NEW YORK INSTITUTE OF TECHNOLOGY

Continuous Program Improvement (CPI)

Student Learning Outcomes (SLO)/Program Learning Outcomes (PLO)

Plan Implementation Report - AY 2023-24

Program name	B.Arch
Expected date of submission	6/30/2024
Department chair/program director	Trudy Brens
Dean's signature	*[signature]*

New York Tech's CPI process is implemented to meet Middle States Commission on Higher Education (MSCHE) Standard V: *Educational Effectiveness Assessment*, which states: "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education."

Each department was asked to create a three-year assessment/evaluation plan to improve student learning for **each of their degree programs** covering the following academic years: **2022-2023, 2023-2024, and 2024-2025.**

All degree programs' three-year Program Learning Outcomes (PLO) plans are available here: http://www.nyit.edu/planning/academic_assessment_plans_reports

This is a report on the PLO CPI plan **implementation** for the **2023-24** academic year.

First, please respond to the feedback provided by the CPI Committee in response to your program's prior year (AY 2022-23) CPI plan implementation report. How did you incorporate the Committee's recommendations into your CPI efforts?

- Results of the students' survey of the indirect assessment are not included

These surveys are often not formalized and difficult to collect and include as supporting documentation. The need of including it wasn't clear until this point. We are planning to apply the surveys that we created for the NAAB visit of our M.Arch Program also to our B.Arch Program for the visit in the Fall 2025, modifying it as needed

- For the interpretation of the assessment data avoid referring to the final grades since this doesn't necessarily describes the PLO and includes other elements such as student participation. Refer only to final exams or tests/projects for this category

The grades indicated here are strictly referring to the work produced as evidence of the fulfillment of the criteria assigned to this class and these don't refer to the final grade for this class which is comprehensive also of other parameters such as attendances and students' participation.

- Adjust organization of assignments and their complexity regarding Arch 301 and Arch 401.

We have been updating the structures of these courses and the complexity of their assignments according to the development of our NAAB Criteria Matrix and some of the assignments have been included to clearly and consistently meet these criteria and show evidences of them.

Second, please address the following points in this year's (AY 2023-24) report:

1. Program learning outcomes assessed
   List the program learning outcomes that were assessed in AY 2023-24 based on your three-year plan (2022-25). *(Please refer to the guidelines for articulating expected program learning outcomes.)*

   The focus for the AY 2023-24 was on assessing the Program Outcome 2, 3, 4, 6, 8, 11.

   - PLO2: Students completing the B.Arch program will be able to deploy creative and critical thinking to develop multi-scalar projects that account for intrinsic and extrinsic factors;
     ➢ AAID 101- Design Fundamentals I (FA 23)
     ➢ AAID 102- Design Fundamentals II (SP 24)

- ➤ Arch 302- Architectural Design IV (SP 24)
- ➤ Arch 401- Architectural Design V (FA 23)

- PLO3: Students completing the B.Arch program will be able to identify, classify, review, select, translate, and act upon natural and ecological processes that interact with the new and existing built environments, to construct more sustainable development strategies and performative environmental metrics;
  - ➤ Arch 302- Architectural Design IV (SP 24)
  - ➤ Arch 324- Environmental Systems I (FA 24)
  - ➤ Arch 325- Environmental Systems II (SP 25)
  - ➤ Arch 272- Environmental Site Planning (FA 23)

- PLO4: Students completing the B.Arch program will be able to identify, select, classify, summarize, recognize, and translate, theories and historical examples framed in their local contexts and their mutual effects and impacts across social, cultural, and geographical landscapes;
  - ➤ AAID 160- Intro to History, Theory, and Criticism in Architecture and Design (FA 23)
  - ➤ Arch 161- Global History of Architecture I (SP 24)
  - ➤ Arch 162- Global History of Architecture II (FA 23)
  - ➤ Arch 361- Architectural History and Theory Seminar (SP 24)

- PLO6: Students completing the B.Arch program will be able to successfully operate, coordinate, negotiate, and discuss to participate in collaborative teams in the preparation, design, documentation and execution of projects for construction or for alternative forms of practice;
  - ➤ Arch 402- Architectural Design VI (SP 24)
  - ➤ Arch 502- Architectural Design VIII (SP 24)

- PLO8: Students completing the B.Arch program will be able to recognize, understand, document, assess, and respond to the social, cultural, economic and political contexts in which they operate, locally and globally, to fulfill our commitments to inclusion, equity, and a more sustainable future for all;
  - ➤ Arch 301- Architectural Design III (FA 23)
  - ➤ Arch 401- Architectural Design V (FA 23)

- PLO11: Students completing the B.Arch program will be able to understand, research, respond, and apply the relevant regulatory requirements, indicate their applicability to a project or site, and to ethically operate within those boundaries.
  - Arch 362- History and Theory of the City (SP 24)
  - Arch 401- Architectural Design V (FA 23)
  - Arch 272- Environmental Site Planning (FA 23)
  - Arch 481- Professional Practice I (FA 23)

2. Methods

Describe the method of assessment that you used (student artifacts, sampling methods, sample size, who and how they were assessed, etc.) and attach measurement instruments (e.g., rubrics, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other measurement tools). Remember: direct assessment is required, and both direct and indirect assessment are strongly recommended.
(Please refer to the guidelines for assessment methods.)

- PLO2: Students completing the B.Arch program will be able to deploy creative and critical thinking to develop multi-scalar projects that account for intrinsic and extrinsic factors;

  AAID 101 (FA 23)

  Direct methods of assessment_ course assignment; capstone course work; portfolio; rubrics shared with the invited guest reviewers
  Grade Rubric: See Attachment

  AAID 102 (SP 24)

  Direct methods of assessment_ course assignment; capstone course work; portfolio; rubrics shared with the invited guest reviewers
  Grade Rubric: See Attachment

  Arch 302 (SP 24)

  Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers
  Grade Rubric: See attachment

  Arch 401 (FA 23)

  Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers
  Grade Rubric: See Attachment

- PLO3: Students completing the B.Arch program will be able to identify, classify, review, select, translate, and act upon natural and ecological processes that interact with the new and existing built environments, to construct more sustainable development strategies and performative environmental metrics;

    Arch 302 (SP 24)

        Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers

Grade Rubric: See attachment

    Arch 324 (FA 23)

        Direct methods of assessment_ course assignment; capstone course work

Grade Rubric: See attachment

    Arch 325 (SP 24)

        Direct methods of assessment_ course assignment; capstone course work

Grade Rubric: See Attachment

    Arch 272 (FA 23)

        Direct methods of assessment_ course assignment; capstone course work; presentation

