National
Architectural
Accrediting
Board, Inc.

NAAB

Architecture Program Report-Candidacy (APR-C)
2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	SUNY Delhi
Name of Academic Unit	Department of Architecture
Degree(s) (check all that apply) **Track(s)** (Please include all tracks offered by the program under the respective degree, including total number of credits. Examples: 150 semester undergraduate credit hours Undergraduate degree with architecture major + 60 graduate semester credit hours Undergraduate degree with non-architecture major + 90 graduate semester credit hours)	☒ Bachelor of Architecture Track: 150-semester undergraduate credit hours ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	Initial Candidacy
Year of Previous Visit	2023
Current Term of Accreditation (refer to most recent decision letter)	Initial Candidacy
Program Administrator	Max Dehne
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dan Davis
Chief Academic Officer of the Institution	Dr. David Brower
President of the Institution	Dr. Mary Bonderoff
Individual submitting the APR	Maxwell Dehne
Name and email address of individual to whom questions should be directed	Maxwell Dehne / dehneml@delhi.edu

Submission Requirements:

- The APR-C must be submitted as one PDF document, with supporting materials
- The APR-C must not exceed 20 MB and 150 pages
- The APR-C template document shall not be reformatted

INSTRUCTIONS FOR APR-C

Initial Candidacy
The APR-C for initial candidacy must include the following appendices:

- the Plan for Achieving Initial Accreditation (documenting the program's progress)
  - See Appendix A
- the eligibility memorandum
  - See Appendix B: Eligibility Memorandum

Continuation of Candidacy
The APR-C for continuation of candidacy must include the following appendices:

- the previous VTR
- the Plan for Achieving Initial Accreditation (documenting the program's progress)
- the eligibility memorandum

Instructions for the preparation, format, and submittal of the APR-C are published in the "Guidelines to the Accreditation Process."

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)
In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

Program Changes (limit 5 pages)
Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

Program Response:
n/a

1 — Context and Mission

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

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.

Program must specify their delivery format (virtual/on-campus).

Program Response:

SUNY Delhi is a public college located in the rural foothills of the Catskill Mountains in Delhi, NY and is one of 64 campuses in the State University of New York system. The campus spans 625 acres and includes 44 academic and administrative buildings, as well as 6 residence halls and a student apartment complex. The college has an enrollment of 2600-3000 students annually and offers small class sizes with a 14:1 student-to-faculty ratio.

SUNY Delhi has a rich history of providing practical education programs, including agricultural education, construction, construction management, teacher training, and practical nursing, which continues today with over 60 academic programs that focus on hands-on, applied, and experiential learning. The college operates on six core values: Collaboration, Diversity, Community, Learning, and Determination.

This physical and institutional context has intrinsically shaped the nature of our degree and more it has produced a program that is focused on providing our students with an education that prides itself on engaging the realities of architecture, construction and the built environment.

The school recently updated its Mission and Vision statements the institution begins to develop a new strategic goal. The mission and Vision are as follows:

SUNY Delhi Vision:
SUNY Delhi puts students at the center of a sustainable applied education that integrates critical thinking in an innovative, inclusive and nurturing community.

SUNY Delhi Mission:
The SUNY Delhi community transforms students' lives by providing accessible, civic-minded, and hands-on education that advances personal and professional growth.

The Department of Architecture within the Division of Applied Technology and Architecture upholds this tradition by teaching students the hands-on in person skills necessary for a successful career in architecture and building industries. The department has close ties with the construction management program, sharing several hands-on learning opportunities for students. This integration of applied and hands-on learning is deemed essential to the success of our graduates. We believe that the mission of not only the institution but out students is dedicated to advancing our students personal and professional growth. It is in this spirit that we have organized the architectural degree offerings.

Additionally, we persistently allocate educational resources to encourage students to participate in thought-provoking discussions regarding environmental sustainability, feasibility, design advancement, and the impact of designers on the constructed environment. This is accomplished through the courses we provide and reinforced through extracurricular activities they engage in.

As enthusiastic members of the broader university community, the architecture faculty is actively involved in shaping the school's mission. The department's program director is part of the Mission Vision Refresh Team, headed by Lauralea Edwards, the Assistant Vice President of Institutional Effectiveness. We believe that the revised mission of SUNY Delhi aligns with our degree program's focus and clearly articulates the fundamental principles that we consider crucial for a comprehensive architectural education.

The SUNY Delhi community transforms students' lives…
It is our firm belief that we have the obligation to create lasting change in our students. We pride ourselves in being active participants in our student's educational experience in and out of the classroom. Our faculty act as student advisors, school club advisors, drivers on field trips, and most importantly, mentors. These activities are often above and beyond our normal duties, but as a small campus we know it is what makes program, and our institution special.

…by providing accessible, civic-minded, and hands-on education…
The architecture program engages with this as both pedagogically, but in practice as well. Accessibility is key to our education. We meet every student where they are now, not were we expect them to be. Some need guidance that extends the educational deliverable and are philosophy we dedicate ourselves to providing that additional support.

The program of architecture leverages our culture of accessibility to educate our students in the civic obligations of architecture and design should engage with the larger built environment. The architecture faculty regularly engages with the larger community of upstate New York. In the last several years our faculty have led small community projects for the Delhi NY Playground, Upstate LGBTQ retreat, Delaware County Historic Society Museum addition and The Sanford NY Community Center and Therapy. Projects like these, embedded inside the studio environment help students engage with the reality of architecture and provides them valuable experience working directly with community partners.

… that advances personal and professional growth.
We take pride in producing graduates who are ready for the architectural profession, and this is a testament to the commitment of our faculty and staff, the determination of our students, and the steadfastness of our institution. Throughout their education, we expect our students to not only grow as designers, but also as passionate critical thinkers who seize the opportunities presented to them and continually push themselves to learn and improve.

Academic context and university community

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.

Program Response:

The Architecture Department has a meaningful and beneficial relationship to SUNY Delhi's context and community:

The Architecture program's relationship with the wider college community reflects the college's mission and vision. We are committed to providing inclusive, hands-on learning that benefits the college, local, state, and global communities.

The department benefits from institutional and regional partnerships. For example, it shares foundational courses with the Residential and Construction Management programs, such as ARCH 110 and ARCH 220 which teach construction and architecture students about digital building tools, and CNST 110 where architecture students learn about light frame construction through a hands-on experience building tiny homes. These courses foster cross-collaboration among students and faculty.

At a community scale, we regularly engage community partners in developing architectural responses to their needs. For example, in the Spring of 2023 the Senior Design Studio is working with a local non-profit that is developing grant materials for potentially developing a new building for their wellness / therapy center.

Activities like this are critical to our degree as they allow students to engage with the “reality” of architecture. We pride ourselves that graduates from SUNY Delhi don’t only know how to design, but also how a building is assembled.

SUNY Delhi’s architecture program boasts some of the highest achieving students in the college. Architecture students were selected for state-wide SUNY Chancellors Awards in 4 out of the past 6 years. Further, the campus Architecture Club won “best club on campus” as a result of their active engagement in student life and providing beneficial programming to the college campus. This B. Arch degree will enhance this dynamic group’s academic advancement and engagement at SUNY Delhi.

SUNY Delhi Benefits from the Architecture Department:

One of SUNY Delhi's program's notable strengths lies in its close integration with the Construction Management program. This synergy offers our students a distinctive opportunity to engage in both architectural design and hands-on construction experience. By incorporating a Construction Management component into our B. Arch program, we equip our students with a competitive advantage in the job market. This strategic addition not only benefits our architecture students but also positively contributes to the growth and reputation of the Construction Management program by strengthening our academic partnership.

SUNY Delhi derives substantial benefits from the Architecture Program as the college remains persistent in its commitment to nurturing and enhancing a dynamic applied learning educational environment.

Program’s Diversity:

The field of architecture increasingly focuses on integrating global/international perspectives for practice. In order to provide our students with an enhanced world view, our program promotes hands-on, on-site learning whenever possible. In addition to site visits and field trips (a part of their regular coursework) the program also offers an elective Winter J-term study abroad course in Italy customized for Architecture majors. The students visit and study buildings first encountered in a classroom setting, reinforcing their historical architectural base of knowledge.

In addition, the Architecture program boasts one of the most culturally and socio-economically diverse student populations in the college and among architecture programs in general. As of the Fall 2023 semester, the freshman student makeup consisted of 50% Black, 12% Hispanic, with 9% Other (Asian, Pacific Islander or 2 or more races non-Hispanic, and Unknown) and 25% women, per data pulled from the SUNY BI Data Warehouse. Our student regional diversity is approximately 50% from upstate area and 50% from the New York City Metropolitan area. Delhi also participates in New Yok State's Educational Opportunity Program (EOP), which attracts many first-generation college students.

Both the institution and our Architecture program are committed to continuing our successful track record of promoting enrollment among under-represented populations. Currently, our Architecture program is comprised of 30%-40% woman, surpassing the representation in other STEM degree fields on our campus. Nevertheless, we acknowledge the importance of ongoing efforts to enhance gender diversity. To achieve this goal, we employ targeted media strategies, mentorship programs, and active participation in outreach initiatives.

To sustain and expand this diversity, both within our degree programs and across the A/E/C industries, it remains imperative to have accredited architecture degree programs that provide an accessible, direct, and cost-effective route to professional licensure. This commitment serves as a crucial foundation for traditionally underrepresented populations. By nurturing a more diverse group of architectural graduates who hold a B. Arch degree, we contribute significantly to enhancing diversity within the architectural profession.

Extracurricular Learning

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).

Program Response:

The Architecture Program Encourages students and faculty to learn both in and out of the classroom:

For Students

The Architecture Department fosters learning through a variety of individual and group experiences both in and outside the classroom. Small class sizes, ideally 12 in studio settings are maintained to enhance the traditional academic atmosphere. Students have access to opportunities including:

- Regular field trips to architectural landmarks like Falling Water and Kantuck Knob through an engaged and active architecture club.
- Studio field trips to relevant precedent buildings like Dia Beacon and Corning Glass Museum.
- Participation in local events like "Parking Day", Builders Ball, and other social events facilitated by the Architecture Club.
- Studios focused on architectural competitions.
- Development of Winter and summer internships.
- Assist other student organizations and community efforts.

For Faculty & Staff

For faculty and staff there are several ways to continue and develop.

- Support through UUP individual development grants.
- Continue education through UUP / SUNY tuition assistance.
- Local professional development through the Center for Excellence and Innovation for Teaching and Learning.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

SUNY Delhi, is a public college nestled in the mountains of upstate New York. As part of a larger rural community SUNY Delhi is an active community member fostering educational experiences that focus on an applied, hands on education. The department of architecture, much like the larger campus believes in this ethos and brings together a faculty with a diverse pedagogical, philosophical and technical approach to the development of architectural practice. With a strong faculty base and small class sizes we prepare our students to be active members of the architectural profession as both designers and technicians.

The architecture program provides a rigorous approach to design that brings together a hands-on technical design focus with the diverse needs of the profession. The program will

Create a nurturing environment that encourages students to learn both in and out of the classroom.

- Bring together the diverse building trades into a unified language of technical and conceptual knowledge.
- Benefit from a diverse student and faculty body that are dedicated to the success of the architecture program.
- Provide professional development opportunities that pedagogically mirror the skills needed upon graduation.

SUNY Delhi graduates will have the ability to enter the workforce as practiced designers, thinkers, technicians, and knowledgeable in the diversity of the building industry.

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.

Program Response:

SUNY Delhi recognizes design thinking as the core of both the education and the profession of architecture:

At SUNY Delhi the design studio is at the core of our curriculum. We understand that design is both a noun and a verb. As a noun, it is an object such as a building or place. To be a design, the building needs to not only have visual appeal, but it also must be functional both to the building program and goals and to the community at large. Furthermore, for a building to be completed, it needs to be buildable. At SUNY Delhi, we are a hands-on technical school. We have a strong focus on how buildings go together, which includes required courses where students draw and build wood frame and steel and concrete buildings by working closely with the Construction Management department on campus. Students who leave SUNY Delhi know how to design buildings that work.

As a verb, "design" embodies a continuous process, one in which we are actively engaged here at SUNY Delhi. This process hinges on creativity, critical thinking, and the constant refinement of ideas. At the heart of our design philosophy, we encourage our students to craft exceptional buildings by delving into all facets of architecture, encompassing aesthetics, community engagement, and meticulous attention to technical details.

The program intends to continually address the importance of design in its long-range planning by assessing the program annually . This consistent assessment planning allows for us as faculty be active in the “design” of our program.

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.

Program Response:

SUNY Delhi recognizes the role that architecture and the built environment will and does play in the Environmental Stewardship:

Sustainability is composed of three core pillars: environment, economic, and social. For environmental stewardship, we have many classes that focus on sustainable concepts such as energy and water. These concepts are applied in the studio and extended to concepts such as site and community design. However, we do not look at environmental stewardship alone, and instead try to address its economic and social impact as well. Thus, environmental stewardship is spread throughout the program. Furthermore, there is a Sustainability degree on campus, many courses of which the architecture students may take as an Optional Studies Elective.

Sustainability and Environmental Stewardship extends throughout the SUNY Delhi campus. As a small village in the Catskill Mountains, the local region has strong environmental protections to provide safe drinking water to New York City. Furthermore, SUNY as a collection of universities and colleges throughout the state has made sustainability a priority. On campus, we have a Green Team, which is an organization that focuses on sustainable outreach and broad education. As a part of this architecture students have participated in tree planting for habitat restoration and Park(ing) Day, an international event that calls attention to the high environmental cost of parking.

Like environmental stewardship, professional responsibility is also important. Because our focus is on ensuring students are prepared for the profession, this is the core of SUNY Delhi's architecture education. Structures, codes, and the construction process are studied every semester through a wide variety of drawing, lectures, and construction-based classes.

The program maintains a strong commitment to the assessment of environmental stewardship and professional responsibility, recognizing that these values are subject to evolution amid cultural, technical, and economic shifts. Our assessment plan and curriculum development remain dynamic, adapting to these shifts as we introduce courses like Sustainable Systems I, Sustainable Systems II, Comprehensive Studio, and Thesis Studio. This evolving curriculum ensures that we stay aligned with the changing demands of the profession.

In addition to the responsibility placed on our faculty to stay updated on these critical issues, we annually convene an Advisor Council comprised of professional architects. This council engages in meaningful discussions with our department to chart the best path forward in serving the architectural profession. These yearly conversations serve as a catalyst for curriculum updates, enabling us to remain current and responsive to the profession's evolving landscape.

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.

