

## 2024 Visiting Team Report

**Program: SUNY Delhi (B.Arch.)**

**Type of Visit:** Initial Candidacy

**Date of Visit:** October 6-8, 2024

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## **A. Summary of Visit**

### **a. Acknowledgments and Observations**

The NAAB visiting team would like to thank SUNY Delhi's architecture program for its assistance and hospitality during the initial candidacy visit. In particular, the team wants to recognize the efforts of the director of the architecture program, Max Dehne, in leading the program's preparation and organization for the team visit. The team especially appreciates his timely responses to requests for information and the organization of the visiting team Room. In every meeting, the team heard how much the Delhi community (faculty, staff, students, practitioners) respect and admire Professor Dehne for the way that he leads the program. He is clearly a leader who cares deeply about the program and gives his full attention to the students.

The team would also like to recognize and thank Madisyn Heath-Woods for all her work in coordinating the visit and the unending support she provides to the department. The team had many thoughtful discussions with students, faculty, staff, administration, and professional architects throughout our visit, and for that the team would like to thank the entire Delhi community. Your openness speaks to your commitment to the program and the excitement that everyone has for its future.

The NAAB team would like to highlight some of the program's unique characteristics that have great potential for shaping what will surely be a distinctive architecture program in the years ahead.

While it is common for small architecture programs to speak about the open-door policy of the faculty and the small classes, the visiting team saw a truly collegial spirit during our time on campus. The faculty are invested in their students and the students seem invested in one another. The faculty are advisors to their students – academically, professionally, and personally. Like the rest of the SUNY Delhi campus community, the faculty in the architecture program are student focused, giving them the confidence to succeed in the program and prepare for life as working professionals. But the nurturing community goes well beyond the supportive faculty. As one student stated, "I can ask anyone for help." This applies to faculty and staff, as well as students throughout the program. The students have built a strong network of mentorship and camaraderie, taking seriously their responsibility to support and help their fellow classmates. As the program continues to evolve, the team encourages you to maintain the values that you hold as a community and reaffirm them in ways that make the architecture program special and unique.

The visiting team appreciates the program's commitment to educate students ready to enter the architecture industry. Specifically of note is the hands-on preparation that students receive and the opportunity to work with students in related disciplines. As the curriculum develops, the team encourages the program to consider the importance of such hands-on, full-scale experiences. The department is clearly building on the strengths of its existing programs in architectural technologies, and you should continue to build on the synergies that can exist between the three programs.

As a developing program, the team would like to acknowledge your early efforts to map the B.Arch. curriculum to the 2014 NAAB conditions. The philosophy and structure of the 2020 Conditions have changed significantly from those earlier conditions and we encourage you to think of program assessment, especially as it relates to the NAAB

conditions, as a living, breathing process so that you can more closely align the curriculum with the 2020 Conditions. Continuous improvement is a collaborative process, and the team encourages you to engage your students and the practicing community throughout the process.

As your program develops, you should continue to reflect on and support the mission of both the College and the program. A strength of SUNY Delhi is its emphasis on applied learning to prepare all students for their own career goals. Equally, the architecture program is committed to expanding access to the profession and providing a pathway for your incredibly diverse student population. As a small program clearly imbedded in its local community, the architecture program is in a unique position to frame how you will educate future practitioners and community leaders. Your context and mission can differentiate your program, and the team hopes that you will use it to develop a strategic plan that will carry you into the future.

## **b. Conditions with a Team Preliminary Finding as Not Achieved**

### **Not Met**

- 4.3 Evaluation of Preparatory/Preprofessional Education (4.3.1, 4.3.2, 4.3.3)
- 6.5 Admissions and Advising (6.5.c, 6.5.d)
- PC.1 Career Paths (The site visit team updated their recommendation to 'Not Met' following the exit meeting with the program.)
- PC.5 Research and Innovation (The site visit team updated their recommendation to 'Not Met' following the exit meeting with the program.)
- PC.7 Learning and Teaching Culture (The site visit team updated their recommendation to 'Not Met' following the exit meeting with the program.)
- SC.2 Professional Practice (The site visit team updated their recommendation to 'Not Met' following the exit meeting with the program.)
- SC.3 Regulatory Context (The site visit team updated their recommendation to 'Not Met' following the exit meeting with the program.)

### **Not Yet Met**

- 2 Shared Values of the Discipline and Profession
- PC.2 Design
- PC.3 Ecological Knowledge and Responsibility
- PC.4 History and Theory
- PC.6 Leadership and Collaboration
- PC.8 Social Equity and Inclusion
- SC.1 Health, Safety, and Welfare in the Built Environment
- SC.4 Technological Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration
- 5.2 Planning and Assessment (5.2.1)
- 5.3 Curricular Development (5.3.1)
- 5.7 Financial Resources

## **B. Progress Since the Previous Site Visit**

### **2024 Team Analysis:**

Not applicable for initial candidacy visits.

## **C. Program Changes**

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

### **2024 Team Analysis:**

The program is pursuing initial candidacy and has always operated under the 2020 Conditions for Accreditation. Therefore, the program has not needed to make changes as a result of the issuance of the 2020 Conditions.

For Program COF

## D. Compliance with the 2020 Conditions for Accreditation

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

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

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

### Program Summary Statement of 1 – Context and Mission

SUNY Delhi is a public college nestled in the mountains of upstate New York. As a 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.

### Team Findings: Met

**2024 Team Analysis:** As described in the APR-C, SUNY Delhi is one of 64 campuses in the State University of New York system. The college enrolls 2,600-3,000 students annually. SUNY Delhi builds on its rich history of practical education programs, and now offers over eighty academic programs that focus on hands-on, applied, and experiential learning; over 50% of the college’s

programs are associate's degrees. The college embraces five core values: Collaboration, Diversity, Community, Learning, and Determination. The SUNY Delhi vision is to put students at the center of a sustainable applied education that integrates critical thinking in an innovative, inclusive, and nurturing community. Its mission is to transform students' lives by providing accessible, civic-minded, and hands-on education that advances personal and professional growth.

As confirmed during the site visit, the architecture program aligns with the SUNY Delhi vision and mission through its commitment to providing inclusive, hands-on learning for the benefit of the college, local, state, and global communities. The program expands on the college's vision and mission by: 1) being active participants in their students' educational experience in and out of the classroom, 2) emphasizing the accessibility of an architecture education, 3) educating their students on the civic obligations of architecture as a profession, and 4) producing graduates ready to enter the architectural profession.

The architecture department, which resides in the School of Applied Technologies and Architecture, benefits from many institutional partnerships and engages the local community in studio-based projects. The program's most notable on-campus partnership is its close integration with the Construction Management program, which was highlighted throughout the site visit. This synergy allows for students in both majors to take courses alongside one another, fostering collaborations among students and faculty. In these courses, the students have hands-on construction experience, gaining knowledge of how buildings are assembled.