Grade Rubric: See attachment

- PLO4: Students completing the B.Arch program will be able to identify, select, classify, summarize, recognize, and translate, theories and historical examples framed in their local contexts and their mutual effects and impacts across social, cultural, and geographical landscapes;

    AAID 160 (FA 23)

        Direct methods of assessment_ course assignment; quizzes; papers and presentations

Grade Rubric: See attachment

    Arch 161 (SP 24)

        Direct methods of assessment_ course assignment; quizzes; papers

Grade Rubric: See attachment

    Arch 162 (FA 23)

        Direct methods of assessment_ course assignment; quizzes; papers

Grade Rubric: See Attachment

    Arch 361 (SP 24)

        Direct methods of assessment_ course assignment; capstone course work; papers and presentations

Grade Rubric: See attachment

- PLO6: Students completing the B.Arch program will be able to successfully operate, coordinate, negotiate, and discuss to participate in collaborative teams in the preparation, design, documentation and execution of projects for construction or for alternative forms of practice;

  Arch 402 (SP 24)
    Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers
  Grade Rubric: See attachment
    Arch 502 (SP 24)
    Direct methods of assessment_ course assignment; capstone course work; final book; rubrics shared with the invited guest reviewers
  Grade Rubric: See Attachment

- PLO8: Students completing the B.Arch program will be able to recognize, understand, document, assess, and respond to the social, cultural, economic and political contexts in which they operate, locally and globally, to fulfill our commitments to inclusion, equity, and a more sustainable future for all;

  Arch 301 (FA 23)
    Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers
  Grade Rubric: See Attachment
    Arch 401 (FA 23)
    Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers
  Grade Rubric: See Attachment

- PLO11: Students completing the B.Arch program will be able to understand, research, respond, and apply the relevant regulatory requirements, indicate their applicability to a project or site, and to ethically operate within those boundaries.

  Arch 362 (SP 24)
    Direct methods of assessment_ course assignment; quizzes; papers and presentations

Grade Rubric: See Attachment
Arch 401 (FA 23)
Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers
Grade Rubric: See Attachment
Arch 272 (FA 23)
Direct methods of assessment_ course assignment; capstone course work; presentation
Grade Rubric: See attachment
Arch 481 (FA 23)
Direct methods of assessment_ course assignment; capstone course work; standardized tests; rubrics shared with the invited guest reviewers
Grade Rubric: See attachment

Indirect Methods of Assessment referring to all the PLO indicated above will include: student survey; interview; alumni survey; students' reflection; students' course evaluations.

3. <u>Analyze and interpret assessment data</u>
It is strongly recommended to provide criteria-based analyses of assessment results and based on the analysis to determine if students are meeting the expected learning outcomes.
(Please refer to the <u>guidelines for compiling, analyzing and interpreting assessment data</u>).

In all of the classes (seminars and studios) indicated above and included into the first assessment period (FA 23- SP 24) each component determining the final grade was evaluated out of 100 (points or %). The grade assigned to the student's work was evaluated as follows:
Superior Work (A, A-): 90-100
Very Good Work (B+): 80-89
Satisfactory Work (B, B-): 70-79
Poor Work (C+, C, C-): 60-69
Failing (F): below 60

PLO2: Students completing the B.Arch program will be able to deploy creative and critical thinking to develop multi-scalar projects that account for intrinsic and extrinsic factors;

AAID 101 (assignments collected from 50 students)
Superior Work: 35%
Very Good Work: 40%
Satisfactory Work: 20%
Poor Work: 5%
Failing: 0%

AAID 102 (assignments collected from 40 students)
Superior Work: 35%
Very Good Work: 40%
Satisfactory Work: 20%
Poor Work: 5%
Failing: 0%

Arch 302 (assignments collected from 32 students)
Superior Work: 50%
Very Good Work: 36.5%
Satisfactory Work: 9.5%
Poor Work: 6%
Failing: 0%

Arch 401 (assignments collected from 12 students)
Superior Work: 48%
Very Good Work: 24%
Satisfactory Work: 20%
Poor Work: 7%
Failing: 1%

- We were pleased with the results of PLO 2. These show evidence that the students within the program obtain early on in their educational path the necessary technical skills and knowledge to be able to proceed and succeed in communicating their ideas and understanding the complexity of the connections between design and theoretical and historical references that structure a design process. The results in these courses show evidence of the understanding and capability to develop design processes that move from the abstraction of the

understanding of the main quality of spaces, their hierarchy and proportions, their perceptual values, to the more complex relations with the needs of real sites and communities. At the same time critical thinking finds evidence in the way students can adapt and evolve the design solutions coordinating these to the understanding of building systems and performances.

PLO3: Students completing the B.Arch program will be able to identify, classify, review, select, translate, and act upon natural and ecological processes that interact with the new and existing built environments, to construct more sustainable development strategies and performative environmental metrics;

Arch 302 (assignments collected from 32 students)
Superior Work: 50%
Very Good Work: 36.5%
Satisfactory Work: 9.5%
Poor Work: 6%
Failing: 0%

Arch 324 (assignments collected from 22 students)
Superior Work: 41%
Very Good Work: 23%
Satisfactory Work: 26%
Poor Work: 6%
Failing: 4%

Arch 325 (assignments collected from 12 students)
Superior Work: 38%
Very Good Work: 28%
Satisfactory Work: 16%
Poor Work: 11%
Failing: 8%

Arch 272 (assignments collected from 34 students)
Superior Work: 29%

Very Good Work: 60%
Satisfactory Work: 9%
Poor Work: 2%
Failing: 0%

- We were pleased with the results of PLO 3. We are confident that the students are understanding the relevance of the environmental factors into the design processes and of their responsibility in understanding and learning strategies and approaches that foster sustainability as also outlined by the percentage of Superior and Very Good work. We also notice that there is a higher percentage of Poor work in the courses involved in this PLO, but we understand that often this comes from missing submission of some of the parts of the work that leads to the final grade, due to the complexity of it. We are the assessing this issue consolidating some of the assignments and better coordinating them with the work that simultaneously is produced in the studio class. This integration and horizontal coordination allow students to better understand their projects holistically and to address complexity in synergy, which is also a premise to their professional experiences.

