

**Graduate Architecture Studio + Seminar
Fall 2023**

ARCH 73100 Architecture Studio 1.3 (9cr) / ARCH 85100 Advanced Studio (6 cr) + ARCH 85200 Design Seminar (3 cr)

M 9:30am-12:20 pm (seminar) / M-Th 2:00-5:20 pm (studio)

Instructors: Fran Leadon / Benjamin Akhavan

Office Hours (by appointment): Leadon: M, Th 12:00-2:00; Akhavan: Monday 12:30-1:30pm
Room 219

GENERAL DESCRIPTION

Studio:

This advanced studio laboratory is the first of a two-semester sequence that explores an architectural project through extended design research and in-depth building design propositions. Engaging with a variety of contemporary architectural design topics, students analyze and synthesize human, socio-cultural, contextual, technical, and regulatory forces. Project work includes quantitative investigation of environmental impacts and articulation of mitigation strategies. Independent research methodologies are supported, and student work is expected to achieve the quality of a well-developed architectural design thesis and design proposition.

Seminar:

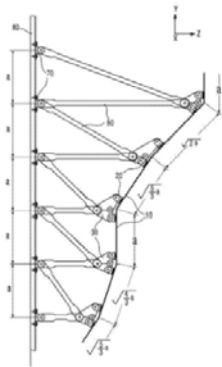
This required seminar course focuses on special topics of study that support and broaden the design studio curriculum.

NAAB CRITERIA ADDRESSED (2020 Conditions for Accreditation)

PC.2 Design

PC.5 Research and Innovation

SC.5 Design Synthesis (work assessed from students enrolled under ARCH 62100)



Above:
*The Blackpackers at
CityROCK, Colorado
Springs*

Far left:
*A section through a
climbing wall*

Left:
*The Cliffs at Harlem,
125th St.*

Climbing gyms have emerged in the last decade as one of the most distinctive shared urban places, easily identifiable for their soaring vertical walls, innovative design, and tight-knit communities. Examples of what Ray Oldenberg called “third places,” they operate beyond the realms of home (the “first place”) and work or school (the “second place”). Third places—gyms, barbershops, bookstores, markets, coffeeshops, religious spaces, barrooms, and other spaces Oldenberg identified in 1989 in his book *The Great Good Place*—help to knit the social fabric of the city together. “The third place,” Oldenberg wrote, “is often more homelike than home.”

The dominance of the section: Climbing gyms emphasize verticality, and their interior walls can be built in almost any shape, from sheer planes to ceilings to caves. We will investigate how climbing walls are designed and constructed, exploring the section first and the plan second, designing from the inside to the outside, beginning with a single interior wall and expanding, by the end of the fall semester, to an exterior enclosure that embraces the site and neighborhood. (By the end of the spring semester the gyms will become fully functional, with locker rooms, bathrooms, and communal areas.)

The Site: A double lot, 463-465 West 125th Street occupies a threshold between two distinct worlds: Once called Manhattan Avenue, 125th Street is a geological fault line angling away from the street grid, connecting Harlem to Manhattanville. The Ulysses S. Grant Houses, a vast public housing project with a distressing history, is just on the other side of 125th Street from the site. The new Taystee Lab Building, a \$700 million, eleven-story development and part of the new Manhattanville Factory District, borders the site on its northern edge. The Apollo Theater, the cultural epicenter of Harlem, is just three blocks to the east. Historic St. Mary's Episcopal Church, the oldest church in Manhattanville, is two blocks to the west. Columbia University's expansive—and controversial—Manhattanville campus is just on the other side of Broadway from the site.

crux, n.

A difficulty which it torments one greatly to interpret or explain, a thing that puzzles the ingenuity, as 'a textual crux.'

crux, n.

The chief problem; the central or decisive point of interest.

crux, n.

Mountaineering and rock climbing. The section of a route or the move that is technically the hardest.

Oxford English Dictionary

- **The studio** moves from building components to enclosure to site.
- **The seminar** moves from site to enclosure to building components.
- **Both seminar and studio** move toward the mid-semester crux, when the disparate parts of a climbing gym come together to form a building that occupies the site.



Top left: A bouldering wall before holds are attached, Basel, Switzerland.



Bottom left: Roped walls, Cliffs at Gowanus, Brooklyn.

Bottom right: A 9-year-old bouldering in Tallahassee, Florida.



