties' dedication to building a strong learning community supportive of students' responsibilities in and out of the classroom.

PC. 7 assessment cycle: every 2 years
PC.7 improvement plan, based on assessment:

- Encourage greater adoption of open review participation by promoting student work, along with visiting critic profiles
- Improve quality of town hall meetings by collecting questions and comments from students prior to meetings
- B.Arch. co-directors and chair will create method to assess and document course coordination meetings
- Department plans to work with the General Education Liaison to ensure distribution of course objectives across whole curriculum

The team was able to appreciate the excellent job that the program does relative to this PC through conversations with faculty, students and alumni.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

☒ Met

2022 Team Analysis:
The program addresses the above throughout its curriculum:

- ARCH 1121 History of World Architecture to 1900 and ARCH 2321 History of Architecture-1900 to the Present: in-class discussion of global historical architecture, supplemented by cultural/social analysis of architectural context.
- ARCH 3522 History of New York Architecture: students write research paper addressing social context of New York City's architecture.
- ARCH 4712, 2312, 2412 Design VII, III, and IV, respectively.
    - ARCH 4712 Design VII: for in-studio assignment, students create development proposals responding to needs of community stakeholders.
    - ARCH 2312 Design III: Students choose a social, environmental, cultural, or economic issue and design an educational space for it.
    - ARCH 2412 Design IV: Students choose a cultural topic to research and design a museum dedicated to it.

PC. 8 improvement plan, based on assessment:

- Encourage greater student in-person attendance of lectures and exhibits. Students already express a high degree of interest and involvement in such opportunities.
- Organize field trips to urban sites that would encourage students to develop an 'aesthetic of responsibility,' such as homeless shelters and food pantries.
- Encourage greater use of GIS mapping software

The evidence for this PC was found in the APR and through conversations with faculty, students, alumni and administrators.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (Guidelines, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

☒ Met

2022 Team Analysis:
Per the APR, the program has developed two learning objectives to tackle this SC. First, they aim to develop an understanding of the impact of the built environment on health, safety, and welfare at the scale of a city or neighborhood. Second, they aim to ensure that students understand the impact of the built environment on human health, safety, and welfare at building scale.
The team found an understanding of the impact of the built environment on human health, safety, and welfare was predominantly found in ARCH 4861 Professional Practice, and supported by ARCH 4712 Design VII.

This SC is assessed every two years via student work in several classes, an assignment rubric assessing student ability to integrate HSW principles into a building in the ARCH 4712 Design VII: Development of Architectural Solutions course. A benchmark of 80% of students passing at a grade of C or higher has been set for courses falling within this SC, which is evaluated every two years. The evidence was found in the APR and through conversations with faculty and students during the visit.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

☒ Met

2022 Team Analysis:
The program has set three objectives for SC.2 which include teaching an understanding of ethical issues, teaching an understanding of the architect's responsibility, and teach an understanding of the basic principles of business practices within a firm. Evidence of all three of these was found in the lectures and exams of ARCH 4861 Professional Practice, with additional reinforcement via many workshops and internship opportunities established by the program due to its strong ties to the New York City architectural community.

The program assesses this SC on a two year cycle, and has established a benchmark of 80% of students demonstrating a proficiency of a C grade or higher on exams and assignments. Most recently, one measure within the assessment fell short of the benchmark, which has led the course coordinator to make improvements to assignments by conducting weekly assessments of student work. The evidence was found in the APR and through conversations with faculty and students during the visit.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

