Spitzer The Bernard & Anne Spitzer School of Architecture

Type of Course:	**Graduate Studio + Research Workshop/Design Seminar**
M.Arch 2nd yr:	ARCH 73100 Architecture Studio III (6 cr) + ARCH 73501 Research Workshop (3 cr)
M.Arch 3rd yr:	ARCH 85101 Architecture Studio V (6 cr) + ARCH 85200 Research Workshop (3 cr)
MS Arch:	ARCH 91102/93103 Advanced Studio (6 cr) + ARCH 91202 Design Seminar (3 cr)
Class Meetings:	**Workshop M 9:30-12:20; Studio M/TH 2:00-5:20pm**
Office Hours:	**Monday 10- 11AM, Thur 12-1PM Rickenbacker ; Monday 12-1PM Davis**
Instructor:	**Professosr Shawn L. Rickenbacker, Marlon J. Davis**
Location:	**[STUDIO ROOM] TBA**
Semester/Year	**Fall 2025**

GENERAL DESCRIPTION

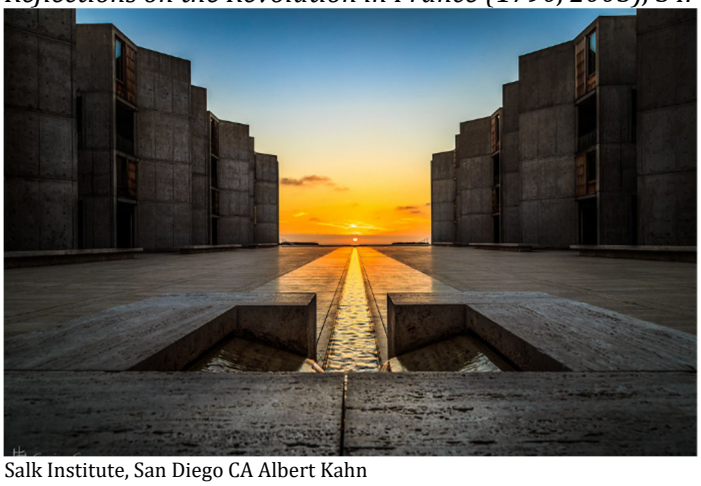
STUDIO: This advanced studio explores an architectural project through extended design research and in-depth building design propositions. Engaging with a variety of contemporary architectural design topics, students analyze and synthesize human, socio-cultural, contextual, technical, and regulatory 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.

RESEARCH WORKSHOP: This required seminar course focuses on special topics of study that support and broaden the design studio curriculum. Students co-enroll in this course with their architectural design studio.

ARCHITECTURE, ENVIRONMENT & SCIENCE: AS SOCIAL DETERMINANTS OF HEALTH

OVERVIEW

Society is indeed a contract. … It is a partnership in all science; a partnership in all art; a partnership in every virtue, and in all perfection. As the ends of such a partnership cannot be obtained in many generations, it becomes a partnership not only between those who are living, but between those who are living, those who are dead, and those who are to be born.
— Edmund Burke
Reflections on the Revolution in France (1790, 2005), 54.



Salk Institute, San Diego CA Albert Kahn

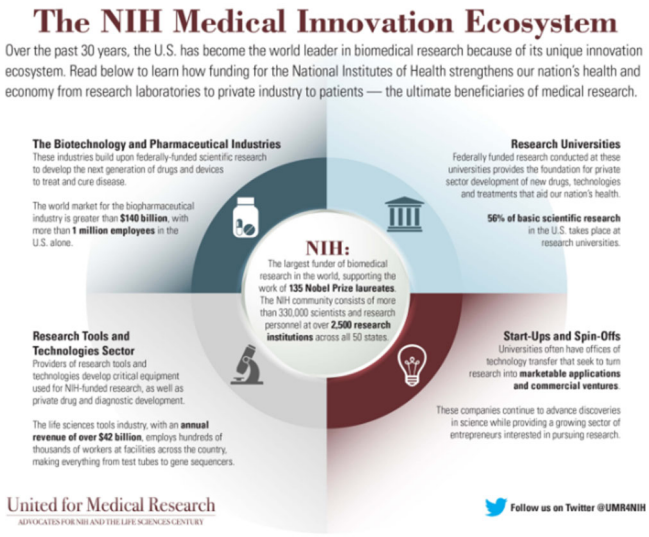
"Science, my lad, is made up of mistakes, but they are mistakes which it is useful to make, because they lead little by little to the truth."
– Jules Verne

