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CITY TECH

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July 1, 2025

Rebecca Lippert, Ed. D, PMP
Director of Accreditation
National Architectural Accrediting Board
107 S. West St., Suite 707
Alexandria, VA 22314

Re: Response to the NAAB 2025 Visiting Team Report for New York City College of Technology (B.Arch)

The Department of Architecture at New York City College of Technology (the "Program") acknowledges receipt of the 2025 Visiting Team Report ("VTR") and would like to express its sincere appreciation to the Visiting Team ("VT") for their thoughtful and dedicated work during the accreditation visit, which took place from March 9-12, 2025.

We are grateful for the VT's recognition of the Program's "focus on the importance of knowledge and innovation … at all levels of the program" and "increased level of camaraderie and peer support among the students… contrary to the expectation that the urban commuter environment would minimize cohort bonding" (VTR, p.2).

The accreditation process plays a vital role in ensuring that our resources, curriculum, and pedagogy remain aligned with the demands of the architectural profession. We view this process not as a one-time evaluation, but as a continuous opportunity to reflect, adjust, and improve. The Program is committed to incorporating the VT's observations and recommendations into ongoing efforts to strengthen academic excellence and student success across all dimensions of our operations.

We also appreciate the careful attention the VT gave to our assembled materials, student work exhibitions, and the full schedule of meetings during the visit. We are proud of the overall strong outcome, with 35 of 38 criteria as been met – representing 92% compliance – and are encouraged by the recognition of the Program's progress and improvements.

This letter serves as our formal response to the VTR, with particular focus on providing contextual and additional information for the areas listed under "Conditions Not Achieved" (VTR, p.3):

- SC.6 Building Integration
- 5.3 Curricular Development
- 5.6 Physical Resources

1) From the VTR, p18-19

SC. 6 Building Integration

How the program ensures that students develop 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.

The VTR acknowledges that student work presented in ARCH 4812 "displayed a comprehensive understanding of the impacts of regulations, site conditions (including site access, environmental issues, solar studies), building envelope and conditions, structural systems and mechanical systems (VTR, p.

18).” It also notes that the responsibilities of individual student within small teams were “clearly described for the instructor to evaluate (VTR, p.18).”

ARCH 4812, an integrative design studio, was submitted as the primary evidence for SC.6. ARCH 4781, the final course in the three-semester structures sequence, was included as supporting evidence to show how foundational lessons scaffold toward achieving the learning objectives in ARCH 4812. The VT’s main concern regarding lateral force analysis pertains specifically to ARCH 4781. In response, we have provided further information outlining how lateral forces are addressed through a refresher lecture, strategies for locating shear walls, and exercises in truss design calculation (see Appendix I).

We are proud of the progress made in ARCH 4812 since the previous accreditation visit in Fall 2022. The VTR recognizes these improvements, noting a “refined understanding of measuring the outcomes of building performance, including providing tools and methodology information earlier in the coursework " and the addition of criteria addressing regulatory issues, mechanical systems, and life safety requirements (VTR, p.18). For context, ARCH4812 was the sole course presented as evidence for SC.6 in our previous accreditation cycle.

We agree with the VT’s recommendation to include additional evidence in future reports to better illustrate “how the prerequisites build toward ARCH 4812 (VTR, p. 18).” While we have begun this effort by outlining the trajectory through ARCH 4781, we are committed to expanding this approach to more comprehensively contextualize the contributions of other supporting courses. However, we respectfully note misalignment between this recommendation and the disproportionate weight placed on ARCH 4781 in the final determination of SC.6 as Not Met. Given that ARCH 4781 was presented not as primary evidence but to illustrate how foundational concepts scaffold toward the integrative outcomes achieved in ARCH 4812, it is inappropriate for a single topic – lateral loads – covered in this supporting course to serve as a decisive factor in the assessment of SC.6. We believe this criterion should be evaluated based on the comprehensive, integrative learning demonstrated in ARCH 4812, as acknowledged in the VTR, and view supporting coursework as context and reinforcement, not as the primary basis for final determinations.

2) From the VTR. p.25:

5.3 Curricular Development

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.

In response to the VT’s request during their visit, the program has provided additional supporting materials (see Appendix II) addressing the concern that “the assessment process of student learning outcomes remains largely internal to the course, with the course coordinator playing the central role (VTR, p.25).” We agree with the observation that “such process does not distinguish between the evaluation of student work (to provide a course grade) and the assessment of student learning outcomes to meet curricular objectives or criteria (VTR, p.25).”