PROJECTS:

Studio:

P.0 - Warmup Wall

Build a collaborative wall using bass-wood corners and planes

Collaboratively draw the wall

(Teams)

- PC.2 (Design)
- PC.5 (Research and Innovation)
- 2 weeks
- No particular scale

P.1 - Climbing Wall

Build an interior gym wall

(Individual)

- PC.2 (Design)
- PC.5 (Research and Innovation)
- 4 weeks

- 1/2" = 1'0" scale

P.2 - Wall + Stairs (Ramp)

Add a stair (ramp) that interacts with your climbing wall
(Individual)

- PC.2 (Design)
- PC.5 (Research and Innovation)
- 3 weeks
- 1/2" = 1'0" scale

P.3 - Wall + Stairs (Ramp) + Enclosure

Surround your climbing wall / stair with an enclosure (front + back exterior walls + roof)

Enclosure meets site

(Individual)

- PC.2 (Design)
- PC.5 (Research and Innovation)
- SC.5 (Design Synthesis)
- 5 weeks
- 1/4" = 1'0" scale

Seminar:

S.1 - City (urban site history + analysis)

Build your analysis of third place to relate to the scale of New York City

Compose a 100-300 word description of the research.

- PC.5 (Research and Innovation)
- 2 weeks

S.2 - Body (movement drawings)

Analyze the body's movement as it engages with the wall. Use photography, collage, videography, and drawing.

Compose a 100-300 word description of the research.

- PC.2 (Design)
- PC.5 (Research and Innovation)
- 2 weeks

S.3 - Building (accessibility)

Climbing walls beyond accessibility; record/study how climbing walls can be used by people with disabilities. Include a 100-300 word description of the research.

- PC.2 (Design)
- PC.5 (Research and Innovation)
- 2 weeks

S.4 - Street (social analysis)

Analyze 125th street as it relates to Third Place and questions of accessibility (-not only physical accessibility, but also who is able to access the site). Compose a 100-300 word description of the research.

- PC.5 (Research and Innovation)
- 2 weeks

S.5 - Planet (material life cycles)

Represent one critical material in your studio project and show where and how it is made and possibilities for cradle-to-cradle implementation. This is meant to inform the studio design. Integrate a 100-300 word description of the research.

- PC.2 (Design)
- PC.5 (Research and Innovation)
- 2 weeks

S.6 - Object (booklet)

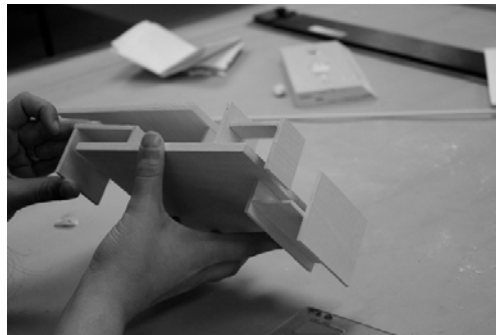
Compile the research and writings (-and studio work) in a manner that frames a conversation about your project. Compose text that complements and frames the design research.

- PC.2 (Design)
- PC.5 (Research and Innovation)
- 3 weeks



Problem solving:

In a studio problem, negotiation can be physical, emotional, and ultimately liberating as choice both expands and contracts. One of the most productive decision-making processes a design student can engage in is one filled with chance and risk.



TOPICS:

Studio + seminar:

- Site analysis
- The role of the “third place” in society
- The meaning of accessibility + codes
- The planet scale and locality: Materials and life cycles
- Decision-making in the design process
- Chance and risk as experience and tool (in climbing and design)

- Verticality as experience and tool
- Structural systems

RESEARCH TOOLS:

Studio + seminar:

- Modeling (woodshop + 3-D lab)
- Drawing
- Field work
- Readings
- Student-led discussions

READINGS:

- “Meet the Black Coloradans Who Are Changing the Face of Outdoor Recreation,”
 - <https://collective.coloradotrust.org/stories/meet-the-black-coloradans-who-are-changing-the-face-of-outdoor-recreation/>
- Delaney Miller, “How Climbing Gyms Lost Their Soul,” *Climbing.com*, February 8, 2023.
 - https://www.climbing.com/gym-climbing/how-climbing-gyms-lost-their-souls/?scope=anon#_pay-wall
- Ray Oldenburg, *The Great Good Place: Cafes, Coffee Shops, Bookstores, Bars, Hair Salons and Other Hangouts at the Heart of a Community*. New York: DaCapo Press, 1989.
- Fran Leamon, *Broadway: A History of New York City in Thirteen Miles*. New York: W. W. Norton, 2018.
 - Ch. 34 (“Honest to Goodness Slumland”)
 - Ch. 35 (“Murderville”)
- Jane Jacobs, *The Death and Life of Great American Cities*. New York: Vintage, 1963.
- Hertzberger, Herman. *Architecture and Structuralism: The Ordering of Space*. Netherlands: Nai010, 2015.
- Gissen, David. *The Architecture of Disability: Buildings, Cities, and Landscapes Beyond Access*. Minneapolis: University of Minnesota Press, 2023.
- Mabel O. Wilson, ed., *Harlemworld: Metropolis’s Metaphor*. New York: Studio Museum in Harlem, 2004.
- Vivek Murthy, *Together: The Power of Human Connection in a Sometimes Lonely World* (New York: Harper Wave, 2020).
- Fran Leamon, “The Aleatoric Studio: Embracing Chance and Risk in First-Year Design,” *Where Do You Stand*, 99th ACSA Conference, Montreal, 2011.
 - <https://www.acsa-arch.org/proceedings/Annual%20Meeting%20Proceedings/ACSA.AM.99/ACSA.AM.99.60.pdf>

RECOMMENDED MAPS:

- Commissioners’ Plan of Manhattan Island and Report with Related Materials (1811)
 - <https://digitalcollections.nypl.org/collections/commissioners-plan-of-manhattan-island-and-report-with-related-materials#/?tab=about>
- John Randel, Jr. “Farm Maps” of 1819-20.

- <http://gigapan.com/gigapans/fa872952d35e237828aea5dda50b3126/options/nosnapshots,hidetitle/iframe/flash.html?height=800frameborder=0%25height=80%25scrolling=nowidth=100%25>
- New York Public Library, *New York City Fire Insurance, Topographic, and Property Maps*
 - <https://www.nypl.org/collections/nypl-recommendations/guides/fire-topo-property-maps>
- New York Public Library Digital Collections
 - <https://digitalcollections.nypl.org/>

RECOMMENDED REFERENCES:

- Walltopia.com
 - Innovative construction and design of climbing walls.
- Video: Alex Honnold climbing in gyms:
 - <https://www.youtube.com/watch?v=geNk5BEkqi4>
 - <https://www.youtube.com/watch?v=cxNn75VxAHA&t=16s>
- Video: Women's World Cup bouldering final, 2022:
 - <https://www.youtube.com/watch?v=XoFf5zPURt4&t=861s>
- Julianne Holt-Lunstad: <https://www.julianneholtlunstad.com>
- Stokes, I. N. Phelps, *The Iconography of Manhattan Island, 1498 to 1909*. New York: Robert H. Dodd, six volumes, 1915-1928. Republished, New York: Arno Press, 1967.
- White, Willensky, Leadon, *AIA Guide to New York City* (5th edition). New York: Oxford University Press, 2010.
- Video: William H. Whyte, *The Social Life of Small Urban Spaces* (1980).
- *Chronicling America: Historic American Newspapers*, Library of Congress.
 - <https://chroniclingamerica.loc.gov/>

SCHEDULE: STUDIO + SEMINAR

S = seminar

P = studio project

Project 1: Wall

W1	Monday	8/28	Seminar:	Lottery (morning) and intro Readings assigned: -Leadon, two chapters from <i>Broadway</i> -Wilson, <i>Harlemworld: Metropolis as Metaphor</i> S.1 assigned: Street + Site History in teams
			Studio:	Field trip: Site + Cliffs at Harlem P.0 assigned: warmup wall (model + drawings) Reading assigned: -Leadon, "Aleatoric Studio" -"Meet the Black Coloradans Who Are ..." -"How Climbing Gyms Lost Their Soul."
	Thursday	8/31	Studio:	Shop re-orientation In-class shop exercise: building corners Convocation 5:30
W2	Monday	9/4	Labor Day (College closed)	

