

# ***2022 Visiting Team Report***

New York Institute of Technology  
School of Architecture

M.Arch.

Initial Accreditation Visit  
November 14-16, 2022

# **NAAB**

National  
Architectural  
Accrediting  
Board, Inc.

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## I. Summary of Visit

### a. Acknowledgments and Observations

The NAAB visiting team would like to thank the New York Institute of Technology's School of Architecture and Design (SoAD) for its assistance and hospitality during our virtual accreditation visit. In particular, we want to recognize the efforts of the M.Arch. program director, David Diamond, for being extremely helpful in leading the program's preparation and organization for the team visit. We especially appreciate his timely responses to our requests for information and the clear organization of the visiting team room. A special note of thanks should be given to Kesia Persaud for her assistance with our visit. The team appreciated the many thoughtful discussions we had with students, faculty, staff, administration, alumni, and professional architects throughout our visit.

The NAAB team would like to highlight some of the program's unique characteristics that stood out to us during the visit. The first is the collegiality that exists between the SoAD administration, faculty, staff, and students. In our meetings, we heard repeatedly about the small, close-knit community and how it fosters and promotes student success. The faculty are approachable, engaged, and committed to the success of the students. As students graduate and move into the professional community, the faculty often remain as advisors and mentors. The program has developed a learning culture based on respect and understanding, and the students feel supported throughout the program. The students commented on how the program prepares them for a career in architecture, in addition to recognizing and understanding how many students work while pursuing their degrees. Students and alumni both commented on the culture of the program of wanting to see everyone thrive, what was described in one meeting as "the legacy of pulling each other up."

The second highlight for the program is its unique location. Being in the heart of Manhattan allows students to learn from the city. Rather than simply being located in the city, students are encouraged to explore and engage with the city – to use it as their classroom. From history and technology courses to precedent studies in their design studios, students are able to take full advantage of what the city has to offer. It is a rich laboratory that engages students in real-world problems and their solutions. Additionally, the program's location allows for deep connections with the professional community, including a rich variety of adjunct faculty and guest critics as well as enhanced networking opportunities for the students.

A third area we wish to highlight is the connectedness of the curriculum. With its focus on professional preparation, the program has developed a tightly woven curriculum in which the co-requisite courses truly inform one another. Both full-time and adjunct faculty participate in coordinating the content across courses to ensure that students have deep technological integration in the work that they do. The involvement of adjunct faculty who also maintain professional practice helps to ensure that students are prepared to enter the profession. The school's emphasis on innovative technologies means that students are prepared to bring a new knowledge base into the profession. The program provides them with cutting-edge equipment and software as well as the staff to support their learning. Making these technologies and resources available to all SoAD students across two campuses helps to broaden the reach and access for the students who commute from across the metropolitan area.

The program is positioned to move to a new stage in its evolution. There is a great trust in the school and university administration to support the program as it continues to grow. Faculty, staff,

and students are proud of the community they have created and take great pride in the program and its facilities. As enrollment continues to increase, there are distinct challenges, including how to maintain the collegial environment and sense of connectedness and how to expand the physical footprint of the program in an expensive physical location.

Throughout our visit, it was quite clear that NYIT's graduate program in architecture is focused on supporting students on their path to becoming licensed architects and beyond.

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

Following the Virtual Team Visit and review of materials, the team is not recommending any condition as "Not Achieved."

## II. Progress Since the Previous Site Visit

### **2014 Student Performance Criterion Not Met**

**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 assemblies.

**Previous Team Report (2019):** Evidence of student achievement at the prescribed level was not found in student works prepared for Arch 705 – M. Arch. Studio 5.

**2022 Team Analysis:** SPC C.3 Integrative Design has been replaced by SC.5 Design Synthesis and SC.6 Building Integration in the current 2020 Conditions.

### **2014 Student Performance Criterion Not Yet Met**

**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 (2019):** Evidence of student achievement at the prescribed level was not found in courses Arch 661 - Arch History 1 and Arch 662 - Arch History 2. Arch 862 - Architectural History / Theory Option is currently being taught. It is expected that the SPC will be met by the time of initial accreditation.

**2022 Team Analysis:** SPC A.7 History and Culture has been replaced by PC.4 History and Theory in the current 2020 Conditions.

**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 (2019):** Evidence of student achievement at the prescribed level was not found in courses Arch 661 - Arch History 1 and Arch 662 - Arch History 2. Arch 862 - Architectural History/ Theory Option is currently being taught. It is expected that the SPC will be met by the time of initial accreditation.

**2022 Team Analysis:** SPC A.8 Cultural Diversity and Social Equity has been replaced by PC.8 Social Equity and Inclusion in the current 2020 Conditions.

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

**Previous Team Report (2019):** Evidence of student achievement at the prescribed level was partially found in student work prepared for Arch 722 - Building Systems 2, Arch 772 Site Planning; Arch 821 - Building Systems 3, which has not been taught. It is expected that the SPC will be met by the time of initial accreditation.

**2022 Team Analysis:** SPC B.9 Building Service Systems has been eliminated from the current 2020 Conditions, although elements of this criterion are incorporated into SC.4 Technical Knowledge and SC.5 Design Synthesis.

**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 (2019):** The program has not yet delivered the courses in which the SPC is noted in the M.Arch. Matrix, however; it is expected to be met by the time of initial accreditation.

**2022 Team Analysis:** SPC B.10 Financial Considerations has been eliminated from the current 2020 Conditions, although elements of this criterion are incorporated into SC.5 Design Synthesis.

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

**Previous Team Report (2019):** Evidence of student achievement at the prescribed level was not found in student work prepared for Arch 722 - Building Systems 2 nor Arch 772 - Site Planning. Arch 801 – M Arch Studio 6 has not been taught. It is expected that the SPC will be met by the time of initial accreditation.

**2022 Team Analysis:** SPC C.1 Research has been eliminated from the current 2020 Conditions, although elements of this criterion are incorporated into PC.5 Research and Innovation and SC.5 Design Synthesis.

**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 (2019):** Evidence of student achievement at the prescribed level was not found in student work prepared for Arch 722 - Building Systems 2. Arch 801 M Arch Studio 6 has not been taught. It is expected that the SPC will be met by the time of initial accreditation.

**2022 Team Analysis:** SPC C.2 Evaluation and Decision Making has been replaced by SC.5 Design Synthesis in the current 2020 Conditions.

**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 (2019):** Evidence of student achievement at the prescribed level was not found in Arch 772 - Site Planning. Arch 880 - Practice Strategies + Models has not been taught. It is expected that the SPC will be met by the time of initial accreditation.

**2022 Team Analysis:** SPC D.1 Stakeholder Roles in Architecture has been eliminated from the current 2020 Conditions, although elements of this criterion are incorporated into PC.8 Social Equity and Inclusion and SC.2 Professional Practice.

**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 (2019):** The program has not yet delivered the course in which the SPC is noted in the M.Arch. Matrix, however; it is expected to be met by the time of initial accreditation.

**2022 Team Analysis:** SPC D.2 Project Management has been eliminated from the current 2020 Conditions, although elements of this criterion are incorporated into SC.2 Professional Practice.