At no moment in modern history has the collective role of science, research, and public health been more visible—and more vulnerable—than in the current decade. The United States, historically a global leader in biomedical research, medical innovation, scientific thought, and humanitarian aid now finds these achievements imperiled by shifting federal priorities and a climate of scientific and political skepticism. As federal funding for institutions like the National Institutes of Health (NIH) and National Science Foundation (NSF) diminishes, critical research initiatives face curtailment, laboratories reduce scope, and the long-standing promise of science as a driver of social and economic well-being risks being undermined. The impact is far reaching affecting all economic and cultural demographics.

Yet this crisis is also an opportunity: an invitation to reimagine the cultural, social, and spatial positioning of science and health in public life. This studio, supported by an accompanying seminar and workshop, challenges you to explore how architecture—through form, space, and semiotics—can serve as an advocate for science, articulate its cultural significance, and actively foreground its essential role in openly advancing public welfare.

"Science, my lad, is made up of mistakes, but they are mistakes which it is useful to make, because they lead little by little to the truth."
– Jules Verne

At its core, this studio is driven by two intersecting premises. First, **the environment—physical, social, and cultural—is a widely agreed upon key social determinant of health outcomes**: the spaces we design directly shape the quality, accessibility, and perception of health-related knowledge and services. Second, architecture is an inherently communicative medium: its formal and spatial organization, material choices, and symbolic gestures can express shared cultural values and collective aspirations, including our commitment to science and human well-being.



Innovation Ecosystem NIH, UMR

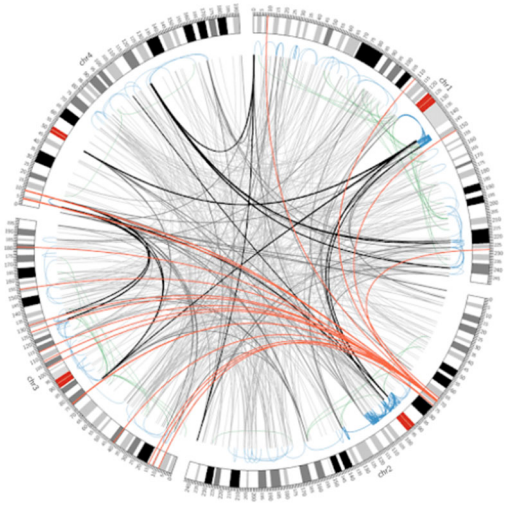
Research Agenda:
Science as Public Good and Cultural Project

Scientific research has historically operated not only as a technical enterprise but as a cultural commitment to collective progress, human dignity, and the ethical imperative to reduce suffering. The U.S., through landmark initiatives—from the creation of the NIH in 1930 to the Human Genome Project and countless disease eradication campaigns—has long played a global leadership role, contributing disproportionately to scientific discovery and public health advancements.

The architecture that houses this research has often embodied that ambition. From the sober rationality of early modernist laboratories to the expressive openness of contemporary research campuses, these spaces have communicated optimism, curiosity, and civic purpose. Yet today, as federal funding wanes and the political discourse grows increasingly polarized, the very existence of science as a trusted social institution faces unprecedented challenges.

In this context, states and localities are poised to become the new stewards of scientific advancement. In New York, a state with a storied tradition of public health leadership and a rich network of universities, medical centers, and biotech firms, the challenge is to reassert the cultural and economic value of science—not merely through policy and funding but through public, visible, and architecturally ambitious projects.