Program Response:

SUNY Delhi recognizes the role architecture must play in the conversation of diversity, equity and inclusion:

The student body at SUNY Delhi is diverse. While we are located in a small village in the Catskill Mountains, the campus has several programs that attract students from the New York City metropolitan area as well as Upstate New York. SUNY Delhi is the closest SUNY institution with a major in architecture to New York City and as such we have a wide variety of students. We consider this diversity one of our greatest strengths. SUNY Delhi has a multicultural center called MOSAIC, which prides itself on being a sanctuary for all students.

SUNY Delhi does not have a portfolio requirement to enter the degree as a first-year student. We pride ourselves on educating students who come from underserved communities and may not have an opportunity to study architecture at other locations. We work with these students to prepare them for the profession of architecture, so they can go out into the world, design from their point of view, and build a community that only they can.

Additionally, equity, diversity and inclusion are addressed in several other ways within the program and throughout the campus. Like any architecture program, these concepts are discussed as they relate to code, building design and the history and theory of architecture. As a University, SUNY Delhi has adopted a D.E.I institutional learning outcome (ILO). This is further reinforced by the statewide SUNY system's recent requirement of a D.E.I general education (GE) course for all students throughout the State system. SUNY Delhi is still working on how to address these ILO and GE requirements, and it is expected that in the near future, new courses addressing these topics will be created and available to the students. Within architecture, it is possible to develop courses that address these broader needs related to D.E.I, and the department may investigate this option after initial candidacy.
While we pride ourselves on our commitment to diversity, equity and inclusion, more work still needs to be done. Particularly in faculty representation throughout campus. This is something human resources is committed to helping with but is a challenge in our rural location.

The program will continue to assess this critical area of concern as we engage in faculty development and hiring, community engagement, and student retention.

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.

Program Response:

SUNY Delhi recognizes the vital role that architecture and the built environment will and does play in the Environmental Stewardship:

As stated previously, architecture is a technical design profession, and at SUNY Delhi, prioritizes preparing students for real world jobs. While we encourage creativity, creating something different just for the sake of it being unique is not a focus of our institution. Design must solve real world problems, and to do so, an architect needs to synthesize many pieces of information from historical traditions to contemporary precedents. Students are taught to understand that building science, technology as an integrated part of design. And it means solving problems both for the inhabitants of the building, the technical demands, but also the community at large, all with the goal of protecting the planet. This requires a vast array of knowledge that we touch upon in many different classes but are integrated together in the design studio.

While SUNY Delhi is a technical college, we also meet the State requirements for liberal art's general education coursework. In classes outside the department, students are learning a diverse set of content from this coursework. SUNY Delhi also has an honors program, which the architecture students may choose to participate in. This program requires students to take more and harder courses, and often integrate that content into their major.

Finally, we pride ourselves with a faculty that have real world experience. We rely on our faculty leveraging this experience in the classroom to help bridge the gap between the academic and professional realities our student will face. This knowledge is promoted and created through a professionally active faculty who continue to participate in the larger conversation of architecture through their professional work.

The program plans to continually address these values through a long range planning agenda that includes developing student review board, student handbook and syllabi statements (See Appendix P: Student Expectations).

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.

Program Response:

SUNY Delhi values Leadership, Collaboration and Community Engagement in a wide variety of ways:

Within leadership, students have several opportunities to practice and show growth. The most significant is the campus Architecture Club. The club is campus wide and is run entirely by students. The club hosts various activities and events throughout the year, with their biggest focus on travelling to important pieces of architecture or urban centers.
Another way in which the architecture department helps promote leadership amongst its students is that we hire lab monitors. Lab monitors are active students in the program who manage the studios when faculty and staff are not around. They have various jobs, including keeping track of supplies such as plotter paper and ink, but show their leadership the most by tutoring lower-level classmates on their assignments.

Students at SUNY Delhi have many opportunities to collaborate. Like any program, students do have group studio projects that in part focus on professional teamwork. The architecture department also has a companion program in Construction management. Throughout the program, students in both programs are in the same courses learning both sides of the construction industry. And in optional coursework, the architecture students can take classes such as Design Build which has them working on and building projects collaboratively with these students.

The Village of Delhi is very small. As such the Village and other local organizations are close partners with the University because it is a way to get things done with few resources. There are countless projects that the SYNY Delhi students have done with and for the local community. While this is true for any program across campus, this is especially true within architecture. A few examples are a recent design for the local Audubon Society to create an accessible bathroom and bird watching tower, planning a new playground for a local park, and designing an addition to the Historical Society. Sometimes these projects take a life of their own, for example, a couple years ago a project that looked at housing needs within the Village, lead to the community getting a grant to higher consultant to do a more in-depth analysis and propose new housing types and locations. This included several community meetings with a lot of engagement from the community.

The program intends to continually address these values in its long-range planning by focusing these issues both academically within focused courses while also fostering policy around developing “real” projects in the community (See Appendix P: Community Engagement Policy).

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.

Program Response:

At SUNY Delhi we believe that students and faculty should be and see opportunities for lifelong learning:

The concept of lifelong learning holds significant importance, particularly within our faculty team. Many of our full-time and adjunct faculty members are registered architects, engineers or active designers. They recognize that staying current in the rapidly evolving field of architecture necessitates ongoing education. Faculty members engage in continuing education, extracting valuable insights and contemporary knowledge that they seamlessly integrate into their teaching in the classroom.

In addition to these efforts, SUNY Delhi provides a wealth of seminars related to education, providing another avenue for faculty to showcase their dedication to lifelong learning. These collective endeavors underscore our institution's commitment to fostering a dynamic and forward-thinking learning environment.

At SUNY Delhi, faculty are also the students' primary advisors. This is relevant because the faculty is always talking to students about their future goals. While providing an architecture portfolio and taking professional practice courses are a part of the core coursework, this advising allows faculty to customize its interactions with students on a personal level. This often means discussing things like going to graduate school or studying a different major. It might involve talking about which firms to look for work in and how to be successful in future goals. It is these conversations that show students how important lifelong learning is.

Delhi is located in the middle of the Catskill mountains, the major metropolitan areas where most architecture jobs are located are hours away. As such, most students leave Delhi after graduation, and besides its faculty, there are few other architects in the region. But another way in which the architecture department promotes lifelong learning is by having former students visit campus and talk about their experiences, both positive and negative, as young designers. The department also reaches out to firms in larger cities like New York City to invite outside lecturers and critics to campus. While these activities go a long way, the community still feels isolated, and we will continue to work on these connections.

The program intends to continually address these values in its long-range planning by seeking opportunities to bring a greater selection of offerings related to student understanding of the profession.

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.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.

Program Response:

Our program is dedicated to providing students with a comprehensive understanding of potential career paths in architecture. Through a diverse range of courses, we guide students through the process of achieving architectural licensure, fostering a commitment to lifelong learning, and providing them with the fundamental tools necessary for successful employment in the field. This multifaceted approach ensures that our students are well-prepared and informed about their future careers in architecture.

SUNY Delhi, well-known for its technical education, is dedicated to thoroughly preparing architecture students. Beyond design, our curriculum covers essential skills like drawing and comprehensive knowledge of building construction. Our collaboration with construction management introduces students to a spectrum of career opportunities, including hands-on construction experiences. To ensure students are well-informed about their future prospects, we offer specific courses tailored to address career guidance, ensuring they are fully equipped for their professional journeys.

- **ARCH 100 Orientation:** This class introduces students to many topics including career paths.
- **ARCH 401 Portfolio Preparation:** Through its development of a portfolio and resume, this class guides students to future choices including not just careers but future educational opportunities as well.
- **ARCH 410 Professional Practices:** This class goes into more detail about careers and the profession at large.

Additionally, as previously mentioned, SUNY Delhi's faculty members serve as student advisors, actively engaging in discussions about students' future goals and the pathways to achieve them. Additionally, the program provides an optional internship opportunity for course credit, enabling students to assess various career options and gain valuable real-world experience.

This is in addition to the campus wide services housed in the RACC (Resnick Academic Achievement Center).

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.

Program Response:

The program ensures that students comprehend and can adeptly apply the design process to influence the built environment. It imparts the methodologies through which design processes seamlessly incorporate a multitude of factors, across various settings and scales of development, spanning from foundational design principles to the crafting of intricate and comprehensive design solutions.

Design is wholistic and composed of many different aspects and skills, and at SUNY Delhi we focus on all aspects of the design process. Design is about communication, and we focus on drawing and written and verbal communication. Design is a process that is interactive and needs to consider historic context. Design has impact and must solve problems for both the user and the community. And design is technical requiring understanding of building science and construction. All these aspects are covered in various classes throughout the program. However, it is all integrated together in the design studio sequence as outlined below:

- ARCH 125 Architectural Graphics **&** ARCH 135 Architectural Fundamentals**:** Through small design projects and precedent studies this year focus on basics of drafting / drawing, types of architectural drawings and basic design principles.

- ARCH 210 Architectural Design I **&** ARCH 240 Architectural Design II**:** In this year, students start into more traditional, but small-scale architectural projects to continue to develop their skills while they begin to incorporate technical content from other courses.

- ARCH 330 Architectural Design III **&** ARCH 370 Architectural Design IV**:** This year primarily focuses on urban design principals and how they relate to site, community, and architecture.

- ARCH 430 Architectural Design V **&** ARCH 470 Architectural Design VI**:** Students apply all their knowledge to date in more sophisticated design projects. Creativity of design and spatial experience are the priorities of these studios.

- ARCH 481 Architectural Design VII **&** ARCH 490 Thesis Studio**:** The first course is a comprehensive studio where students will continue to develop a project, they previously designed incorporating technical content like sustainability, structures, and materials. The final studio would be the capstone, where students develop a project of their choosing.

- ARCH 250 Digital Design I **&** ARCH 300 Digital Design II**:** In addition to the studio sequence, the students also take these two classes, that instruct students on how to use digital technology as part of the design process.

Additionally, students have exposure to design in some other activities. For example, the Architecture Club has a yearly design competition for the groups custom Tee-shirts, and through the campus Green Team, the students designed and built an instillation for Park(ing) day.

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.

Program Response:

Our program is dedicated to nurturing a comprehensive understanding of the relationship between the built and natural environments. This is achieved through a carefully curated course selection that seamlessly bridges traditional studio courses with studies in sustainable systems. This approach fosters a dynamic conversation and ensures that our students develop a holistic perspective on the interplay between architectural design and the natural world.

To design sustainably requires an integrative design approach, at SUNY Delhi we try to take this approach into the classroom. In today's world, it is impossible to separate building science from sustainability. To this end, the classes listed below are the core classes in which sustainability and ecological knowledge are discussed, but the topic comes up in many other classes as well. Climate change, energy, water, materials, community, and innovation are important throughout the curriculum.

- ARCH 210 Architectural Design I **&** ARCH 240 Architectural Design II**:** Sustainability is discussed as a factor in design.

- ARCH 345 Sustainable Systems I **&** ARCH 350 Sustainable Systems II**:** These courses are primarily building science and mechanical systems courses, but everything is filtered through the lens of sustainability. In addition, these courses have small design projects to illustrate how these concepts integrate into design wholistically.

- ARCH 330 Architectural Design III **&** ARCH 370 Architectural Design IV**:** These studios focus on urban design and community. This is an opportunity to integrate transportation and regional issues into sustainable design. These courses also focus on architecture and the relationship between sustainable communities and building design.

- ARCH 430 Architectural Design V **&** ARCH 470 Architectural Design VI**:** Concepts such as lighting and site are important to these studios.

- ARCH **485** Architecture Design VII**:** This course is intended to be a comprehensive studio. The course is written with an emphasis on sustainability and will include building energy modeling.

Delhi sits in an ecologically important area of New York State. While we are very rural, the area provides the water for New York City. This water is some of the cleanest in the world. Because of this there are many regulations in place to protect the water system. Additionally, the area is becoming a place to build renewable energy systems to power New York City and its metropolitan area. These factors play a part in our curriculum as we tie course content to the local community.

SUNY Delhi also has a new Sustainability program. While this program is not a part of the architecture department, courses in this program can be taken as professional electives / optional studies.

In addition to the curriculum, the campus has a Green Team. The Green Team is a committee on campus that focuses on sustainable outreach and education to the broader campus community. Several Architecture faculty are on this committee, including the current committee chair. There are many events and instances where the Green Team reach out to students. For example, during Earth Week, they organize tree planting for restoration of a local forest and participated in Park(ing) Day which has the goal to highlight the ecological and economic impact of parking. While these events are open to the wider campus, the architecture students are often involved.

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.

Program Response:

Our program places a strong emphasis on students' comprehensive understanding of architectural and urban history and theory. Through a two-part history sequence, we provide a multifaceted perspective on global, national, and regional developments influenced by diverse social, cultural, economic, and political forces. We emphasize applying this historical knowledge, through the use of precedent research, to their studio work, ensuring graduates possess a deep understanding of how these forces shape architecture and urban development.

History is important to architecture and communities. SUNY Delhi is not driven by any particular style or architectural movement. Instead, students are encouraged to explore whatever design strategies that intrigues them. To this end, precedent studies and fields trips are vital to the education to help support the history and theory coursework and its application in studio. The primary courses where history and theory are discussed are as follows:

- **HUMN 241, History of Architecture I** & **HUMN 242 History of Architecture II:** These courses look at the diverse factors that shaped architecture from prehistory to the modern era.

- **ARCH 305 Topics in Theory:** This course covers various architectural text related to history and theory and asks students to explore these ideas through drawings and assignments.

- **ARCH 481 Thesis Research:** Leading up to their thesis, students will take this course to understand the history and theory behind the project they would independently explore during their thesis.

In addition to these required courses, the program also has ARCH 371, Architectural Theory, which is an optional study abroad program in Italy. It emphasizes the history of renaissance architecture.
As mentioned above, fields trips are important to design studios, but the Architecture Club also organizes their own trips to important pieces of architecture and urban centers. These trips reinforce the content of history and theory that are in the course work.

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.

Program Response:

Our program equips students with the skills necessary to engage in architectural research, enabling them to assess and validate innovations in the field. This preparation includes comprehensive training in research methods tailored to various subject areas within architecture.

Like any institution, research methods are initially discussed in general education courses. This includes how to write, research, and cite information on a wide variety of topics. Specifically in the architecture program, research and innovation are most explicitly discussed in many of the technical courses as well as its history and theory courses listed below. Research is also important to studio when investigating precedents and building technologies students wish to incorporate into their project.

- **ARCH 345 Sustainable systems I & ARCH 350 Sustainable Systems II:** Students investigate various sustainable buildings and design technologies and report on their findings.
- **ARCH 360 Structural Theory:** Students investigate technical structural systems and calculations to be applied to construction.
- **ARCH 305 Topics in Theory:** This course covers various architectural text related to history and theory and asks students to explore these ideas through drawings and assignments.
- **ARCH 481 Thesis Research:** In this course students outline their thesis project and research any relevant information to help them achieve their design goals.