☒ Met

2022 Team Analysis:
Evidence was found in the APR (pp. 78-79) and materials provided to the team, and affirmed during the visit. The department successfully demonstrates that the curriculum provides the instruction for principles in life safety, land use and current laws and regulations that apply to the practice of architecture in the U.S. through a series of assignments in multiple courses.
Regulatory Context is assessed primarily through the following courses: ARCH 3531: Building Technology IV with mid-term and final exams and ARCH 3612: Architectural Design VI with studio projects that include diagrams, calculations, etc. Assignments, lectures, and student work are evaluated. Benchmarks for student performance have been established by the program (80% achieving a C or better), and the results are reviewed on a two year cycle. For the most recent cycle those benchmarks were met, and as a result a formal improvement plan was not established; however, steps have been taken to increase the success rate among students for this criterion.
The evidence was further corroborated with conversations with faculty and students during the visit.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and

criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

☒ **Met**

2022 Team Analysis:
Evidence was found in the APR (pp. 79-85), and affirmed during the visit through a review of course materials for ARCH 1231: Building Technology I - Technical Drawings, ARCH 2331: Building Technology II, ARCH 2431: Building Technology III, ARCH 3531: Building Technology IV. The program does an exemplary job of ensuring that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.
The assessment plan includes direct measures of student deliverables in the sequence of technology courses, including reading notes and other course assignments, The program benchmarks are 80% of students achieving a C or better. The program completes a detailed assessment on a 2-year cycle. A copy of their most recent analysis was provided to the Team for review. For the most recent cycle those benchmarks were met overall; however, a few shortcomings were noted by faculty and a formal improvement plan was established within the department.
The excellent job that the program does for this SC was confirmed with conversations with faculty and students during the visit, as well as through class observations.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

☒ **Not Met**

2022 Team Analysis:
The team found a significant inconsistency in student work in terms of meeting this SC at the ability level, in both ARCH 3512 Architectural Design V and 3612 Architectural Design VI. The student work did not demonstrate the ability to synthesize all the aspects of design integration included in the SC description. In particular, accessible design (beyond ADA requirements for bathrooms) and the measurable environmental impacts of design decisions were not found in the vast majority of student projects

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

☒ **Not Met**

2022 Team Analysis:
Also for this SC, the team found a significant inconsistency in student work in terms of meeting the criterion at the ability level in ARCH 4812 Architectural Design VIII. The building envelope systems and assemblies were found well developed across the examples, and the measurable outcomes of building performance were found in most projects. However, structural systems and life safety systems were superficially, and thus not sufficiently, addressed. In particular, most projects did not

show a developed, analyzed, and integrated structural system. Furthermore, environmental control systems (beyond solar radiation and natural lighting control systems) were not considered as part of building design integration.

4—Curricular Framework (Guidelines, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (Guidelines, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

☒ Met

2022 Team Analysis:
The college furnished a Statement of Accreditation Status from Middle States Commission on Higher Education (MSCHE) in Appendix E of the APR, last reaffirmed on June 21, 2018, with the next self-study evaluation slated for 2025-2026.

4.2 Professional Degrees and Curriculum (Guidelines, p. 13)

The NAAB accredits 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.

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and

document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch.., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

4.2.4 **Bachelor of Architecture.** The B.Arch.degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

4.2.5 **Master of Architecture**. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.6 **Doctor of Architecture**. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

☒ **Met**

2022 Team Analysis:
The program meets the 4.2. Condition and the evidence was found in the APR.

4.3 Evaluation of Preparatory Education (Guidelines, p. 16)

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

☒ **Met**

2022 Team Analysis:
The program has a "full-time faculty member [serving] as a transfer credit evaluator. This faculty member has a comprehensive understanding of B.Arch. courses and their learning objectives. After admission to the B.Arch. program, transfer students have their transfer credits evaluated to determine course equivalencies. These students must provide copies of syllabi, course descriptions and writing samples or coursework for evaluation." (APR, p. 96.)
The program does not rely on preparatory education experience to ensure that admitted students have met certain accreditation criteria. "Transfer student applications are carefully reviewed by the B.Arch. Admissions Committee. Students transferring into the program should have completed the coursework necessary to effectively start the third year of the program. If a student does not meet the required criteria, they will be given the opportunity to enroll in the B.Tech. program instead and apply again as an Advanced Standing Student once they meet the criteria.… Once a student has been admitted to the B.Arch. program, they are required to meet with a dedicated department transfer credit evaluator to assess course equivalency for architecture courses. At this time students are asked to provide additional evidence such as course, syllabi, portfolio and/or sample tests or assignments." (APR p. 97.)
The APR provides a list of required and recommended courses for transfer students in order for them to be competitive candidates for admission into the program. In addition, a link to the program's admission guidelines is also provided in the APR. The evidence was found in the APR, through interactions with the program leadership and admission administrators, as well as by reviewing some sample student files during the visit.