The additional materials demonstrate how the Design, Technical, and Curriculum Committees collectively reviewed student outcomes from ARCH 4812 and developed spreadsheets mapping the full sequence of design studios and technical courses. These spreadsheets clearly outline each course’s principal objectives, project descriptions, deliverables, prerequisites, and taught skills. Created by full-time faculty course coordinators serving on the committees, this tool aims to align the curriculum not only with NAAB

criteria but also to ensure that core concepts are introduced, reinforced, and mastered across multiple courses to ultimately culminate in ARCH 4812: Integrative Studio.

The Program also illustrates how this curricular mapping directly informed revisions to ARCH 2412, which serves as an introduction to integrating structural systems into design studio work. One major assignment was revised to encourage more rigorous structural thinking, incorporating guidelines for long-span and tension structures, thereby moving beyond basic beam and column systems. A flow chart was included to show how these assessment processes extend beyond individual courses and are used to guide curriculum-wide revisions through collaborative committee discussion. These examples demonstrate that assessment is not isolated within a course but part of an ongoing, program-wide effort to enhance curricular alignment and coherence.

We appreciate the VT's recommendation to establish "an assessment process external to the course evaluation/ grading process to provide feedback and recommendations to the course coordinators and instructor for course development… based on documented objective assessment of the course student learning outcomes and curricular objectives (VTR, p.25)." The Program is committed to refining its assessment procedures by developing a standardized system for documenting assessment practices and including evaluation by external practitioners and educators through super juries and surveys during the mid-semester and final reviews.

3) from the VTR p. 27-29:

5.6 Physical Resources

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.
- 5.6.5 Plans for disaster and recovery information

We are pleased that the VT recognized the Program's strengths, noting our "robust fabrication lab (VTR, p.28)," that students "feel they ha[ve] all of the programs they need[sic] to be successful (VTR, p.29)", and that the Ursula C. Schwein Library offers impressive range of resources (VTR, p.29). We have successfully addressed the concerns raised during the 2022 visit regarding equipment maintenance and ADA accessibility.

At the same time, we acknowledge the continued need for improvements related to 24/7 access, storage, informal collaboration spaces where students can work between classes, and increased infrastructure capacity to support the growing program. We are actively engaging in conversations with the college administrators to explore opportunities for additional space and funding to support these enhancements.

We would also like to clarify the VT's observation that "studio spaces… [are] shared by a number of sections, as opposed to being dedicated to a single class" (VTR, p.28). This shared arrangement is intentional and reflects our commitment to fostering a studio-based culture. Whenever possible, two sections of the same-level design studio are scheduled in the same classroom to encourage peer-based learning, cross-studio collaboration, and exchange of teaching pedagogy between two instructors. This is supported through joint pin-ups, shared lectures, and increased opportunities for informal dialogue among

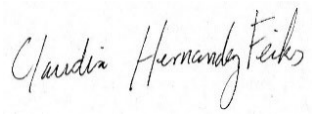
students and faculty. The shift from fixed workstations to movable, shared tables further reinforces this flexible and collaborative learning environment.

While we agree with the VT's observation that lecture halls and classrooms in the New Academic Building are not ideal for final thesis presentations (VTR, p.28), we believe these spaces are appropriate for general core education and multi-disciplinary courses, which are often taught by faculty from other departments. These lecture-style courses benefit from the classroom format and are well-suited to those instructional needs.

The Department of Architecture at New York City College of Technology takes great pride in our work to educate students in our accredited Bachelor of Architecture program. Like many public universities, our processes for revising bylaws and curricula are intentionally deliberate, involving multiple layers of institutional governance. Despite these structural constraints, we are confident that our program prepares highly qualified future architects. The Architecture Program Report (APR) and the Visiting Team Report (VTR) from this accreditation cycle stand as strong evidence of the success of our evolving program and its pedagogical approach.

We once again extend our sincere thanks to the Visiting Team and NAAB for their time, professionalism, and commitment. We are grateful for the opportunity to submit this response to the VTR, and we respectfully request a fair and thorough evaluation of our efforts in the materials and evidence provided. We look forward to the NAAB Board of Directors' final accreditation determination.

Sincerely,



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NAAB National Architectural Accrediting Board

Special Report

2020 Conditions f*or Accreditation* / *2020 Procedures for Accreditation*

A Special Report will be required when a program has been found to have area(s) of noncompliance in the Annual Report.

Special Report Submission.
Programs submitting a Special Report will provide a narrative and supporting materials to address the area(s) of noncompliance identified in the Annual Report.

Special Report Review Process. The Accreditation Review Committee (ARC) will review Special Reports and make a recommendation to the Board of Directors. The Board of Directors will determine if the Special Report satisfactorily addresses the area(s) of non-compliance and make one of the following decisions:

- Accept the Special Report as demonstrating that the program has satisfactorily addressed the area(s) of noncompliance identified in the Annual Report.
- Reject the Special Report and require the program to submit a Plan to Correct addressing any continuing areas of noncompliance (see Plan to Correct procedure).