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.

Program Response:

The program ensures that students grasp effective leadership approaches within multidisciplinary teams, encompassing diverse stakeholder constituents and dynamic physical and social contexts. This competency is honed through professional practice coursework and collaborative team projects in the realm of design. Guided by faculty, students learn how to apply collaborative skills.

Leadership and Collaboration are important for any professional degree, and as such these concepts are emphasized throughout the program. Because SUNY Delhi has a construction management and a residential construction degree, it has a unique opportunity to not just cover important technical content, but also collaborate with these programs as demonstrated below. Additionally, group projects may be assigned in any course, particularly studio, giving students the opportunity to collaborate and show leadership.

- **ARCH 370 Architectural Design IV:** This studio is an urban design studio focused on improving a neighborhood. Because this has a large project area, requiring many buildings, public spaces, and other pieces of infrastructure, it is always run as a group project.

- **ARCH 470 Architectural Design VI:** This studio is a large-scale academic program focused on developing strong principles around integrated systems, scale, design, and collaboration.

- **ARCH 410 Professional Practices:** Among many other content, professional leadership is discussed in this course.

In addition to this required coursework, students may find leadership and collaborative opportunities in its optional study courses. Extracurricular activities like the Architecture Club, campus job opportunities and Fraternities and Sororities also contribute to the development of leadership and collaboration skills.

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.

Program Response:

The program nurtures and ensures a constructive and courteous atmosphere that fosters positivity, collaboration, active participation, and creativity among its faculty, students, and staff. These essential principles are embedded within our institutional guidelines, academic directives, and the conduct of all members within our community.

Like many of these program criteria, a learning and teaching culture are important to all classes. Every class needs to be run in a positive and respectful environment that encourages optimism and sharing. SUNY Delhi's student body is diverse in all aspects from race to gender, to health and cultural backgrounds. All faculty and staff within the Architecture program are acutely aware of this and the responsibility of fostering a welcoming learning environment to not only teach a diverse student body but gives these students a chance where they may otherwise not find this opportunity. While all classes demonstrate the commitment to a learning and teaching culture, the studio sequences are important to these criteria because these are the classes where faculty work most closely with students and incorporate knowledge from every other class.

Outside of the classroom, students will find the same culture. This is true within the Architecture club and the wide variety of resources the students have access to from the library to the teaching center. These are codified in general policy in the employee handbook, student handbook, and architecture student handbook. These values are critical to not only the program, but the school at large as a teaching institution.

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.

Program Response:

The program is dedicated to providing students with a comprehensive education that extends beyond technical proficiency. We are committed to fostering a deep understanding of diverse cultural and social contexts, coupled with a focus on translating this knowledge into equitable and inclusive built environments. Through the courses taught to service learning we strive to empower our students to create architectural solutions that support and embrace people of different backgrounds, resources, and abilities. This holistic approach to education reflects not only the values of our program but also the larger mission of SUNY Delhi as a teaching institution.

As mentioned above the Delhi campus is very diverse, this makes social equity and inclusion important to the architectural curriculum and all curriculum throughout the University. As such just being on campus deepens students' understanding of diverse cultures. While diversity is important throughout the curriculum, they are most explicitly covered in the following courses:

- **HUMN 241, History of Architecture I & HUMN 242 History of Architecture II:** These courses look at world architecture and the importance of cultures and their build environments.
- ARCH 370 **Architectural Design IV:** In this design studio students incorporate local and programmatic needs in relationship to a diverse user group including ADA.
- **ARCH 470 Architectural Design VI:** In this advanced studio student are asked to incorporate a full understanding of how to develop designs around the needs to diverse user groups.
- **ARCH 490 Thesis Studio:** In this final studio, students will develop a project of their choosing. The project must be well developed and synthesize many aspects of design including equity, diversity and inclusion.
- **ARCH 410 Professional Practices:** of the varied content in this course, accessibility is covered.

Like the other program criteria, the students can learn about social equity and inclusion from other campus wide initiatives. For example, SUNY Delhi has an Institutional Learning Outcome based around D.E.I. and the campus has the O'Conner Center for Community Engagement and the MOSAIC Center that promotes showing respect to all kinds of people.

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.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.

Program Response:

The program ensures that students understand how the health, safety, and welfare are the chief responsibility of the profession of architecture. While this content is covered throughout the curriculum, the coursework where students gain the greatest mastery of this content is in the following classes.

- **ARCH 350 Sustainable Systems II:** In this course, human health and sustainability are tied to building science and design. Topics range from air quality and lighting quality to biophilic design.

- **ARCH 410 Professional Practices:** Students review the professional responsibly of architects and the importance of safe and healthy buildings.

- **ARCH 485 Architectural Design VII:** In this comprehensive studio, students will be required to design a project that is both healthy and sustainable and meets technological and code requirements.

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.

Program Response:

The program ensures that the ethics of professional practice are seamlessly intertwined with related ideas, including sustainability and diversity. Throughout this document, we will demonstrate how SUNY Delhi's Architecture Program meets these objectives. The courses that culminate this knowledge, specifically in the area of ethics, regulatory requirements, and building practices, are as follows

- **ARCH 401, Portfolio Preparation:** Where students learn about how to obtain a job and be a contributing professional once they have one.

- **ARCH 410 Professional Practices:** In this class students learn about the profession of architecture, its business practices, and related regulations.

Besides this coursework, students can learn professional practice through other areas as well. Many of the faculty at SUNY Delhi are practicing architects and designers and as such bring this knowledge into any classes they teach. Additionally, faculty will work with colleagues at other firms to have them as guest lecturers. These lectures often focus on professional practice content.

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.

Program Response:

The program, ensures that students grasp the essential principles of life safety, land use, and the latest laws and regulations pertaining to the built environment. We emphasize the evaluative processes architects employ to ensure compliance with these legal standards as an integral part of their projects, all of which are covered comprehensively in our formalized coursework during the 4th and 5th year.

The regulatory context of the built environment is important. Because the regularity content such as life safety, land use and laws are diverse it is discussed throughout the curriculum. As will be further outlined in SC.4, SUNY Delhi is a technical school and as such, we train our students to be prepared for the profession. This means teaching them the importance of code and how to apply it to projects. As such, the regulatory context is explored throughout the program, and most explicitly in the following courses.

- **ARCH 410 Professional Practices:** Among other content, buildings codes are discussed in this class.
- **ARCH 485 Architectural Design VII:** This is a comprehensive studio where one aspect of the design must respond to the regulatory context.

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.

Program Response:

Our program goes beyond teaching students how to design; we also prioritize instilling an understanding of how technical elements within the built environment integrate into their design decisions. This comprehensive approach ensures that our graduates are not only skilled architects but also proficient in the practical and technical aspects of their craft, resulting in well-rounded professionals.

SUNY Delhi is a technical college and its current 2-year and 4-year degree in architecture are known for producing students who have the technical knowledge to be a productive member of an office after earning their degree. This commitment to teaching students the technical knowledge of how buildings go together will continue with this 5-year degree. This commitment extends into design studios where technical information is integrated into design solutions, but it is backed up by the breadth and depth of our technical classes listed below.

ARCH 360 Structural Theory

- **ARCH 345 Sustainable systems I & ARCH 350 Sustainable Systems II:** This is a building science and mechanical system sequence with an emphasis on sustainability.
- **ARCH 485 Architectural Design VII:** In this comprehensive studio, students will need to take all their technological knowledge and integrate it into a design.

The list above are all core classes in the program, but students can continue to study technical knowledge through their optional studies. Because we have a construction management program on campus, there are many other technical classes they can choose from.

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.

Program Response:

The program ensures that students not only comprehend but also effectively apply a clear and logical design approach as they navigate their design decisions. This approach serves as a synthesis of the experiences and knowledge acquired throughout their previous coursework. By doing so, we equip our students with the skills to develop innovative and well-structured architectural solutions.

As a studio-based curriculum, design synthesis can be found in several steps in a student's education but synthesis of our scaffolded approach to learning architecture culminates in their comprehensive and thesis studios.

- **ARCH 485 Thesis Research:** In this calls student will define their thesis project, set a program, and conduct initial research for their design.

- **ARCH 490 Thesis Studio:** In this final studio, students will develop a project of their choosing. The project must be well developed and synthesize many aspects of design.

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.

Program Response:

The program ensures that students understand and apply an integrated approach to architecture. This approach is demonstrated during their comprehensive studio and encompasses various facets, including technical knowledge, regulatory compliance, sustainability principles, structural considerations, and design thinking. The result is a holistic and cohesive design explorations that equip students to excel in the multifaceted field of architecture.

As a studio-based curriculum with a focus on technical content, building integration of envelope, assemblies, structural systems, environmental control systems and life safety systems is important to the entire curriculum. As mentioned above, many of these individual topics are covered in individual classes, and scaffold into every level of studio to practice their implementation. While building integration culminates in their second to last studio, it will be common to see these building integration issues addressed in the students' thesis projects as well.

- **ARCH 481 Architectural Design VII**: This course is a comprehensive studio with the goal of having students integrate concepts such as materials, envelope design and structures into a complete building. Sustainability will also be a focus of this course.

4—Curricular Framework

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

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

Although we are currently being re-evaluated by Middles States all accreditation information is located at the following webpage.

Accreditation Webpage:
https://www.delhi.edu/about/institutional-effectiveness/accreditation/

Middles States Listing of Accreditation:
https://www.msche.org/institution/0390/

4.2 Professional Degrees and Curriculum

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.
Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

95 hours of Professional Studies comprise the majority of the 150-hour program. The required courses are listed below:

Course Number	Course Name	Upper or Lower Level	Prerequisites (if any)	Credits
Professional Studies				
ARCH 100	Orientation	lower		1
ARCH 125	Arch. Design Graphics	lower		3
CNST 110	Res. Building Systems I	lower		3
ARCH 110	Residential Documentation & Detailing	lower		3
ARCH 135	Arch. Design Fund.	lower	ARCH 135	3
ARCH 210	Arch. Design I	lower	ARCH 135	4
CNST 210	Commercial Construction	lower		3
ARCH 250	Digital Design I	lower	ARCH 110	3
ARCH 151	Statics & Strength Mat.	lower		3
ARCH 240	Arch. Design II	lower	ARCH 210/220	4
ARCH 220	Commercial Documentation & Detailing	lower	ARCH 110	3
ARCH 330	Arch. Design III	Upper	ARCH 240	6
ARCH 345	Sustainable Systems I	Upper	ARCH 220	3
ARCH 360	Structural Theory	Upper	ARCH 110/150	4
ARCH 300	Digital Design II	Upper	ARCH 250	3
ARCH 350	Sustainable Systems II	Upper	ARCH 220	3
ARCH 370	Arch. Design IV	Upper	ARCH 330	6
ARCH 401	Portfolio Preparation	Upper	ARCH 250	1
ARCH 305	Topics In Theory	Upper	HUMN 241/242	3
ARCH 430	Arch. Design V	Upper	ARCH 370	6
ARCH 460 or 480	Structural Steel or Reinforced Concrete	upper	ARCH 360	3
ARCH 410	Professional Practice	Upper	ARCH 240	3
ARCH 470	Arch. Design VI	Upper	ARCH 430	6
ARCH 520	Thesis Research	Upper	ARCH 470	3
ARCH 530	Arch. Design VII	Upper	ARCH 470	6
ARCH 570	Thesis Studio	Upper	ARCH 530	6
			Total Credits if Bachelor's Program	95

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.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

The general education requirements for the Bachelors of Architecture are broken down as follows and fulfill the SUNY general education requirements.

(See Appendix O – Course Descriptions)

General Studies comprise 34 hours in the BArch program. The State University of New York (SUNY) requires 30 credits of general education (GE). SUNY has ten different GE categories. 4 categories; Math, Natural Sciences, Communication, and Diversity, Equity and Inclusion, must be included in every program. Communication often requires two courses, in that both written and oral communication are required. A minimum of seven categories must be covered by each student. This leaves some GE courses to be determined by the program and/or the student.

Course Number	Course Name	Upper or Lower Level	Prerequisites (if any)	GE number (if any)	Credits
General Studies - SUNY General Education					
ARTS 115	Freehand Drawing	lower		ARTS	3
ENGL 100	Composition I	lower		COMW	3
MATH 150	Pre-Calc	lower		MATH	3
COMM 100	Public Speaking	lower		COMO	3
PHYS 150	General Physics I	lower	MATH 128	NSCI	4
DVRS	Diversity GE	lower		DVRS	3
HUMN 241	History of Arch. I	lower	ENGL 100	HUMN	3
SOCS/USCV/GLBL/WLNG	General Education	lower		SOCS/USCV/GLBL/WLNG	3
HUMN 242	History of Arch. II	lower	ENGL 100	HUMN	3
ANY GE	General Education	lower		ANY	3
ENGL 310	Technical Writing	Upper	ENGL 100		3
				Total Credits if Bachelor's Program	34

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.
The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

The proposed program has 15 credits of optional studies that students must select from the below list and 3 credits of a free elective which can be any course from across the campus. SUNY Delhi does not currently have minors, but the institution is working on it. These optional study choices were designed to allow students to earn a minor in Sustainability or Construction Management once the institution can issue minors. Currently, the Construction Management program does offer an AAS degree, which could be earned using the optional studies and elective courses.

Course Number	Course Name	Upper or Lower Level	Prerequisites (if any)	Credits
Optional Studies				
ARCH 315	Special Topics in Architecture	upper	ARCH 135	3
ARCH 355	Prototyping I	upper	Instructors Approval	3
ARCH 371	Architectural Theory (Study Abroad)	upper	Upper Level Architecture Student	3
ARCH 375	Prototyping II	upper	ARCH 355	3
ARCH 400	Architectural Internship	upper	Upper Level Architecture Student	3
ARCH 460	Structural Steel (if not used for base degree)	upper	ARCH 360	3
ARCH 480	Reinforced Concrete Design (if not use for base degree)	upper	ARCH 360	3
ARCH 496	Advanced Study (Independent Study)	upper		3
AECT 110	Construction Materials	lower		3
AECT 280	M.E.P.	lower	Major Restrictions	3
AECT 370	Site Engineering and Design	upper	Junior Standing	3
AECT 415	Sustainable Building Practices	upper	Major Restrictions	3
AECT 450	Building Science	upper	Major Restrictions	3
BUSI 120	Business Communication	lower		3
BUSI 200	Management I	lower		3
CNST 150	Heavy Civil Construction	lower	Major Restrictions	3
CNST 160	Construction Surveying	lower	Major Restrictions	3
CNST 260	Estimating & Planning I	lower	Major Restrictions	3
CNST 270	Const. Law & Contracting	lower	Major Restrictions	3
CNST 295	Design-Build Management	lower	AECT 110, ARCH 110, CNST 110, CNST 150 or CNST 210 and MATH 128	3
SUST 300	Sustainable Planning & Design	upper	ENGL 100	3
SUST 305	Energy & Sustainability	upper	ENGL 100	3
SUST 485	Environmental & Social Justice	upper	ENGL 100	3
HUMN 325	Nature & Culture	upper	ENGL 100	3
LITR 320	Environmental Literature	upper	ENGL 100	3
ENST 140	Introduction to GIS	lower		3
	Other as approved by advisor			3

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.
Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

The Department of Architecture Offers three programs for enrollment.