Resource: https://www.societyforscience.org/



Circular Genome Biotechnology Optimization Source Bioto

Semiotics, Meaning, and Humanizing Science

As scientific research increasingly operates at scales and complexities that can feel abstract or remote, the studio theorizes that architecture can help **humanize science**—making it tangible, meaningful, and culturally resonant. Through the grammar of form, accessibility, material, light, visual and spatial sequence, buildings communicate values of openness, curiosity, and care. Semiotics, the study of signs and symbols, offers a way to consciously design this communicative layer so that architecture does more than house scientific activity: it narrates and affirms its human significance.

Henri Lefebvre, in *The Production of Space* (1974), argues that space itself is a social product—a medium through which societies express and negotiate shared meanings and values. His insight reminds us that a health sciences facility is not merely a neutral container for research, but an active cultural artifact that can embody public commitment to health, knowledge, and social welfare. Designing with this awareness encourages students to move beyond programmatic function to consider how spatial organization and public interfaces signal inclusion, civic identity, and care.

Charles Jencks, especially in *The Language of Post-Modern Architecture* (1977), draws attention to architecture's symbolic and narrative potential: how buildings can "speak" through references, metaphors, and layered signs that engage diverse audiences. In the context of this studio, Jencks' perspective invites you to explore how a research building can visually and spatially communicate scientific ambition—not as an isolated technical pursuit, but as a deeply human, collective endeavor. Together, these theorists provide useful starting points for your design thinking: prompting you to ask not only *what* a building does, but *what it says*—and how it can help society see science as integral to human dignity, curiosity, and shared progress.

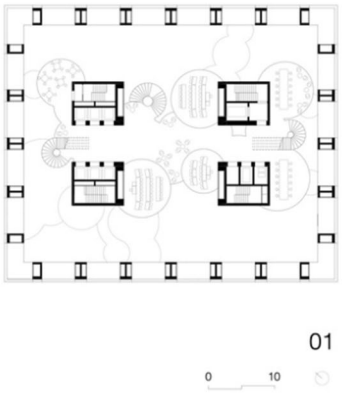
The Role of Semiotics and Narrative

Beyond functional requirements, the building is a narrative artifact: its spatial sequences, facades, and details convey stories about who we are and what we value. Semiotics, the study of signs and symbols, offers a framework for understanding how form and space communicate cultural meanings.

In this studio, you will be challenged to consider:

- How design elements can signal openness, rigor, and inclusivity.
- How spatial hierarchies can reflect the democratic aspiration of knowledge dissemination.
- How public spaces, exhibitions, and visual transparency can engage non-specialists and demystify complex research.
- How materiality and environmental design strategies can embody values of sustainability, care, and long-term stewardship.

Through research, analysis, and creative exploration, you will develop an architectural language that is both functional and deeply symbolic.



Biozentrum Research Building University of Basel / Ilg Santer Architekten

Studio Project: A Health Sciences Research Facility for Denver CO.

As a demonstration of statewide commitment, the State of Colorado has proposed the creation of a new **Health Sciences Research Facility** in Denver, the state capital.

Denver stands at the intersection of progressive policy, scientific innovation, and environmental resilience, making it a powerful symbol for state-led leadership in science and public health. As the capital of a state that has boldly expanded healthcare access and passed landmark AI and climate legislation, Denver embodies demonstrable resistance to federal retrenchment. Its proximity to institutions like the University of Colorado and the Anschutz Medical Campus ensures deep research integration, while its vibrant civic culture and commitment to sustainability offer fertile ground for community engaged design. Architecturally, Denver's blend of historic civic buildings and modern urban growth offers a compelling canvas for a new Science and Human Health facility that bridges tradition and forward looking innovation.