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

**Previous Team Report (2019):** The program has not yet delivered the course in which the SPC is noted in the M.Arch. Matrix, however; it is expected to be met by the time of initial accreditation.

**2022 Team Analysis:** SPC D.3 Business Practices has been eliminated from the current 2020 Conditions, although elements of this criterion are incorporated into SC.2 Professional Practice.

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

**Previous Team Report (2019):** The program has not yet delivered the course in which the SPC is noted in the M.Arch. Matrix, however; it is expected to be met by the time of initial accreditation.

**2022 Team Analysis:** SPC D.4 Legal Responsibilities has been eliminated from the current 2020 Conditions, although elements of this criterion are incorporated into SC.2 Professional Practice.

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

**Previous Team Report (2019):** The program has not yet delivered the course in which the SPC is noted in the M.Arch. Matrix, however; it is expected to be met by the time of initial accreditation.

**2022 Team Analysis:** SPC D.5 Professional Conduct has been eliminated from the current 2020 Conditions, although elements of this criterion are incorporated into SC.2 Professional Practice.

#### **2014 Student Performance Criterion Not 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 (2019):** The program was not obligated to submit an Interim Progress Report prior to the continuing candidacy visit.

**2022 Team Analysis:** The program submitted a two-year Interim Progress Report in 2020. In July 2020, the NAAB directors “concluded that the program demonstrated satisfactory progress toward addressing deficiencies identified in the most recent Visiting Team Report.”

**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 (2019):** This condition did not apply at the time of the visit for the M.Arch. degree; ARE pass rates are available for the B.Arch. degree on the NYIT SoAD website at: [tps://www.nyit.edu/architecture/accreditation](https://www.nyit.edu/architecture/accreditation)

**2022 Team Analysis:** This condition did not apply at the time of the Initial Accreditation visit for the M.Arch. degree. ARE 5.0 pass rates by school are available on the NYIT SoAD website (currently, only B.Arch graduates are included in these pass rates).

### 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 developed a formal assessment structure that meets the changes in the 2020 Conditions. At the time of the Virtual Site Visit, the program developed and implemented a structure that aligns NAAB criteria with the institution’s approach to student learning outcomes. In spring 2021, the program introduced Learning Outcomes (LO) Rubrics that are used to assess aspects of NAAB Shared Values and Program/Student Criteria. Assessment of all program and student criteria took place in AY2021-22. In future years, a full cycle of review for learning outcomes related to Program/Student Criteria is three years. The second cycle of assessment for the program will be complete in AY2024-25.

### 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:**

The APR describes the New York Institute of Technology (NYIT) as a non-profit, independent, private institution founded in 1955. Since its founding, NYIT's mission has been to provide career-focused education, to facilitate access to higher education, and to engage in applied research. The School of Architecture and Design (SoAD) comprises approximately 10% of the NYIT student population. The SoAD's three departments (architecture, interior design, and digital art and design) offer thirteen degrees, seven of which are at the graduate level. The new master of science programs in computational technologies, health and design, and urban design bridge provide interdisciplinary post-professional degree offerings that augment the M.Arch. program.

An important aspect of the M.Arch. program is its location in Manhattan at Columbus Circle, a major public transport hub and steps from Central Park. The program describes its location at the center of the tri-state area as uniquely providing access to professionals, internships, cultural institutions, public spaces, special events, and distinguished lecturers. In addition, the main campus for the university is in Old Westbury on Long Island. The Old Westbury campus serves as the home for the accredited B.Arch. program, which has been continuously accredited by the NAAB since 1978. Students in the program benefit from access to the two campuses, which have duplicate facilities and are open to students in both programs.

The relationship of student organizations to the School of Architecture and Design through the Student Affairs Committee is described.

The visiting team found this condition is Described.

**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:**

The APR describes how the program supports and encourages the “Shared Values of the Discipline and Profession.” During the visit, meetings with the program leadership, students, faculty, and staff further expanded on how the program supports and encourages these shared values throughout the curriculum and other opportunities in this innovative and supportive learning environment. These shared values should be integrated into the program's long-range planning efforts in the coming years.

**Design:** The program approaches design with a holistic and integrative perspective, which is reflected in the school's range of interdisciplinary learning opportunities combined with the project-based pedagogy where students can apply knowledge across disciplines and courses in their projects. The APR describes how the program views design as the intersection of interrelated values, and complex issues such as technology, cultural diversity, and climate continually shaping the world around us. The program combines these into a comprehensive curriculum that focuses on the architect's role in society and the need to be environmentally responsible.

**Environmental Stewardship and Professional Responsibility:** Environmental stewardship through sustainable design practices is described as a core tenet of the program's curriculum, and both curricular and extracurricular examples of how students engage with and integrate these topics into their work are provided. The APR describes recent developments in integrating sustainability into the curriculum (e.g., ARCH704 taking environmentally performative design as its primary focus in fall of 2021).

**Equity, Diversity, and Inclusion:** The APR describes the program's alignment to the Institute's Diversity Equity and Inclusion Policy that came out of the Diversity, Equity and Inclusivity (DEI) task force established in 2018. The SoAD is currently developing its own DEI policies and initiatives. The teaching and learning (studio) culture policy relies upon equity, diversity, and inclusive practices and mutual respect for student and staff backgrounds, experiences, and personal identities. The program's active commitment to EDI is found through administration practices, the program's culture, and the curriculum. A point of pride for the program is its national reputation for having one of the most diverse student bodies in higher education. The program recruits heavily in high schools across the five boroughs and has a diverse global population, which proactively contributes to building a multicultural campus.

**Knowledge and Innovation:** The APR describes the ways in which students engage in applied research in the context of the design studio sequence. Additionally, students benefit from contact with other graduate degree programs, notably the M.S. in Architecture (computation technologies). The program's location in Manhattan provides rich contact with the profession to understand new and emerging architectural knowledge. Local practitioners note the high level of technical knowledge and research abilities that students bring to their professional experiences.

**Leadership, Collaboration, and Community Engagement:** The APR describes leadership, collaboration, and community engagement as central tenets of the educational experience at NYIT. The APR provides several examples for both community engagement and collaboration within the program

(e.g., ARCH704 team site and environmental research). The focus is on peer-to-peer collaboration within the program, rather than on how students in the M.Arch. program collaborate with other disciplines. There is no formal skill-building in this area within the curriculum, nor is there a clear focus on providing leadership opportunities to students in the M.Arch. program.

**Lifelong Learning:** The program's goal is to educate "the whole architect." Faculty and students participated in the 17<sup>th</sup> Venice Architecture Biennale in 2021 and each fall, student work produced in summer study abroad is published in the annual *Atmosphere* publication as an illustration of extended learning. The publication's website notes the program's "commitment to transformative and continuously evolving learning experiences" in the annual publication. During the visit, students noted the commitment to lifelong learning that is instilled in them by their faculty.

The visiting team found this condition is Described.