Bachelors of Architecture (B.Arch)

- 150 hour program as described in this document (See Appendix XX: B.Arch Curriculum Map)

Bachelors of Technology in Architecture Design & Building (BT)

- 120 hour program
- Degree is offered to students who may want to move into another field of study, like engineering, after receiving their 4 year degree.

Associates of Applied Science in Architectural Technology (AAS)

- 61 credit program
- Degree is offered as an entry degree for students who may be still learning about architecture or do not have the required high school requirements to enter directly to the BT or BArch.

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. Programs must provide accredited degree titles, including separate tracks.

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.

Program Response:

The program has established a clear curriculum of 150 credits that make up the Bachelors of Architecture degree:

Course Number	Course Name	Upper or Lower Level	Prerequisites (if any)	GE number (if any)	Credits
First Semester					
ARCH 100	Orientation	lower			1
ARTS 115	Freehand Drawing	lower		ARTS	3
ARCH 125	Arch. Design Graphics	lower			3
CNST 110	Res. Building Systems I	lower			3
ENGL 100	Composition I	lower		COMW	3
MATH 150	Pre-Calc	lower		MATH	3
				First Semester Total Credits	16
Second Semester					
ARCH 110	Residential Documentation & Detailing	lower			3
ARCH 135	Arch. Design Fund.	lower	ARCH 135		3
COMM 100	Public Speaking	lower		COMO	3
PHYS 150	General Physics I	lower	MATH 128	NSCI	4
DVRS	Diversity GE	lower		DVRS	3
				Second Semester Total Credits	16
Third Semester					
ARCH 210	Arch. Design I	lower	ARCH 135		4
CNST 210	Commercial Construction	lower			3
ARCH 250	Digital Design I	lower	ARCH 110		3
HUMN 241	History of Arch. I	lower	ENGL 100	HUMN	3
SOCS/USCV/GLBL/WLNG	General Education	lower		SOCS/USCV/GLBL/WLNG	3
				Third Semester Total Credits	16
Fourth Semester					
ARCH 151	Statics & Strength Mat.	lower			3
ARCH 240	Arch. Design II	lower	ARCH 210/220		4
ARCH 220	Commercial Documentation & Detailing	lower	ARCH 110		3
HUMN 242	History of Arch. II	lower	ENGL 100	HUMN	3
ANY GE	General Education	lower		ANY	3
				Fourth Semester Total Credits	16

Fifth Semester					
ARCH 330	Arch. Design III	Upper	ARCH 240		6
ARCH 345	Sustainable Systems I	Upper	ARCH 220		3
ARCH 360	Structural Theory	Upper	ARCH 110/150		4
OS	Optional Studies	Either			3
				Fifth Semester Total Credits	16
Sixth Semester					
ARCH 300	Digital Design II	Upper	ARCH 250		3
ARCH 350	Sustainable Systems II	Upper	ARCH 220		3
ARCH 370	Arch. Design IV	Upper	ARCH 330		6
ARCH 401	Portfolio Preparation	Upper	ARCH 250		1
OS	Optional Studies	Either			3
				Sixth Semester Total Credits	16
Seventh Semester					
ARCH 305	Topics In Theory	Upper	HUMN 241/242		3
ARCH 430	Arch. Design V	Upper	ARCH 370		6
ARCH 460 or 480	Structural Steel or Reinforced Concrete	upper	ARCH 360		3
OS	Optional Studies	Upper			3
				Seventh Semester Total Credits	15
Eighth Semester					
ARCH 410	Professional Practice	Upper	ARCH 240		3
ARCH 470	Arch. Design VI	Upper	ARCH 430		6
ENGL 310	Technical Writing	Upper	ENGL 100		3
OS	Optional Studies	Either			3
				Eighth Semester Total Credits	15

Ninth Semester					
ARCH 520	Thesis Research	Upper	ARCH 470		3
ARCH 530	Arch. Design VII	Upper	ARCH 470		6
OS	Optional Studies	Either			3
				Ninth Semester Total Credits	12
Tenth Semester					
ARCH 570	Thesis Studio	Upper	ARCH 530		6
Elective	Elective				3
OS	Optional Studies	Either			3
				Tenth Semester Total Credits	12
				Total Credits if Bachelor's Program	150

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.

Program Response:
N/A

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.

Program Response:
N/A

4.3 Evaluation of Preparatory Education

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 Transfer Review
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.
See also Condition 6.5

Program Response:

The program has a clear set of guidelines outlining the path for transfer. This is set by both the institution, but further requirements are required for advanced placement for architectural students:

Like all students the admissions department will review all credits for transfer and if there are potentially applicable architectural course work being transferred it will be referred to the Transfer Coordinator.

Once the Transfer Coordinator receives the transferring student's transcript it will be reviewed to determine what courses may be applied to the degree requirements. This is facilitated in three ways. First, the Transfer Advisor will request a meeting the student to review the transcript, request syllabi for transferrable classes and request that the student submit a design portfolio if attempting for advanced studio placement.

The submitted syllabi and design portfolio will be reviewed by the Transfer Coordinator and they will make a recommendation to the architectural faculty for review. Once a decision has been made the Program Coordinator will submit the departments decision to the registrar.

SUNY Delhi Transfer Admission Requirements:
Prospective transfer students must meet the minimum admissions requirements for the program they are applying to in order to be considered for admission.

Minimum cumulative transfer grade point average:

- 2.0 for most associate degree and bachelor's degree programs, unless noted below
- 3.0 for associate degree Veterinary Science Technology and bachelor's degree Veterinary Technology
- 3.0 for associate degree (RN) and bachelor's degree (BSN) nursing programs
- Nursing TEAS Exam: with 65 or higher (See TEAS Information below)

Please note: These are minimum requirements for admission consideration and do not guarantee admission to SUNY Delhi.
Admissions decisions are based on:

- All official college transcripts (Transfer Applicants)
- Transfer with a cumulative GPA of 2.0.
- Completion of any prerequisites established by the program to which you are applying
- Space availability in the program

4.3.2 Preparatory Education Experience
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**.**

Program Response:

The program is relying on the existing conditions set by the larger institution:

Students who enroll in the B.Arch. program are not subject to any evaluation above and beyond the criteria for admittance to SUNY Delhi.

4.3.3 Articulated Evaluation
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.

Program Response:

The program has clear and specific definitions for its degree programs:

As described in section 4.3.1 above, the evaluation process for the degree program is accessible to candidates through the university's website and is further clarified by university representatives, including those from Admissions, Registrar's, and Dean's offices, as well as transfer advisors. Additionally, the expected duration of the five-year degree program is explicitly outlined in print materials and resources readily available on the Architecture Programs webpage.

NAAB

5—Resources

5.1 Structure and Governance

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.

Program Response:

The administrative structure can be seen in Appendix J: Institutional Organizational Chart and Appendix L: Division Organizational Chart. The full scope of the college's governance structure can be found on the Office of the Presidents web page. This describes the relationships and structure of SUNY Delhi governance:

Senior Leadership:

- President: Interim Mary Bonderoff
- Provost: Interim David Brower
- Assistant Vice & Vice Presidents:
  - Assistant Vice President of Institutional Effectiveness: Lauralee Edwards
  - Interim Vice President for Student Life & Chief Diversity Officer: John J. Padovani
  - Vice President for Finance & Administration: Chelsea Mathieu
    - Associate VP for Financial Reporting and Auxiliary Services:
    - Associate Vice President of Operations: Shawn Brislin
    - Director of Human Resources: Diane Hanna
  - Vice President for College Advancement: Michael T. Sullivan
  - Vice President for Marketing & Communications: Michael J. Sullivan
  - Interim Chief Diversity Officer: Louis Reyes

The provost overseas all academic areas on the college. This comprises five divisions. Regular meetings are held with the deans (Deans Council) and with the program coordinators.

- Academic Deans
- University Registrar

The Division of Applied Technology and Architecture is overseen by Dean Davis with assistance from the Program Coordinators from each program area.

- Architecture
- Mechatronics
- Construction Management
- Residential Construction
- Electrical
- Heating, Ventilation, and Air Conditioning
- Plumbing
- Welding

- Refrigeration
- Automotive

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.

Program Response:

SUNY Delhi, the Architecture Program, and the architecture students continue to be active participants in SUNY Delhi governance:

At SUNY Delhi, the faculty and staff participate in institutional governance through various avenues. At the departmental level, the Program Coordinators convene regularly with the Dean to discuss campus developments and relevant information pertaining to their program areas. Moreover, the faculty of the Division of AT&A meet each semester to review policy developments, budgeting, assessment, and institutional information.

The primary channel for shared governance between the leadership and faculty across the campus is the Faculty Senate. It is composed of representatives from various divisions, including a sitting division senator, Max Dehne (Architecture Program Director), and a sitting general senator, Mike Tweed (Architecture Faculty).

Student governance takes shape in different forms, with students having the opportunity to evaluate the courses and professors they encounter each semester. At the institutional level, students participate in the student senate and serve on institutional committees like the EAIB (Equity, Access, and Inclusion Board), among others.

These methods of shared governance are crucial to the success of both the program and the institution as a whole. SUNY Delhi has been intentional in fostering a campus culture that values diverse perspectives to effect educational and institutional change in recent years.

5.2 Planning and Assessment
The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 Multiyear Strategic Objectives
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.

Program Response:

The program has a clear target and strategic goal as it moves forward over the next several years of the degree.

The Architecture Department has a continuous plan for improvement over the next several years that is engaged with the larger institutional goals and evolving strategic plan. Our first priority at this time however is completing the conditions of accreditation by 2027.

Accreditation Timeline:

SEMESTER	2022 - FRESHMAN	2023 - FRESHMAN	2024 - FRESHMAN
FALL 23 - SPRING 24	First class that can graduate and potentially get 2 yr roll back.	Admit first class of freshman.	
FALL 24 - SPRING 25			Admit second class of freshman
FALL 25 - SPRING 26			
FALL 26 - SPRING 27	Graduation		
FALL 27 - SPRING 28		Graduation	
FALL 28 - SPRING 29			Graduation

The process of accreditation will be critical in the continued effort to review, document, and reflect on the program as it grows. We plan to use this opportunity to develop a program that utilizes assessment to enhance our technical educational offerings.

As we advance the first cohort through the program, we will refine the course offerings with the NAAB Conditions, School Mission, and assessment processes in mind. Our assessment lead, Michael Tweed, has utilized the Student Criteria to construct our own program assessments and additionally scaffolded those criteria to our own Program and Institutional Learning Objectives. This assessment process, under Lauralee Edwards is now being refined and continues on a three-year cycle (See Appendix C: Institution Assessment Map & See Appendix D: NAAB SUNY Delhi Assessment Map Scaffolding).

The outcomes of this process of review have allowed us to develop the unaccredited 5-Year degree in cooperation with the New York State Education Department that we are now pursuing accreditation for. This five-year process required us to enact the following changes handed down from NY SED:

- Division name change from The Division of Applied Technologies to the Division of Applied Technologies and Architecture.
- Create a direct admission path for the Bachelors of Architecture
- Hire a PhD. Faculty to support the new program
- Update all curriculum that will be present within the BArch program.

Currently SUNY Delhi administration is led by Mary Bonderoff as the acting Chief Operational Officer as we wait for a new President search to begin. That said the current strategic plan is being re-considered and a new focus around growing enrollment is being developed. This has coincided with a Middle States, our accrediting body, reviewing the institution. However, in light of recent enrollment trends we predict that the Division of Applied Technology and Architecture will play a continued role in the success of the school.

5.2.2 Performance Indicators
Key performance indicators used by the unit and the institution

Program Response:

The program has clear and defined key performance indicators:

At this time our primary indicator of success has been the successful review, and passing of the non-accredited five-year degree passed by the New York State Education Department. The review process at the state level has gone through a lengthy review and before being approved went through an independent committee that review all new degrees that lead to licensure. Thus, moving forward all changes to the degree will not only go through the normal local review process (Curriculum Committee, Dean Review, Provost Review) but also to this committee at the state level.

Additionally, the state, as well as SUNY Delhi, have developed new General Education requirements that now includes Diversity Equity and Inclusion while removing American History as a single category. This change also required us to review our degree and make the needed changes to come into compliance with the state general education requirements.

Institutional Performance Indicators:

- Current Strategic Plan Goals:
  - Fostering a welcoming, safe, respectful, fun, and inclusive community.
    - The architecture program at SUNY Delhi currently prides itself on foster a welcoming and inclusive environment through open dialog, small class sizes and interpersonal communication.
  - Providing students, faculty, and staff with optimal living and learning environments.
    - The Architecture program is housed in one of the most recently renovated buildings on campus. This was a priority for the previous President, Michael R. Laliberte who believed that our program could see significant growth with institutional investment.
  - Innovating, delivering, and sustaining relevant and cutting-edge curricula.
    - Like much of the investment to the architectural spaces we have also been able to secure funds to purchase needed equipment like an updated Laser Cutter, new software, lab computers, and large touch screen tv's.
    - Many of the faculty in the SUNY Delhi Architecture Program either have architecture/engineering licensure or are practicing architectural designers. We believe that this is critical to providing a level of education that prepares students for entering the workforce.
  - Recruit students showing promise and potential into academic programs.

- The Architecture Program has had steady rebound after the COVID 19 pandemic lockdown. We have an active marketing and recruitment department at SUNY Delhi who create a variety of recruitment opportunities for the school.
    - Developed marketing videos for online marketing
    - Developing Applied Technologies and Architecture recruiters in the greater New York area.
    - Developing new articulation agreements with Community Colleges across the state.
    - Host Bronco Ready Days, Accepted Student Days, and individual student recruitment.