Conceived as a flagship center of research, education, and public engagement, this facility seeks to:

- Champion the pursuit of scientific knowledge as a public good.
- Attract and retain world-class researchers and interdisciplinary teams.
- Serve as a hub for partnerships among universities, medical institutions, and industry.
- Educate and engage the broader public on the significance of science and health.
- Represent, through its architecture, the values of transparency, rigor, equity, and hope.

The studio will thus ask: **How can architecture express society's commitment to science?** What spatial, material, and symbolic strategies might communicate the vital importance of scientific inquiry—not only to those who work within its walls but also to the wider community it serves?

Global and Local Responsibility

Across the globe, scientific research contributes to addressing humanity's most urgent challenges: pandemic preparedness, chronic disease, environmental degradation, and health inequities. Locally, research institutions generate economic opportunity, cultivate skilled workforces, and contribute to community well-being.

Your design proposals should grapple with both scales: how might a facility in Albany participate in the global scientific enterprise while responding sensitively to local context, history, and community needs? How might it serve as a bridge between specialized research and public discourse, between abstract data and lived human experience?

Programmatic Outline (125,000 sq ft +/-)

The proposed Health Sciences Facility will include:

- **Public Spaces (approx. 25,000 sq ft):** Visitor lobby, auditorium, exhibition spaces, cafe.
- **Educational Spaces (approx. 25,000 sq ft):** Classrooms, seminar rooms, community workshop spaces, and demonstration labs.
- **Research Laboratories (approx. 30,000 sq ft):** Flexible wet and dry labs, specialized equipment rooms, shared core facilities.
- **Clinical Trials (approx. 10,000 sq ft):** Hosting rooms (exertion and resting) for testing, monitoring trial participants.
- **Office and Collaboration Areas (approx. 20,000 sq ft):** Faculty offices, meeting rooms, interdisciplinary team spaces, administrative areas.
- **Technology Development and Industry Partnership Zone (approx. 15,000 sq ft):** Incubator labs, prototype workshops, co-working spaces for startups and industry collaborators.
- **Supporting Infrastructure:** Loading and service areas, mechanical spaces, and secure storage.
- **Supporting Landscape Architecture:** Integrated public grounds suitable for outdoor program usage.

Your task is to translate these programmatic needs into a coherent design proposal that embodies the facility's mission: to advance scientific research, educate and engage the public, and stand as a visible commitment to health and science in society.

Readings & Bibliography

The Production of Space — Henri Lefebvre (1974)
Lefebvre's influential work proposes that space is not a passive backdrop but an active product of social, cultural, and political processes. This perspective encourages designers to see buildings for science and health not just as functional containers, but as spaces that reflect and shape collective values and cultural meanings.

The Language of Post-Modern Architecture — Charles Jencks (1977)
Jencks explores how architecture can communicate ideas through symbolism, historical references, and narrative layers. His work is a valuable starting point for thinking about how a health sciences facility might "speak" to the public—articulating openness, inquiry, and shared commitment to scientific progress.

A Theory of Semiotics — Umberto Eco (1976)
Eco offers a foundational exploration of how signs create meaning across cultural contexts. Reading Eco will help students develop a critical vocabulary to analyze and design architectural elements that communicate values such as transparency, rigor, and care in a public-facing research facility.

The Architecture of Hope — Charles Jencks and Edwin Heathcote (2015)
Focusing on Maggie's Centres for cancer care, this book illustrates how architecture can humanize medical spaces through material warmth, openness, and symbolism. It is directly relevant to thinking about how to design scientific buildings that reduce intimidation and foster emotional connection.

Healing Spaces: The Science of Place and Well-Being — Esther M. Sternberg (2009)
Sternberg draws from neuroscience and environmental psychology to explore how built environments affect stress, health, and healing. This work reinforces the studio's premise that spatial design and articulation are integral to public health outcomes.

Space and Place: The Perspective of Experience — Yi-Fu Tuan (1977)
Tuan's exploration of how humans emotionally and culturally perceive space can guide students to design research facilities that are not only functional but also resonate with human experience and memory

Science and the Public - Angela Potochnik (2024) University of Cambridge
Science is a product of society: in its funding, its participation, and its application. This Element explores the relationship between science and the public with resources from philosophy of science.