PLO4: Students completing the B.Arch program will be able to identify, select, classify, summarize, recognize, and translate, theories and historical examples framed in their local contexts and their mutual effects and impacts across social, cultural, and geographical landscapes;

AAID 160 (assignments collected from 30 students)
Superior Work: 50%
Very Good Work: 27%
Satisfactory Work: 20%
Poor Work: 3%
Failing: 0%

Arch 161 (assignments collected from 36 students)
Superior Work: 46%
Very Good Work: 20%
Satisfactory Work: 26%
Poor Work: 6%
Failing: 2%

Arch 162 (assignments collected from 30 students)
Superior Work: 50%
Very Good Work: 27%
Satisfactory Work: 20%
Poor Work: 3%
Failing: 0%

Arch 361 (assignments collected from 36 students)
Superior Work: 46%
Very Good Work: 20%
Satisfactory Work: 26%
Poor Work: 6%
Failing: 2%

- We were very pleased with the results of PLO 4. The few failings are due mostly to the inexperience of the students in managing and coordinating properly the amount of homework during the first semesters of their academic path. They then progressively develop a productive methodology of studying. In fact, the percentage of Superior- Very Good- and Satisfactory work in the History-Theory sequence, proofs that the students are engaged and able to critically elaborate the contents of the courses. Interpreting the data, we also realized that more students could reach a Satisfactory level while the courses become more focused on specific topics and relate more to the work they produce in studio. We found very useful and easier to relate for students adopting a global and more diverse and inclusive perspective towards the history of architecture and design in terms of references, therefore we are strengthening it and be sure that papers and assignments are also open and performable to include the variety of communication and representation skills of each student.

PLO6: Students completing the B.Arch program will be able to successfully operate, coordinate, negotiate, and discuss to participate in collaborative teams in the preparation, design, documentation and execution of projects for construction or for alternative forms of practice;

Arch 402 (assignments collected from 36 students)
Superior Work: 50%

Very Good Work: 36.5%
Satisfactory Work: 9.5%
Poor Work: 6%
Failing: 0%

Arch 502 (assignments collected from 50 students)
Superior Work: 41%
Very Good Work: 27%
Satisfactory Work: 24%
Poor Work: 8%
Failing: 0%

- We were pleased with the results of PLO 6. Even though we have from 6 to 8% Poor work, we also have very rare failures and a high percentage of Superior and Very Good work. We understand that the reason for the Poor work in the two studios could be also that while Arch 402 presents students for the first time with the need of designing in team due to the complexity of the urban and territorial issues involved in the community design project and therefore to manage a multiscale approach, Arch 502 is a self-directed by each student in terms of topic as it is also the proceeding of the work, being this the final independent studio thesis. This has been historically a two semesters studio, but since we noticed some lack of motivation and enthusiasm from the student side in developing the final part of the project in the second semester, we have changed the structure of the sequence of these classes in our degree map to two separate and individual studios with their own focus. Only the second of the two (Arch 502) will be dedicated to the final thesis studio, while the remaining credits go to a separate studio (Arch 501) and to a merely theoretical class in the fall semester (Arch 531) which would create the basis for the thesis studio. We think that this will reduce if not eliminate the percentage of Poor work. Considering the percentage of Superior work in the advanced theory seminar Arch 362, we will keep the experimental topical nature of this class working more on deliverable and assignments to be sure to reduce the percentage of Poor work.

PLO8: Students completing the B.Arch program will be able to correlate, categorize, select, developing 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.

Arch 301 (assignments collected from 38 students)

Superior Work: 40%
Very Good Work: 27%
Satisfactory Work: 22%
Poor Work: 10%
Failing: 1%

Arch 401 (assignments collected from 12 students)
Superior Work: 48%
Very Good Work: 24%
Satisfactory Work: 20%
Poor Work: 7%
Failing: 1%

- We were very pleased with the results of PLO 8 considering the complexity of these classes. The consistent percentage of Superior and Very Good work make us confident that with some adjustments to the organization of the assignments and their complexity especially in Arch 401 and to the dynamics of the teamwork, especially in the case of Arch 301, we will be able to improve some of the Poor work. We are paying special attention to assess these classes in our curriculum to be sure that the understanding of the building systems and of the most advanced building technologies are fully understood by the students, since these are crucial for their professional growth and competitiveness. We are also integrating and strengthening the capability of students in understanding, analyzing, and representing building performances crucial to foster sustainability, through the coordination of the Arch 401 studio with the Arch 413 seminar focused on advance technologies of building performances and their environmental impacts.

PLO11: Students completing the B.Arch program will be able to correlate, categorize, select, developing 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.

Arch 362 (assignments collected from 30 students)
Superior Work: 40%
Very Good Work: 27%
Satisfactory Work: 22%
Poor Work: 10%

Failing: 1%

Arch 401 (assignments collected from 12 students)
Superior Work: 48%
Very Good Work: 24%
Satisfactory Work: 20%
Poor Work: 7%
Failing: 1%

Arch 272 (assignments collected from 34 students)
Superior Work: 29%
Very Good Work: 60%
Satisfactory Work: 9%
Poor Work: 2%
Failing: 0%

Arch 481 (assignments collected from 20 students)
Superior Work: 35%
Very Good Work: 40%
Satisfactory Work: 20%
Poor Work: 5%
Failing: 0%

- We were pleased with the results of PLO 11. These show evidence that the students within the program obtain the necessary knowledge and tools to be able to proceed and succeed in their professional careers being their work mostly evaluated between Superior and Very Good. The faculty teaching these classes confirm that skills such as understanding of contextual relations and site specifics, professional ethical behaviors, management of processes and contracts that are crucial for the profession are successfully metabolized, and applied by the students through assignments, and simulations. The active participation to presentation and conversations with experienced professionals invited during the class is also relevant for the students besides the exercises and papers, while the advanced topical contents of theory and criticism in their Arch 362 seminar opens to a more holistic and multidisciplinary knowledge, crucial for future professionals in this creative field.

4. Close the Loop

If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices. If they were not successful, explain how you have or will refine the plan and begin the next cycle of Plan-Do-Study-Act (PDSA).
(Please refer to the guidelines for closing the loop and taking action to improve program learning outcomes.)

The program met the criteria established and will keep self-assessing the quality of the work during and at the end of each semester. Coordination meetings with the coordinators, assessment meetings with all the faculty involved, meetings and workshops with the established ad hoc NAAB Committee will proceed to guarantee the quality required from each class through the Fall 24 and Spring 25. A yearly revision of structure and contents of the syllabi is in place during the Summer 24 to be sure that elements of weakness are promptly addressed, while potentials and strengths are maintained and consolidated even through the needed updates and changes.

5. Describe how faculty were involved in the implementation of the PLO CPI plan and how the results will be communicated to all stakeholders.