- Developing and inspiring students to reach their full potential.
    - SUNY Delhi has an extensive student outreach systems in place to make sure students achieve in their program areas.
        - C-PASS advisors
        - EOP advisors
        - Academic Achievement Center
        - Recently implemented student tracking system that links faculty, advisors and students (STARFISH).
    - The Architecture Department also has internal controls to provide students the support they need to succeed.
        - Architectural Transfer Student advisor
        - Architectural faculty advisors
        - Architectural Peer Tutors

Architecture Program:
Presently, we have an established institutional assessment strategy that seamlessly aligns with and incorporates the NAAB assessment guidelines as its foundational framework (See Appendix D: NAAB SUNY Delhi Assessment Scaffolding).

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

Program Response:

The program continues to make progress in our intent to transform the architecture program into a NAAB accredited degree. In that we have made continual improvement over several years to move the degree forward:

Recently, our primary focus has revolved around the development and approval of a 5-Year non-accredited degree program through the State Education Department (SED). In the Fall of 2022, we received official approval for this degree from the state, marking a significant milestone. Our new long-term plan is centered on pursuing accreditation through NAAB.

To meet the requirements set by the reviewing committee, we've accomplished the following goals:

- Renamed and cross-listed existing courses.
- Developed a direct admission program.

- Created 4th and 5th-year courses (ARCH 300, ARCH 305, ARCH 480, ARCH 485, ARCH 490).
- Amended the division name from the "Division of Applied Technology" to the "Division of Applied Technology and Architecture."

Our current objectives are geared towards crafting the APR (Architecture Program Report) and other essential NAAB documentation to fulfill the accreditation process, as outlined in section 5.2.1.

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

Program Response:

The program has a continued assessment strategy to determine the strengths, challenges and opportunities for the program as we continue to seek accreditation:

Strengths:
Our program boasts several notable strengths that set us apart from others. Firstly, we take pride in our diverse student body, drawing students from both upstate and downstate regions of New York. This diversity is of utmost importance to us, as we firmly believe that our affordable program provides underrepresented populations with an accessible gateway to the architectural profession.

Additionally, our small program size allows us to cultivate a unique and close-knit relationship with our students, a quality that larger institutions cannot replicate. Our faculty members serve as advisors to architecture students, offering guidance and oversight that extends beyond the classroom and throughout their academic and professional journey.

Challenges:
Presently, the SUNY system, like many educational institutions, is grappling with the economic challenges that have beset academia in recent times. SUNY Delhi is actively working to reposition itself within the larger SUNY system, and this financial repositioning will be a significant challenge for our department and institution in the years to come.

Opportunities:
Despite these challenges, we discern opportunities for growth that are integral to the prosperity of our program, our students, and our institution as a whole. As a department, we have shown resilience in rebounding from the impact of COVID-19, transitioning back to in-person instruction after a period of online learning. We are now primed to offer a robust degree option that will empower our students and contribute to the overall success of our institution.

Our program's assessment is an ongoing process, fortified by a robust assessment plan that is meticulously documented at the conclusion of each semester or bi-annually, in alignment with our institutional assessment obligations. This commitment ensures that we maintain a vigilant and data-driven approach to program evaluation and improvement.

5.2.5 Outside Input
Ongoing outside input from others, including practitioners.

Program Response:

The program has an established and successful method for obtaining input for others outside the institution:

The architecture department maintains an engaged advisory council, which plays a pivotal role in assessing the evolving demands of the profession and evaluating the success of our graduates in the workforce. Over the past few years, this council has been indispensable in championing our program and advocating for the importance of the 5-year degree in producing highly competent and employable graduates.

In addition to our continued work with our advisory council the State Education Department tasked us with facilitating the oversight of two external reviewers in assess the potential for a new degree. The reports from these reviewers, included in the appendix (See Appendix XX: Degree Review Documentation), were warmly received and both strongly encouraged us to persist in our pursuit of this degree program.

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.

Program Response:

The program regularly utilizes a diverse set of tools to self-assessment to develop strategies to encourage changes and adjustments that promote student and faculty success:

Currently we utilize several methods for review, assessment and development to encourage changes to promote student and faculty success.

- Continual assessment of program goals that focuses degree changes, technological advancements, and institutional budgeting.
- Annual meeting with an advisory council comprised of working professionals from around the state of New York.

Produce 5-year reports for all degrees to review enrollment trends, assessment goals, enact plans like alumni surveys and program changes.

As we develop the program, we will continue to develop new methods of assessment.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.
Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

The program has an established and well-reasoned process for assessing curriculum as part of the larger institutional assessment goals:

Assessment of the program happens annually at the department level and will scaffold to the program and institutional learning outcomes. Program and student learning outcomes will be assessed on a three-year cycle per university standards and assessment plan (See Appendix C: Institution Assessment Map).

5.3.1 Course Assessment and Curricular Development

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

Program Response:

Assessment of the NAAB student criteria, program criteria and institutional assessment will lead curricular development:

In preparation of seeking NAAB accreditation we have created a method of scaffolding our student learning outcomes with the NAAB student criteria, program learning outcomes to program criteria. These outcomes also scaffold directly into the institutional learning outcomes of SUNY Delhi.

5.3.2 Setting Curricular Agendas

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.

Program Response:

The program has a clear set of roles and responsibilities set out by the larger institution:

Curriculum Committee:

- Reviews all campus wide submissions for curriculum changes
- Has representatives from each division of the school

Architecture Licensing Advisor:

- Overseas internship opportunities

Program Director:

- Acts in a supporting role to the Dean.
- Coordinates annual assessment.
- Overseas course scheduling.
- Overseas proposals for curricular change.

5.4 Human Resources and Human Resource Development

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 Balance of Workloads

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

Program Response:

The program has a growing faculty body that will support the required course load:

As the program grows, we will need to have the faculty needs of the department grow as well. As of the Spring of 2023 we have an open position for a PhD faculty as well as the hiring of a fulltime instructional support technician to assist the Program Director with NAAB accreditation, administrative, and teaching support duties. Through this and filling of future positions we will bring the workloads of the faculty to the standard of the school.

5.4.2 Architecture Licensing Advisor
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.

Program Response:

The program has assigned a Licensing Advisor:

We currently have a Licensing Advisor, Janey Ho, but she will not begin her duties till we receive initial candidacy.

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

Program Response:

Faculty and staff in the architecture department have access to a variety of professional development opportunities both facilitated and/or funded by the larger institution:

There is a variety of different opportunities for Faculty to pursue professional development:

- The College has focused on developing and improving pedagogy and curriculum through professional development activities offered by the CEITL. In addition to S.P.A.R.K.(Sharing Pedagogy, Awesome Ideas, Research & Knowledge), the Sharing Teaching Ideas reading group, and Assessment Briefs, over the past year, CEITL has also offered workshops on a variety of pedagogical topics and self-care. These include: “Putting DEI in Your OER,” “Research & Creative Achievement Day,” “Safe Zone,” “ILO Rubrics,” and “Discovering Diversity at Delhi.” Many of these workshops speak directly to faculty/staff questions or concerns, such as the forthcoming change in SUNY GEs. The need for more online training was included in an action plan in response to the Covid-19 crisis. The micro-credentials that CEITL offers are also in line with campus goals and outcomes; they include Assessment, DEI, and Teaching & Learning. Participation in these programs is tracked through the BroncoCONNECT system.

- United University Professionals also has funding via the Individual Development Award that is provided each year for both professional development and tuition reimbursement.

This is currently an area that we hope to see growth in the institution as currently they availability of professional development opportunities does not have strong institutional support.

5.4.4 Student Services
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.

Program Response:

SUNY Delhi has a robust collection of student support services that include, but are not limited to academic, personal, mental, career guidance, and job placement:

Health Services

Services
- Mental and Emotional Health
- Physical Health
- Broncos CARE Team
  - Housing or food insecurity
  - Medical and Mental Health Emergencies
  - Students in Distress

Staff
- Tanjia Hynes, FNP-BC:Director of Health Services
- Mary E. Wake LMHC:Director of Counseling Services

Academic Achievement Center

Services
- Tutoring
- Career resources
- General advising

Staff
- Louis A. Reyes, Jr.
  - Interim Chief Diversity Officer
- Jeff Stedman:
  - Director of Academic Advisement and Resnick Academic Achievement Center
- Robert Mazzei:
  - Coordinator of Academic Exploration Program
- Gabriella Vasta
  - Interim Director of Accessibility and Opportunity Programs
- Kristin DeForest
  - Coordinator of Career Services
- Jessica Scanlan Fleming

    - Interim Coordinator, Access and Equity
- Advisors
    - Cara Aguirre
    - Jessica Blake
    - Jonathan Annan
    - Laura Pehrsson
    - Felicia Magnan

Office of Student Life

Services

- Center for Student Engagement and Leadership
- The MOSAIC Multicultural Center
    - The MOSAIC Multicultural Center serves as a space for members of the campus community to feel supported and valued as they explore their sense of self and the world in which they live.
- College Associate at Delhi
    - The College Association at Delhi, Inc. is dedicated to supporting the success of SUNY Delhi and each and every student through all of its endeavors and programs. The Association and all of its employees are dedicated to the core mission of providing the highest quality dining and catering services for the best value in a warm and welcoming atmosphere for all of its customers.
- O'Connor Center for Community Engagement
    - Through awareness, training, and recognition, the O'Connor Center for Community Engagement engages students, faculty, staff, and community members in partnerships that foster collaborative learning and civic engagement in a diverse world. The OCCE develops partnerships that simultaneously enhance academic work, meet community needs, and prepare students to be socially responsible leaders through active service and volunteerism.

Staff

- John Pavaloni
    - Vice President of Student Life
- Larry Mannolini
    - Director of the Center for Student Engagement
- Dr. Leonel Diaz Jr:
    - Assistant Director of MOSAIC
- Ralph Perez-Rogers:
    - Executive Director of the College Assiociate at Delhi (CADI)

5.5 Social Equity, Diversity, and Inclusion

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

5.5.1 Human, Physical, and Financial Resources

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

Program Response:

The Architecture Program is committed to developing a diverse, equitable and inclusive program through its human resources:

UNY Delhi is dedicated DEI in the distribution of is human resources:

The program utilizes our local resources to seek faculty that will bring diverse and inclusive voices to the classroom. Recently the department has engaged in a series of Diversity activities including:

- Established a student chapter of the National Organization of Minority Architects.
- Serve on the Policy committee overseeing the development of policy across campus.
- Sought and hired diverse candidate for its initial PhD hiring.

The Architecture Program is committed to developing a diverse, equitable and inclusive program through its physical resources:

- Part of the renovation of South Hall, completed in 2022, was to bring the building up to current ADA standards for accessibility
- The renovated South Hall also had computers installed at all work stations so students have an equitable access to essential software.

The Architecture Program is committed to developing a diverse, equitable and inclusive program through its financial resources:

- Currently the program seeks and employs a diverse group of student peer tutors to support the architectural students and faculty, and design studios.
- The program actively supports the architecture club as a space for bring a diverse group of students and faculty advisors together. This resources utilizes student activities fee and financial support from the student senate to extend architectural exploration to the larger campus.

5.5.2 Faculty Diversity
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.

Program Response:

The Architecture Department plans to maintain or increase its diversity of faculty and staff leading to the next accreditation cycle.

- Work closely with administration via the Program Coordinator to fulfill university DEI commitments.
- Continue to seek diverse candidates.
- Focus on applicants submitted materials as evidence of success versus the location or prestige of previous universities.

5.5.3 Student Diversity
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.

Program Response:

The Architecture Department plans to maintain or increase its diversity of students leading to the next accreditation cycle.

- Continue to engage interested C-PASS (NAME) and EOP (NAME) students.
- Continue to support marketing and recruitment teams especially when engaging with underserved populations.
- Continue to develop articulation agreements with local colleges with 2 year degrees.

5.5.4 Institutional Diversity, Equity, and Inclusion Initiatives
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.

Program Response:

The program currently operates and follows all institutional policies pertaining to DEI and continues to seek diverse voices when recruiting both students and faculty:

Current policies in place at the institutional level:

Affirmative Action Plan
https://www.delhi.edu/mydelhi/hr/affirmative-action/index.php

Equity, Accessibility, Inclusion
https://www.delhi.edu/campus-life/diversity/

Resnick Academic Achievement Center
https://www.delhi.edu/academics/academic-achievement-center/index.php

Notice of Non-Discrimination
https://www.delhi.edu/mydelhi/hr/non-discrimination/

Title IX
https://www.delhi.edu/mydelhi-students/titleix/

MOSAIC Multicultural Center
https://www.delhi.edu/campus-life/activities/multicultural-center/index.php

In addition to these plans and polies we have also begun the process to move American History required general elective to a DEI general elective as part of a larger SUNY wide change.

The inclusion of diversity, equity and inclusion has been further developed by the SUNY Delhi Campus as the institution begins to also re-write the Strategic Plan. One of focal points of that plan will be to create clear language around DEI.

5.5.5 Physical & Mental Support

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

Program Response:

Faculty and staff with different physical and/or mental abilities are supported by the following policy:

- The University Policy for faculty and staff is outline in the Accommodations for Individuals with Disabilities section of the employee handbook.
- Further information can be found at: https://www.delhi.edu/mydelhi/hr/handbook/staff/accommodations-for-individuals-with-disabilities.php

Faculty and staff with different physical and/or mental abilities are accommodated through the Office of Access and Equity:

- It is the college's policy to provide, on an individual basis, academic adjustments to its requirements for students who have disabilities that may affect their ability to fully participate in program or course activities or to meet course requirements, as well as nonacademic program or activity requirements, including, but not limited to clubs, residence life and meal plans, and athletics.
- Further information can be found at: https://www.delhi.edu/academics/academic-achievement-center/access-equity/index.php

5.6 Physical Resources

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

5.6.1 Studio Facilities

Space to support and encourage studio-based learning.

Program Response:

Physical resources supporting studio-based learning:
As of 2021 the architecture department is now housed in three buildings. Two of those buildings, Thurston Hall and South Hall, renovations were completed in 2021. The other, Smith Hall, still houses several studio spaces, construction labs, and computer lab spaces.

See Appendix R: Facilities

5.6.2 Didactic and Interactive Learning Facilities

Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

The program has use of the following physical resources that support didactic and interactive learning:

There is a wide range of spaces beyond the architecturally dedicated spaces on campus. The spaces the regularly occupied spaces in Smith, South and Thurston Halls aid in supporting the architecture program and include the following:

Library:
Still developing a dedicated space for architecture related materials
Small and open study space
Open access to computers
Academic Achievement Center

Evenden Tower:
Large and small lecture halls (20 to 100 occupancy)
Art studio space

Sanford Hall:
Large and small lecture halls (20 to 50 occupancy)
Computer lab

Farrell Hall:
Small study rooms
Okun Theatre / Auditorium

Electrical Technology Hall:
Small lecture spaces

5.6.3 Faculty Support Spaces
Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Physical resources that support roles and responsibilities:

The primary support for these activities is the newly renovated spaces in Thurston Hall (Conference room, gallery, and faculty offices) and Smith Hall (Conference room and faculty offices).