Health and the Built Environment: Exploring Foundations for a New Interdisciplinary Profession

Jennifer Kent, Susan Thompson (2012) https://pmc.ncbi.nlm.nih.gov/articles/PMC3457627/

Architecture for Health - Christine Nickl-Weller Hans Nickl (2020) Braun Press

References

How Science Communication Can Step Up Amid Federal Cuts - Host Flora Lichtman, Guest: Felice Frankel, MIT
https://www.youtube.com/watch?v=xtDOrS-nqIg

Science in service to the public good | Siddhartha Roy TED Talk
https://www.youtube.com/watch?v=ALTvG9MIR64

Rebuilding (or Building) Public Trust in Science | Caitlin Looby | TEDxOshkosh
https://www.youtube.com/watch?v=zg80LgS-cCs

Recommendations

Students are strongly encouraged to independently engage with and share relevant research in support of their critical and creative process.

SPECIFIC LEARNING OBJECTIVES
Studio portion:

Construct a relational understanding between the built environment and its role as a social determinant of health. Effectively explore these relationships in response to the execution of a building design intended to communicate a carefully articulated set of values based on secondary student performed research, theories and practical application of design.

- Secondary Research

- Objective Research Application
- Research Visualization
- Design and design visualization
- AI Visualization and Reasoning Technology proficiency

Also refer to: **GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE**
Learning Outcomes:

Workshop portion:

Seminar Research Methodology:

Students will engage in the building of a Health Science Research Facility that carries the values embedded in the social promise of scientific research and development for public good. Our current political and social climate has created a crisis of trust in scientific institutions and knowledge they produce, leading to its devaluation as a pillar of societal importance. To insert ourselves into this conversation, we will identify conflicts in care at various geographic scales to inform how our building will respond to a coordinated assault on scientific knowledge formation and the dismantling of institutions who dedicate themselves to the forward progression of a just equitable community.

The introduction of artificial intelligence into the public consciousness has created a massive shift in how we engage with scientific research, namely advanced computation via Artificial Intelligence. Artificial intelligence is not a new concept, nor is it a newcomer in our daily digital lives. The power of artificial intelligence in industries such as healthcare or ecology seem obvious but their applications in the development of architecture are somewhat vague, as it is somewhat outside the scope of architectural thinking as it requires some knowledge of advanced computation to participate. This gray area provides us with an exciting point of entry to explore novel ways artificial intelligence can inform the design process and center public engagement with our architectures. It also provides an opportunity to link an existing scientific paradigm of AI to the semiotic expression of our building. We will first develop a class ethic on the question of artificial intelligence and its usefulness in architectural discourse. We will then look at existing research around AI and the built environment to choose a tool that may fit in addressing existing conflicts of care in the built environment.

Part 01. Identifying Conflicts of Care
In the first part of the semester students will first identify + map conflicts of care connected to culture, society, history, and ecology as it relates to the public welfare of citizens surrounding our site.

Some questions we will ask while conceptualizing the type of research our buildings will engage in are:
- How does climate change cause disruption in our city?
- How adequate is current infrastructure to cope with these vulnerabilities?
- How are poor communities of color who are at the greatest risk of harm, exploitation and abandonment further stressed by health insecurity, environmental injustice, excessive policing and surveillance, and rapid development and displacement?
- How can we center the mission of our scientific research facility around the urgent needs of the community with an activist mindset?
- What existing organizations can the building collaborate with?

Part 02. Artificial Intelligence + Architectural Action

In the second part of the semester the students will be introduced to various research methods gaining traction in combining architectural practice with artificial intelligence. We will first question the very idea of artificial intelligence and develop a class defined ethic on how we can imagine tools for doing spatial service. We will also address additional issues related to the physical infrastructures of artificial intelligence and how to mediate between the contradictions of scientific and technological advancement and environmental degradation.