Students complement their rural learning experience with field trips and professional internships. They supplement their in-class learning with leadership and extracurricular activities on campus. Architecture faculty are active members of the campus community and many maintain professional practices in the region.

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

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

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

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

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

**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances

architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

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

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

### **Team Findings: Not Yet Met**

**2024 Team Analysis:** In the APR-C, and evidenced during meetings during the site visit, the program has described how it responds to the six shared values but has not demonstrated a plan to address these values as part of its long-range planning. The program is currently in the process of defining its response to the shared values and is exploring the various ways to best assess these values as part of its three-year assessment cycle.

**Design:** The program places a strong emphasis on the relationship between design and constructability. The design studio is at the core of the curriculum, with an equal emphasis on aesthetics, building function, and service to larger community goals. As a hands-on program, design and constructability go hand-in-hand. The program also places importance on design as an iterative process, one that hinges on creativity, critical thinking, and the refinement of ideas and details. During the visit, faculty and staff spoke of the integrative nature of the design studios in the upper levels of the curriculum.

**Environmental Stewardship and Professional Responsibility:** The program introduces the complexities of environmental stewardship in the studio, coursework, and in extracurricular activities to underscore the professional responsibility an architect has to the environment, the community, and to the economic conditions of the project. Additionally, the program's strong focus on career readiness, which is core to SUNY Delhi's mission, helps to deepen a students' understanding of their professional responsibility.

**Equity, Diversity, and Inclusion:** The architecture program is committed to increasing access to the profession and boasts the most culturally and socio-economically diverse student populations at SUNY Delhi. SUNY Delhi participates in New York State's Educational Opportunity Program, which attracts many first-generation college students. SUNY Delhi and the architecture program are committed to continuing their successful track record of promoting enrollment among under-represented populations and the college offers numerous supports and activity to increase the students' success and sense of belonging. During the visit, students continuously affirmed their feelings of inclusivity across the program's population.

**Knowledge and Innovation:** As a program that places great emphasis on architecture as a technical design profession, there is an understanding of the many areas of knowledge that a future architect must possess. The program seeks to provide students with a balance of liberal arts and humanities and technical, building-science information, all of which are necessary for design to address real world problems. The design studio becomes the way in which students are able integrate this vast array of knowledge. The program, however, has not articulated its

position on how the development of new knowledge can drive innovation and can prompt continuous improvement in the discipline.

**Leadership, Collaboration, and Community Engagement:** The program emphasizes the role of collaboration in architectural practice. Collaboration begins in the first year of the program when architecture students share coursework with students in the construction management program, which requires them to work in teams to construct full-scale mock-ups of construction details. In studios where collaboration is required, faculty describe rotating the leadership roles throughout the semester so that all students can gain project management and leadership experience. Located in the Village of Delhi, the program maintains a strong relationship with the local community and engage residents in studio-based projects. Students have additional leadership opportunities through the Architecture Club, which is an active and engaged student organization.

**Lifelong Learning:** The program has a unique approach that exposes students to a dynamic world of lifelong learning, emphasizing the importance of combining academic knowledge and professional practice. Students at SUNY Delhi begin their first year in collaboration with construction management students and with an introduction to many of the trades through residential and commercial construction courses. The APR-C describes how students are exposed to different forms of learning with field trips to architecturally significant sites and museums, and lectures from invited guests. As a program focused on career readiness, faculty serve as professional mentors and advisors to students. As confirmed during the site visit, SUNY Delhi also encourages lifelong learning and professional development for the faculty and staff, providing seminars and events on a range of topics.

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

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

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

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

**2024 Team Analysis:** The program has integrated the assessment of all Program Criteria (PC) into the university's internal assessment requirements. The assessment operates on a three-year cycle and includes specific Program Learning Outcomes (PLOs) as assessment measures. The program faculty meets twice per year to discuss outcomes and determine next steps. The program does not use non-curricular activities as part of the assessment process for any Program Criterion (PC). The program presented partial evidence of their approach to assessment in the APR-C as well as through additional materials provided in the digital evidence. During the visit, the program confirmed that their assessment framework was developed to reflect the 2014 NAAB Conditions and will be modified to better align with the 2020 Conditions. Based on a review of the materials provided, and confirmed in meetings during the site visit, the program has not fully developed an approach to assessment of the NAAB program criteria as outlined in the 2020 Conditions.

#### **PC.1 Career Paths**

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

### **Team Findings: Not Met**

**2024 Team Analysis:** The APR-C describes the program's approach to PC.1 Career Paths and their commitment to providing a comprehensive understanding of potential career paths, and guidance for students through the process of achieving licensure. SUNY Delhi is well known for its workforce development programs and technical education for the construction industry and the architecture curriculum integrates many of these courses. Specifically, the close relationship with construction management in the first two years, and the adjacency of the residential construction program, introduces students to a spectrum of industry career opportunities. Recently, the program designated a faculty member as the Architecture Licensing Advisor.

The program has identified two points of assessment in the curriculum, beginning in the third year of the curriculum:

- ARCH 401: Portfolio Preparation (first assessment: spring 2025)
- ARCH 410: Professional Practice (first assessment: spring 2025)

The program's approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. Although not currently identified, additional opportunities for assessment of PC.1 might include non-curricular activities.

The program is scheduled to assess PC.1 at the end of the 2024-2025 academic year, after which it will be assessed annually. Assessment methods include the portfolio assignment and final exam, both direct measures of student learning. Benchmarks of 70% have been identified for each assessment method. Following a review of materials in the digital evidence, the team found that the course SLOs and assignments in ARCH 401 do not correlate directly with the requirements of PC.1, but rather seek to prepare students for a job interview. SLOs and assignments in ARCH 410 are not related to PC.1, but rather are focused on professional practice issues including the regulatory environment, professional ethical and business practices. Without further information, it is unclear how the program will be able to assess this criterion within its existing assessment plan.

### **PC.2 Design**

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

### **Team Findings: Not Yet Met**

**2024 Team Analysis:** The program addresses criterion PC.2 Design in a series of upper-level design studios that are intentionally designed to integrate other course content into design problems. In these studios, design projects focus on creating better, safer, more equitable, and resilient buildings and communities. Each studio has a different focus to ensure students gain understanding across scales and settings, including sustainable urban design and planning and technical integration.