5.6.4 Resources to Support Learning Formats
Resources to support all learning formats and pedagogies in use by the program.

Program Response:

Physical resources that support all learning formats:

As previously mentioned, the spaces utilized by our students and faculty are equipped with a diverse array of tools to support various learning formats. These resources include:

- Smith Hall Design Studios: These studios are equipped with typical studio equipment, including drawing boards and a projector with a laptop or digital viewer for displaying drawings.
- Smith Hall Computer Labs: These labs are accessible until 12 am and are equipped with up-to-date industry software.
- Construction Labs: These labs located in Smith Hall are designed to replicate real-world construction environments focused on light wood construction and commercial / steel construction.
- Thurston Hall: This building has a conference room, large touch screen monitors, and gallery / pin-up space.
- South Hall: In South Hall, there are local computers with industry software available at each work area, along with large touch screen monitors, laser cutters, model supplies and printing stations.
- Art Spaces: Both Farrell Hall and Evenden provide access to art spaces during normal business hours.

In the event that the program's pedagogy does not require some or all of the aforementioned physical resources, the program must provide a description of how online, off-site, or hybrid formats impact both digital and physical resources, detailing any effects these alternative formats may have.

5.7 Financial Resources

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.

Program Response:

The program continues to develop and seek financial support for the growth out degree offerings:

Currently, largely due to the decrease in enrollment trends the school is still rebounding from the COVID 19 pandemic. However, we continue to see an increase in enrollment across campus. The increase in enrollment will hopefully ensure the continued support for the program.

5.8 Information Resources

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.

Program Response:

Faculty, student and staff access to convenient and equitable access to information:

Though we are a small institution we believe that the access to the critical information needed to support a professional education in architecture is already present.

Resources Available:

Resnick Library

- Collection of architecture texts and publications
- Collection is developed from faculty input with the librarians
- Access to Illiad (interlibrary loan with all associated SUNY colleges)
- Access to online journals and publications
- Access to computers with architecture specific software installed.

South Hall Studio

- Local desk top computers with access to all industry standard software (Autodesk, Adobe, Endscape, Sketchup, Rhinoceros and other related products)

Smith Hall

- Open access computer labs (open till midnight) with access to all industry standard software (Autodesk, Adobe, Endscape, Sketchup, Rhinoceros and other related products)

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.

Program Response:

The program has access to dedicated librarians and services:

The architecture department is fortunate to have access to a supportive team of staff who assist students, faculty, and staff. Furthermore, there is a dedicated library support staff in place. Within this team, we maintain a direct contact for situations where resources that fall outside of our normal access are required. This includes tasks such as purchasing texts or publications, conducting in-class demonstrations, and providing additional support services.

As our program continues to expand and the need for resources grows, we can confidently rely on the continued support of the library staff, their services, and the provision of dedicated space for our students to conduct essential architectural research.

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

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.

Program Response:

The program has posted the required information in the following area of the degree website:

Architecture Accreditation Webpage:
https://www.delhi.edu/academics/majors-programs/bachelors/architecture-barch/naab.php

6.2 Access to NAAB Conditions and Procedures

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)

Program Response:

The program has followed the above guidance and publicly posted required information:

Architecture Accreditation Website:
https://www.delhi.edu/academics/majors-programs/bachelors/architecture-barch/naab.php

6.3 Access to Career Development Information

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.

Program Response:

The program has clear access to career services and career development:

In addition to the support that faculty advisors the routinely aid students in career development both as students and graduates there is also the Career Center housed in the Resnick Library Academic Achievement Center. Here students can work with associates to develop the prefusion requirements of their field.

Career Center:
https://www.delhi.edu/academics/career-services/index.php

Architecture Webpage:
The architecture page has other career links and information on the same accreditation webpage.
https://www.delhi.edu/academics/majors-programs/bachelors/architecture-barch/naab.php

6.4 Public Access to Accreditation Reports and Related Documents

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

Program Response:

The program has posted all relevant information and it will be located on the SUNY Delhi architecture webpage, sub section for accreditation:

.

Architecture Accreditation Webpage:
https://www.delhi.edu/academics/majors-programs/bachelors/architecture-barch/naab.php

6.5 Admissions and Advising

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

Program Response:

The program and school have an established system and websites for the posting of admissions and advising needs:

SUNY Delhi Admissions:
https://www.delhi.edu/admission/

SUNY Delhi Architecture Faculty:
This link a potential student can find the list of faculty all of which are capable of handing the admissions needs.

https://www.delhi.edu/academics/majors-programs/associates/architecture/staff/index.php

Financial Aid and Scholarships:
https://www.delhi.edu/admission/financial-aid/index.php

Weekly Admission Visit Times:
One day a week during the semester the Program Director makes themselves available to meet with potential students. This also can be scheduled via zoom when needed.

6.6 Student Financial Information

6.6.1 Student Access to Current Resources

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

Program Response:

The program depends on institutional support to provide students with a clear and comprehensive pathway to access financial information:

Access to financial aid resources:
Financial aid advisement and resources are facilitated through the Office of Financial Aid. All relevant processes, forms, and documentation can be found on their institutional website and a link to these resources will also be housed on the architecture programs webpage.

These resources are an essential element for students attending SUNY Delhi as many have chosen our institution for its dedication to student learning and affordability.

Financial Aid & Scholarships Webpage:
https://www.delhi.edu/admission/financial-aid/index.php

Architecture Link Location:
https://www.delhi.edu/academics/majors-programs/bachelors/architecture-barch/naab.php

6.6.2 Access to Tuition Estimates

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.

Program Response:

The program provides students with a clear access to tuition estimates via the SUNY Delhi website:

Separate from financial aid and scholarships the tuition and fees webpage detail the costs associated with attending SUNY Delhi. These will also be linked directly from the architecture programs webpage. In addition to the overall tuition and fees associated with the degree, the architecture webpage will also host a breakdown of additional costs. This includes, but is not limited to a breakdown of lab fees and their use, technology fees and their use, and other fees that have a direct impact on their architecture courses.

Tuition & Fees:
https://www.delhi.edu/admission/tuition-fees/index.php

Appendix:

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- Appendix B: Eligibility Memorandum
- Appendix C: Institutional Assessment Map
- Appendix D: NAAB / SUNY Delhi Assessment Scaffolding Chart
- Appendix E: NAAB Program Criteria (PC) & Student Criteria (SC) Chart
- Appendix F: Institutional Accreditation
- Appendix G: Bachelors of Architectural Curriculum
- Appendix H: Bachelors of Technology in Budling & Design Curriculum
- Appendix I: Applied Associates of Science in Architectural Technology Curriculum
- Appendix J: Institutional Organizational Chart
- Appendix L: Division Organizational Chart
- Appendix M: University Committee Representation
- Appendix N: Proforma
- Appendix O: Course Descriptions
- Appendix P: Student Expectations
- Appendix Q: Facilities
- Appendix R: N/A
- Appendix S: N/A
- Appendix T: N/A
- Appendix U: N/A

Appendix A: Plan for Achieving Initial Accreditation

Compliance with the Conditions of Accreditation

The administration has continued its support of the Architecture Program and the establishment of a 5-Year Accredited degree through the continual support of physical, human, and financial resources.

Human Resources and Human Resource Development

Current Faculty:

Currently, there are two existing Architectural Programs at SUNY Delhi. The Bachelor of Technology in Architecture and the Applied Associate of Science in Architecture. The success of these programs has allowed us to grow and receive continued support from the administration to expand the program in a 5-Year accredited degree. The number of existing faculty have been sustained through the course demands of our existing degrees and we are currently seeking for an additionally faculty position. The Program Coordinator has assurances from administration that we will be also seeking an IST to support in NAAB accreditation efforts in addition to the daily duties like purchasing of supplies. These new positions will be essential for the first cohort starting in the colander year 2024 – 2025 when we offer the fifth-year design studios and thesis prep.
Current faculty members include a Program Coordinator and the established faculty who already teach within the AAS and BT program. This faculty possess the appropriate terminal degrees and experience to teach their teaching load.

- Max Dehne, M.Arch (Fulltime Associate Professor & Program Coordinator)
- Mike Tweed, M.Arch (Fulltime Associate Professor)
- Brook Denison M.Arch (Fulltime Professor)
- Janet Ho, M.Arch (Fulltime Professor)
- Dave Hultenius, Meng (Fulltime Professor)
- Kent Tittle, BS Arch (Fulltime instructor)
- Madysen Heath-Woods (Instructional Support Technician)
- Currently Seeking, PhD (Fulltime Professor)

Faculty Recruitment:

Two additional faculty will be hired over the next two to three years. We are currently seeking a PhD faculty. We continually seek out new adjunct faculty utilizing the small local design population in Upstate New York. Assignment of these adjunct is overseen by the Program Director in support of the Architecture faculty and Applied Technologies and Architecture Dean. All fulltime positions are pursued by faculty led search committees and are formed by a search chair including a diverse population of faculty. Those recommendations are submitted to the College Dean.

Student Recruitment:

Recruitment efforts are led by the University's Enrollment Services. The enrollment services support Applied Technologies and Science with a recruitment admission specialist who understands the specific requirements of our division degrees. The Marketing Team, who are headed by Mark Sullivan, Vice President of Enrollment Management, work closely with the degree pogroms to developed specialized plans for recruitment. In addition, the program faculty regularly participate in Bronco Ready Days and Accepted Student days to support recruitment efforts.

Student Enrollment:

In the Fall of 2022 the Department of Architecture's application to the SED (Stated Education Department) was accepted and students could be enrolled in the 5 year degree. The freshman as of 2023 are our target for our inaugural graduating class.

Existing and Renovated Facilities:

The Department of Architecture is housed primarily in three buildings on the SUNY Delhi campus; South Hall (3rd, 4th, and 5th Year students), Smith Hall (1st and 2nd year students as well as faculty offices), Thurston Hall (Faculty offices, conference room and gallery).

Of those spaces, South Hall and Thurston Hall completed renovation in the Spring of 2022 to accommodate the expansion of the program to include a 5th year design studio. South Hall includes three large studio spaces seating 20 students in each studio. Each work space has an assigned computer station and monitor with up to date software. In addition, each of the spaces has a dedicated touch screen monitor for lecture and presentations. South Hall also includes a student lounge, laser cutter room, and space for large format printing.

Like South Hall, Thurston Hall finalized renovation in the Spring of 2022. Although this building does not house direct educational spaces the gallery acts as a breakout space for presentations and critiques, the conference room can house small meeting groups and the faculty offices are essential for informal student meetings / faculty work.

The third building, Smith Hall houses the 1st and 2nd year design studio spaces. These are not dedicated workspaces, but the building offers spaces for construction courses and large computer labs that support architectural technical course work.

See Appendix R: Facilities

Financial Resources

Established Financial Resources:

This continues to be an area of concern for the school as we realign ourselves within the larger academic population trends and student enrollment. We hope to have continued conversations with administration about the funding and expectations for an accredited school of architecture.

External Support and Engagement with Professionals in New York:

While the University's resources are to be sufficient the program hopes to benefit from additional outside funding sources. We heavily utilize our advisory board as the primary method of engaging with the larger architectural community across the state. This advisory board aids the program financially through the sponsoring of school scholarships, but additionally through active activism on behalf of the program.

Being in Upstate New York we are two to three hours from a major metropolitan hub, thus we utilize school events like final critique as another opportunity to foster connections. For example, the final senior critique is held on the last Saturday of the semester to open the

possibility of working professionals from the New York City and Capital region to make the trip to act as critiques.

More recently we have started to offer opportunities for direct recruitment events and plan to hold our first employment event in the Spring of 2023.

Introduction of the Curriculum:

Now that we have the physical resources, and plan to have the human resources we have planned a systematic rollout of the additional course offerings that will complete the fifth year. These courses support the established requirements by NAAB and to administer a curriculum with strong technical education that is supported by the SUNY General Educational requirements.

Administrative Structure and Governance:

Institutional Structure & Governance

The Architecture Department is housed within the Division of Applied Technology and Architecture. Each degree within the division has its own Program Director or Program Coordinator. The division is overseen by a Dean. The Dean is supported by a fulltime administrative assistant. The Dean reports directly to the Provost.

SUNY Delhi continues to foster a strong environment of shared governance. In particular the process for institutional approval of degree changes is reviewed by the following bodies. First departmental faculty review any internal proposals which is sent to the division for further review before its submission to the curriculum committee, faculty senate, and finally the Provost.

Additionally, the faculty senate is actively engaged on campus. From the SUNY Delhi website the following is stated in describing the Faculty Senate:

"The SUNY Delhi College Senate is a governance body that invites academic and non-academic members of the campus community to the table to discuss issues surrounding academic programs, policies, procedures, resources, and proposals. New initiatives, endeavors, and other professional matters that relate to and impact the institution are also brought to the Senate for discussion so that action can be taken or recommendations can be made to the College Leadership Team, which includes the President and Provost of SUNY Delhi."

Institutional Accreditation:

SUNY Delhi is accredited by Middle States Commission on Higher Education. As of Spring of 2023 we are in active review by Middle States after our previous review in 2013.

Degrees and Curricula:

Bachelors of Architecture:

The B.Arch degree is designed and will be assessed around the NAAB Student Criteria. The degree requires a preparatory high school degree and is comprised of 164 credits.

Bachelors of Technology in Architectural Design and Building:

In addition to the BARCH we will continue to offer our current degree. This is a great option for those looking to advance to an MARCH degree or other graduate programs. In the past we have students pursue graduate degrees in both architecture, engineering, and other related fields. This degree would not be eligible for NAAB accreditation.

Associates in Applied Science in Architectural Technology:

The final degree within the architecture program is the AAS in Architectural Technology. This degree is often undertaken for students who want to obtain a 2+2 in another degree like Construction Technology, were unsure if a four year degree was the correct path before transferring into the four year degree, or were unable to obtain the needed high school requirements to direct admit into another degree.

Scaffolding Degree Offerings:

We strongly believe that these degree offerings open the door to a diverse and often underserved populations. These degrees allow for dedicated student to actively pursue an architectural education that may have been out of reach academically upon graduation from high school.

Study Abroad:

Before the COVID 19 pandemic the architecture was actively engaged in offering students a study abroad experiences in Italy. However, coming out of the pandemic we are still working with administration to organize this as an option for our students.

Appendix B: Eligibility Memorandum

See following pages:

Appendix C: Institution Assessment Map

The document below represents the principal document used for institutional assessment.

See Following Pages:

Appendix D: NAAB SUNY Delhi Assessment Scaffolding

The document below demonstrates how we scaffold the relative areas within the program.