### **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:**

The program introduces students to career paths in required coursework and through a number of supplemental experiences intended to reinforce student learning in required courses. The program has established and instituted an assessment process for this criterion. The materials and files in the virtual team room demonstrate evidence of student understanding at the prescribed level that is assessed via ARCH880: Practice Models and Strategies, where students are exposed to an expanded view of practice that includes the owner, developer, and entrepreneur.

The program provided, in the virtual team room, the course syllabus and schedule, lecture materials, assignments and other tools of assessment as well as the resources made available to students. The assessment plan includes direct measures of student understanding through a quiz, class project, and in-class discussion. In addition, at the completion of the course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan.

Supplemental experiences include professional mentoring by the program's AXP coordinator and licensing advisor, activities offered by student organizations that emphasize career preparation, for-credit externships and non-credit internships, networking opportunities, and coordination with the university's career services office. In meetings during the virtual site visit, these supplemental experiences were noted, with the program seen as a continuing resource for alumni.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. The program did not meet its established benchmarks in ARCH880. Upcoming changes/improvements include rotating faculty and updating course content. The program established benchmarks and an assessment schedule for their supplemental (non-curricular) experiences, although data collection and analysis has not yet occurred.

PC.1 is next scheduled to be assessed in AY2022-23, following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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 program introduces students to design in required coursework. The program has established and instituted an assessment process for this criterion. The materials and files in the virtual team room demonstrate evidence of student understanding at the prescribed level that is assessed in a series of courses. All students in the program demonstrate their understanding in a series of courses at the 700-level. In ARCH705: M.Arch. Studio 5, students experience the majority of the process of designing a building, including initial research, schematics, design development, code compliance, and constructability. Students experience the collaborative and interdisciplinary nature of design through group work and communication with fabricators and clients in ARCH724: Material Tectonics II and site design at the urban scale is the focus of ARCH772: Site Planning.

The program provided, in the virtual team room, the course syllabi, schedules, assignments, and resources made available to students. The assessment plan includes direct measures of student understanding through a grading rubric for design projects. In addition, at the completion of the course, instructors complete a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. The program identified benchmarks for ARCH705 and ARCH772. While the benchmarks were met in both courses, the program has proposed revisions to both courses to allow more time for students to focus on integrating building and site design.

PC.2 is next scheduled to be assessed in AY2022-23, following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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:

The program introduces students to ecological knowledge and responsibility in required coursework. The program has established and instituted an assessment process for this criterion. The materials and files in the virtual team room demonstrate evidence of student understanding at the prescribed level that is assessed in a series of courses. All students in the program demonstrate their understanding in a series of courses at the 700-level: ARCH705 M.Arch. Studio 5, ARCH722: Building Systems II, and ARCH772: Site Planning. Students have opportunities to accumulate ecological knowledge in precedent studies and in technical courses and apply that knowledge in design studio coursework. Student work is mostly project-based and illustrates the design responses to ecological parameters.

The program provided, in the virtual team room, the course syllabi, schedules, assignments, and resources made available to students. The assessment plan includes the use of learning objective rubrics to measure the student outcome. In addition, at the completion of the course, instructors complete a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. The program identified benchmarks for ARCH705 and ARCH722. While the benchmarks were met in ARCH705, changes will be made to the complexity of the design challenge to allow more time for performance-driven design decision processes. The benchmarks were not met in ARCH722 with proposed changes pending for spring 2023.

PC.3 is next scheduled to be assessed in AY2023-24, following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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 program introduces students to history and theory in required coursework. The program has established and instituted an assessment process for this criterion. The materials and files in the virtual team room demonstrate evidence of student understanding at the prescribed level that is assessed in a series of courses. Students in track I understand the histories and theories through in-class instruction, precedents, and field trips to neighboring institutions in two main courses, ARCH661: Global History of Architecture I and ARCH662: Global History of Architecture II. Students in track II reinforce their preparatory education in history and theory with ARCH862: Architecture History and Theory Option (Architecture and Standardization). Currently, all students in the program are required to take ARCH862.

The program provided, in the virtual team room, the course syllabi, schedules, assignments, and resources made available to students, as well as the assessment materials. The assessment plan includes the use of learning objective rubrics to measure the student outcome. In addition, at the completion of the course, the instructor completes a Teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. Benchmarks were met in all three courses. The program intends to refine rubrics and benchmarks once more data is collected and improvements have already been established, including strengthening the coverage of gender diversity and Non-Western societies and cultures.

PC.4 is next scheduled to be assessed in AY2024-25 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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 curriculum addresses this criterion through a variety of courses, but the primary focus is in 800-level coursework, specifically ARCH802: M.Arch. Studio 7 Design Research Studio, which is experiment- and research-driven.

The program provided, in the virtual team room, the course syllabi, schedules, assignments, and lectures/resources made available to students, as well as the assessment materials. The assessment plan includes the use of learning objective rubrics to measure the student outcomes in the design studio. In addition, at the completion of the course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. All students met the benchmarks in ARCH802. The program intends to improve the course by linking it more closely to ARCH801: M.Arch. Studio 6 to have a two-semester research experience for students.

PC.5 is next scheduled to be assessed in AY2024-25 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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 of student achievement at the prescribed level was found in ARCH724: Material Tectonics II, which includes team projects and work directly for not-for-profit organizations, and ARCH880: Practice Models and Strategies. During the visit, practitioners and alumni noted that the NYIT graduates are valuable in leading and educating others in their firms about new technologies and software tools. They described the students as “teaching up” within the firm.

The program provided, in the virtual team room, the course syllabi, schedules, assignments, and lectures/resources made available to students, as well as the assessment materials. The assessment plan includes the use of learning objective rubrics to measure the student outcomes. In addition, at the completion of the course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. The program identified benchmarks for ARCH724 and ARCH880. While the benchmarks were met in ARCH724, changes will be made to focus on construction components and to allow more time for the construction phase of the projects. The benchmarks were not met in ARCH880 with proposed changes to include updating the coursework and rotating faculty.

PC.6 is next scheduled to be assessed in AY2023-24 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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 APR and the studio culture statement (referenced in the APR and posted on the school's website) describe the school's values of collaboration, respect, and healthy learning, as well as how these values can be discussed and amended by both faculty and students. The statement is distributed to students through a link included in all course syllabi, and faculty and students collaborate on the development of this document and the cultural identity of the school through committee involvement and multi-year leadership commitments, as described by the program director.

Following the completion of every course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan that provides evidence for the teaching and learning culture within the classroom/studio.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. The school is currently undertaking the development of a robust new Learning and Teaching Culture Policy based on recommendations and best practices provided by the AIAS and the NAAB.

PC.7 is next scheduled to be assessed in AY2022-23 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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 APR describes several ways in which students engage with topics surrounding social equity, both in their studies and in their engagements within the school. Evidence of student achievement at the prescribed level was found in three courses: ARCH662, ARCH862, and ARCH802. In ARCH662: Global History of Architecture II, lectures address architecture in cultures around the world. ARCH862: Architecture History and Theory Option (Architecture and Standardization) addresses the impact of cultural development on the built environment in a global context. In this course, which is currently required, students have the opportunity to research related subjects within in any culture for their final essay. Students apply knowledge of cultures and social issues in ARCH802: M.Arch. Studio 7 by discussing how their design will affect and incorporate people of different cultures and abilities.