The program has identified four assessment points for this criterion:

- ARCH 370: Architectural Design IV, with a focus on sustainable urban design and planning (first assessment: spring 2025)
- ARCH 470: Architectural Design VI, with a focus on structural design for buildings (first assessment: spring 2026)

- ARCH 481: Architectural Design VII, with a focus on the technical elements of design through the lens of sustainability and integrated design (first assessment: spring 2027)
- ARCH 490: Thesis Studio, with a focus on independently developed design projects (first assessment: spring 2027)

The program's approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. Although not currently identified, additional opportunities for assessment of PC.2 might include non-curricular activities

The program is scheduled to begin assessing PC.2 in the 2025-2026 academic year, after which it will be assessed annually. The PC.2 Worksheet and Assessment Report provided in the digital evidence connects the SUNY Delhi program learning outcome "PLO 3: Design Process" to NAAB criterion PC.2 Design. Seven sub-program learning outcomes are to be assessed at the course level through the student's final design project with benchmarks established at 80% or 90% of students meeting the PLO. The sub-learning outcomes include: 3.1 designs informed by precedence; 3.2 designs informed by analysis and site conditions; 3.3 designs informed by research into history and culture; 3.4 concepts that are integrated into a building design solution; 3.5 creating a positive and respectful environment; 3.6 collaboratively solve complex problems; and 3.7 designing iteratively.

### **PC.3 Ecological Knowledge and Responsibility**

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

### **Team Findings: Not Yet Met**

**2024 Team Analysis:** To nurture a holistic understanding of the dynamic between built and natural environments, as described in PC.3 Ecological Knowledge and Responsibility, the program has developed a sequence of lecture courses and design studios that are complemented by field trips and extra-curricular activities. Furthermore, SUNY Delhi is offering a new B.S. in Sustainability degree and architecture students may take many of those course offerings as electives.

The following courses were identified as assessment points for this criterion:

- ARCH 370: Architectural Design IV (first assessment: spring 2025)
- ARCH 470: Architectural Design VI (first assessment: spring 2026)
- ARCH 481: Architectural Design VII (first assessment: spring 2027)
- ARCH 490: Thesis Studio (first assessment: spring 2027)

The program's approach and assessment were described in the APR-C and additional materials provided in the digital evidence, including course syllabi and additional reports. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. An assessment framework has been developed with evidence from these upper-level design studios. Additional opportunities for assessment might include lecture courses, such as ARCH 345/350: Sustainable Systems I & II as well as non-curricular activities. While the studios have not yet been formally assessed, the assessment framework was tested in 2023-24 and shared in the team room documents (described below).

The program is scheduled to begin assessing PC.3 in the 2024-2025 academic year, after which it will be assessed annually. The PC.3 Worksheet and Assessment Report connects the SUNY program learning outcome “PLO 4: Design Impact” to NAAB criterion PC.3 Ecological Knowledge and Responsibility. Five sub-program learning outcomes are to be assessed at the course level through the student’s final design project with benchmarks of 80% or 90% of students meeting the PLO (the 90% benchmarks correspond to the 400-level courses). The sub-learning outcomes include: 4.1 use of ordering principles; 4.2 contextual design response that improves site and community; 4.3 create spaces of valuable human experience; 4.4 use of form and massing in response to design challenge; 4.5 design with equity for people of different backgrounds.

Following a review of the materials provided, the visiting team notes a mismatch-misalignment between the criteria of NAAB PC.3, such as the dynamic between the built and natural environment; ecology; responsive building performance and the program’s assessment criteria.

#### **PC.4 History and Theory**

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

#### **Team Findings: Not Yet Met**

**2024 Team Analysis:** The program assesses criterion PC.4 History and Theory within the context of design studio. The program places an emphasis on fostering student’s comprehensive understanding of architectural and urban history through a two-semester course sequence, History of World & Western Architecture I and II (HUMN 241 & 242). The sequence introduces the histories of architecture and urbanism within a context of rich socio-cultural forces. Courses without an ARCH designation, such as those in the humanities, are not assessed by the program and are therefore not included in the assessment framework.

Subsequent precedent research in the studios reflect and reinforce history and theory this knowledge and three assessment points for this criterion are described by the following courses:

- ARCH 370: Architectural Design IV (first assessment: spring 2025)
- ARCH 470: Architectural Design VI (first assessment: spring 2026)
- ARCH 490: Thesis Studio (first assessment: spring 2027)

Without further information, it is unclear how the program will be able to assess this criterion, across all its dimensions, through studio design problems. Additional opportunities for assessment might include lecture courses, such as ARCH 305: Topics in Theory, as well as non-curricular activities.

The program is scheduled to begin assessing PC.4 in the 2024-2025 academic year, after which it will be assessed annually. An assessment framework has been developed and evidence is from these upper-level design studios. The studios have not yet been assessed; however, the assessment framework was tested in 2023-24 and was shared in the team room documents (described below).

The PC.4 Worksheet and Assessment Report found in the team room connects the SUNY program learning outcome “PLO 4: Design Impact” to NAAB criterion PC.4 History and Theory. Five sub-program learning outcomes are to be assessed at the course level through the student’s final design project with benchmarks of 80% or 90% of students meeting the PLO (the 90% benchmarks correspond to the 400-level courses). See PC.3 for a description of the sub-learning outcomes.

The visiting team notes that ARCH 485: Thesis Research was identified in the APR-C, but materials were not provided in the digital evidence to confirm it as a point of assessment for this criterion. In a review of the materials provided for ARCH 490, the team did not find evidence that students are evaluated based on their understanding of precedents, history, or theory.

### **PC.5 Research and Innovation**

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

#### **Team Findings: Not Met**

**2024 Team Analysis:** The program describes its approach to PC.5 Research and Innovation by clarifying research as a skill practiced and learned through coursework in environmental systems, structures, topics in theory, and design thesis. Further, the program intends to equip students with the skills necessary to engage in architectural research, enabling them to assess and validate innovations in the field. This preparation is described to include comprehensive training in research methods tailored to various subject areas within architecture.

The program does not describe how it exposes students to “new knowledge” and the outcomes of research and innovation in the field of building sciences, technology of design, or how new knowledge is created and incorporated in the professional work of the faculty through such venues as the local AIA Design Awards, for an example.

The following architecture courses were identified as assessment points for this criterion:

- ARCH 370: Architectural Design IV (first assessment: spring 2025)
- ARCH 470: Architectural Design VI (first assessment: spring 2026)
- ARCH 481: Architectural Design VII (first assessment: spring 2027)
- ARCH 490: Thesis Studio (first assessment: spring 2027)

The program’s approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. Additional opportunities for assessment might include lecture courses, such as ARCH 485: Thesis Research, as well as non-curricular activities.

The program is scheduled to begin assessing PC.5 in the 2025-2026 academic year, after which it will be assessed annually. Research activity and precedents are mentioned in a few course assignments, however course SLOs do not identify research skills. Research methods, as a topic, does not appear on course syllabi for the courses noted above. Without further information, it is not clear how PC.5 Research and Innovation will be assessed.

### **PC.6 Leadership and Collaboration**

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

#### **Team Findings: Not Yet Met**

**2024 Team Analysis:** As described in the APR-C, the program addresses PC.6 Leadership and Collaboration in its curriculum through professional practice coursework, collaborative design projects, and opportunities to work with multidisciplinary teams. The program maintains a strong

connection with the construction management program that is an important foundation for this criterion, although not a formal point of assessment.