	Thursday	9/7	Studio:	Field trip: Cliffs at Gowanus, Brooklyn S.2 assigned: Movement Diagrams
W2	Monday	9/11	Seminar:	Student-led discussion in teams Readings due: -Leadon, two chapters from <i>Broadway</i> -Wilson, <i>Harlemworld: Metropolis as Metaphor</i> S.1 due: Street + Site History (urban analysis)
			Studio:	Work in class, warm-up wall P.0 due end of class: Warm-up wall model + drawings P1.1 assigned: Climbing Wall Model
	Thursday	9/14	Studio:	Work in class, climbing wall
W3	Monday	9/18	Seminar:	Student-led discussion -Body movement precedents Presentations of S.1 + S.2 Readings assigned: student selected readings S.2 due: Body (movement diagrams)
			Studio:	Student-led discussion P1.1 due: Climbing Wall Model P1.2 assigned: Next model + drawings
	Thursday	9/21	Studio:	Work in class
W4	Monday	9/25		No class
	Thursday	9/28	Studio:	Student-led discussion Project 1 due

Project 2: Wall + Stair (Ramp)

W5	Monday	10/2	Seminar:	Student-led discussion in teams: climbing walls Reading assigned: <i>The Architecture of Disability</i> S.3 assigned: Accessibility Readings due
			Studio:	Work in class P2.1 assigned: Stair model + drawings
	Thursday	10/5	Studio:	Work in class
W6	Monday	10/9		College closed
	Thursday	10/12	Studio:	Student-led discussion P2.1 due: Stair model + drawings P2.2 assigned: Stair model + drawings (next iteration)
W7	Monday	10/16	Seminar:	Student-led discussion and presentations S.3 due: Accessibility S.4 assigned: site analysis (social)

Readings assigned:

-Jacobs, *The Death and Life of Great American Cities*.

-Oldenburg, *The Great Good Place*.

Readings due:

-Gissen, *The Architecture of Disability*

Revised S.1 + S.2 due

			Studio:	Work in class
	Thursday	10/19	Studio:	Student-led discussion P2.2 due: Stair model + drawings (next iteration)
W8	Monday	10/23	Seminar:	Work in class
			Studio:	MIDTERM REVIEW Project 2 due
	Thursday	10/26	Studio:	Hour SSA P3.1 assigned: Enclosure
<u>Project 3: Wall + Stair (Ramp) + Enclosure</u>				
W9	Monday	10/30	Seminar:	Student-led discussions and presentations S.4 due: site analysis (social) S.5 assigned: Material Life Cycles Readings assigned: Student-selected readings Readings due: -Jacobs, <i>The Death and Life of Great American Cities</i> . -Oldenburg, <i>The Great Good Place</i> .
			Studio:	Work in class
	Thursday	11/2	Studio:	Student-led discussion P3.1 due: Enclosure P3.2 assigned: Wall sections
W10	Monday	11/6	Seminar:	Student-led discussion (in teams): Material life cycles S.6 assigned: Booklet Readings due: Student-selected readings
	Thursday	11/9	Studio:	Student-led discussion P3.2 due: Wall section P3.3 assigned: Roofs
W11	Monday	11/13	Seminar:	Student-led discussion S.5 due: Material life cycles
			Studio:	Graduate Studio Share 2-4 PM
	Thursday	11/16	Studio:	Student-led discussion P3.3 due: Roofs P3.4 assigned: Site access, circulation
W12	Monday	11/20	Seminar:	Student-led discussion S.6 draft due: Research Booklet

			Studio:	Work in class
	Thursday	11/23		Thanksgiving (No class)
W13	Monday	11/27	Seminar:	Research booklet presentations S.6 due: Research Booklet
			Studio:	Work in class
	Thursday	11/30	Studio:	Student-led discussion P3.4 due: site access, sequencing P3.5 assigned: building circulation
W14	Monday	12/4	Seminar:	Work in class
			Studio:	Work in class
	Thursday	12/7	Studio:	FINAL REVIEW Project 3 due
W15	Monday	12/11	Seminar:	Work in class
			Studio:	Work in class
	Thursday	12/14	Studio:	PORTFOLIOS DUE

Date	Tu 5 Dec	Wed 6 Dec	Th 7 Dec	Fri 8 Dec	Mon 11 Dec
B Arch	Core Studio 1	Core Studio 5	Core Studio 3	Advanced	Advanced
Instructor	Horn (coord)	Volkman (coord)	Wainer (coord)	Edmiston, Stigsgaard, Ebo, TBD	Gebert, Haferd, Melitonov, TBD
Grad	Foundation	Foundation	Grad Studios	Grad Studios	Grad Studios
Instructor	Ruppert	Kirsimagi MLA (TBD)	Leadon Salcedo	Rickenbacker Zhang	Bagchee Hoffman-Brandt