5—Resources

5.1 Structure and Governance (Guidelines, p. 18)

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

☒ Described

2022 Team Analysis:
Administrative Structure: Evidence was provided in a detailed description of the administrative structure in the APR (pp. 98-99), identifying all key personnel in the program, school and overall institution. This information was affirmed during the visit through several meetings. The Department of Architectural Technology is one of nine departments housed within the School of Technology and Design, which is one of three schools in the overall institution. NYCCT itself is one of 25 campuses within the CUNY system. The chair of the department is assisted by two program coordinators, who oversee admissions and advising. The program enjoys strong support from the upper administration, including the dean, the provost, and the president.

Governance: Faculty, staff and students all have a voice in matters relating to the program and curriculum. The chair participates in the council of academic affairs and regular meetings with the provost and the president. Members from the department have been active on the college council. Within the department, input comes in the form of monthly faculty meetings that include both full-time and adjunct faculty, surveys of adjunct faculty and students, faculty committees, meetings with the chair and students, and regular town hall meetings. Students noted that they have regular and seamless access to both the chair and members of their faculty. At all levels, from students to staff to faculty, members of the NYCCT community conveyed that they feel part of a team: well supported and with opportunities to be heard on matters relating to the curriculum and institution.
The evidence was found in the APR (pp. 99-100) and during the visit with conversations with faculty and administrators.

5.2 Planning and Assessment (Guidelines, p. 18)
The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

5.2.2 Key performance indicators used by the unit and the institution.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

☒ Demonstrated

2022 Team Analysis:
A central long-range planning objective for the department is the commitment that the students graduate with the necessary skills to satisfy the ever-changing demands of the profession.
To ensure that the program is meeting their internal objectives, and as well as other institutional objectives and the NAAB Conditions within a process of continuous improvement, the department has a steering committee. This committee gathers input from multiple constituencies; it arranges for activities such as super-juries to review student work, as well as targeted lectures and presentations. The program also has an Executive Council in Design Education and Engagement, which is comprised of a diverse array of members from the building industry's associated fields. These two groups are critical sources of information and data, along with the course specific data collected for student learning outcomes. The department is working toward achieving a detailed list of long-term goals, has identified key performance indicators, and has an assessment liaison to collect data and review progress. There are regular cycles of review which have been established, including those established by the department and those set by CUNY. The department has recently completed the 10-year CUNY self-assessment, which was reviewed by both the provost's and dean's offices as well as a third party reviewer. The program has demonstrated that they are making significant progress toward several of their goals. In the area of assessment of student learning outcomes, data were provided to the team for review which documented results for multiple courses and steps the program has taken in response.
Evidence was provided a description of the program's planning and assessment process in the APR (pp. 100-106) and affirmed during the visit through materials provided by the program and conversations with the chair and program directors.

5.3 Curricular Development (Guidelines, p. 19)
The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
5.3.2 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.

☒ Demonstrated

2022 Team Analysis:
The program has in place a new process to respond to the new 2020 Conditions, including the assignment of specific faculty to oversee and guide the assessment process for each PC, SC, and shared values. These "NAAB criteria leaders" provide annual assessment reports with improvement plans for the various criteria, to be reviewed by the B.Arch. program directors, sequence and course coordinators, curriculum, and appointments committee, and/or teaching faculty and activity facilitators. Roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives are clearly described and demonstrated. The evidence was found in the APR and during conversations, as well as in additional information provided by the program, during the visit.