All the faculty and coordinators are engaged through meetings and conversations in preparation, during and at the conclusion of each semester while the coordinators are also part or directly connected with the NAAB Committee established ad hoc. Faculty are also involved in sharing and verifying that the rubrics defined by the coordinators for each course are complete, shared and discussed critically. These are also part of a dialogue among faculty of different but sequential or simultaneous courses, to double check and coordinate vertical continuity across the semesters/years and horizontal consistency among interrelated courses. Special coordination meetings and workshops are also organized in preparation of the next NAAB visit with the ad hoc committee and focused on the criteria outlined within the matrix prepared for the visit and following the new structure of it.

More details of the Grading Rubrics regarding all the courses listed in the Paragraph n.2 "Methods" above, are included in the attached documentation below:

AAID 101 (FA 23)

Direct methods of assessment_ course assignment; quizzes; papers and presentations

Grade Rubric:

The final grade will be based on scores relating to the following skills:	
2—Shared Values of the Discipline and Profession	
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.	
Overarching Values + Curricular Priorities for this Course. Final Design Projects to include:	
Ability to design tectonic (additive assembly) systems	5
Ability to represent appropriate drafted orthographic drawings with information	5
Ability to design and represent apertures for access and diagrammatic environmental interactions	5
Ability to represent and design using the existing site conditions of the Idealized Island Retreat	5
Ability to establish coherent access and circulation throughout the project with a code-compliant egress utilizing a standard 6" rise over 12" run stairs	5
Ability to research, analyze, and represent a precedent study (R.M. Schindler)	5
Ability to design and represent solutions to spatial + structural problems in physical model	5
3—Program and Student Criteria	
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)	
A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.	
PC.7 Learning and Teaching Culture	
Understand approaches to positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.	
Phase 1 ELEMENTS + REVIEW 1	
Ability to complete weekly design assignments including plan + section	5
Ability to present and verbalize during the review	5
Phase 2 ENCLOSURE + REVIEW 2	
Ability to continue development of the weekly assignments including a precedent study and human proportion + plan, section, isometric	5
Ability to present and verbalize during the review	5
Phase 3 PASSAGE + REVIEW 3	
Ability to finalize development of the weekly assignments including a sensible and comprehensive accessible (stair) route + plans, sections, isometric, diagrams, perspectives, and a physical model	5
Ability to present and verbalize during the review	5
Ability to complete and represent a final design portfolio	5
Additional Curricular Values:	5
Attendance + Lateness + Participation	5
Ability to complete projects on time	5
Student Initiative and development of project(s) and/or assignments	5
Ability to integrate new information during project development and/or assignments	5
Project narration, visual and verbal presentation skills	5
TOTAL SCORE	**100**

16

AAID 102 (SP 24)

Direct methods of assessment_ course assignment; quizzes; papers and presentations

Grade Rubric:

The final grade will be based on scores relating to the following skills:		
2—Shared Values of the Discipline and Profession *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.		
Overarching Values + Curricular Priorities for this Course. Points:		
1. Ability to understand and interpret relevant solar and climate data (Climate Consultant, etc.)	5 Points	
2. Ability to identify, understand and summarize relevant challenges and opportunities from researched solar and climate data.	5 Points	

3—Program and Student Criteria 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.		
PC.7 Learning and Teaching Culture Understand approaches to positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.	5 Points	

Final Design Projects to include:		
Ability to solve user requirements with:		
a. Compliant accessibility	5 Points	
b. Site conditions	5 Points	
c. Passive solar	5 Points	
Additional Curricular Values:		
1. Attendance + Lateness + Participation	5 Points	
2. Ability to complete projects on time	5 Points	
3. Student Initiative and development of project(s) and/or assignments	5 Points	
4. Ability to integrate new information during project development and/or assignments	5 Points	
Weekly Assignments:		
1. Phase 1 SCENE DEVELOPMENT (2 points each)	6 Points	
2. Speech Intensive #1 (Phase 1 REVIEW)	4 Points	
3. Phase 2 VOLUMETRIC SPACES (2 points each)	6 Points	
4. Speech Intensive #2 (Phase 2 REVIEW)	9 Points	
5. Phase 3 CLIFF SIDE BATHHOUSE (2 points each)	12 Points	
6. Speech Intensive #3 (Phase 3 REVIEW)	13 Points	
	TOTAL 100	

AAID 160 (FA 23)

Direct methods of assessment_ course assignment; quizzes; papers and presentations

Grade Rubric:

AAID 160 LEARNING OUTCOMES	EVIDENCE	POINTS
A. **Overarching Values + Curricular Priorities: Analytical and Critical Approach**		**20**
1. Students will achieve an understanding of the built environment as impacted by ideology, culture, building types, and building technologies.	Weekly travelogue and papers	10
2. Students will build familiarity with and make comparisons of diverse buildings and sites in the world.	Weekly travelogue and papers	10
B. **NAAB Program Criteria 4. History and Theory. Socio-Historical and Theoretical Understanding:**		**90**
1. Students will achieve an understanding of the impact of ideology and technology in the built environment.	Weekly travelogue	30
2. Students will build familiarity with and make comparisons of major urban and architectural monuments of New York City and other regions.	Weekly travelogue	30
3. Students will achieve an understanding of architecture in the regional and global contexts.	Weekly travelogue	30
C. **NAAB Program Criteria 8. Social Equity and Inclusion:**		**90**
1. Students will achieve an understanding of the uneven development of the natural and built environment.	Paper 1 Paper 2	30
2. Students will develop an understanding of the relationship between racial, economic, and gender disparity and the built environment.	Paper 1 Paper 2	30
3. Students will develop an understanding of the significance of the vernacular and regional architecture of the world.	Paper 1 Paper 2	30
D. **Canons and Precedents:**		**60**
1. Students will achieve familiarity with architectural and urban projects of New York City and surrounding regions.	Midterm travelogue	30
2. Students will build familiarity with and make comparisons of major urban and architectural projects of the 20th century.	Final travelogue	30

E. **Class Presentation**		**90**
1. Initiative: Ability to craft a paper topic, thesis, bibliography using at least <u>five</u> relevant and trustworthy sources, including at least five library-based sources.	Paper development reports	20
2. Logical Argument and Organization: Ability to present readings in a logical and persuasive manner.	Instructor's participation notes	20

Arch 161 (SP 24)

Direct methods of assessment_ course assignment; quizzes; papers

Grade Rubric:

ARCH 161 LEARNING OUTCOMES	EVIDENCE	POINTS
F. **Overarching Values + Curricular Priorities: Analytical and Critical Approach**		**120**
3. Students will achieve an understanding of the built environment as impacted by climates, cultures, building types, building technologies, composition, and the ability to describe them using discipline-specific terminology, as outlined on the syllabus.	Travelogues 1 Travelogues 2	40
4. Students will build familiarity with and make comparisons of geographically and culturally diverse historic buildings and sites.	Travelogues 1 Travelogues 2	40
5. Students will achieve an understanding of cultural, religious and geographical differences between major monuments of the world.	Travelogues 1 Travelogues 2	40
G. **NAAB Program Criteria 4. History and Theory. Socio-Historical and Theoretical Understanding:**		**60**
4. Students will achieve an understanding of the impact of religion, culture, climate and politics on the built environment with examples from the First Societies to the rise of Imperialism.	Paper 1 Paper 2	20
5. Students will build familiarity with and make comparisons of ancient civilizations such as Mesopotamia, Egypt, the Indus valley, Maya, and China and their architecture and urbanism.	Paper 1 Paper 2	20
6. Students will achieve the ability to contextualize artistic, architectural, and urbanistic artifacts of Persia, Africa, India, Asia, America and Europe in their regional and global contexts.	Paper 1 Paper 2	20
H. **NAAB Program Criteria 8. Social Equity and Inclusion:**		**60**
4. Students will achieve familiarity with the early institutions of major world religions and their urban and architectural projects until the 16th century.	Paper 1 Paper 2	20

5. Students will achieve the ability to explain the vernacular and regional architecture of the non-western world.	Paper 1 Paper 2	20
6. Students will achieve an understanding of the roles of race, gender, cultural differences in the built environment.	Paper 1 Paper 2	20
I. **Canons and Precedents:**		**130**
3. Students will achieve familiarity with architectural and urban precedents of the world from the pre-historic period to the 16th century.	Weekly Quiz	65
4. Students will achieve the ability to explain architectural and urban concepts of historical canons.	Weekly Quiz	65
J. **Class Preparation, Participation and Attendance:**		**110**
5. Initiative: Ability to craft a paper topic, thesis, bibliography using at least <u>five</u> relevant and trustworthy sources, including at least three library-based sources.	paper development reports	20
6. Logical Argument and Organization: Ability to present readings in a logical and persuasive manner.	Instructor's participation notes	20

Arch 162 (FA 23)

Direct methods of assessment_ course assignment; quizzes; papers

Grade Rubric:

ARCH 162 LEARNING OUTCOMES	EVIDENCE	POINTS
A. **Overarching Values + Curricular Priorities: Analytical and Critical Approach**		**120**
1. Students will achieve an understanding of the built environment as impacted by ideology, culture, building types, building technologies, and the ability to describe them using discipline-specific terminology, as outlined on the syllabus.	Travelogues 1 Travelogues 2	40
2. Students will build familiarity with and make comparisons of diverse buildings and sites in the world.	Travelogues1 Travelogues 2	40
3. Students will achieve an understanding of economic and ideological between major built projects in the world.	Travelogues 1 Travelogues 2	40
B. **NAAB Program Criteria 4. History and Theory. Socio-Historical and Theoretical Understanding:**		**60**
1. Students will achieve an understanding of the impact of ideology and technology in the modern movement.	Paper 1 Paper 2	20

2.	Students will build familiarity with and make comparisons of major urban and architectural monuments of Asia, Africa, the Middle East, Europe and the Americas during the 20th century.	Paper 1 Paper 2	20
3.	Students will achieve an understanding of modern architecture in the regional and global contexts.	Paper 1 Paper 2	20
C.	**NAAB Program Criteria 8. Social Equity and Inclusion:**		**60**
1.	Students will achieve an understanding of the uneven development of the world during the colonial period.	Paper 1 Paper 2	20
2.	Students will achieve the ability to explain the relationship between racial, economic, and gender disparity and the built environment.	Paper 1 Paper 2	20
3.	Students will achieve the ability to explain the vernacular and regional architecture of the non-western world.	Paper 1 Paper 2	20
D.	**Canons and Precedents:**		**130**
1.	Students will achieve familiarity with architectural and urban precedents of the world from the 16th century to the present.	Weekly Quiz	65
2.	Students will build familiarity with and make comparisons of major urban and architectural monuments of Asia, Africa, the Middle East, Europe and the Americas during the 20th century.	Weekly Quiz	65
E.	**Class Presentation, Participation and Attendance:**		**110**
1.	Initiative: Ability to craft a paper topic, thesis, bibliography using at least _five_ relevant and trustworthy sources, including at least five library-based sources.	paper development reports	20
2.	Logical Argument and Organization: Ability to present readings in a logical and persuasive manner.	Instructor's participation notes	20
3.	Contribution to class discussions	Instructor's participation notes	20
4.	Attendance.	Attendance roster	50

Arch 361 (FA 23)

Direct methods of assessment_ course assignment; quizzes; papers

Grade Rubric:

ARCH 361 LEARNING OUTCOMES	EVIDENCE	POINTS
A1. Research Initiative, Literature Review, and Thesis Ability to craft a research topic, thesis, or bibliography using at least <u>seven</u> relevant and trustworthy sources, including at least three library-based sources. Ability to compare and contrast at least <u>two</u> perspectives on a given 65 topic. Ability to articulate a research question that advances our knowledge of architectural standardization.	?	10 pts
A2. Logical Argument, Organization, and Visual Evidence Ability to write a persuasive essay standardization and its impact on our lives, politically, socially, and/or artistically. Essay must include an introductory paragraph, supporting evidence, and a conclusion. Supporting evidence must include graphically annotated visual documentation.	?	10 pts
A3. Citation, Annotation, and Creativity: Ability to attribute, credit, and annotate sources in a consistent manner (e.g., Chicago Manual of Style).	?	10 pts
A4. Architecture and the Body: Ability to compare and contrast three theoretical conceptions of the body that have been advanced since the Italian Renaissance.	Quizzes	10 pts
B1. NAAB Program Criteria 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. B.2 Internal assessment rubric: Histories and Theories of Architectural Standardization Students must be able to explain the role that standardization places in shaping the architectural profession, socially, culturally, and economically.	Quizzes	25 pts

C1. NAAB Program Criteria 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. C2. Internal assessment rubric: Professional Ethics: Ability to use historical knowledge to shed light on present-day ethical issues affecting the architectural profession. Familiarity with the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990 is especially important. Students must be able to explain their relevance to contemporary design in the United States	Quizzes, Midterm, Final	10 pts
C2. Students will gain an understanding of how race, sexuality, geography, and class shape standards and standardization.	Quizzes	5 pts
D1. 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. D2. Attendance, Presentation, and Participation: Active participation through participatory Miro board exercises, oral presentations, and regular attendance	Attendance, Presentations	20 pts

Arch 362 (SP 24)