Efforts by student organizations to increase cultural awareness and foster equity provide opportunities to advance social equity and inclusion within the school's community. Students can also deepen their knowledge through participation in short study abroad trips that are offered regularly.

The program provided, in the virtual team room, the course syllabi, schedules, assignments, and lectures/resources made available to students, as well as the assessment materials. The assessment plan includes the use of learning objective rubrics to measure the student outcomes. In addition, at the completion of the course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. Benchmarks were met in all three courses. The program intends to make improvements to the courses to ensure that different architectural traditions are represented in the curriculum as well as provide additional content related to key historic federal legislation that have impacted how architects address equity and inclusion in their work.

PC.8 is next scheduled to be assessed in AY2023-24 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

### 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:

The program introduces students to health, safety, and welfare in required coursework. The program has established and instituted an assessment process for this criterion. The APR describes the incorporation of life safety and welfare-related codes and standards into ARCH722: Building Systems II and ARCH705: M.Arch. Studio 5, in which students utilize what they have learned to develop a compliant building design. ARCH772: Site Planning is the main course that focuses on building codes.



The program provided, in the virtual team room, the course syllabi, schedules, assignments, and resources made available to students, as well as the assessment materials. The assessment plan includes the use of learning objective rubrics to measure the student outcome. In addition, at the completion of the course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. While benchmarks were met in ARCH705 and ARCH 722, improvements to the courses include a focus on integrating building and site design.

Students did not meet the established benchmarks in ARCH722. Changes to the course include an increased importance on codes related to occupant and safety comfort and adjusting the course project to focus on how health, safety, and welfare affects building design decisions.

SC.1 is next scheduled to be assessed in AY2023-24 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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:**

Evidence of student achievement at the prescribed level was found in course ARCH880: Practice Models and Strategies and ARCH791: Special Studies in Architecture. The materials found in the virtual team room provide evidence of students understanding and assessment of professional ethics, regulatory requirements, and business processes among other professional topics. Additionally, the program benefits from their unique urban context that enhances students' understanding of professional practice.

The program provided, in the virtual team room, the course syllabi, schedules, assignments, and resources made available to students, as well as the assessment materials. The assessment plan includes the use of learning objective rubrics to measure the student outcome. In addition, at the completion of the course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. While benchmarks were met in ARCH791, improvements to the courses are proposed. The benchmarks were not met in ARCH880 for this student criterion. Proposed changes include updating the coursework and rotating faculty.

SC.2 is next scheduled to be assessed in AY2022-23 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.



**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 of student achievement at the prescribed level was found in ARCH705: M.Arch. Studio 5, ARCH772: Site Planning, and ARCH880: Practice Models and Strategies, which requires students to learn about architectural practice and the many ways regulatory context plays into the responsibilities of the architect to clients and society, as well as the financial aspects of building and project management.

The program provided, in the virtual team room, the course syllabi, schedules, assignments, and resources made available to students, as well as the assessment materials. The assessment plan includes the use of learning objective rubrics to measure the student outcome. In addition, at the completion of the course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. While benchmarks were met in ARCH705 and ARCH772, improvements to the courses have been made. Students did not meet the established benchmarks in ARCH880. Proposed changes include updating the coursework and rotating faculty.

SC.3 is next scheduled to be assessed in AY2022-23 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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:

The program ensures student understanding in the area of technical knowledge in a sequence of seven (7) courses, five (5) of which are at the 700-level and required for all students in the program. The 600-level courses (serving track I students) introduce the fundamentals of structural systems, construction, and environmental concerns. The 700-level courses widen the variety of scales and technology categories and focus on the students' ability to make decisions regarding appropriate technologies. Students are asked to integrate their knowledge in a culminating design studio. The sequence includes the following courses: ARCH611: Introduction to Structures + Building Technology, ARCH621: Building Systems I, ARCH722: Building Systems II, ARCH723: Material Tectonics I, ARCH727: Construction Documents, ARCH772: Site Planning, and ARCH705: M.Arch. Studio 5.

The program provided, in the virtual team room, the course syllabi and schedules, instruction materials, and assignments. In the lecture courses, direct measures of student learning include assignments and exams that are evaluated using a standard rubric. A standard rubric is also used for the design studio to

assess student work. In addition, at the completion of the course, the instructor completed a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. The program met its established benchmarks in six of the seven courses. Through the assessment process, they have identified improvements for five of the courses in the sequence. In ARCH722, where benchmarks were not met, improvements will be made to "focus more on how technical knowledge of environmental systems affects building design decisions." Additional changes/improvements include enhanced integration between co-requisite courses and greater emphasis on some technical systems. While economic considerations are presented in these courses and throughout the design studio sequence, the team did not find evidence that the program is assessing student learning relative to how they assess building technologies based on project economics. In ARCH724: Material Tectonics II, students participate in a group design-build project for a small pavilion. In this course, students examine budget and material sourcing for the project.

SC.4 is next scheduled to be assessed in AY2023-24 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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)

**Met**

#### 2022 Team Analysis:

Evidence of student achievement at the level of ability for design synthesis was found in student work as follows:

Consistent evidence of synthesis of user requirements and site conditions was found in ARCH772: Site Planning and ARCH704: M.Arch. Studio 4, which run concurrently and incorporate fundamental issues of accessibility, zoning and building codes, and water management. ARCH705: M.Arch. Studio 5 builds on concepts and skills acquired in ARCH704 and involves development of a medium-scaled public building.

The program provided, in the virtual team room, student work for review, as well as course syllabi, schedules, assignments, and resources made available to students. Assessment materials were also included. The assessment plan includes the use of learning objective rubrics to measure the student outcome. In addition, at the completion of the course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. Benchmarks were met in the three courses. To make improvements in the curriculum with regard to this student criterion, the program intends to decouple ARCH704 and ARCH772 for a deeper integration of environmental, material, and construction research, as well as allow the students more time to comprehensively represent their projects.

SC.5 is next scheduled to be assessed in AY2022-23 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

**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)

**Met**

### 2022 Team Analysis:

Evidence of student achievement at the level of ability for Building Integration was found in student work as follows:

Consistent evidence of building performance was found in ARCH704: M.Arch. Studio 4, which investigates building integration in relevant precedents where building systems and climate metrics are introduced. In ARCH705: M.Arch. Studio 5, students follow a five-point process of project development that incorporates pre-schematics and design development phases. Students are able to design and integrate long-span roof and structural systems, building envelope systems, passive environmental systems, solar studies and calculations for building performance.

The program provided, in the virtual team room, student work for review, as well as course syllabi, schedules, assignments, and resources made available to students. Assessment materials were also included. The assessment plan includes the use of learning objective rubrics to measure the student outcome. In addition, at the completion of the course, the instructor completes a teaching and outcomes self-assessment as part of the program's assessment plan.