See following pages:

Appendix E: NAAB Program Criteria (Pc) & Student Criteria (Sc)/List

The following documents demonstrates how SUNY Delhi seeks to fulfill the academic requirements set forth by NAAB.

See following pages:

Appendix F: Institutional Accreditation

See following pages:

Appendix G: Bachelors of Architecture Curriculum (150 Hours)

HUMN 242	History of Arch. II	lower	3
ANY GE	General Education	lower	3
		Fourth Semester Total Credits	16
Fifth Semester			
ARCH 330	Arch. Design III	Upper	6
ARCH 345	Sustainable Systems I	Upper	3
ARCH 360	Structural Theory	Upper	4
OS	Optional Studies	Either	3
		Fifth Semester Total Credits	16
Sixth Semester			
ARCH 300	Digital Design II	Upper	3
ARCH 350	Sustainable Systems II	Upper	3
ARCH 370	Arch. Design IV	Upper	6
ARCH 401	Portfolio Preparation	Upper	1
OS	Optional Studies	Either	3
		Sixth Semester Total Credits	16
Seventh Semester			
ARCH 305	Topics In Theory	Upper	3
ARCH 430	Arch. Design V	Upper	6
ARCH 460 or 480	Structural Steel or Reinforced Concrete	upper	3
OS	Optional Studies	Upper	3
		Seventh Semester Total Credits	15
Eighth Semester			
ARCH 410	Professional Practice	Upper	3
ARCH 470	Arch. Design VI	Upper	6
ENGL 310	Technical Writing	Upper	3
OS	Optional Studies	Either	3
		Eighth Semester Total Credits	15

Course Number	Course Name	Upper or Lower Level	Credits
First Semester			
ARCH 100	Orientation	lower	1
ARTS 115	Freehand Drawing	lower	3
ARCH 125	Arch. Design Graphics	lower	3
CNST 110	Res. Building Systems I	lower	3
ENGL 100	Composition I	lower	3
MATH 150	Pre-Calc	lower	3
		First Semester Total Credits	16
Second Semester			
ARCH 110	Residential Documentation & Detailing	lower	3
ARCH 135	Arch. Design Fund.	lower	3
COMM 100	Public Speaking	lower	3
PHYS 150	General Physics I	lower	4
DVRS	Diversity GE	lower	3
		Second Semester Total Credits	16
Third Semester			
ARCH 210	Arch. Design I	lower	4
CNST 210	Commercial Construction	lower	3
ARCH 250	Digital Design I	lower	3
HUMN 241	History of Arch. I	lower	3
SOCS/USCV/GLBL/WLNG	General Education	lower	3
		Third Semester Total Credits	16

Fourth Semester			
ARCH 151	Statics & Strength Mat.	lower	3
ARCH 240	Arch. Design II	lower	4
ARCH 220	Commercial Documentation & Detailing	lower	3

Ninth Semester			
ARCH 520	Thesis Research	Upper	3
ARCH 530	Arch. Design VII	Upper	6
OS	Optional Studies	Either	3
		Ninth Semester Total Credits	12
Tenth Semester			
ARCH 570	Thesis Studio	Upper	6
Elective	Elective		3
OS	Optional Studies	Either	3
		Tenth Semester Total Credits	12
		Total Credits if Bachelor's Program	150

NAAB

Appendix H: Bachelors of Technology in Budling & Design Curriculum

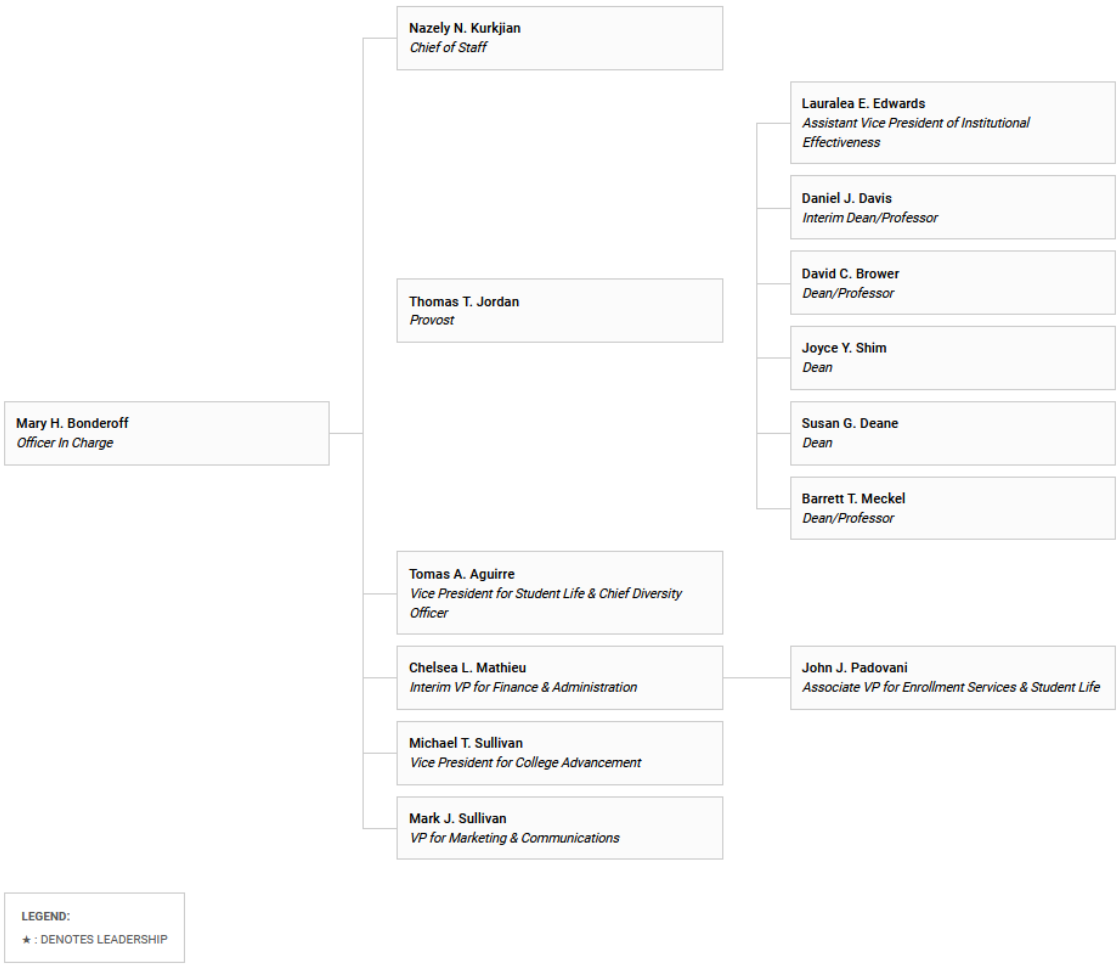
Course Number (ex. MATH 128)	Course Name	Upper or Lower Level	Credits
First Semester			
ARCH 100	Arch. Orientation	lower	1
ARCH 125	Arch. Design Graphics	lower	3
CNST 110	Res. Building Systems I	lower	3
ARTS 115	Freehand Drawing	lower	3
ENGL 100	Freshman Comp	lower	3
MATH 150	Pre-Calc	lower	3
		First Semester Total Credits	16
Second Semester			
ARCH 110	Residential Documentation & Detailing	lower	3
ARCH 135	Arch. Design Fund.	lower	3
COMM100	Public Speaking	lower	3
PHYS 150	General Physics I	lower	4
DVRS	Diversity GE	lower	3
		Second Semester Total Credits	16
Third Semester			
ARCH 210	Arch. Design I	lower	4
ARCH 250	Digital Design I	lower	3
CNST 210	Commercial Construction	lower	3
HUMN 241	History of Arch. I	lower	3
SOCS/USCV/GLBL/WLNG	General Education	lower	3
		Third Semester Total Credits	16
Fourth Semester			
AECT 150	Statics & Strength Mat.	lower	3
ARCH 220	Commercial Documentation & Detailing	lower	3
ARCH 240	Arch. Design II	lower	4
HUMN 242	History of Arch. II	lower	3
ANY GE	General Education	lower	3
		Fourth Semester Total Credits	16
Fifth Semester			
ARCH 330	Arch. Design III	Upper	6
ARCH 345	Sustainable Systems I	Upper	3

AECT 360	Structural Theory	Upper	4
ARCH 305	Topics in Theory	Upper	3
		Fifth Semester Total Credits	16
Sixth Semester			
ARCH 300	Digital Design II	Upper	3
ARCH 350	Sustainable Systems II	Upper	3
ARCH 370	Arch. Design Iv	Upper	6
ARCH 401	Portfolio Preparation	Upper	1
Elective	Elective	Either	3
		Sixth Semester Total Credits	16
Seventh Semester			
ARCH 430	Arch. Design V	Upper	6
ARCH 460 or ARCH 470	Structural Steel or Reinforced Concrete	Upper	3
Elective	Elective	Upper	3
		Seventh Semester Total Credits	12
Eighth Semester			
ARCH 410	Bldg. Codes & Prof. Prac.	Upper	3
ARCH 470	Arch. Design VI	Upper	6
Elective	Elective	Either	3
		Eighth Semester Total Credits	12
		Total Credits if Bachelor's Program	120

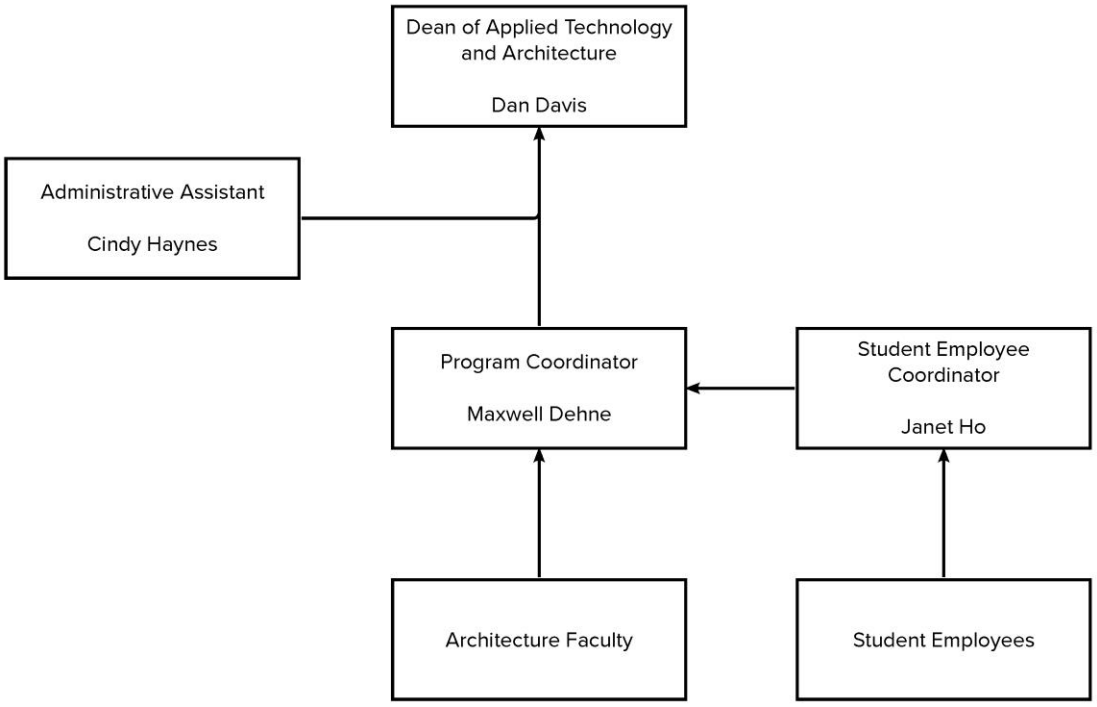
Appendix I: Applied Associates of Science in Architectural Technology Curriculum

Course Number (ex. MATH 128)	Course Name	Upper or Lower Level	Credits
First Semester			
ARCH 100	Architecture Orientation	lower	1
AECT 110	Construction Materials	lower	3
ARCH 125	Arch. Design Graphics	lower	3
CNST 110	Res. Building Systems I	lower	3
ENGL 100	Freshman Comp	lower	3
MATH 138	Trigonometry	lower	3
		First Semester Total Credits	16
Second Semester			
ARCH 110	Residential Documentation & Detailing	lower	3
ARCH 135	Arch. Design Fund.	lower	3
COMM100	Public Speaking	lower	3
PHYS 150	General Physics I	lower	4
ARTS 115	Freehand Drawing	lower	3
		Second Semester Total Credits	15 / 16
Third Semester			
ARCH 210	Arch. Design I	lower	4
ARCH 250	Digital Design I	lower	3
HUMN 241	History of Arch. I	lower	3
CNST 210	Comm. Construction	Lower	3
DVRS	Diversity GE	Lower	3
		Third Semester Total Credits	16
Fourth Semester			
AECT 150	Statics & Strength Mat.	lower	3
ARCH 220	Commercial Documentation & Detailing	lower	3
ARCH 240	Arch. Design II	lower	4
AECT 280	M/E/P Systems	Lower	3
HUMN 242	History of Arch. II	lower	3
		Fourth Semester Total Credits	16
		Total Credits if Associate's Program	64

Appendix J: Institutional Organizational Chart



Appendix L: Division Organizational Chart



Appendix M: University Committee Representation

Representative	Committee	Type
Maxwell Dehne	Faculty Senate	Standing
Maxwell Dehne	Green Team	Standing
Maxwell Dehne	Chair - Art Committee (On Hold)	Standing
Maxwell Dehne	Online Instruction Committee	Standing
Maxwell Dehne	Change Makers	Single Purpose
Maxwell Dehne	Chancellors Award	Standing
Maxwell Dehne	Strategic Plan	Single Purpose
Maxwell Dehne	UUP Treasurer	Standing
Maxwell Dehne	Scholastic Standing Committee	Standing
Mike Tweed	Green Team Chair	Standing
Mike Tweed	Faculty Senate	Standing
Mike Tweed	Assessment Committee	Standing
Janet Ho	School Standing Committee	Standing
Janet Ho	Architecture Club Advisor	Standing
Janet Ho	Student Conduct Council	Standing
Janet Ho	Architecture Student Worker Supervisor	Standing