Submission Requirements:
Special Reports must be submitted:

- As one bookmarked PDF document, with supporting materials
- Via email to accreditation@naab.org with subject "*Institution Name* Special Report"
- Submitted no later than **June 30, 2025.**

ANNUAL REPORT YEAR: 2024

Institution: New York City College of Technology

Program Name: Bachelor of Architecture

Area(s) of Non-compliance Identified in Annual Report

Condition 6.3 Access to Career Development Information
The information provides links to industry websites but does not 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.

Program Response

Instructions: Programs should provide a narrative with supporting documentation addressing each area of non-compliance identified in the Annual Report.

Supporting Documentation:

Instructions: Provide information as appendices and/or links to supporting documents, combining documents with the program response as one bookmarked PDF document.

Narrative:

The Department of Architectural Technology, in collaboration with college-wide Student Services at New York City College of Technology, offers a variety of resources and tools to support students and graduates in their career development and job placement efforts.

The 2025 Visiting Team Report (VTR) notes this condition to be ***Met***, with the following 2025 team analysis (p. 32):

> *The Department of Architectural Technology Accreditation webpages includes links to Career Development Information located on the NCARB, AIAS, AIA, and ACSA websites.*
>
> *The program, through their NCARB coordinator and advisors, expressed that many of their students are first generation college attendees, and often they have no connection with someone in the profession. To overcome this, the program initiated a Pre-Internship program, where students have the opportunity to meet with students during the Spring semester. Currently, 15 firms participate, and each meets with 10 students. Feedback from the firms on this effort suggests that the program be limited to 7 students per firm, in order to maximize effectiveness.*
>
> *The program also has established a relationship with the New York Architectural League to initiate a mentorship program. This program, which was started by NYCCT, has spread to other programs in the New York City metropolitan area. Through the program, 40 students from <u>each</u> school are paired with a mentor for a one-year period. The program matches the mentors and mentees.*
>
> *NCARB licensing coordinator for the program, who explained the integration of an internship program into the school. There is a specific internship course, which, in addition to learning the licensing process, meets on Zoom every Saturday and there is a minimum of one office visit that is required as part of this course.*
>
> *The school reports that of their first graduating class in 2022, 73% have started their NCARB AXP, 9% have begun the ARE, and 24% have matriculated into a M Arch program.*
>
> *During the team's visit with the students, all reported they were aware of the licensing requirements and at least 75% intend to pursue licensure.*

Since the 2025 VRT considers this condition to be met, we provide the following information for additional context and clarification.

Part 01_Department Resources

As noted earlier in the APR, many of our students are first-generation college attendees with limited exposure to the professional architectural field. In response, the Department of Architectural Technology at City Tech has developed several initiatives aimed at educating students about the architecture profession and related industries, while also providing access to networking and career opportunities. Each of these initiatives requires a significant investment of time and effort from faculty to create innovative programs that have a lasting impact on the unique circumstances of our students. Their academic and career pathways often differ from those of students in private architecture programs. We intentionally highlight and build upon our students' diversity and cultural skillsets, leveraging the richness of their lived experience and aligning with the AEC industry's growing emphasis on diversity and inclusivity.

The department has implemented the following programs to support student career development:

1. **Mentor Program with the Architectural League of New York**

   Established in 2018, this program was conceived and implemented by the Department of Architectural Technology and the Architectural League of New York. Each year, the League invites its members to participate in the Mentor Program. Interested mentors complete a detailed application and are vetted by the League before being matched with students. The program has since expanded to include two other public institutions in the metropolitan area, making it an innovative model for career and academic development.

   All third- and fourth-year B. Arch students are encouraged to apply. Student applications require the submission of a résumé, portfolio or work samples, and a brief statement of interest. The department chair and the B. Arch program co-director review all applications to establish mentor-mentee pairings, ensuring alignment of interests.

   The program maintains a one-to-one mentor-to-student ratio, matching each student with a working professional whose interests align with their own. Participants are expected to attend three group meetings and a minimum of four individual meetings throughout the academic year. These sessions often include office visits, portfolio and résumé reviews, and candid discussions about potential career paths. The 2024-2025 academic year matched 120 mentors with mentees. The mentorship program is a significant component of the academic and professional training for students with no direct access to the profession.

   Supporting Documentation:
   - Architectural League of New York Mentorship Program Web-page
   - List of mentor-mentee pairings

2. **Pre-Internship Program**

   The Pre-Internship Program was developed by the department to expose students to a broad range of design, construction, and fabrication practices in New York City. A key objective is to integrate private-sector engagement into public architectural education, which often faces limitations in funding and staffing. By leveraging the abundance of practitioners in New York, the

program provides students with valuable in-situ experience, allowing them to develop, assess, and implement their academic and career aspirations.