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

Learning Outcomes:

- Application of architecture research methods for testing and evaluating innovative approaches to design. (NAAB PC.5)
- Development and application of a process for shaping the built environment through design. (NAAB PC.2)
- Application of methods for integrating multiple factors into a design process, working in at least two scales. (NAAB PC.2)
- Development of the ability to understand and synthesize user requirements, regulatory requirements, site conditions, and accessible design into a design project. (NAAB SC.5)
- Development of the ability to consider the measurable environmental impacts of design decisions. (NAAB SC.5)

Course Expectations:

- That students will develop a high level of independent thought and rigor and a willingness to go beyond both basic project requirements and their own perceived limits and abilities.
- That students will successfully complete all project requirements. No make-up or postponed project submissions will be accepted except in the case of medical emergencies or other extraordinary circumstances. Excused absences and project delays must be officially cleared by professor in advance to be considered valid.

Community Agreement:

- The instructor will make time for an *Hour SSA* session for a supportive open discussion among students.
- Studio members will work *together* to create a community agreement for interacting together over the semester. Definition: "A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting... so that we can do our best work."

<https://www.nationalequityproject.org/tools/developing-community-agreements>

Assessment:

- Project 0: Warm-up wall 0%
 - 2 weeks
- Project 1: Climbing wall 30%
 - 4 weeks, grades divided into four areas:
 - Attendance / participation
 - Process / decision-making
 - Craft in model and drawing
 - Outcome
- Project 2: Wall + Stair (Ramp) 30%
 - 3 weeks, grades divided into four areas:
 - Attendance / participation
 - Process / decision-making
 - Craft in model and drawing
 - Outcome
- Project 3: Wall + Stair (Ramp) + Enclosure 40%
 - 5 weeks, grades divided into four areas:
 - Attendance / participation
 - Process / decision-making
 - Craft in model and drawing
 - Outcome
- **Attendance:**
 - Consistent level of preparation and on-time presence for each studio class and scheduled evening lectures.
- **Absence & Lateness:**
 - Arriving more than ten minutes late to class will constitute an absence. More than two unexcused absences will result in a whole letter grade deduction from a final

grade; more than four will result in a failing grade. It is expected that all students will participate in all scheduled working, midterm and final reviews and contribute constructively to the discussions.

- **Absences due to Religious Observances:**

- Students who will miss any class sessions, exams, presentations, trips, or the like due to a religious observance should notify the instructor at the beginning of the semester so that appropriate adjustments for observance needs can be implemented. This could include an opportunity to make up any examination, study, or work requirement that is missed because of an absence due to a religious observance on any particular day or days.

- **Portfolio:** Completion of final portfolio or collection of studio work as directed by instructor and attendance at all scheduled portfolio related events.

A (+/-) Work meets all requirements and exceeds them. Presentations are virtually flawless, complete, and finely detailed. Work exhibits professional, “museum quality” level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor. Work shows evidence of intense ambition and effort to go beyond expectations, and beyond the student’s own perceived limits of their abilities.

B (+/-) Work meets all requirements. Presentations are complete and finely detailed. Work exhibits professional level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor.

C (+) Work meets minimum requirements. Deadlines are missed. While presentations may be somewhat complete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.

F Work is below minimum requirements. Student does not develop adequate design process, and/or does not finish work.

INC Grades of “incomplete” are not given under any circumstances unless there is evidence of a medical or personal emergency. In such cases, instructor and student develop a contract to complete work by a specified date, as per CCNY policy. Classes and/or work missed due to illness must be explained with a physician’s note.

Notes:

- C is the lowest passing grade for M. Arch I and M.S. Arch students. No C- or D grades may be given to graduate students.
- Working in teams does not guarantee the same grade for each team member; grades are based on a range of criteria for each individual student.