The following architecture courses were identified as assessment points in the curriculum:

- ARCH 370: Architectural Design IV (first assessment: spring 2025)
- ARCH 470: Architectural Design VI (first assessment: spring 2026)
- ARCH 481: Architectural Design VII (first assessment: spring 2027)
- ARCH 490: Thesis Studio (first assessment: spring 2027)

The program's approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. Although not currently identified, additional opportunities for assessment of PC.6 might include non-curricular activities.

The program is scheduled to begin assessing PC.6 in the 2024-2025 academic year, after which it will be assessed annually. The courses listed above contain learning objectives related to teamwork, leadership, and sustainable design. However, while the program employs a recurring assessment process, further alignment with NAAB's 2020 guidelines could be strengthened, particularly in how leadership skills are consistently measured and integrated across different courses.

### **PC.7 Learning and Teaching Culture**

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

### **Team Findings: Not Met**

#### **2024 Team Analysis:**

In the APR-C, the program describes their approach to criterion **PC.7 Learning and Teaching Culture**, with a focus on positivity, collaboration, active participation, and creativity among its faculty, students, and staff. The college takes pride in its diverse student body, and faculty and staff recognize their role in creating a welcoming learning environment for all students. The program's commitment to a learning and teaching culture is most clearly felt in the design studio sequence. The essential principles necessary for a positive learning and teaching culture are codified at the college level in the employee and student handbooks and within the program in the architecture student handbook.

The program has identified four assessment points for this criterion, beginning in the third year of the curriculum:

- ARCH 370: Architectural Design IV (first assessment: spring 2025)
- ARCH 470: Architectural Design VI (first assessment: spring 2026)
- ARCH 481: Architectural Design VII (first assessment: spring 2027)
- ARCH 490: Thesis Studio (first assessment: spring 2027)

The program's approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. Although not currently identified, additional opportunities for assessment of PC.7 might include non-curricular activities.

The program is scheduled to begin assessing PC.7 in the 2024-2025 academic year, after which it will be assessed annually. The PC.7 Worksheet and Assessment Report provided in the digital

evidence connects the SUNY program learning outcome “PLO 3: Design Process” to NAAB criterion PC.7 Learning and Teaching Culture. Seven sub-program learning outcomes are to be assessed at the course level through the student’s final design project with benchmarks of 80% or 90% of students meeting the PLO. See PC.2 for a description of the sub-learning outcomes. Without further information, it is unclear how the program will be able to assess this criterion, across all its dimensions, through studio design problems.

### **PC.8 Social Equity and Inclusion**

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

### **Team Findings: Not Yet Met**

**2024 Team Analysis:** In the APR-C, the program describes their approach to criterion **PC.8 Social Equity and Inclusion**, with a commitment to foster a deep understanding of diverse cultural and social contexts that can be translated to the creation of equitable and inclusive built environments. In both coursework and service-learning experiences, students are empowered to develop design solutions for individuals of different backgrounds, resources, and abilities.

The program has identified three assessment points, beginning in the third year of the curriculum:

- ARCH 370: Architectural Design IV (first assessment: spring 2025)
- ARCH 470: Architectural Design VI (first assessment: spring 2026)
- ARCH 490: Thesis Studio (first assessment: spring 2027)

The program’s approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. Although not currently identified, additional opportunities for assessment of PC.8 might include lecture courses as well as non-curricular activities.

The program is scheduled to begin assessing PC.8 in the 2026-2027 academic year, after which it will be assessed annually. Assessment methods will include final design projects. The PC.8 Worksheet and Assessment Report provided in the digital evidence connects the SUNY program learning outcome “PLO 4: Design Impact” to NAAB criterion PC.8 Social Equity and Inclusion. Five sub-program learning outcomes are to be assessed at the course level through the student’s final design project with benchmarks identified as 80% or 90% of students meeting the PLO. See PC.3 for a description of the sub-learning outcomes.

### **3.2 Student Criteria (SC): Student Learning Objectives and Outcomes** (*Guidelines, p. 10*)

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

The program has integrated the assessment of all Student Criteria (SC) into the university’s internal assessment requirements. The assessment operates on a three-year cycle and includes specific Program Learning Outcomes (PLOs) as assessment measures. The program meets twice per year to discuss outcomes and determine next steps. The program presented partial evidence of their approach to assessment in the APR-C as well as through additional materials provided in the digital evidence. During the visit, the program confirmed that their assessment framework was developed to reflect the 2014 NAAB Conditions and will be modified to better align with the

2020 Conditions. Based on a review of the materials provided, and confirmed in meetings during the site visit, the program has not fully developed an approach to assessment of the NAAB student criteria as outlined in the 2020 Conditions.

### **SC.1 Health, Safety, and Welfare in the Built Environment**

How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

#### **Team Findings: Not Yet Met**

**2024 Team Analysis:** The APR-C describes the program's approach to SC.1 Health, Safety, and Welfare in the Built Environment as the chief responsibility of the architect and a subject that is covered throughout the curriculum.

The APR identifies four courses, where understanding impact will be assessed:

- ARCH 370: Architectural Design IV (first assessment: spring 2025)
- ARCH 470: Architectural Design VI (first assessment: spring 2026)
- ARCH 410: Professional Practice, where students review the professional responsibility of architects and the importance of safe and healthy buildings (first assessment: spring 2025)
- ARCH 481: Architectural Design VII, a comprehensive studio where students will be required to design a project that is both healthy and sustainable and meets technological and code requirements (first assessment: spring 2027)

The program's approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team.

The program is scheduled to begin assessing SC.1 in the 2024-2025 academic year, after which it will be assessed annually. Course syllabi for several design studios listed above were included in the digital evidence, however the course learning outcomes related to life safety or the impact of a building on the inhabitant's wellness were not identified in the syllabi. The program's assessment framework for these design studios identifies SUNY's "PLO 5: Design Integration." Ten sub-program learning outcomes are to be assessed at the course level through the student's final design project with benchmarks established as 80% or 90% of students meeting the PLO (see SC.5 for the sub-program learning outcomes). Sub-criteria within the PLO include being able to design a building or community adhering to laws and regulations and design a building that considers the building's life safety systems.

### **SC.2 Professional Practice**

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

#### **Team Findings: Not Met**

**2024 Team Analysis:** The APR-C describes the program's approach to SC.2 Professional Practice in which professional ethics, regulatory requirements, and building practices are related to issues such as sustainability.

The program has identified five assessment points for this criterion, beginning in the third year:

- ARCH 370: Architectural Design IV (first assessment: spring 2025)
- ARCH 401: Portfolio Preparation, with a focus on portfolio preparation and the architectural job search (first assessment: spring 2025)
- ARCH 410: Professional Practice, which exposes students to the legal, management, and business aspects of architecture (first assessment: spring 2025)
- ARCH 470: Architectural Design VI (first assessment: spring 2026)
- ARCH 481: Architectural Design VII, with a focus on the technical elements of design through the lens of sustainability and integrated design (first assessment: spring 2027)

The program’s approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team.