Direct methods of assessment_ course assignment; quizzes; presentations
Grade Rubric:

ARCH 362 LEARNING OUTCOMES	EVIDENCE	DINTS
A. Overarching Values + Curricular Priorities: Analytical and Critical Approach		25%

	Evidence	Pts
1. Students will achieve a critical understanding of the built environment as impacted by ideology, culture, building types, and building technologies, and the ability to describe them using discipline-specific terminology, as outlined on the syllabus.	ekly reading responses	
2. Students will achieve an understanding of the economic and ideological impact on the making of cities and vice versa.	ekly reading responses	
B. NAAB Program Criteria 4. History and Theory. Socio-Historical and Theoretical Understanding:		**20%**
1. Students will achieve an understanding of the long-term impact of ideology and technology in the making of cities.	ekly reading responses	
2. Students will achieve an understanding of modern cities in regional and global contexts.	ekly reading responses	
C. NAAB Program Criteria 8. Social Equity and Inclusion:		**20%**
1. Students will achieve an understanding of the uneven development of the world throughout history.	ekly reading responses	
2. Students will achieve the ability to explain the relationship between racial, economic, and gender disparity and the built environment.	ekly reading responses	
D. Canons and Precedents:		**20%**
1. Students will achieve familiarity with architectural and urban precedents of the world from the past to the present.	m project	
2. Students will build familiarity with and make comparisons of major urban conditions from around the globe.	m project	

Arch 324 (FA 23)

Direct methods of assessment_ course assignment; capstone course work;

Grade Rubric:

ARCH324 - ENVIRONMENTAL SYSTEMS I: NAAB LEARNING OUTCOMES + GRADING RUBRIC				
Weekly Assignments: 70%				
Ex	**Description**	**Evidence**	**Pts**	**NAAB Learning Outcomes**

#	Exercise Name			Values EnSt/PR 3	PC 1	SC 4	
1	**Where in the World Are You?** - Observing and Diagramming how one's environment shapes Comfort	GOAL: To thoughtfully examine ones workspace surroundings and to build a single illustration, diagram or synthetic image which examines the ways in which your environment is shaped actively and passively by light, heat, water, air and sound, etc	Turned in on time	1			
			Thermal Comfort (Heating)	1			
			Thermal Comfort (Cooling)	1			
			Lighting (Active)	1			
			Lighting (Passive)	1			
		TOTAL		*5*	*0*	*0*	*0* *0*
2	**Comparing Climates** - using Climate Consultant and Climate Studio	GOAL: To compare two distinct climates; to explore and explain the differences in opportunities / challenges for human comfort /architecture. Softwares: Climate Consultant and Climate Studio for Rhino	Turned in on time	1			
			Found data/ Comp'd 2 distinct Climates	1		1	
			CC - Compared 3 sets of diff slides for ea.	2		2	
			CS - Shadow Study (Solstices and Equinox)	1		1	
			CS - Wind Rose Study	1		1	
		TOTAL		*6*	*0*	*5*	*0* *0*
3	**Passive Strategies for Comfort** – Research, Diagramming and Presentation	GOAL: To research, develop an understanding of, and present in order to instruct your peers about a selected/ assigned passive architectural strategy for creating environmental comfort in certain climate conditions.	Turned in on time	1			
			Scientific/ functional explanation	2	2	2	2
			Real-world examples	2			
			Original explanatory diagrams	2			
		TOTAL		*7*	*2*	*2*	*2* *0*
4	**Proto-Designs** - Massing and Siting Strategies for Two Climates	GOAL: To select appropriate passive design strategies for thermal comfort, for 2 climates, and use to shape siting and architectural form/massing of a proposed residence.	Turned in on time	1			
			Min. 3 appropriate strategies per climate	6	6	6	6
		TOTAL		*7*	*6*	*6*	*6* *0*
5	**Design By Data** - Analysis and	GOAL: Use Climate Studio as iterative model tool, investigate/ adjust building siting/ form based on solar energy/geometry for 2 climates.	Turned in on time	1			
			Effective use of CS radiation mapping	2		2	2

#	Title	Goal	Criteria					
	Modification of Design with CS Solar Radiation Tool		Showing at least 3 data driven iterations	3	3		3	3
			TOTAL	**6**	**3**	**2**	**3**	**5**
6	**Empirical Daylighting Design 1** - Physical Model	GOAL: To use Physical modeling quantitatively and qualitatively to explore, develop and study several design options which mimic, (but may simplify) daylighting strategies that are under consideration for the developing designs. Students will use light meters and calculate Daylight Factors.	Turned in on time	1				
			Build physical model for light testing	2				
			Iterate (swap/ rebuild model components)	2				
			Measure/ record/ map FC's (Footcandles)	1			1	
			Calculate Daylight Factor	1			1	
			Compare DF calc's to ideal in prog. chart	1			1	
			TOTAL	**8**	**0**	**0**	**3**	**0**
7	**Empirical Daylighting Design 2** - Digital Model	GOAL: Use Climate Studio Daylighting simulations as an iterative modeling tool to further explore daylighting of the project.	Turned in on time	1				
			CS DF (Daylight Factor) mapping	2	2	2	2	2
			Quantitative comparison to Ex. 6 DF calc's	1			1	
			Iterations to improve even lighting levels	1	1		1	
			Radiance Rendering Experimentation	Extra Cr. 2				
			TOTAL	**5**	**3**	**2**	**4**	**2**
8	**Iterative Shading Design** - Explore shading devices/ Geometry in CS	GOAL: Use Climate Studio to manipulate (shape and located) shading devices to further optimize solar radiation and daylighting (sometimes complementary or conflicting)	Turned in on time	1				
			Min. 3 annotated iterations of Shading dev.	3	3		3	3
			Demo. balanced need for sun/ light/ shade	2				
			TOTAL	**6**	**3**	**0**	**3**	**3**
9	**Envelope Analysis 1** - Detailing and	GOAL: To finalize plans, detail exterior wall sections, and measure the envelope surfaces by differing assemblies for both single unit residences.	Turned in on time	1				
			Floor Plans (of schemes for both climates)	2				