Each academic year, leading architecture and related firms are invited to participate. Each participating firm hosts a series of workshops comprising seminars describing their projects, design philosophies, and workflows. Many participating firms also offer optional portfolio and resume review sessions for the students.

The program begins with an introductory session during club hours where the structure and expectations of the program are outlined. Representatives from each participating office give a 10-minute presentation in which their work and philosophy are described. Interested students submit an application indicating their preferred offices. Five to ten students are selected per office and attend a series of meetings, workshops and project tours during the spring semester. Upon completion of the program, some students may be offered internship opportunities when a firm is seeking these positions. This program is expected to expand each successive year to provide more students in the department an opportunity to experience a wide range of practice types in order for them to reflect on their own academic and career aspirations.

Below is a list of this academic year's participating offices:

AECOM	GENSLER	SELLDORF
ARO	HENNING LARSEN	SOM
BBB	HOK	SKOLNICK
BKSK	MBB	STUDIOS
DS+R	NEW PROJECT	WALTER P MOORE

Supporting Documentation:

- Pre-Internship Application Student Instructions
- Pre-Internship Program announcements and firms-student pairings 23/24 academic year
- Pre-Internship FAQ's

3. Department Internship Liaison

Professor Kenneth Conzelmann serves as the Department Internship Liaison. In this role, he supports students and recent graduates in navigating the job market and securing internships. He also manages the department's Job/Internship and Career Resources website, which includes job and internship listings, NCARB and ARE information, sample résumés and portfolios, and additional resources.

Professor Conzelmann also coordinates the Architecture Club's lecture series, bringing in guest speakers to share their work and discuss diverse career paths.

Supporting Documentation:

- Open Lab site

4. ***Techne* Student Work Publication and Exhibition**

As part of an ongoing effort to raise visibility of the department and support student career development through featuring their work broadly, the department produces TECHNE, an annual publication accompanied by a curated exhibition that highlights exemplary student work across all levels of the program. More than a celebration of academic achievement, TECHNE functions as a professional platform through which students gain public recognition.

The launch event, attended by alumni, faculty, and architectural professionals from across New York City, creates valuable opportunities for students to network with potential employers, mentors, and collaborators. Many students use their featured projects as part of their portfolios for internships and job applications.

The publication is widely distributed via CUNY Academic Works, ISSUU, and the department's social media channels, expanding its reach to a broader audience of academic institutions and practitioners. This initiative not only affirms the professional quality of student work but also positions the department as an active contributor to architectural discourse, strengthening the pipeline between education and industry.

Supporting Documentation:

- TECHNE – ISSUU
- TECHNE – CUNY Academic Works
- TECHNE – Instagram @nycct_techne

5. **Building Blocks Fundraiser**

The bi-annual Building Blocks fundraising event, co-developed with AIA Brooklyn and hosted on campus, is a cornerstone initiative that actively strengthens ties between the department and the broader architectural profession. More than a fundraising event, Building Blocks is a structured platform that cultivates confidence, builds professional networks, and helps students envision and pursue diverse career trajectories within the architecture and design fields by facilitating direct connections between students and potential mentors, employers, and collaborators.

Through collaboration with AIA Brooklyn members, keynote speakers, alumni and donors planning the event, students gain first-hand experience in stakeholder communication and professional networking. This process equips them with essential soft skills, such as leadership and public speaking, that are vital to career success.

During the event, students serve as docents and ambassadors for the department, leading personalized tours of facilities and exhibitions of student work. These one-on-one interactions with practicing architects, firm principals, and alumni allow students to practice articulating their design ideas, present themselves professionally, and receive real-time feedback from industry voices.

Supporting Documentation:

- Building Blocks Article

Part 02_College Resources.

In addition to departmental efforts, City Tech offers the following college-wide resources to support students and alumni in career development and job placement:

1. **Professional Development Center**
   City Tech's Professional Development Center (PDC) supports students and alumni in cultivating the skills and competencies needed to achieve their career goals. In partnership with the Office of Public Affairs and Partnerships, the PDC facilitates connections among students, alumni, and employers to create meaningful opportunities for career advancement.

   Supporting Documentation:
   - PDC Website

2. **CUNY Edge - Career Development Services**
   CUNY EDGE provides a wide range of career readiness services, including résumé building, job search support, job placement, and follow-up services. The program's goal is to help students secure meaningful employment that leads to long-term economic self-sufficiency.

   Supporting Documentation:
   - CUNY EDGE website

3. **Student Success Center**
   The Student Success Center helps students overcome academic and personal challenges and remain on track toward graduation. Advisors work collaboratively with students to create individualized plans and strategies to meet their academic and professional goals.

   Supporting Documentation:
   - Student Success Center website