The program is scheduled to begin assessing SC.2 in the 2024-2025 academic year, after which it will be assessed annually. The SC.2 Worksheet and Assessment Report provided in the digital evidence connects the SUNY Delhi program learning outcome “PLO 3: Design Process” to NAAB criterion SC.2 Professional Practice. Seven sub-program learning outcomes are to be assessed at the course level through the student’s final design project with benchmarks established as 80% or 90% of students meeting the PLO. See PC.2 for a description of the sub-learning outcomes. Following a review of the syllabi and other related materials, the visiting team found that the student outcomes for ARCH 401 do not align with the requirements of this SC. A review of the syllabus for ARCH 410 does not address business practices such as AIA contract documents; a detailed course schedule was not provided. Without further information, it is unclear how the program will be able to assess this criterion, across all its dimensions, through studio design problems.

### **SC.3 Regulatory Context**

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

### **Team Findings: Not Met**

**2024 Team Analysis:** The program embraces SC.3 Regulatory Context across the curriculum. As a work-force development college, with numerous two-year programs leading to the trades, there is a prevailing recognition of the regulatory context. Student design work outcomes are expected to demonstrate compliance with legal standards during the fourth and fifth year.

The program identified the following courses for assessment points:

- ARCH 370: Architectural Design IV (first assessment: spring 2025)
- ARCH 470: Architectural Design VI (first assessment: spring 2026)
- ARCH 481: Architectural Design VII (first assessment: spring 2027)

The program’s approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. Additional opportunities for assessment might include lecture courses, such as ARCH 410: Professional Practice.

The program is scheduled to assess SC.3 in the 2024-2025 academic year, after which it will be assessed annually. The SC.3 Worksheet and Assessment Report provided in the digital evidence connects the SUNY Delhi program learning outcome “PLO 3: Design Process” to NAAB criterion

SC.3 Regulatory Context. Seven sub-program learning outcomes are to be assessed at the course level through the student's final design project with benchmarks established as 80% or 90% of students meeting the PLO. See PC.2 for a description of the sub-learning outcomes.

Following a review of course syllabi for the courses listed above, the visiting team found that the student learning outcomes for these courses do not align with the multi-dimensional criteria of SC.3. Assignments for ARCH 370, a studio in urban planning, do not mention the regulatory environment. Grading criteria for the course include four areas, including "Technical - Codes, Materials, Best Practices, etc.," although the related assignments do not appear to support the presence of this content. The visiting team notes that ARCH 410: Professional Practice was not included in the assessment plan for SC 3, although it is a course that includes the regulatory context in its syllabus with an assessment criterion where "students will be able to explain the regulatory requirements relevant in architecture practice." Without further information, it is unclear how the program will be able to assess this criterion, across all its dimensions, through studio design problems.

#### **SC.4 Technical Knowledge**

How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

#### **Team Findings: Not Yet Met**

**2024 Team Analysis:** In the APR-C, the program describes their approach to criterion SC.4 Technical Knowledge, with a strong focus on the integration of technical knowledge into design decisions. The program's commitment to preparing well-rounded graduates ready to enter the profession provides the foundation for the comprehensive, integrative approach that is taken in the upper-level design studios.

The program has identified two assessment points for this criterion, both in the fifth year of the curriculum:

- ARCH 481: Architectural Design VII (first assessment: spring 2027)
- ARCH 490: Thesis Studio (first assessment: spring 2027)

The program's approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. Additional opportunities for assessment might include lecture courses, such as ARCH 345/350: Sustainable Systems I & II and ARCH 360: Structural Theory.

The program is scheduled to begin assessing SC.4 in the 2026-2027 academic year, after which it will be assessed annually. The SC.4 Worksheet and Assessment Report provided in the digital evidence connects the SUNY program learning outcome "PLO 5: Design Integration." Ten sub-program learning outcomes are to be assessed at the course level through the student's final design project with benchmarks established as 80% or 90% of students meeting the PLO (see SC.5 for the sub-program learning outcomes). Sub-program learning outcomes include the ability to design a building or community adhering to laws and regulations and the ability to design a building that considers the building's life safety systems. Assessment methods will include final design projects. Without further information, it is unclear how the program will be able to assess this criterion, across all its dimensions, through studio design problems.

### **SC.5 Design Synthesis**

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

#### **Team Findings: Not Yet Met**

**2024 Team Analysis:** The APR-C describes the program's attitude to SC.5 Design Synthesis as a clear and logical approach acquired through experiences and knowledge in prior course work.

The program has identified two assessment points for this criterion:

- ARCH 485: Thesis Research (first assessment: spring 2027)
- ARCH 490: Thesis Studio (first assessment: spring 2027)

The program's approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team. A review of the materials in the digital evidence suggests other potential points of assessment in ARCH 370: Architectural Design IV, Arch 470: Architectural Design VI, and ARCH 481: Architectural Design VII.

The program is scheduled to assess SC.5 in the 2026-2027 academic year, after which it will be assessed annually. While ARCH 485 was identified in the APR-C as a point of assessment, materials for this course were not included in the digital evidence. The syllabus for ARCH 490 identifies two SUNY Delhi learning outcomes aligned with SC.5: "PLO 4: Design Impact" and "PLO 5: Design Integration." In PLO 4, students must demonstrate the ability to create designs that meet aesthetic goals, enhances human experience and improve the site and community they are built in. PLO 5 requires that students formulate comprehensive design solutions that incorporate user requirements, comprehensive technical details, and sustainable solutions in an integrated manner.

An assessment report for the final project in Arch 490 identify criteria from "PLO 5: Design Integration" with an established benchmark of 90% students meeting the criteria. The visiting team notes that the same criteria exist for ARCH 481, although this course does not appear in the assessment plan for SC.5. The learning outcomes are numerous and do appear to align with SC.5. These outcomes begin with, "The student will be able to design a building that considers..."

- a user's requirements including program and budget,
- its environmental impact,
- or a community adhering to laws and regulations,
- that is accessible,
- a building's site conditions,
- the building's envelope system and assembly,
- the building's structural systems,
- the building's life safety systems,
- the building's environmental control systems,
- be able to analyze building performance.

### **SC.6 Building Integration**

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

## Team Findings: Not Yet Met

**2024 Team Analysis:** A single course in the fifth year of the curriculum is identified as the assessment location for SC.6 Building Integration with the evaluation of the final design project.

The program has identified one point of assessment for this criterion:

- ARCH 481: Architectural Design VII (first assessment: spring 2027)

The program's approach and assessment were described in the APR-C and additional materials provided in the digital evidence. The visiting team confirmed the evidence provided during on-site meetings with the program director, faculty, and assessment team.