#	Category	Goal	Criteria					
	measuring/ quantifying the envelope		Detail Ext Wall Sections (both schemes)	2				2
			Calculate envelope areas by assembly type	1				1
		TOTAL		*6*	*0*	*0*	*0*	*3*
10	**Envelope Analysis 2 -** Calculating and analyzing heat loss through the envelope	GOAL: To calculate the heat loss for the building (by calculating the losses through your various assemblies, as well as doors, windows, slab perimeter, and infiltration.) To compare results in appropriate graphic form to analyze heat loss. To learn the use of Excel for repetitive/ trackable calculations.	Turned in on time	1				
			Calculated Loss at walls	1				1
			Calculated Loss at roof	1				1
			Calculated Loss at windows/ doors	1				1
			Calculated Loss at slab perimeter	1				1
			Calculated Loss by infiltration	1				1
			Comparative Graphs to analyze heat loss	1	1			1
			Used Spreadsheet (Excel) for calculations	1				
		TOTAL		*8*	*1*	*0*	*0*	*6*
11	**Envelope Analysis 3 -** CS Energy Modeling/ Optimization	GOAL: Simulate building envelope(s) and optimize them using Climate Studio's Thermal Analysis/ Energy usage tools	Turned in on time	1				
			Effective use of CS Energy Modeling	2	2			2
			Show/ annotate min. 3 data driven iter.'s	3	3			3
		TOTAL		*6*	*5*	*0*	*0*	*5*
Final Project Portfolio and Presentation: 18%								
FP	**Final Project Portfolio and Presentation**	GOAL: To summarize designs/ semesters work in a clear, communicative, persuasive, narrative presentation. Clearly illustrate how passive strategies and climate have driven divergent architectural form for 2 different climates.	Turned in	1				
			Presented	1				
			Complete	4				
			Appropriate Strategies (good reasoning)	4	4	4	4	
			New Work to support	4				
			Well explained (cogent/ persuasive)	4				4
		TOTAL		*18*	*4*	*4*	*4*	*4*

Arch 325 (SP 24)

Direct methods of assessment_ course assignment; capstone course work;

Grade Rubric:

final grade will be based on scores relating to the following skills. Evidence for all categories will be annotated drawings, calculations, written descriptions, and, at the discretion of the professor, quizzes.	
NAAB Shared Values of the Discipline and Profession for this Course	Assign #
Value 2 – 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.	
Ability to apply the technical knowledge of active systems learned with a consciousness of public health, safety, and welfare and stewardship of the natural world.	All
NAAB Program Criteria (PC) for this Course	
PC.3 Ecological Knowledge and Responsibility	
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.	
Ability to model and quantify basic project site solar and wind resources in service of low energy and low carbon design decisions.	7
Ability to understand active system design as a process of maximizing efficiency while delivering human comfort, health, and safety.	All
NAAB Student Criteria (SC): Student Learning Objectives and Outcomes for this Course	
SC.1 Health, Safety, and Welfare in the Built Environment	
Understanding the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.	
Ability to choose and roughly lay out an appropriate sprinkler system.	10
Ability to choose and roughly lay out an appropriate elevator system.	11
SC.4 Technical Knowledge	
Understanding 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.	
Understanding of basic working principles behind core active mechanical (HVAC, electricity, lighting, plumbing), HSW (fire protection, egress), and alternative energy systems (solar electric) used in the contemporary built environment.	2-11
Ability to generally choose, size and roughly lay out appropriate mechanical systems that match project needs efficiently.	2-6, 8-9
Ability to generally choose and size a solar electric system that meets defined project requirements.	7
Additional Curricular Values (pertains to all courses)	

Arch 272 (FA 23)

Direct methods of assessment_ course assignment; capstone course work; presentation

Grade Rubric:

Overarching Values + Curricular Priorities for this Course.	
	Points*:
1. Ability to analyze the site to provide physical and functional context for the design project	2
2. Ability to analyze the program to make rational decisions on spatial organization	2
3. Ability to research building and site regulations and make decisions to demonstrate compliance	6
4. Ability to articulate and represent with clear and developed architectural drawings and diagrams how design solutions meet site, user, program, environmental, and municipal pressures and requirements	10
5. Ability to research and make calculations to size appropriate systems	5
6. Ability to represent plausible systems integration in details, wall sections, and building plans and sections	5
Note: Total 30 = 20 for Team Project Parts 1+2 (items 1-4) and 10 for Team Project Part 3 (items 5-6)	

–Program and Student Criteria 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.	
	Points*:
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.	4

Arch 302 (SP 24)

Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers;

Grade Rubric:

A. Research: 10%

Site- documentation through existing maps and site visit observations.

Precedent- investigate issues of parti', circulation, structure, enclosure in an example of a similar building type.

B. Pre-Design: 10%

Analytical Diagrams of Site- urbanistic, environmental, and demographic

Program Analysis: Understand diverse requirements of client and users. Diagram adjacencies, relation of program areas to site.

Produce 3-D diagrams of potential project organization.

C. Design Thinking: 20%

Raise clear questions, consider diverse points of view, and test alternatives against relevant criteria.

Display initiative in production of work to move project forward.

Meet deadlines for material submissions with updated models and drawings.

D. Technology: 10%

Structure- demonstrated by diagrams and recognition of structural depth.

Building Materials and Assemblies- wall sections show layers of envelope and connections.

Passive and Active Environmental Systems- diagrams show distribution framework of active system and explain passive strategies.

E. Codes and Regulations: 10%

Egress- meets code requirements for number exits and width of path, including areas of assembly.

Occupancy- provide appropriate area for use and number of occupants.

Accessibility- ADA requirements and understanding of universal design.

F. Design Resolution: 30%

Invention, clarity, and strength of solution.

Comprehensive Design- convincing integration of technology

G. Communication: 10%

Produce coherent visual representation of the project through plans, sections, elevations models and 3 dimensional images.

Written labels and annotations to correctly describe images.

Clearly organize sequence of drawings for presentation and communicate intent of project with clear and concise language.

Arch 502 (SP 24)

Direct methods of assessment_ course assignment; capstone course work; final book; rubrics shared with the invited guest reviewers.

Grade Rubric:
1. 5% Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards; 2. 5% Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design; 3. 5% Ability to gather, assess, record, and comparatively evaluate relevant information and performance to support conclusions related to a specific project or assignment; 4. 5% Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects; 5. 5% 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, ecological, and technological factors; 6. 5% Understanding of the theoretical and applied research methodologies and practices used during the design process; 7. 5% Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies; PC.5 10% Research and Innovation Understanding and participate in architectural research to test and evaluate innovations and the role of research and testing the design process; PC.6 10% Leadership and Collaboration 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; SC.5 20% Design Synthesis 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;

502 Final Design Projects to include: 1. A 5% clear and precise thesis question that use abstract ideas to interpret existing information. A project that considers diverse points of views with well-reasoned conclusions that teste alternative outcomes against relevant criteria and standards; 2. A 5% well resolved complex architectural project that demonstrates appropriate response to socio-political circumstances, site conditions, broad integration and consideration of environmental stewardship, technical competency, resolved accessibility, safety, environmental systems, structural systems, and building envelope systems.