Appendix N: Proforma

PROGRAM YEAR	1	2	3	4	5
YEAR	2024 - 25	2025 - 26	2026 - 27	2027 - 28	2028 - 28
REVENUES					
CLASS SIZE	85	95	95	95	105
FRESHMAN	35	40	40	40	40
SOPHOMORE	20	25	25	25	25
JUNIOR	15	15	15	15	15
SENIOR	15	15	15	15	15
5TH YEAR	0	0	0	0	10
TUITION	7,070.00	7,070.00	7,070.00	7,070.00	7,070.00
EXPENSES					
FACULTY 1	$ 85,000.00	$ 85,000.00	$ 85,000.00	$ 85,000.00	$ 85,000.00
FACULTY 2	$ 80,000.00	$ 80,000.00	$ 80,000.00	$ 80,000.00	$ 80,000.00
FACULTY 3	$ 80,000.00	$ 80,000.00	$ 80,000.00	$ 80,000.00	$ 80,000.00
FACULTY 4	$ 80,000.00	$ 80,000.00	$ 80,000.00	$ 80,000.00	$ 80,000.00
FACULTY 5	$ 80,000.00	$ 80,000.00	$ 80,000.00	$ 80,000.00	$ 80,000.00
FACULTY 6	$ 70,000.00	$ 70,000.00	$ 70,000.00	$ 70,000.00	$ 70,000.00
FACULTY 7	$ 55,000.00	$ 55,000.00	$ 55,000.00	$ 55,000.00	$ 55,000.00
IST FACULTY	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 50,000.00	$ 50,000.00
BENEFIETS (28%)	$ 115,000.00	$ 115,000.00	$ 115,000.00	$ 116,000.00	$ 116,000.00
OPERATIONAL COSTS	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,001.00
TOTAL COSTS					
ESTIMATED ANNUAL REVENUE	$ 600,950.00	$ 671,650.00	$ 671,650.00	$ 671,650.00	$ 742,350.00
TOTAL EXPENSES	$ 740,000.00	$ 740,000.00	$ 740,000.00	$ 746,000.00	$ 746,001.00
TOTAL INCOME	$ (139,050.00)	$ (68,350.00)	$ (68,350.00)	$ (74,350.00)	$ (3,651.00)

Appendix O: Course Descriptions

ARCH 100 - Orientation Architecture & Construction Technology

This course is an introduction to architectural and construction technology as fields of study and careers. Topics include a review of academic policies and requirements for successful completion of the program, and a review of techniques, procedures, and systems in architecture and construction. The course explores career opportunities in residential, commercial, and industrial industries, and students will investigate areas of continued study at the upper-division level, i.e., transfer. The use of spreadsheets (Microsoft Excel) will also be covered.

ARCH 110 - Computer Aided Residential Drawings

This course introduces the student to the fundamentals of light wood frame construction within a residential context. Students will explore basic material and components used in building assemblies. Students will also be introduced to the fundamentals of computer aided drawing tools and techniques to document a light wood frame building using architectural drawing conventions.

ARCH 125 - Architectural Design Graphics

In this foundational design studio, students will be introduced to fundamental architectural design thinking, iterative design, design communication (both verbal and written), and architectural drawing techniques. Students will develop their architectural tool kit by developing a series of projects exploring drawing standards, relevant precedent, design iteration, and creative problem-solving.

ARCH 135 - Architectural Design Fundamentals

In this foundational design studio, students will develop their understanding of architectural design thinking, iterative design, design communication (both verbal and written), and architectural drawing techniques. Students will apply this knowledge to develop a series of architectural design projects. These projects will focus on small-scale architectural interventions and require students to hone their creative thinking to develop an architectural response.

ARCH 150 - Statics & Strengths of Materials

Selected topics include: analysis of basic forces, conditions for equilibrium, truss analysis, stress-strain relationships, riveted and bolted connections, investigation of simple beams by shear and moment diagrams, steel and timber beam analysis and design, and simple column analysis and design.

ARCH 210 - Architectural Design I

In this design studio, students will apply their technical and conceptual knowledge to develop a series of increasingly complex architectural design projects. These projects will challenge students to utilize previous design tools while synthesizing new core principles. These core principles will focus the work on topics such as formal arrangement, sustainability, MEP, community engagement, spatial planning, regulatory/code parameters, iterative design, use of precedent, habitable space, and human occupancy.

ARCH 220 - Commercial Detailing

This second documentation and detailing course introduces the student to the fundamentals of materials and components in building assemblies for commercial construction. Students

will also be introduced to the fundamentals of building information modelling tools and techniques to document a commercial building.

ARCH 240 - Architectural Design I

This course introduces students to three-dimensional computer modeling and techniques for the digital production of architectural renderings. Students apply “3-D” techniques to buildings and other architectural features. Photo-realistic renderings and walk-throughs are covered.

ARCH 250 - Architectural Digital Design

This course introduces students to three-dimensional computer modeling and techniques for the digital production of architectural renderings. Students apply “3-D” techniques to buildings and other architectural features. Photo-realistic renderings and walk-throughs are covered.

ARCH 300 - Architectural Digital Design II

This course introduces students to advanced three-dimensional and parametric computer modeling and techniques for the digital production of architectural renderings. Students apply “3-D” techniques to buildings and other architectural features. Photo-realistic renderings and walk-throughs are covered.

ARCH 305 – Topics in Theory

Architecture comprises a diverse and often complex network of histories, manifestos, and philosophies that create a working language. Through a curated progression of architecturally focused written critiques, seminar exercises, drawing assignments, and personal explorations, students are challenged to grapple with and be exposed to contemporary architectural discourse.

ARCH 330 - Architectural Design III

In this first upper-division design studio students will investigate the cultural, historic, and environmental characteristics of a community and apply these contextual principles to a building and site design project. The connection between technical details and human experience will be explored by studying building structures, aesthetics, and urban context and applying these lessons in an integrated design solution.

ARCH 345 - Sustainable Systems I

This course introduces the student to the fundamentals of environmental systems. Students will explore sustainable design principles including passive design strategies and active MEP building systems and how they relate to building systems, site, region, and human health and safety. This course focuses on energy use and materials in buildings and architecture.

ARCH 350 – Sustainable Systems II

In this second environmental systems course, students will explore sustainable design strategies for water, lighting and acoustics and how they relate to building systems, site, region, and human health and safety.

ARCH 360 - Structure Theory & Application

This course covers the application of forces for analysis and design of building structures. Included are load analysis for wind and seismic conditions. Analysis of building structural systems including lateral force resisting systems, frames, arches, and trusses is also covered. Students are exposed to basic design in timber, steel, masonry, and concrete. A research project and computer applications are integrated into the course.

ARCH 370 - Architectural Design IV

In this design studio, students will build from the previous semester's coursework and be introduced to sustainable urban design and planning. Social, economic, and environmental considerations will be used to create a new community and the architecture, public spaces, and infrastructure that define that community. Architectural details such as structures, facades, materials, and building components will also be tied into larger urban design principles about how people live, inhabit, and grow a community.

ARCH 401 - Portfolio Preparation

n this course, students will explore, articulate, and document their learning by developing a portfolio, resume, cover letter, and appropriate interviewing skills. Other topics covered will be NCARB, computer graphics, and post-graduate opportunities.

ARCH 410 – Professional Practice

Building Codes and Professional Practice: An exposure to the legal, management and business aspects of architecture (with applications to engineering and construction management).

ARCH 430 - Architectural Design V

In this first advanced design studio, students will integrate the architectural concepts, both technical and conceptual, that they have learned previously while simultaneously implementing personal design concepts into a semester-long project. Final submissions will include detailed architectural drawings, a deep understanding of precedent and their application, a clear position towards site/context, articulate presentation, a reasonable application of structural, MEP, and regulatory conditions, and a clear concept.

ARCH 460 - Structural Steel Design

This course is a study of steel as a material, including analysis and design of steel framed members in building structures in conformance with AISC LRFD code. Typical structural components include tension members, compression members, beams, welded and bolted connections, trusses, and frames. Use of computer software to solve problems is included.

ARCH 470 - Architectural Design VI

In this second advanced design studio, students will develop an architectural project that synthesizes the architectural, structural, mechanical, regulatory, and conceptual concepts learned over the previous semesters in response to an architectural design brief. This semester long project will be prepared with a clear design intent, be thoughtfully organized, technically proficient, and link theory to practice.

ARCH 480 - Reinforced Concrete Design

This course is a study of concrete as a material, including analysis and design of concrete framed members in building structures in conformance with ACI-318 code. Typical structural components include flexural members, compression members, one-way and two-way slabs, footings, and walls. Use of computer software to solve problems is included.

ARCH 481 – Thesis Research

This course is a study of concrete as a material, including analysis and design of concrete framed members in building structures in conformance with ACI-318 code. Typical structural

components include flexural members, compression members, one-way and two-way slabs, footings, and walls. Use of computer software to solve problems is included.

ARCH 485 – Architecture Studio VII

This course is a study of concrete as a material, including analysis and design of concrete framed members in building structures in conformance with ACI-318 code. Typical structural components include flexural members, compression members, one-way and two-way slabs, footings, and walls. Use of computer software to solve problems is included.

ARCH 490 – Thesis Studio

This course is a study of concrete as a material, including analysis and design of concrete framed members in building structures in conformance with ACI-318 code. Typical structural components include flexural members, compression members, one-way and two-way slabs, footings, and walls. Use of computer software to solve problems is included.

ARTS 115 – Freehand Drawing

This course first introduces strategies that refine students' ability to see and understand complex visual characteristics such as shape and form and then to record what is discerned accurately and expressively with pencil on paper. The course then introduces basic principles of design and composition in black and white and in color. Students are then encouraged to explore more personal interpretations of real and imagined objects by employing any or all of the preceding skills and strategies in a variety of sketching and design assignments. This course is also listed as ARCH 115.

CNST 110 - Residential Building Systems I

This course provides a study of framing design and assembly utilized in residential construction. Building layout; floor, wall, and roof framing; and member loading are studied for proper sizing of structural components. Application of New York State Uniform Fire and Prevention Code, as well as the New York State Energy Code as it applies to wood frame residential construction, will be studied.

CNST 210 - Commercial Construction

This course provides a study of the means and methods utilized in Commercial Construction. Areas of study include: Steel & concrete/masonry frames; fireproofing; curtain walls/cladding; flashing systems; roofing systems; thermal & moisture protection; and openings & finishes. Additional areas of study such as safety; crane & equipment selection and operation; building codes; construction project planning; submittal process; green construction; and record keeping are covered.

COMM 100 - Public Speaking

This course involves the study and applications of the fundamental principles of oral communication with practical experiences in writing and delivering public speeches.

ENGL 100 - Freshman Composition

This is the core English/writing course taken by students at the College. The goal of the course is to help students develop the writing skills necessary for effective communication in a variety of contexts, both academic and non-academic, through an emphasis on expository prose. Students receive instruction in composing well-developed, unified, coherent, correct prose for multiple audiences and purposes in a variety of discourse modes, including but not

limited to personal/autobiographical, informative, explanatory/analytical, and persuasive/argumentative forms of writing. Students are also required to complete at least one research assignment.

HUMN 241 - History World & Western Architecture I

History of World and Western Architecture I - The diverse factors that have shaped Western and world architecture from prehistory to the Renaissance are explored through reading, writing, discussion, and special projects.

HUMN 242 - History World & Western Architecture II

History of World and Western Architecture II - The diverse factors that have shaped Western and world architecture from the Renaissance to the present are explored through reading, writing, discussion, and special projects. The course begins with an abbreviated presentation of major developments in Western architecture prior to the Renaissance.

MATH 150 - Pre-Calculus Mathematics

This is an applications-oriented course in which students are exposed to a variety of techniques (e.g., numerical, geometric, and algebraic) for solving problems. The use of technology, specifically the TI-83 graphing calculator and Macintosh Power PC, is an important part of the course. Topics studied are data analysis, mathematical modeling, and functions, including polynomial, exponential, logarithmic, and trigonometric.

PHYS 150 - General Physics I

Linear motion, force, work and mechanical energy, power, momentum, torque, rotational motion, thermal physics, and the gas laws are studied. This is a non-calculus course, but competence in high-school algebra, plane geometry, and plane trigonometry is assumed. This course includes three hours of lecture and three hours of laboratory per week and meets General Education natural laboratory science requirements.

AECT 110 – Construction Materials

This course gives students an overview of the many construction materials available in the industry today. This is an introductory course in the physical properties, design considerations, and practical applications of engineered structural components and common finish materials as they relate to the entire building system. Typical manufacturing processes and product standards are also discussed.

AECT 280 - Mechanical, Electrical & Plumbing System

Mechanical, Electrical & Plumbing Systems: This course presents the fundamentals of mechanical and electrical equipment requirements for buildings. Topics include design of water supply and sanitary systems; environmental comfort (heat loss, heat gain, temperature and humidity); principles of warm-air, steam, hot-water, radiant-panel and electrical heating systems; air- conditioning systems; planning and layout of warm-air and air-conditioning sheet metal and hot-water heating piping for residential and commercial building; alternate energy systems both active and passive; basic design and installation of residential electrical circuits; symbols and electrical theory; and basic code elements.

AECT 370 - Site Engineering and Design

This course focuses on engineering methods and strategies applied to shaping the earth's surface to accommodate buildings and associated construction. The course is presented in

both lecture and studio format. Theory presented in lecture will be applied to the graphic solution of site engineering problems in the studio.

AECT 415 - Sustainable Building Practices

The course is concerned with environmental issues and how they ultimately impact society and building construction methodology. This will be viewed globally, regionally and locally. There will be discussion of general design, based on principles of sustainability, energy efficiency and other environmentally and ecologically friendly construction methods typically found on residential and commercial building sites. Other topics will include the impact of Leadership in Energy and Environmental Design (LEED), National Green Building Standard (NGBS), and other "green" organizations have on the building industry today.

AECT 450 - Building Science

Buildings have become more complex as the effects of energy efficiency and mechanical systems have become more sophisticated. This course examines how all the systems in a building interact with each other and how their interaction affects indoor air quality, energy usage, and quality of life. The course also examines the use of "green" (environmental efficiency) building principles to lessen the impact of a building on its environment.

Appendix P - Student Expectations

We have developed and continue to develop a Student Handbook to define, explore, and develop internal program policies for students and faculty.

See supporting documentation?

Appendix R - Facilities

The following buildings are where most architectural courses work is housed. All except Sanford Hall are entirely used by the architecture program (Thurston & South Hall), used by partner division programs and architecture (Smith Hall) or auxiliary teaching space (Sanford Hall).

Smith Hall

Areas of Use:

- Freshman Studio
- Sophomore Studio
- Computer Labs
- Faculty Offices

South Hall

Areas of Use:

- Junior Stuio
- Senior Studio
- 5th Year Studio
- Student Lounge
- Printing Stations
- Laser Cutter

- Material Storage

Thurston Hall

Areas of Use:
- Gallery
- Faculty Offices
- Conference Room

Sanford Hall

Areas of Use:
- Classrooms
  Computer Labs