The program is scheduled to assess SC.6 in the 2026-2027 academic year, after which it will be assessed annually. The course syllabus includes a student learning outcome: "formulate comprehensive design solutions that incorporate user requirements, comprehensive technical details and sustainable solutions in an integrated manner." Ten criteria follow and are outlined above in SC.5. The program's learning outcomes "PLO 4: Design Impact" and "PLO 5: Design Integration" are the institutional assessment criterion with sub learning outcomes that are generally aligned to the SC.6 Building Integration criteria. Because the program uses these PLOs for several courses, there is the opportunity to compare how well students are learning prior to the final assessment in ARCH 481. With this said, assessment for NAAB SC.6 Building Integration, cannot be satisfied in multiple courses and therefore assessment for SC.6 would occur only in ARCH 481.

## 4—Curricular Framework (*Guidelines, p. 13*)

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

### 4.1 Institutional Accreditation (*Guidelines, p. 13*)

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

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

## Team Findings: Met

**2024 Team Analysis:** The institutional accreditation letter from MSCHE was found in Appendix F of the APR-C. The institution's standing is also documented on the MSCHE website. A monitoring report was due March 3, 2024. The institution's next evaluation visit is scheduled for 2030-2031.

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

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

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

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

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

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

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

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

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

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

### **Team Findings: Met**

#### **2024 Team Analysis:**

**4.2.1:** The program requires 95 credits of professional studies. The website documents which professional courses are required for all students.

**4.2.2:** The program requires 34 credits of general studies, allowing for a broad interdisciplinary understanding of human knowledge. The website documents the general studies courses required for students in the major and outlines where students are able to take elective coursework to satisfy general education requirements.

**4.2.3:** The program requires 21 credits of optional studies. Eighteen of these credits are optional studies where students can select from a list of 26 pre-approved courses or other options approved by the student's academic advisor. The remaining three credits are unrestricted electives. The website documents which professional courses qualify as optional studies. During the site visit, it was confirmed that students find they have sufficient optional studies in the curriculum.

**4.2.4:** The Bachelor of Architecture degree program consists of 150 credit hours in academic coursework in general studies, professional studies, and optional studies. The website documents the degree requirements for the program.

**4.2.5:** Not applicable.

**4.2.6:** Not applicable.

#### **4.2 Evaluation of Preparatory Education** (*Guidelines, p. 16*)

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

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

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

### **Team Findings: Not Met**

#### **2024 Team Analysis:**

**4.3.1:** The APR-C describes the college's general policies for the review of prior coursework. It also describes the process by which students may receive transfer credit for architecture courses. Eligibility for the transfer of architecture courses is determined by the Transfer Coordinator with final review by the faculty. Students must submit a portfolio to be considered for advanced placement into architecture studios that are 200-level or higher. The APR-C states that only coursework completed in a NAAB-accredited program will receive credit for architecture courses numbered 300-level or higher. Given that no students have yet received credit for prior coursework to satisfy NAAB accreditation criteria, the team is unable to confirm that the process is as described.

**4.3.2:** Without evaluation documents to review, the team was unable to confirm that the program has established standards for ensuring that the accreditation criteria are met and for determining whether any gaps exist. As the program continues to enroll more students in the B.Arch. program, it should develop clear and transparent policies toward the review of undergraduate professional coursework.

**4.3.3:** During the admissions process, students are made aware of the evaluation of baccalaureate-degree and associate-degree course content. Although not clearly articulated on the program website, candidates generally understand the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

### **5—Resources**

#### **5.1 Structure and Governance** (*Guidelines, p. 18*)

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

- 5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

### **Team Findings: Met**

#### **2023 Team Analysis:**

**5.1.1:** The administrative structure for the department, school, and college (institution) were described in the APR-C and confirmed during the site visit. The president of SUNY Delhi is Dr. Mary Bonderoff, and Dr. David Brower is the interim provost for the college. SUNY Delhi is organized into three academic schools: Applied Technologies and Architecture; Nursing, Arts, and Sciences; and Veterinary Science and Professional Studies. The architecture department resides within the School of Applied Technologies and Architecture (Dean: Dan Davis). The School of Applied Technologies and Architecture has ten program coordinators and offers twenty degree programs. The architecture programs are coordinated by Maxwell Dehne. As a

program coordinator, Dehne ensures the administrative operations within the architecture program but does not supervise staff or faculty, who report to the dean of the school.

**5.1.2:** APR-C describes the role of faculty in both program and institutional governance. During the site visit, the team confirmed the involvement of students and staff in the informal governance of the program. The architecture program is primarily governed through bi-weekly faculty meetings, where faculty review curricula, discuss course modifications, resolve pending issues, and share key updates. Faculty can serve on a variety of committees at the department and school level. As a small program, both faculty and staff are active in the operations and decision-making processes.

Within the School of Applied Technologies and Architecture, the program directors meet regularly with the dean. The entire faculty of the school meet each semester to review policy developments, budgeting, assessment, and institutional information. Shared governance on campus takes the form of the Faculty Senate, with representatives across the three schools. Two of the program's six faculty currently serve on the Faculty Senate.

Students are active on campus as members of the Student Senate and may also serve on college-wide committees. The architecture department has recently created a Student Architecture Council, with two representatives from each year, that will serve as a communication channel between faculty and students. The department has also initiated regular town halls to meet with students.

### **5.2 Planning and Assessment** (*Guidelines, p. 18*)

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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

### **Team Findings: Not Yet Met**

#### **2024 Team Analysis:**

**5.2.1:** The program has not yet developed a multi-year planning document of initiatives and goals that is reflective of the multi-faceted NAAB Conditions for a holistic student learning environment, the dynamic conditions of practice, and the program's compelling mission.

**5.2.2:** The key performance indicators used by the program are the NAAB accreditation candidacy milestones. The program also identified the SUNY Delhi institutional performance indicators that include: a welcoming, inclusive community; an optimal living and learning environment for student, faculty and staff; innovating and delivering relevant and cutting-edge curriculum; recruiting students; and developing and inspiring students to meet their potential.

**5.2.3:** The program is focused on the path to candidacy and the incremental milestones to its initial accreditation. Because the program is built upon the curriculum of the existing four-year bachelor's degree in architectural technologies, an additional year of curriculum has been created and the school has changed its name to the School of Applied Technologies and Architecture.

**5.2.4:** Strengths in the program include a racially and socio-economically diverse student body, drawing students from both upstate and downstate regions of New York. There is a commitment to developing an affordable program for underrepresented populations to provide an accessible gateway to the profession. 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 the department and institution in the years to come. The program noted that the assessment process offers an opportunity for improvement. Additional opportunities are not articulated.

**5.2.5:** An external advisory board of practitioners and alumni has supported the program's goals to develop an accredited B.Arch. degree program for many years. The strength of this group's commitment and passion for the program's success was evident during the site visit.