After developing a historical understanding of AI and its potential use in architectural practice we will look at topics linking Architecture and AI that can support the research facility and community.
- Human AI - How can human AI be guided by Human Intelligence?

- Local AI - How can AI incorporate local knowledge?
- Spatial AI - How will AI affect the relationship between designers and tools?
- Urban AI - Can AI Learn Urban Intelligence?
- Architectural Semiotics AI - How can Generative visual tools such as Midjourney, Chat GPT, help in the development of architectural meaning and expression?

Students will develop an architectural tool using topics discussed to address one of the conflicts identified by the class. How can this tool encourage networks of care for all community members prioritizing the most vulnerable in the city? How can we use AI as a communicative tool for design as well as a medium for providing digital literacy around topics of scientific inquiry and Artificial intelligence.

WEEKLY SCHEDULE, M 9:30am-12:20pm, M/TH 2:00-5:20pm
Note: schedule below is subject to revision through the duration of the semester.

		Research Workshop (morning)	Studio (afternoons)
W1			
Th	08.28		**Grad Studio Lottery @ 2:00pm, rm. 107** **(Spitzer)** Followed by first studio meeting - introductions – Team Assignments Research Assignment and AI Topical Conversational Research
W2			
Mon	09.01	College Closed (Labor Day), No classes	
Th	09.04		**Hour SSA/JEDI Climate Survey (in studio) 2-3pm** **Convocation @ 5:00pm, Aaron Davis Hall**
W3			
Mon	09.08	Workshop	Studio **Assignment:** Associative Diagramming on Science, knowledge, communication and dissemination Studio of Associative Diagramming on Science, knowledge, communication and dissemination
Th	09.11		Studio Finalize Diagramming **Sciame Lecture: Tamar Renaud**
W4			
Mon	09.15	Workshop	Studio Diagramming Iterations
Th	09.18		Studio Finalize Diagramming
W5			
Mon	09.22	No classes scheduled	No classes scheduled
Th	09.25		Studio Conceptual Illustration, Diagrams Sequenced **Animation Assignment** **Sciame Lecture: Adi Shamir-Baron**
Sat	09.27		**Sciame Lecture: Philip Schmerbeck**
W6			
Mon	09.29	Workshop	Studio Design and Design Argument Revisions
Th	10.02		No classes scheduled
W7			

Mon	10.06	Workshop	Studio **AI Query Assignment**
Th	10.09		Studio Travel **Denver CO. Site Visit (Tentative) - Return Sunday 10.13** **Sciame Lecture: Philip Kennicott**
W8			
Mon	10.13	College Closed (Columbus/Indigenous Peoples' Day), No classes	
Tu	10.14	Workshop (Classes follow a Monday schedule)	Studio (Classes follow a Monday schedule)
Th	10.16		Studio – Midterm Reviews **Sciame Lecture: Nancy Ruddy and John Cetra**
W9			
Mon	10.20	No classes scheduled	No classes scheduled
Th	10.23		Studio – Mid-semester assessments
Fri	10.24	Workshop (Classes follow a Monday schedule)	Studio Final Planning Design Integration / Review
W10			
Mon	10.27	Workshop	Studio
Th	10.30		Studio **Sciame Lecture: Ruchika Modi**
W11			
Mon	11.03	Workshop	Studio 3D Modeling Refinement / 2D Documentation Coordination
Th	11.06		Studio **Sciame Lecture: Nandini Bagchee, Fabian Llonch, Shawn Rickenbacker - Panel**
W12			
Mon	11.10	Workshop	**Grad Sharing Session** Studio Physical Model Review II
Th	11.14		Studio
W13			
Mon	11.17	Workshop	Studio Final Integration / Production
Th	11.20		Studio Final Integration / Production
W14			
Mon	11.24	Workshop	Studio Production
Th	11.27		College Closed (Thanksgiving), No classes
W15			
Mon	12.01	Workshop	Studio Mock Final Review / Markups
Th	12.04		Studio Production

FINAL REVIEWS, Dec 08-12

Mon 08 Dec	Tues 09 Dec	Wed 10 Dec	Th 11 Dec	Fri 12 Dec
Foundation	**Foundation**	**Grad Studios**	**Grad Studios**	**Grad Studios**
TBD	TBD	TBD	TBD	TBD

FINAL EXAMINATIONS, Dec 16-22 – No studio work shall be required during final exams week.