For more information on grading guidelines and other CCNY policies and procedures, consult the current CCNY academic bulletins: <https://www.ccny.cuny.edu/registrar/bulletins>

Office Hours:

Each studio/unit faculty member schedules regular office hours over the semester, as posted at

the top of the syllabus. If a student needs to speak in private with a studio/unit critic, they should ask or email in advance to request a specific meeting time. Students may seek office hour appointments to discuss any matters of concern including personal, private matters and general inquiries about course related work, grading, assessment, and content.

Probation & Dismissal: for program specific information related to grades, academic standing, probation, and dismissal, please see your program academic advisor:

Graduate: Hannah Borgeson hborgeson@ccny.cuny.edu

Studio Culture:

Working collaboratively and respectfully on studio assignments, with and alongside others, is an expectation in studio. Studio culture is an important part of an architectural education, and it extends to expectations for Faculty and the School's Administration as well. Please see the Spitzer School of Architecture Studio Culture Policy, which can be accessed on the SSA website here: <https://ssa.ccny.cuny.edu/about/policies/>.

Readings & Journals:

Students are expected to keep a journal or sketchbook throughout the duration of studio to document their thought process & take notes of any texts, books, terms, or references that are mentioned by either the studio critic or fellow classmates and to selectively follow up on these and any other assigned readings before the next class.

Academic Integrity:

As a student you are expected to conduct yourself in a manner that reflects the ethical ideas of the profession of architecture. Any act of academic dishonesty not only raises questions about an individual's fitness to practice architecture, but also demeans the academic environment in which it occurred. Giving or receiving aid in examinations, and plagiarism are a violation of an assumed trust between the school and the student.

Plagiarism, i.e. the presentation as one's own work of words, drawings, ideas and opinions of someone else, is as serious an instance of academic dishonesty in this context as cheating on examinations. The submission of any piece of work (written, drawn, built, or photocopied) is assumed by the school to guarantee that the thoughts and expressions in it are literally the student's own, executed by the student. All assignments must be the student's original work. Any copying, even short excerpts, from another book, article, or Internet source, published or unpublished, without proper attribution will result in automatic failure of the entire course.

The CCNY Academic Integrity Policy: <https://www.ccny.cuny.edu/about/integrity>

For citations, the Chicago Manual of Style is recommended:

http://www.chicagomanualofstyle.org/tools_citationguide.html

AccessAbility Center (Student Disability Services):

The AccessAbility center (AAC) facilitates equal access and coordinates reasonable accommodations, academic adjustments, and support services for City College students with disabilities while preserving the integrity of academic standards. Students who have self-identified with AAC to receive accommodations should inform the instructor at the beginning of the semester. (North Academic Center 1/218; 212-650-5913 or 212-650-6910 for TTY/TTD). For further information, go to <http://www.ccny.cuny.edu/accessability/> or email disabilityservices@ccny.cuny.edu

Health And Wellness Support:

City College's Office of Health and Wellness Services offers free and confidential counseling. Contact: Health and Wellness Services, Marshak Science Building, room J-15: counseling@ccny.cuny.edu.

Gender Based Violence Resources

City College has resources to support you if you have experienced sexual violence, intimate partner/domestic violence, gender-based discrimination, harassment or stalking. For confidential support, you can contact the Student Psychological Counselor: Confidential Advocate at (212) 650-8905 or the Gender Resources Program at (212) 650-8222. If you would like to report sexual misconduct, you can contact the Chief Diversity Officer and Title IX Coordinator, Diana Cuozzo, at 212-650- 7330 or dcuozzo@ccny.cuny.edu. If there is an emergency on campus, you can call Public Safety at 212-650-777 and off campus call 911. <https://www.ccny.cuny.edu/affirmativeaction>

Library:

The school's library is a shared resource that is necessary supplement to all research and design work. Please direct questions to the library staff or the Architecture Librarian Nilda Sanchez-Rodriguez: nsanchez@ccny.cuny.edu

NAAB (National Architectural Accrediting Board)

The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit US professional degree programs in architecture. Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

More specifically, the NAAB requires an accredited program to produce graduates who: are competent in a range of intellectual, spatial, technical, and interpersonal skills; understand the historical, socio-cultural, and environmental context of architecture; are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and comprehend architects' roles and responsibilities in society.

Students should consult the NAAB website www.naab.org for additional information regarding program criteria, student criteria and all other conditions for accreditation.

CONTACT INFORMATION:

Fran Leadon
fleadon@ccny.cuny.edu

Benjamin Akhavan
benjaminakhavan@ccny.cuny.edu