5.4 Human Resources and Human Resource Development (Guidelines, p. 19)

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

☒ Demonstrated

2022 Team Analysis:

The program has 21 full-time faculty members, with plans to hire two more in the next academic year. There are 74 part-time adjunct faculty members. All faculty members have advanced degrees and are registered either in the United States or other countries. The is a robust system of support for professional development for faculty and staff through the Faculty Commons, which helps with pedagogy and scholarship, grant writing and applications, and research support. The Office of Faculty and Staff Relations offers workshops on topics ranging from compliance courses to enhancement of administrative skills. Faculty workloads are set by the union agreements, and allow for external consulting, research, and service. Several members of the faculty are engaged with publications, conferences, and other activities focused on research, scholarship, and teaching. New faculty are given generous course releases over the first five years to pursue their research agendas. The program has an architect licensing advisor who is in regular communication with students and attends training and development programs, and has recently appointed a student licensing advisor. There are multiple resources available to students for advising, both academic and career-related within the department. Additional offices on campus provide services for mental well-being and career/job placement.

The program provided information in the APR (pp. 110-115), which was affirmed during the visit through meetings with all constituencies. The evidence was further corroborated through conversations with faculty, staff, and administrators.

5.5 Social Equity, Diversity, and Inclusion (Guidelines, p. 20)

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

☒ Demonstrated

2022 Team Analysis:

Located in Brooklyn, NYCCT is able to easily recruit local students from a diversity of backgrounds. During the visit, professors and administrators in the department expressed a desire to maintain the natural diversity of the student population. "A critical long-range goal is to ensure that access to the B.Arch. program does not reduce diversity." (APR pg. 116).

Diversity is also reflected among the faculty in NYCCT's architecture department. The architecture department has also developed a unique pre-college outreach program, helping a broader group of students discover careers in architecture. Students in the program receive additional support to help them succeed academically:

- High school: ARCH 1101, a summer course and introduction to architecture for high school students, is offered for free. In 2022, 23 students enrolled in the course. The department has also created memorandums of understanding (MOUs) with ten public technical high schools to ensure prospective students have access to current information.
- Post-associate degree: the department has an articulation agreement with the department of Engineering Technology at Queensborough Community College to create a B.Arch. pipeline for associate degree students.
- In-program: During the visit, the program co-directors discussed their development of and involvement in academic advising for current B.Arch. students. The co-directors meet personally with students at regular periods to ensure they are moving through the program at an appropriate pace and to offer additional support.

The department offers a variety of opportunities for students to participate in the architectural discourse of New York City and help them develop their own voices:

- Co-sponsors discussion series with AIA Brooklyn and KPF on current issues in design and practice
- Architectural League Mentorship program annually matches 25-30 student mentees from the department to mentors in the profession. Many students expressed they benefited from this program, which led to job opportunities for some.
- A chapter of NOMAS was started at the program in 2021.

The college follows the required CUNY policy on equal opportunity and non-discrimination. It receives regular guidance from the university's Office of Compliance and Diversity. It also works with the university's Center for Student Disability to provide accommodations for students with different physical and mental abilities. Currently, the department plans to provide more operable furniture

paired with virtual desktops, to increase accessibility for hybrid courses. The evidence was found in the APR and through conversations with faculty, students, staff, alumni and administrators.

5.6 Physical Resources (Guidelines, p. 21)

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.
5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
5.6.4 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, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

☒ Not Demonstrated

2022 Team Analysis:

While the department discussed progress in the APR, and the team observed that progress had been made since the previous visit, the team noted several areas of concern:

- **Hours of Operation:** students noted that the Voorhees Building closes at 10pm, which restricts access to both physical and computer modeling technology that is heavily relied upon for many student assignments. Students also noted that, technologically, a workaround for the computer labs was coming together thanks to virtual desktop, but added that virtual desktop was somewhat constrained by the processing power of their home computers or laptops, leaving many with little choice but to use computer labs. Cutters, 3D printers, and CNCs are all inaccessible after 10pm.
- **Equipment Maintenance Issues:** students also noted that, when they did have access to physical model shops, a number of tools, particularly laser cutters and 3D printers, were frequently offline. Students also noted that printers were frequently out of service, and there was regular difficulty printing even 11x17 format materials. Department staff noted that while the department does have dedicated IT support, it is difficult in the NYC tech market to find staffing to support IT given the market competition.
- **Lack of Studio Space:** The team noted that there was a lack of dedicated studio space for B.Arch. students, with the exception of fifth year thesis students who did have dedicated space. Given the college's identity as a commuter school, it was noted that there was very little dedicated space for architecture students to claim as their own for quiet study or storage of models and personal equipment.
- **Lack of Space to Accommodate Program Growth:** Over the course of the visit, the team heard commentary discussing the potential for increased enrollment once B.Tech. students saw the B.Arch. program receive accreditation, as well as the possibility for increased enrollment throughout the city as NYCCT's program offers a more cost competitive degree. The team was concerned with the size of NYCCT's space during the visit, and observed that there was little room for growth within the current space holdings of the department for future growth.
- **Accessibility:** While the team was not on hand to physically see the space due to the ongoing COVID-19 pandemic, the team did note several ADA concerns on the virtual space tour, including non-compliant door hardware, inadequate door swing clearances, and a lack of accessible toilet facilities on floors utilized by the department.

5.7 Financial Resources (Guidelines, p. 21)

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

☒ **Demonstrated**

2022 Team Analysis: Detailed budget information was provided in the APR (pp. 126-129) and verified through additional conversation with program administrators, faculty, students, and staff. It appears that the department continues to be funded for current needs, with an allocation per student that has increased every year for the past three years. The budget for the university is appropriated by the state and city. The state of New York is the principal funding source of the university, financing 46% of the operating budget. Tuition revenue is the second largest source of funding, comprising 44% of the operating budget. The city of New York finances the remaining 10% of the budget. The department relies on an annual tech fee fund to acquire, operate, and maintain digital equipment used by students and faculty. Major equipment expenses are supported by capital funding applications to the college. The department chair does not receive any discretionary funds for special initiatives; however, the chair has worked hard to foster external partnerships and funding sources and there is a planned fundraising effort specifically intended to support several special initiatives.

5.8 Information Resources (Guidelines, p. 22)

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

☒ **Demonstrated**

2022 Team Analysis:
The Ursula Schwerin Library at NYCCT is part of the CUNY consortia library system, comprising 31 libraries on 25 campuses located in New York City. NYCCT students can rely on collections across the CUNY system. Students can also access the inter-library loan service.

The access to the CUNY system libraries compensates for an otherwise rather small collection of just 2,115 print monographs and 1,497 e-books under the NA classification. Also the 12 titles of the “fundamental” AASL core periodicals, and a number of recommended and topical journals, is a small collection, but it is supplemented by the CUNY system collection.

The library has 12 full-time professional librarians with faculty status, five part-time library professionals, as well as IT and technical support. A full-time librarian is dedicated to the architecture department. The library is accessible, and as reported in the APR, “during the academic year, the library is open Monday-Thursday from 9-8pm, and on Fridays and Saturdays, from 9-5pm. During these hours students can get one-on-one research help from a librarian. The library also offers 24/7 research support remotely through a consortially staffed chat service.”

The evidence was found in the APR and in conversations with library staff, program administrators, faculty and students.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (Guidelines, p. 23)

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

☒ Met

2022 Team Analysis: The Statement on NAAB-Accredited Degrees with the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, for programs in candidacy, is found at the program's website: https://www.citytech.cuny.edu/architectural/accreditation.aspx

6.2 Access to NAAB Conditions and Procedures (Guidelines, p. 23)

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) *Conditions for Accreditation, 2020 Edition*
b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) *Procedures for Accreditation, 2020 Edition*
d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

☒ Met

2022 Team Analysis: The links to the 2020 NAAB Procedures and Conditions for Accreditation, as well as the 2015 NAAB Procedures for Accreditation and 2014 Conditions for Accreditation, which were in effect at the time of the previous visit are provided on the department website: https://www.citytech.cuny.edu/architectural/accreditation.aspx

6.3 Access to Career Development Information (Guidelines, p. 23)

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

☒ Met

2022 Team Analysis:
In addition to resources linked to Section 6.3 in the APR, NYCCT offers in person, on site career development resources via the Counseling Services Center (which offers some career development support) as well as NYCCT's Professional Development Center (PDC). The PDC helps students establish career goals and develop a plan to achieve them.