The program has in place an assessment plan that describes a regular mechanism to collect data, analyze results, and identify actionable insights for continuous improvement. The program last assessed this criterion in AY2021-2022. Benchmarks were met in the two courses. To make improvements in the curriculum with regard to this student criterion, the program intends to devote less time to precedent analysis so as to add time to the design project. It will also increase the connections between ecological, social, and regulatory concerns.

SC.6 is next scheduled to be assessed in AY2022-23 following the process outlined in APR Section 5.3.

The visiting team found this condition is Met.

## 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 institution is accredited by the Middle States Commission of Higher Education (MSCHE). The evidence was found at the link provided in the APR and on the MSCHE website (both accessed on 11/06/2022). Accreditation was reaffirmed in 2019 and the next evaluation will be in 2026-2027.

The visiting team found this condition is Met.

#### 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:

Evidence of the minimum requirements for NAAB Accredited Degrees is found in the 2022 Architecture Program Report and on the program website. The program offers two tracks in the M.Arch. program. Track I is 90-credit hours and is intended for students without a previous degree in architecture. Students are required to take 81 required professional credits, six architecture elective credits, and three general elective credits. Track II is 60-credit hours and is intended for students with a preprofessional degree in architecture. Students are required to take 51 required professional credits, six architecture elective credits, and three general elective credits. As a graduate program, general studies credits are not required.

Currently, as part of their required professional credits all students enroll in the same Architectural History or Theory Option course, rather than an elective option. Students still retain nine elective credit hours in each track.

The M.Arch. degree title is used appropriately.

The visiting team found this condition is Met.

#### 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:**

As stated in the APR, the program does not require preparatory undergraduate education for track I. For students in this track, the program strongly recommends college-level advanced mathematics, physics, and art and/or architecture-related coursework. A creative portfolio is required for admission. Admission into the track II program requires evidence of courses in architectural design, structures, building construction, visualization and technical drawings, and architectural history. Detailed admissions requirements are posted on the NYIT website. The admissions committee and program staff evaluate each applicant's transcript and creative portfolio.

Once admitted to the appropriate track based on the student's previous academic degree, advanced standing is not granted. 700- and 800-level architecture courses are required for all students in the M.Arch. program, regardless of their track. It is possible for students to transfer graduate-level coursework. Students in both tracks who have earned graduate credits at another college within the previous five years may request transfer credits (for a maximum of nine credit hours). The appropriate form is located on the program's admissions website.

In meetings during the visit, the process for the evaluation of preparatory education was confirmed. After the review of materials by the admissions committee and program staff, the program director offers an interview opportunity to all applicants. Interviews are required for applicants when questions arise concerning transcripts, portfolios, or other essential credentials, to ensure appropriate placement in the program. During the visit, the team confirmed that the evaluation process is thorough and personalized for each student entering the program, although this was not as clearly seen in a review of the student files made available during the visit.

The visiting team found this condition is Met.

## 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:

The program has provided a detailed description of the administrative structure and governance in the APR beginning on page 61. The institute's governance structure includes six schools and colleges, including the School of Architecture and Design. Key personnel at the Institute, school, and program level are identified. The APR also notes that the School of Architecture and Design operates at both the New York City and Long Island campuses, with the M.Arch. program located on the Manhattan campus.

Instructional and research faculty are represented by a Collective Bargaining Agreement between NYIT and the American Association of University Professors at the New York Institute of Technology. The Collective Bargaining Agreement is renewed every five years.

At the Institute level, SoAD faculty and students participate in the Faculty Senate and Student Government Association. The APR outlines decision-making within the school, which consists of a number of standing committees that develop, recommend, and carry out initiatives to support goals and objectives. Standing faculty committees are chaired by full-time faculty and require student participation in nearly all committees, as appropriate. Staff participate in selected committees and are invited as guests to other committees as needed. In addition, the Student Affairs Committee is a school-wide forum for students to discuss and address a range of student issues.

With a large and well-established B.Arch. program on both the Long Island and New York City campuses, the visiting team noted the strong representation of those students in program governance and decision-making. Given the M.Arch. program's small size and location on the Manhattan campus, the presence of graduate students in formal governance structures was not clearly evident.

The visiting team found this condition is Described.

## 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:

The APR and additional documents provided by the program in the virtual team room demonstrate the program's planning process for continuous improvement. The program's multi-year process is part of a larger Institute initiative called Continuous Program Improvement (CPI). The program was initiated in 2020 as a requirement of their regional accreditor (MSCHE) to improve educational effectiveness. The CPI Process and Policy is outlined in the APR. As part of the Institute's CPI initiative, the M.Arch. program developed its own CPI plan that has four program objectives, each with their own strategic actions. The



program's CPI learning outcomes matrix mirrors what has been developed for the NAAB accreditation process.

NYIT developed a university-wide Strategic Action Plan (SAP), initiated in 2020 and ongoing in response to the global pandemic, social justice, and related economic displacements and hardships. Four strategic priorities were identified. The M.Arch. program has worked to align its program objectives and key performance indicators (KPIs) with the priorities identified in the strategic action plan. The program collects and evaluates KPI data for each program objective. Progress toward each objective can be found in the APR.

Working with the institute's office of institutional effectiveness, the program has developed an assessment plan for student learning outcomes that is aligned with the NAAB program and student criteria. The plan, found on the Office of Institutional Effectiveness website, highlights the type of assessment (both direct and indirect), the courses in which they are located, measurement instruments, benchmarks, results, and changes/improvement as a result of the assessment. The plan also includes a three-year calendar for assessment, in which the review of Student Learning Outcomes is distributed evenly across the cycle. The plan indicates the responsible personnel for each Student Learning Outcome. Coordination meetings are held at the beginning and end of the semester to discuss plans for improvement. These meetings are attended by representatives of the dean's and chair's office to facilitate integration and dissemination of improvements efforts, which are also shared at faculty meetings.

For supplemental (non-curricular) experiences, the program has established benchmarks and an assessment schedule that begins in AY2023-24. With the program's focus on coursework as the primary form of assessment for program and student criteria, data collection and analysis has not yet occurred.

Within SoAD, the Dean's Advisory Board members provide feedback on the School's activities. The involvement of local experts and practitioners support the program as it continues to improve the curriculum. Practicing professionals routinely participate in student reviews. As part of the program's plan for assessment, these external reviewers and guest critics also assess student work based on rubrics tied to the relevant Student Learning Outcomes.

The visiting team found this condition is Demonstrated.

### 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:

As described in Condition 5, the program's assessment plan for student learning outcomes is aligned with the NAAB program and student criteria. The APR describes the program's approach to curricular development that allows for both horizontal integration among courses each semester and vertical progression in sequenced sub-disciplinary courses (or curriculum areas). Faculty meet regularly



throughout the semester to ensure the horizontal integration. The program has described its cyclical assessment of its curriculum, a process that involves faculty, administrators, and students. Curriculum area coordinators work with the program director to identify goals for each academic year. Ongoing annual assessments, a process implemented in fall 2021, use learning outcome/grading rubrics to assist in benchmarking. Faculty provide input at regularly scheduled faculty meetings with regard to more formal curricular changes.