### **5.3 Curricular Development** (*Guidelines, p. 19*)

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

### **Team Findings: Not Yet Met**

#### **2024 Team Analysis:**

**5.3.1:** The NAAB's shared values, PCs, and SCs will be assessed primarily by evidence provided in upper-level studio design projects. Some of these upper-level studios have been taught with students in the four-year program, but these courses have not yet been offered for students enrolled in the B.Arch. program. Upper-level studios for students in the B.Arch. program will begin in the 2025-2026 academic year. This timeline reflects the unique curricular development of the proposed B.Arch. degree where professionally focused content is concentrated in the final three years of the curriculum, allowing students in the department's existing programs, the four-year architectural design and building technology program and the 2-year associate's degree in architectural technology, to transition into the professional degree program.

The B.Arch. program's assessment documents are based on a crosswalk developed between program learning outcomes (PLOs) for institutional reporting and the NAAB PCs and SCs (APR-C, Appendix C). Program learning outcomes are comprehensive and broad in character, with the opportunity for course Student Learning Outcomes (SLO) to reflect course content yet contribute to achieving the broad program outcomes. The course SLOs identified on the syllabus and assessment documents (also referred to as sub-PLOs) often remain general. For example, there seems to be a mismatch between NAAB PC.3 Ecological Knowledge and Responsibility and the PLO it has been assigned to – "PLO 4: Design Impact." The PC.3 requirements are not fulfilled by the sub-PLO criteria – 4.1 use of ordering principles; 4.2 contextual design response that improves site and community; 4.3 creating spaces of valuable human experience; 4.4 use of form and

massing in response to design challenge; and 4.5 design with equity for people of different backgrounds.

In meetings with the program's assessment team, faculty acknowledged the use of the NAAB 2014 Conditions for the assessment framework and the desire to update the assessment to criteria identified in the NAAB 2020 Conditions. The process for collecting and reviewing the assessment data to evaluate SCs and PCs and make decisions for curricular development and change is not articulated and the team confirmed during the visit that this process is still being developed by the assessment committee.

**5.3.2:** The APR-C identified committees at the school and college level that are responsible for reviewing and approving curricular change. During the visit, the team heard that curricular initiatives and developments are discussed in the bi-weekly department faculty meetings and at end-of-semester faculty meetings. A process for decision-making among the faculty for curricular development was not articulated and outcomes from these meetings are not captured.

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

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

#### **Team Findings: Met**

##### **2024 Team Analysis:**

**5.4.1:** The APR-C describes the 33-credit hour annual teaching load defined by the College for full-time faculty and is reflective of a teaching intensive institution with a student focus and no requirement for faculty research. During the team's visit, faculty confirmed their teaching roles and their service responsibilities. Additionally, the team confirmed adjunct faculty carry appropriate teaching loads and complement the standing faculty.

**5.4.2:** During the visit, the team met Professor Janet Ho, who is formalizing her previous ad hoc role to become the program's Architecture Licensing Advisor.

**5.4.3:** During site visit meetings, the team confirmed that the university provides appropriate opportunities for faculty and staff professional development. Faculty are encouraged to pursue licensure. In January and June of each, the university hosts professional development events for all faculty and staff. The faculty/staff union also provides funding to support development.

**5.4.4:** The AP-C identified numerous resources to support student success and student well-being, including: The Resnick Academic Achievement Center, the Educational Opportunity Program (EOP), and the Collective Pursuit for Academic and Social Supports program (C-PASS), for academic supports, and the SUNY Delhi Counseling Services and Health Service. The Career Center supports students as they transition to the workforce. Additionally, the department provides paid peer tutors to support students in their architecture coursework.

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

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

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

### **Team Findings: Met**

#### **2024 Team Analysis:**

**5.5.1:** The program's commitment to equity, diversity, and inclusion was outlined in the APR-C and was confirmed by the visiting team in meetings throughout the site visit. The recent renovation of South Hall brought the building up to current ADA standards for accessibility. The building fit-out included computing workstations to provide students with equitable access to essential software. The program also provides equitable access to peer tutors for all students in the program. The program supports the Architecture Club financially and with an advisor, fostering diversity and inclusion through student activities and financial backing from the student senate. A chapter of the National Organization of Minority Architecture Students (NOMAS) has been granted official student organization status on campus, but it is not active. Students, however, believe that the Architecture Club is already inclusive.

**5.5.2:** Due in part to its geographic location, the faculty and staff of the program do not reflect the gender, racial, and ethnic diversity found in the student population. The program currently has one female minority faculty member (out of six full-time faculty). In meetings during the site visit, it was confirmed that its geographic location continues to be a challenge in hiring full-time faculty for the program. Additionally, the New York State Education Department (NY SED) is requiring that the program hire a faculty member with a Ph.D. in the discipline, which may be counter to the program's desire to demographically diversify its faculty. The program is continuing in its plan to recruit diverse faculty that also meet the requirements laid out by NY SED.

**5.5.3:** The student population within the architecture department is quite diverse: 42.7% are female; 29.0% are black (non-Hispanic); 17.9% are Hispanic; 40.7% are white; and 12.4% are in other race/ethnicity categories. Nearly half of the student population is from the greater New York City area, with only 5.6% of students hailing from outside of the state. In the last two years, when the department first began admitting students into the B.Arch. program, 53.7% of new students entered the B.Arch. program, 38.8% entered the four-year degree in architectural technologies, and 7.5% entered the 2-year AAS degree. The program has developed pathways to allow students in the two- and four-year degrees programs to transition into B.Arch., if desired. As students move into the B.Arch. program, the department should continue to monitor the student demographics specifically within the professional program to ensure that it is meeting stated goals. The program enrolls students in the university's Educational Opportunity Program (EOP) for students who have had limited academic and financial resources.

**5.5.4:** The university has in place policies to promote diversity, equity, and inclusion. These include the Affirmative Action Plan, policies on Equity, Accessibility, and Inclusion, and the Notice of Non-Discrimination. The Resnick Academic Achievement Center and the MOSAIC Multicultural Center further support these initiatives, while Title IX policies ensure protection against discrimination. As part of the ongoing development of its Strategic Plan, SUNY Delhi is prioritizing the creation of clear language around DEI, reinforcing its commitment to fostering an inclusive campus environment.

**5.5.5:** Resources are available for staff and faculty seeking ADA accommodations. Access and Equity Services in the Resnick Academic Achievement Center provides resources for students with a range of physical and mental abilities. Students confirmed during the site visit that they have the necessary tools and support.

### **5.6 Physical Resources** (*Guidelines, p. 21*)

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

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

### **Team Findings: Met**

#### **2024 Team Analysis:**

**5.6.1:** During the visit, the visiting team confirmed the newly renovated studio spaces in Smith and South halls and viewed the construction labs in the Electrical Technologies Center on the Upper Campus when visiting with Dean Davis. The studios are well-furnished, and the visiting team observed classes in session and students spoke of successful studio-based learning.