The team observed that students and alumni both felt confident in the resources offered by NYCCT to help them develop career goals and connect them with employment opportunities.

6.4 Public Access to Accreditation Reports and Related Documents (Guidelines, p. 23)

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

☒ Met

2022 Team Analysis:

All NAAB accreditation reports and additional documentation in requirements a) - j) is publicly available on the department's website: https://www.citytech.cuny.edu/architectural/accreditation.aspx

6.5 Admissions and Advising (Guidelines, p. 24)

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

☒ Met

2022 Team Analysis:

The condition is met. In fact, items (a) through (d) can be verified through the links provided in the APR. Item (e) cannot be found in the APR, but the team could verify through conversations with administrators at various levels that the program has diversity goals and these goals do play a role in program's admission procedures. As it appeared evident to the team during the visit, the program does enjoy already a significant diversity and their goal is essentially to maintain such diversity level.

6.6 Student Financial Information (Guidelines, p. 24)

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 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.

☒ Met

2022 Team Analysis:

Relative to 6.6.1:

- A current tuition schedule is publicly available on the university's admissions page: http://www.citytech.cuny.edu/admissions/tuition-general.aspx
- The university's financial aid website posts hours for in-person, Zoom, and phone advising. Guidelines for financial aid and scholarship applications are available, along with a net price calculator: http://www.citytech.cuny.edu/financial-aid/

Relative to 6.6.2:

Estimates of fees for architecture-specific textbooks and other supplies are available on the department website: https://www.citytech.cuny.edu/architectural/architectural-barch.aspx

V. Appendices

Appendix 1. Conditions Met with Distinction

3.1.PC1 - Career Paths

The program goes above and beyond just meeting the PC through a distinctive commitment to ensuring career success for students during their course of study and after graduation, as well as offering internship opportunities and mentoring offerings. As mentioned above, in its assessment of this PC, the team was impressed by the many initiatives put in place by the program in this regard, including the pre-internship workshop program with highly renowned and reputable New York firms.

3.1.PC7 - Learning & Teaching Culture

The team was impressed by the positive and cohesive learning environment that the program has been able to develop, where students are enthusiastic of their experience and faculty are fully dedicated to help students grow in their learning process. In particular, interactions with students, faculty, and staff during the visit confirmed all parties' dedication to building a strong learning community supportive of students' responsibilities in and out of the classroom.

3.2.SC4 - Technical Knowledge

As mentioned above, in its assessment of this SC, the team was impressed by the program's exemplary job of ensuring that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. Even though some aspects of technical knowledge were not found sufficiently integrated in the student projects analyzed for SC6, the specific subject matters, as delivered and self-assessed by the program, were found contributing to the curriculum at the highest level.

Appendix 2. Team SPC Matrix

Please see attached.

Appendix 3. The Visiting Team

Team Chair, Educator Representative for the ACSA
Maurizio Sabini, PhD, RA, International Associate-AIA
Professor
Drury University
900 North Benton
Springfield, MO 65802
msabini@drury.edu

Educator, Regulator Representative for the NCARB
Susan Schaefer Kliman, PhD, AIA, NCARB
Chair of Department of Architecture, Professor
North Dakota State University
1340 Administration Avenue
Renaissance Hall 414B
Fargo, ND 58105
skliman@klimatic.com

Practitioner Representative for the AIA
Michael Thompson, AIA, LEED AP
Project Manager
KCBA Architects
8 East Broad Street
Hatfield, PA 19440
architrave50@gmail.com

Student Representative for the AIAS
Tiffany Chang
College of Architecture
Illinois Institute of Technology
tchang14@hawk.iit.edu

VI. Report Signatures

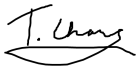
VI. Report Signatures

Respectfully Submitted,

Maurizio Sabini, PhD, RA, International Associate-AIA, ACSA
Team Chair

Susan Schaefer, PhD, NCARB
Team Member

Michael Thompson, AIA, LEED AP
Team Member



Tiffany Chang, AIAS, NOMA
Team Member