Faculty actively participate in the assessment process by completing a self-assessment at the end of each of their courses. This allows the faculty member to reflect on course structure, learning outcomes, student preparation for the course, and whether they had the tools and resources necessary as instructors. They also use the self-assessment as an opportunity to suggest improvements to the course. These self-assessments are shared across the faculty to provide a fuller picture of student learning.

New courses, course sequences, and/or formats are evaluated by the SoAd curriculum committee, office of the dean, the NYIT academic senate curriculum committees, and the full academic senate. Proposals for substantial changes must also be reviewed and approved by the New York State Education Department (NYSED).

The visiting team found this condition is Demonstrated.

#### **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:**

**5.4.1.** The APR describes a balanced workload with full-time faculty members teaching twenty-one (21) “equivalent lecture hours” each year, scheduled to be reduced to eighteen (18) in fall of 2022, and adjunct faculty teaching a maximum of eighteen (18). Additional reduction in teaching loads is permitted in cases to stimulate faculty research. SoAD requires faculty to have experience of two or more of the following to promote diverse student achievement: professional practice, research, theory, history, computational design, and fabrication. Faculty are expected to serve on school committees on a rotating basis and tenured or tenure-track faculty are expected to cultivate expertise in their fields of specialization. The faculty noted their workload is supported with proper physical resources and incentives including teaching adjustments and funding.

**5.4.2.** The APR states the architect licensing advisor is Professor Robert Cody, AIA, LEED AP. He provides students training on the AXP program and an understanding of the licensure process. Students are exposed to these topics through a presentation in AAID 160: Introduction to History, Theory and Criticism of Architecture and Design. It was confirmed during the visits that students know who their Architect Licensing Advisor is and that he regularly offers programming on the topic.

**5.4.3.** Faculty have access to internal and external grants as demonstrated in the APR and confirmed in meetings during the visit. Additionally, as a result of Dean Perbellini's fundraising efforts, including matching grants from the university, the Fab Lab was able to expand, providing support and technology for future projects and development. Faculty teach alongside adjunct faculty and the interdisciplinary approach adheres to an interconnected approach of professional development. The opportunities to pursue professional development outside of grants are reflected in this approach. The lecture series also provides a growth and continuing education opportunity while fostering a relationship with city and state AIA.

**5.4.4.** The APR describes a variety of forms of student support through the dean and her office. Students receive academic support through faculty mentorship and the NYIT Advising and Enrichment Center. Students must formally meet with their advisors at least once a semester with the goal of facilitating a successful transition into NYIT, developing a sustainable and equitable education plan, as well as goal setting. Career guidance and career decision-making counseling are all available to students through their advisor. Students receive informal career-focused advising through portfolio reviews that happen at the beginning of each term. Students also have access to faculty through office hours or appointments. Formal career counseling can be accessed through the office of career services, which offers architecture-specific job fairs and portfolio reviews. The APR describes the professional opportunities students benefit from, due to the program's context, with extensive alumni networks, professional organizations, and firms. Students have access to the Counseling and Wellness Center, which offers free screening to students. Meetings during the visit confirmed the students felt supported by the faculty and the program as a whole and feel connected to the local profession.

The visiting team found this condition is Demonstrated.

## **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:**

**5.5.1.** The APR outlines the university's commitment to equity, diversity, and inclusion, which was confirmed during the site visit. The university commitment includes the recent creation of the Office of Equity and Inclusion and a task force on Diversity, Equity, and Inclusivity. The SoAD is represented on this DEI Task Force by administrators, faculty, and students. One area of focus for the task force is an initiative to address faculty, student, and staff diversity.

**5.5.2.** The APR describes the school's commitment to diversify its faculty and staff. In the last six years, the school has increased the diversity of its faculty by hiring fourteen new visiting and full-time faculty. While a series of recent retirements and relocations has affected diversity among full-time faculty, part-time and visiting faculty are considerably more diverse. Budget cuts in response to the COVID-19 pandemic have impacted the speed at which the program has been able to replenish its tenure-track faculty losses.

**5.5.3.** As indicated in the program's 2021 statistical report, students enrolled in all architecture programs at NYIT are majority non-white (34% white, 52% minority, 9% nonresident alien, and 5% unknown). The M.Arch. program is also majority non-white (30% white, 22% minority, and 48% nonresident alien). The school's plan to address diversity includes outreach and recruiting in minority neighborhoods. With its already diverse population, the school's focus is on ensuring a more inclusive environment and making curricular changes to respond to multicultural contexts.

**5.5.4.** The APR provides links to the university's policies related to diversity, equity, and inclusion. The policies include New York Tech's affirmative action statement, the statement on non-Discrimination, and the university policy on grievances related to harassment and discrimination.

**5.5.5.** The APR outlines how the university has made its buildings and spaces accessible. Students wishing to receive accommodations in the classroom contact the office of accessibility services.

The visiting team found this condition is Demonstrated.

**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.

**Demonstrated**

## 2022 Team Analysis:

**5.6.1.** The APR and supplemental virtual tour found in the virtual team room describe the variety of flexible learning spaces available to students at its Manhattan campus in the Edward Giuliano Global Center (EGGC). Studio spaces have movable partitions for pinups and presentations and storage space for students. The graduate studio is on the 11<sup>th</sup> floor, adjacent to a gallery space used for various studio related activities.

**5.6.2.** Lab spaces are located on the 10<sup>th</sup> floor and computer labs on the 3<sup>rd</sup> and 5<sup>th</sup> floor. A maker's space is located on the third floor and the campus library is located on the first through third floors of the building. Nearly identically architectural libraries are located on both campuses. Classrooms are also located throughout the EGGC building, including seminars and labs. There are a variety of spaces for student use in the building, such as the student service hub on the ground floor. Larger lectures are held at nearby 16 W 61<sup>st</sup> Street. There is a similar selection of spaces located on the Long Island campus. While no M.Arch. studios are held on the Long Island campus, students do have access to the facilities and can utilize the resources and facilities, such as the lab, as is convenient for them.

**5.6.3.** Faculty offices are held on the 11<sup>th</sup> floor of the EGGC for both full-time and adjunct faculty. Each faculty are provided with a desktop or laptop computer. There are five offices for twelve full-time faculty and the adjunct faculty.

**5.6.4.** On the Manhattan campus, there are three computer teaching classrooms located in the EGGC building. The APR describes that the labs are equipped with a wide range of software as well as large and small format printers and scanners. The two fabrication labs are central to the program, with one on each campus. These labs facilitate production of models with laser cutters, 3D printers, CNC routers, robotic technology, and virtual reality. The lab is supervised by a full-time director of technology and is managed by a supervisor and assistant supervisor (both full-time). The Long Island campus houses nearly identical resources for equitable access for students.

The visiting team found this condition is Demonstrated.