Mon	12.15	Student Portfolios due for: SSA/CCNY Archive, etc. as directed by instructor
Mon/Tu	12.15 + 16	Clean-up Days (all materials, projects, and any other items must be removed from studio)
Tu	12.16	End of Semester Assessment (faculty only)

FINAL GRADES

Fri	12.26	Final Grade Submission Deadline for faculty

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

Learning Outcomes:

- To apply architecture research methods for testing and evaluating innovative approaches to design. (NAAB PC.5)
- To devise and develop a process for shaping the built environment through design. (NAAB PC.2)
- To successfully identify and integrate multiple factors into a design process, working in at least two scales. (NAAB PC.2)
- To demonstrate the ability to understand and synthesize user requirements, regulatory requirements, site conditions, and accessible design into a design project. (NAAB SC.5)
- To demonstrate the ability to consider the measurable environmental impacts of design decisions. (NAAB SC.5)
- See: **SPECIFIC LEARNING OBJECTIVES**
  Studio portion:

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:

- As noted on the schedule, the professor 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
- *HOur SSA* will be repeated at the middle of the semester.

Methods of Assessment:

- Research, tasks and assignments will be evaluated based on the strength of a reasoned verbal argumentation and completeness of documentation (drawings, diagrams) etc. that conveys a relational understanding of the physical, social and scientific contexts and ability to structure that information into an informed design proposal.

Grading Assessment:

- **Assignments and Sustained and Progressive Project Development:** Consistent levels and indications of weekly research, application and project development progress.
- **Attendance**: Consistent level of preparation and on-time presence for each studio class and scheduled evening lectures.
- **Portfolio**: Completion of final portfolio or collection of studio work as directed by instructor and attendance at all scheduled portfolio related events.

Research Workshop (3 cr)

ASSIGNMENT A	20%
ASSIGNMENT B	20%
ASSIGNMENT C-D	50%
Participation & Attendance	10%

Studio (6 cr)

ASSIGNMENT A	15%
ASSIGNMENT B	20%
ASSIGNMENT C - D	40%
Participation & Attendance	10%
Final Portfolio - completion & submission	5%

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.

Grading Scale

LETTER	RANGE
A+	EXCEPTIONAL
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-77
F	69 OR BELOW

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

Learning, Teaching, and School Culture Guidelines:
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 Learning, Teaching, and School Culture Guidelines, which can be accessed on the SSA website here: https://ssa.ccny.cuny.edu/about/policies/.

Absence & Lateness:
Arriving more than ten minutes late to class will constitute an absence. 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.

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, or generated by AI tools *without proper attribution* will result in automatic failure of the entire course.

Wherever possible, AI-produced works are not to be presented as raw, unedited outputs; some layer of critical revision, editing, or iteration is expected. If such tools are used, standard requirements of citation must be met, including: which AI tool was used; what prompt was used to generate the results; and date of access/creation. Since AI tools cannot take responsibility for submitted work or assert conflicts of interest, they cannot meet the requirements for authorship. Even when transparent in disclosing the use of AI tools, authors who use these tools remain responsible for the content of the work produced and are liable for any breach of ethics.

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, Sheryl Konigsberg, at 212-650-6310 or skonigsberg@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 student performance criteria and all other conditions for accreditation.

NAAB CRITERIA ADDRESSED (2020 Conditions for Accreditation)

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.

PC.5 Research & Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

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.

CONTACT INFORMATION:

[Insert your name and contact information here]