**5.6.2 & 4:** During the visit, the visiting team confirmed the range of spaces for didactic learning including lecture halls, seminar spaces, small group study rooms, numerous labs and shops, and unique equipment including a structures testing lab.

**5.6.3:** During the visit, the visiting team confirmed the location of the shared faculty offices. During the meeting with faculty, the visiting team confirmed that faculty utilize the conference room when meeting with students to maintain confidentiality during advising.

**5.7 Financial Resources** (*Guidelines, p. 21*)

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

**Team Findings: Not Yet Met**

**2024 Team Analysis:**

In the APR-C, the program describes the support it has received from the university with regard to physical space for the program in Smith Hall (see Condition 5.6). Additionally, the university refurbishes computer hardware and software every three years. The APR-C notes that the university is continuing to rebound its enrollment since the COVID pandemic and suggests that increasing enrollment is a precondition for continued support. In meetings during the site visit, it was confirmed that the budget is prepared at the school-level and reviewed by the university's Budget and Planning Committee, which is made up of faculty across campus and administrators, including the provost, vice president for finance and administration, and the vice president for student life.

The program maintains a limited budget line (OTPS) for spending beyond faculty and staff salaries. Should additional or incremental needs arise, it was confirmed in multiple meetings that the program may petition the dean's office for additional funds. These requests are reviewed by the Budget and Planning Committee, which meets weekly during the academic year. During the site visit, it was confirmed that the university's Office of Grants and Sponsored Programs works with units and their faculty to identify and secure external funding. It is unclear whether the program has made use of this opportunity as a way to increase revenue.

In multiple meetings during the site visit, it was confirmed that the program provides all students with the necessary access to software and computing equipment. Additionally, all necessary studio supplies are provided to students through studio fees, which are covered through a student's financial aid package. Students confirmed that there are no direct out-of-pocket expenses required over the course of the program.

While the program provided a pro forma financial breakdown through 2029 (Appendix N of the APR-C), it does not account for increases in faculty salaries, increases in enrollment, or additional expenses typically seen in a growing architecture program. The program has not provided a detailed understanding of the financial needs of a growing professional program in architecture.

**5.8 Information Resources** (*Guidelines, p. 22*)

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

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

**Team Findings: Met**

**2024 Team Analysis:** SUNY Delhi ensures convenient and equitable access to architectural literature and appropriate resources to support architectural education. Key resources include the Resnick Library, which offers a collection of architecture texts and publications developed with faculty input, interlibrary loan access with other SUNY colleges, online journals, and computers equipped with architecture-specific software. The South Hall Studio features desktop computers with industry-standard software such as Autodesk, Adobe, Lumion, Sketchup, and Rhino. Smith Hall provides open-access computer labs available until midnight, ensuring students have continued access to essential tools and resources for their studies.

The team met with the college librarian who discussed numerous ways and programs offered by the library to ensure students are well informed about the library's resources.

## **6—Public Information**

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

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

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

#### **Team Findings: Met**

**2024 Team Analysis:** A Statement on NAAB-Accredited degrees containing the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 (rev: September 1, 2024), is publicly available on the program's website.

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

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

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

#### **Team Findings: Met**

### **2024 Team Analysis:**

**6.2.a** The program website links to the NAAB website for the 2020 NAAB Conditions for Accreditation.

**6.2.b** not applicable

**6.2.c** The program website links to the NAAB website for the 2020 NAAB Procedures for Accreditation.

**6.2.d** not applicable

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

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

#### **Team Findings: Met**

**2024 Team Analysis:** The program provides career development information on their website. These resources include the SUNY Delhi Career Center. The Career Center provides resume writing support and interview skills development. Students are also able to acquire professional attire for intern interviews at a very low cost on campus. The program's website also provides links to architecture-specific resources, such as the AIA, AIAS, ACSA, NCARB, and New York State Office of the Professions. The program has an Architect Licensing Advisor and faculty provide professional advising and mentoring.

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

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

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

#### **Team Findings: Met**

#### **2024 Team Analysis:**

**6.4.a-g** Not applicable.

**6.4.h** The program's website links to NCARB pass rates, although SUNY Delhi is currently not listed as this is not currently applicable.

**6.4.i** The program's website contains the program's learning and teaching culture.

**6.4.j** The program's website provides access to statements describing the program's embrace of diversity, equity, and inclusion practices.

### **6.5 Admissions and Advising** (*Guidelines, p. 24*)

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

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

### **Team Findings: Not Met**

#### **2024 Team Analysis:**

- 6.5.a** The admission process for SUNY Delhi is centralized and this process, including application forms and processes, is clearly established, managed, and available on the college's website.
- 6.5.b** The admission's requirements for first year students are articulated on the college website. The program website does not clearly document the requirements for transfer students into the architecture program. The website indicates that GPA requirements exist, and a portfolio review is required, but no additional information is provided to assist prospective students regarding policies and processes for the evaluation of transcripts and portfolios. The program's policies regarding remediation and advanced standing are not made available on the website.
- 6.5.c** The program's website does not describe the process for evaluating the content of a non-accredited degree.
- 6.5.d** The process of applying for financial aid and scholarships is centralized and this process, including application forms, is clearly available on the college's website.
- 6.5.e** A statement regarding how student diversity goals affect admission procedures was not provided.

#### **6.6 Student Financial Information** (*Guidelines, p. 24*)

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

### **Team Findings: Met**

#### **2024 Team Analysis:**

**6.6.1:** The program provides links on their website to current resources and advice for making decisions about financial aid. Students have access to information on scholarships, loans, and grants that may be available. The Student Financial Services website also contains information on financial literacy as well as for students who may be facing special and unusual financial circumstances.

**6.6.2:** The program demonstrated that students have access to an initial estimate for the costs associated with completing the degree program. Students pay lab fees for an array of essential materials used in the design studio courses that may not be readily purchased locally. These fees are posted on the department's website and available to all prospective and current students. This information should be updated to include the required design studios in the fifth year of the B.Arch. program.

## **E. The Visiting Team**

### **Team Chair, Educator Representative**

Michelle A. Rinehart, Ed.D.  
Vice Provost for Faculty  
Georgia Institute of Technology  
Atlanta, GA  
[michelle.rinehart@gatech.edu](mailto:michelle.rinehart@gatech.edu)

### **Practitioner Representative**

Brian Tibbs, FAIA  
Managing Partner  
Moody Nolan  
Nashville, TN  
[btibbs@moodynolan.com](mailto:btibbs@moodynolan.com)

### **Former NAAB Board Member Representative**

Patricia Kucker, Ed.D.  
Former Interim Director  
Stuckeman School of Architecture and Landscape Architecture  
University Park, PA  
[pkucker124@gmail.com](mailto:pkucker124@gmail.com)

For Program COF

**F. Report Signatures**

**Respectfully Submitted,**

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

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**Brian Tibbs, FAIA**  
**Team Member**

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**Patricia Kucker, Ed.D.**  
**Team Member**

For Program COF