## 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:

The program provided evidence in the APR, supported by additional materials provided in the virtual team room, that it has the appropriate institutional support and financial resources. In repeated meetings during the site visit, the material provided in the virtual team room prior to the visit was confirmed. The university provides support to the school by way of a dean's discretionary fund as well as providing development staff who assists the dean in her fundraising efforts. Meetings with faculty and staff make it clear that the school provides the program with the necessary financial resources to advance technologies on the Manhattan campus. All funding sources, including new sources of funding such as a \$250,000 IDC grant mentioned by school staff, is used intentionally to advance learning goals and bolster school resources. A portion of this IDC grant will be used for skills workshops for students, while another portion is being

matched by the university to expand lab space and physical resources. Meetings confirmed a focus on the M.Arch. program by raising funds to provide scholarships for graduate students. The school also utilized external funding to assist students with financial need during the pandemic.

The visiting team found this condition is Demonstrated.

#### 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 APR and virtual tour found in the virtual team room describe that all students have access to nearly identical architectural libraries, one on each campus. The Manhattan campus library is located in the EGGC on floors 1-3. Books can be exchanged between libraries in the event one library has a material that the other does not. Both libraries are located within or adjacent to buildings housing architecture courses, increasing visibility and access for students and collections are adapted to changing curricula. In addition to print collections, electronic formats are available, allowing for 24/7 access. Digital resources are located both within the library as well as through additional computer labs in the EGGC.

Librarians are available at both architectural libraries to offer reference and research information and the team confirmed this through virtual meetings. These positions require subject area knowledge in art history or related discipline. All NYIT librarians hold degrees from accredited schools of library science. The Long Island library is open 40 hours a week and the Manhattan library is open 52 hours a week. Both offer extended hours during the last two weeks of the semester. The students felt these hours were acceptable and allowed them appropriate time to access. During the visit, students spoke highly of the Manhattan resource staff and the quality of the information housed in the campus library.

The visiting team found this condition is Demonstrated.

## 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 program has made the NAAB statement on accredited degree programs, as found in the *NAAB Conditions for Accreditation, 2020 Edition*, publicly available on its website.

The visiting team found this condition is Met.

**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:**

As provided in the APR, and confirmed on the program's website, all required documents are publicly available. The documents available are the 2014 and 2020 editions of the *Conditions for Accreditation* and the 2015 and 2020 editions of the *Procedures for Accreditation*.

The visiting team found this condition is Met.

**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:**

As indicated in the APR, supplemental materials provided in the virtual team room, and confirmed during the site visit, the program provides students with professional training and opportunities in a variety of ways. These include course content, special lectures from professionals and the NCARB and events such as career fairs. In addition, the school's AXP licensing advisor holds sessions once a semester to educate students on the path to licensure. A school-specific career fair is hosted in the fall, while an "all majors" fair across the university is held in the spring. Students are also offered resources and career advice through the university's career guidance programming and career services office. During the visit, students confirmed that they are aware of these programs and opportunities.

The visiting team found this condition is Met.

**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:

As provided in the APR, and confirmed on the program's website, all required documents are publicly available. The documents available are the 2020 continuing candidacy decision letter, the 2019 Architecture Program Report (APR), the 2019 Visiting Team Report (VTR) and the program's response to the VTR. The program also makes publicly available the SoAD learning and teaching culture statement as well as the university's policies on diversity, equity, and inclusion.

Although M.Arch. program graduates have not begun taking the ARE, the program website provides pass rates for graduates of the B.Arch. program who take the ARE. As future M.Arch. graduates begin taking the ARE, it should be noted that the ARE pass rates provided by the NCARB do not disaggregate by degree program. Historic documents are also available on the program's website.

The visiting team found this condition is Met.

### 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:

Required evidence for admissions and advising for first year and transfer students is found in the APR and in various links on the program's website:

**Application Forms and Instructions:** Forms and instructions are found on the institute's website.

**Admission Requirements/Process of evaluating non-accredited degrees:** Requirements for both tracks of the M.Arch. program can be found on the program's website, including portfolio submission



requirements. A process for evaluating preprofessional degree coursework is in place (see VTR section 4.2). Students are not provided with advanced standing in either track. Forms are available for students wishing to transfer graduate coursework.

**Financial aid and scholarships:** Information and forms for financial aid and scholarships can be found via links on the Institute's website. Information and requirements regarding the Friends of NYIT School of Architecture & Design scholarships can be found on the school's website.

**Impact of student diversity goals on admissions procedures:** Information on NYIT's office of Diversity, Equity, Inclusion, and Belonging can be found on the institute's website. Two of the office's five goals are to "build and strengthen relationships with local education partners (focus on underserved communities)" and to "facilitate equitable opportunities for students from underserved/minoritized backgrounds." In its continuous program improvement plan, the program outlined its goal of recruiting and supporting "students of all cultures and backgrounds who wish to pursue a career in architecture...."

The visiting team found this condition is Met.

#### **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:**

Students are provided with several resources to assist their understanding of financial requirements at the university and school level, including tuition and fees breakdowns (found on the bursar's website) and laptop and materials requirements for the School of Architecture and Design (on the program website). The program also provides links to several university-wide resources, including financial aid and the Advising and Enrichment Center.

Additionally, during the visit, the program director and staff described the admissions process with open houses and one-on-one interviews to answer student questions. The staff are available to supplement information on supplies needed by the student. In meetings, students expressed confidence in faculty and administration to assist in alleviating financial pressures from materials and other extra costs, if needed.

The visiting team found this condition is Met.

## **V. Appendices**

### **Appendix 1. Conditions Met with Distinction**

Not applicable.