Additional Curricular Values: 8. 3% Attendance + Lateness + Participation. /3 points; 9. Ability to complete projects on time; 10. 3% Student Initiative and development of project(s) and/or assignments; 11. 3% Ability to integrate new information during project development and/or assignments; 12. 3% Clear project narration, visual and verbal presentation skills;

TOTAL 100%

Arch 301 (Fa 23)

Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers;

Grade Rubric:

2—Shared Values of the Discipline and Profession	
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. **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.	
Overarching Values + Curricular Priorities for this Course. **Points: 50**	
1. Ability to analyze the site to provide physical, functional and demographic context for the design project	10
2. Ability to analyze the program to make rational decisions on spatial organization understanding the demands of the individual dwelling units and the shared common spaces and circulation for community of the project.	10
3. Ability to propose a rational and economical structural system in the development of the design	10
4. Ability to articulate and represent with clear and developed architectural drawings and diagrams how design solutions meet site, user, program, environmental, and municipal pressures and requirements	10
5. Ability to propose an enclosure envelop which addresses natural ventilation and light as well as thermal insulation and moisture control, represented through wall sections and diagrams	10

3—Program and Student Criteria

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.

	Points*:15
3.1 Program Criteria (PC) A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.	
PC.8 Social Equity and Inclusion Understand 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.	15

	Points*:35
3.2 Student Criteria (SC): Student Learning Objectives and Outcomes 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.3 Regulatory Context Understanding 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.	15
SC.5 Design Synthesis 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.	20

Arch 401 (FA 23)

Direct methods of assessment_ course assignment; capstone course work; portfolios; rubrics shared with the invited guest reviewers;

Grade Rubric:

	20% of the final grade will be based on scores relating to the following skills.	
	Values + Curricular Priorities	
1	lity to identify and understand passive environmental strategies in precedent studies.	3
2	lity to understand and interpret relevant solar and climate data (Climate Consultant, etc.) and summarize relevant challenges and opportunities from that research.	3

3	lity to research, calculate, and represent thermal and illumination metrics.	3
4	lity to identify, understand and summarize relevant challenges and opportunities from various material strategies to define and develop ecological systems and strategies.	3
5	lity to understand and summarize holistically the environmental goals and performance of the precedent.	3
6	lity to understand and model major systems in precedent studies and studio project.	1
7	lity to understand and represent wall section from foundation to roof	1
8	lity to represent construction materials in detailed section model	1
9	lity to represent plausible construction assemblies in detailed section model	1
10	lity to represent plausible construction sequence in gif or other formats.	1

5% of the final grade will be based on scores for the following criteria:		
	Documentation in Drawings, Models and Narratives is required for the following:	5	PTS

25% of the final grade will be based on scores for the following criteria:		
SC.5 Design Synthesis – Mid-Term and Final Design Projects to include:		
1	lity to solve and document code compliant egress	
	Compliant travel routes to exits (fire safety + public assembly)	3
	Compliant fire stairs (fire safety + public assembly)	3
2	lity to solve and document user requirements with:	
	Compliant accessibility, equity, and program usability.	3
	Site conditions including the local regulations pertaining thereto.	3
	Rainwater runoff, drainage and retention documented in a comprehensive building section.	3
*	Passive solar and ventilation strategies documented in a comprehensive building section.	3
*	Development and synthesis of design and performace criteria documented in a comprehensive section.	4
*	and U value calculations of building envelope.	3

50% of the final grade will be based on scores for the following criteria:	
SC.6 Building Integration – The primary criterion of this course – Final Design Projects to include:	

1	ility to Design and Model and Integrate:	
	Plausible long span roof and structural system.	8
	Plausible material and structured building envelope system.	8
	Plausible environmental and material systems.	8
*	Plausible solar studies, daylighting and illumination systems.	8
*	Plausible calculations of building envelope and HVAC system.	8

Arch 402 (SP 24)

Direct methods of assessment_ course assignment; quizzes; papers and presentations

Grade Rubric:

2—Shared Values of the Discipline and Profession
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.

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.

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.

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.

	15
1. Ability to identify and understand urban design strategies and concepts in precedent studies.	
2. Ability to understand and interpret relevant climate and transportation data	
3. Ability to research and calculate both density and program metrics in precedent studies	
4. Ability to identify, understand and summarize relevant challenges and opportunities from researched precedents and site analysis.	
5. Ability to understand and summarize holistically the environmental goals and performance criteria of the proposal.	
6. Ability to understand and model major systems in the precedents and the selected site	
7. Ability to understand and represent site information through drawings and diagrams	
8. Ability to represent urban and architectural systems	
9. Ability to represent schemes for urban communities and stakeholders	
10. Ability to represent the design proposal at multiple scales and through a variety of drawings and models	

3—Program and Student Criteria 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.	
	Points*:
3.1 Program Criteria (PC) A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.	
	15
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.	
	15

PC.6 Leadership and Collaboration 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.	
	15
PC.8 Social Equity and Inclusion Understand 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.	

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes 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.	
	20
Final Design Projects to include:	
1. Ability to propose an urban scheme at multiple scales	
a. Program and Community Design	
b. Circulation, transportation	
2. Ability to solve user requirements with:	
a. Environmental issues: storm surges, flooding	
b. Site integration, correlation of metrics of planning constraints	
c. Program and density metrics	
d. Urban and architectural systems	
e. Urban Communities and stakeholders	
Additional Curricular Values:	
	20
11. Attendance + Lateness + Participation	
12. Ability to complete projects on time	
13. Student Initiative and development of project(s) and/or assignments	
14. Ability to integrate new information during project development and/or assignments	
15. Project narration, visual and verbal presentation skills	
	TOTAL 100

Direct methods of assessment_ course assignment; quizzes; papers and presentations
Grade Rubric:

Learning Objectives:
1. The legal and ethical responsibilities of the architect
   - Quizzes > 10%
   - Homework > 10%
2. Responsibilities of the architect to his/her clients and society
   - Quizzes > 10%
   - Homework > 5%
3. The client's role in architecture
   - Quizzes > 5%
   - Homework > 5%
4. The financial aspects of building
   - Quizzes > 5%
   - Homework > 5%
5. Value of sustainability and energy conservation
   - Quizzes > 5%
   - Homework > 10%
6. The principles of project management and practice management
   - Quizzes > 5%
   - Homework > 5%
7. Leadership characteristics in the profession
   - Quizzes > 5%
   - Homework > 5%

   10%   Final Exam   (Multiple choice exam)
   TOT 100%