Appendix 2. Team SPC Matrix

PROGRAM AND STUDENT CRITERIA MATRIX

New York Institute of Technology Sept. 20, 2022		PROGRAM AND STUDENT CRITERIA MATRIX																																																																																																																																																																																																																																																																																																																																																																																																															
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<p><b>Preparatory Education</b></p> <p>ARCH 601 M/Arch Studio 1</p> <p>ARCH 641 Intro to Arch Structure + Technical Architectural Visual Communication I</p> <p>ARCH 661 Global History of Architecture I</p> <p>ARCH 602 M/Arch Studio 2</p> <p>ARCH 621 Building Systems I</p> <p>ARCH 644 Architectural Visual Communication I</p> <p>ARCH 662 Global History of Architecture II</p> <p>ARCH 704 M/Arch Studio 4</p> <p>ARCH 723 Material Technique I</p> <p>ARCH 741 Architectural Visual Communication I</p> <p>ARCH 772 Site Planning</p> <p>ARCH 705 M/Arch Studio 5</p> <p>ARCH 722 Building Systems II</p> <p>ARCH 724 Material Technique II</p> <p>ARCH 727 Construction Documents</p> <p>ARCH 801 M/Arch Studio 6</p> <p>ARCH 821 Building Systems III</p> <p>ARCH 862 Architectural History or Theory Cap</p> <p>ARCH 791 GIS + Data Representation</p> <p>ARCH 802 M/Arch Studio 7</p> <p>ARCH 860 Practical Models and Strategies</p> <p>ARCH 791 Practising Tech In Arch Practice</p> <p>ARCH 791 Special Studies -</p>		ARCH 601	ARCH 602	ARCH 603	ARCH 604	ARCH 605	ARCH 606	ARCH 607	ARCH 608	ARCH 609	ARCH 610	ARCH 611	ARCH 612	ARCH 613	ARCH 614	ARCH 615	ARCH 616	ARCH 617	ARCH 618	ARCH 619	ARCH 620	ARCH 621	ARCH 622	ARCH 623	ARCH 624	ARCH 625	ARCH 626	ARCH 627	ARCH 628	ARCH 629	ARCH 630	ARCH 631	ARCH 632	ARCH 633	ARCH 634	ARCH 635	ARCH 636	ARCH 637	ARCH 638	ARCH 639	ARCH 640	ARCH 641	ARCH 642	ARCH 643	ARCH 644	ARCH 645	ARCH 646	ARCH 647	ARCH 648	ARCH 649	ARCH 650	ARCH 651	ARCH 652	ARCH 653	ARCH 654	ARCH 655	ARCH 656	ARCH 657	ARCH 658	ARCH 659	ARCH 660	ARCH 661	ARCH 662	ARCH 663	ARCH 664	ARCH 665	ARCH 666	ARCH 667	ARCH 668	ARCH 669	ARCH 670	ARCH 671	ARCH 672	ARCH 673	ARCH 674	ARCH 675	ARCH 676	ARCH 677	ARCH 678	ARCH 679	ARCH 680	ARCH 681	ARCH 682	ARCH 683	ARCH 684	ARCH 685	ARCH 686	ARCH 687	ARCH 688	ARCH 689	ARCH 690	ARCH 691	ARCH 692	ARCH 693	ARCH 694	ARCH 695	ARCH 696	ARCH 697	ARCH 698	ARCH 699	ARCH 700	ARCH 701	ARCH 702	ARCH 703	ARCH 704	ARCH 705	ARCH 706	ARCH 707	ARCH 708	ARCH 709	ARCH 710	ARCH 711	ARCH 712	ARCH 713	ARCH 714	ARCH 715	ARCH 716	ARCH 717	ARCH 718	ARCH 719	ARCH 720	ARCH 721	ARCH 722	ARCH 723	ARCH 724	ARCH 725	ARCH 726	ARCH 727	ARCH 728	ARCH 729	ARCH 730	ARCH 731	ARCH 732	ARCH 733	ARCH 734	ARCH 735	ARCH 736	ARCH 737	ARCH 738	ARCH 739	ARCH 740	ARCH 741	ARCH 742	ARCH 743	ARCH 744	ARCH 745	ARCH 746	ARCH 747	ARCH 748	ARCH 749	ARCH 750	ARCH 751	ARCH 752	ARCH 753	ARCH 754	ARCH 755	ARCH 756	ARCH 757	ARCH 758	ARCH 759	ARCH 760	ARCH 761	ARCH 762	ARCH 763	ARCH 764	ARCH 765	ARCH 766	ARCH 767	ARCH 768	ARCH 769	ARCH 770	ARCH 771	ARCH 772	ARCH 773	ARCH 774	ARCH 775	ARCH 776	ARCH 777	ARCH 778	ARCH 779	ARCH 780	ARCH 781	ARCH 782	ARCH 783	ARCH 784	ARCH 785	ARCH 786	ARCH 787	ARCH 788	ARCH 789	ARCH 790	ARCH 791	ARCH 792	ARCH 793	ARCH 794	ARCH 795	ARCH 796	ARCH 797	ARCH 798	ARCH 799	ARCH 800	ARCH 801	ARCH 802	ARCH 803	ARCH 804	ARCH 805	ARCH 806	ARCH 807	ARCH 808	ARCH 809	ARCH 810	ARCH 811	ARCH 812	ARCH 813	ARCH 814	ARCH 815	ARCH 816	ARCH 817	ARCH 818	ARCH 819	ARCH 820	ARCH 821	ARCH 822	ARCH 823	ARCH 824	ARCH 825	ARCH 826	ARCH 827	ARCH 828	ARCH 829	ARCH 830	ARCH 831	ARCH 832	ARCH 833	ARCH 834	ARCH 835	ARCH 836	ARCH 837	ARCH 838	ARCH 839	ARCH 840	ARCH 841	ARCH 842	ARCH 843	ARCH 844	ARCH 845	ARCH 846	ARCH 847	ARCH 848	ARCH 849	ARCH 850	ARCH 851	ARCH 852	ARCH 853	ARCH 854	ARCH 855	ARCH 856	ARCH 857	ARCH 858	ARCH 859	ARCH 860	ARCH 861	ARCH 862	ARCH 863	ARCH 864	ARCH 865	ARCH 866	ARCH 867	ARCH 868	ARCH 869	ARCH 870	ARCH 871	ARCH 872	ARCH 873	ARCH 874	ARCH 875	ARCH 876	ARCH 877	ARCH 878	ARCH 879	ARCH 880	ARCH 881	ARCH 882	ARCH 883	ARCH 884	ARCH 885	ARCH 886	ARCH 887	ARCH 888	ARCH 889	ARCH 890	ARCH 891	ARCH 892	ARCH 893	ARCH 894	ARCH 895	ARCH 896	ARCH 897	ARCH 898	ARCH 899	ARCH 900	ARCH 901	ARCH 902	ARCH 903	ARCH 904	ARCH 905	ARCH 906	ARCH 907	ARCH 908	ARCH 909	ARCH 910	ARCH 911	ARCH 912	ARCH 913	ARCH 914	ARCH 915	ARCH 916	ARCH 917	ARCH 918	ARCH 919	ARCH 920	ARCH 921	ARCH 922	ARCH 923	ARCH 924	ARCH 925	ARCH 926	ARCH 927	ARCH 928	ARCH 929	ARCH 930	ARCH 931	ARCH 932	ARCH 933	ARCH 934	ARCH 935	ARCH 936	ARCH 937	ARCH 938	ARCH 939	ARCH 940	ARCH 941	ARCH 942	ARCH 943	ARCH 944	ARCH 945	ARCH 946	ARCH 947	ARCH 948	ARCH 949	ARCH 950	ARCH 951	ARCH 952	ARCH 953	ARCH 954	ARCH 955	ARCH 956	ARCH 957	ARCH 958	ARCH 959	ARCH 960	ARCH 961	ARCH 962	ARCH 963	ARCH 964	ARCH 965	ARCH 966	ARCH 967	ARCH 968	ARCH 969	ARCH 970	ARCH 971	ARCH 972	ARCH 973	ARCH 974	ARCH 975	ARCH 976	ARCH 977	ARCH 978	ARCH 979	ARCH 980	ARCH 981	ARCH 982	ARCH 983	ARCH 984	ARCH 985	ARCH 986	ARCH 987	ARCH 988	ARCH 989	ARCH 990	ARCH 991	ARCH 992	ARCH 993	ARCH 994	ARCH 995	ARCH 996	ARCH 997	ARCH 998	ARCH 999	ARCH 1000

### Appendix 3. The Visiting Team

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## VI. Report Signatures

Respectfully Submitted,



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**Michelle A. Rinehart, Ed.D**  
**Team Chair**



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**Nicole Becker, AIA, LEED AP BD C**  
**Team Member**



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**Kristine A. Harding, FAIA**  
**Team Member**



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**Scott Cornelius, AIA, Assoc. AIA, NOMA**  
**Team Member**