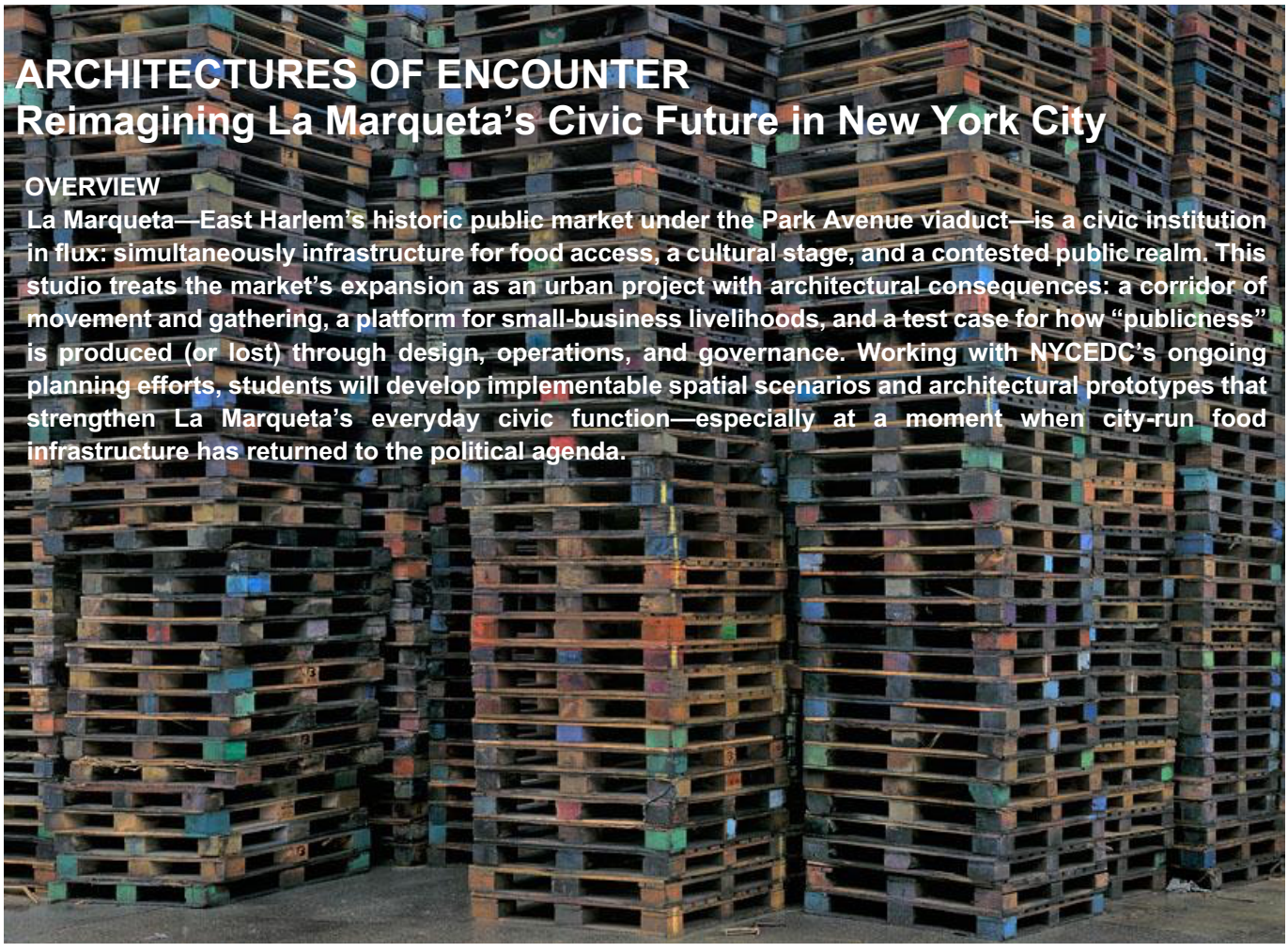
Spitzer The Bernard & Anne Spitzer School of Architecture

Type of Course:	**Graduate Studio + Research Workshop/Design Seminar**
M.Arch 2nd yr:	ARCH 74100 Architecture Studio IV (6 cr) + ARCH 73501 Research Workshop (3 cr)
M.Arch 3rd yr:	ARCH 85200 Advanced Studio (6 cr) + ARCH 85200 Research Workshop (3 cr)
M.S. Arch:	ARCH 92102Advanced Studio (6 cr) + ARCH 92202 Design Seminar (3 cr)
Class Meetings:	**Workshop M 9:30-12:20; Studio M/TH 2:00-5:20pm**
Office Hours:	**Mondays, Tuesday and Thursday upon request t/email**
Instructor:	**Professor Laura S Wainer and Edward Palka**
Location:	**[STUDIO ROOM]**
Semester/Year	**Spring 2026**

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.



SPECIFIC DESCRIPTION

La Marqueta's institutional origin dates to 1936, when Mayor Fiorello LaGuardia opened the Park Avenue Retail Market to consolidate and support neighborhood vendors. Over time, the market evolved alongside East Harlem's diasporic communities, becoming a recognizable civic and cultural anchor as "La Marqueta."

In the current revitalization cycle, NYCEDC describes an intensified public investment and programming push beginning in the late 2010s, expanding the agenda beyond retail toward cultural programming, workforce/entrepreneurship supports, and upgraded public facilities. Within the broader campus, La Placita has been framed as a key public-room component, with major capital improvements and renewed event use.

More broadly, La Marqueta sits within a long urban lineage: public markets co-evolve with civic squares and streets where exchange and gathering reinforce one another. Their adaptable spatial repertoires—open-air stalls, hybrid indoor/outdoor halls, and incremental market districts—allow them to respond to seasonal demand, small-business growth, and changing demographics. Yet they are also vulnerable to a prevailing urban policy shift that treats public assets as revenue platforms—normalizing event-driven access, monetized edges, and a consumer-oriented public realm.

This studio is intentionally timed. Recently elected Mayor Zohran Mamdani has publicly advanced the idea of city-run grocery stores (one per borough) oriented toward food deserts and not toward profit—reshaping the policy horizon for municipal food infrastructure and public accountability (AP News).

STUDIO APPROACH

Public markets sit at the intersection of architecture, governance, and everyday urban life. Designing a public market means designing an ecology of exchange: a spatial framework that can adapt to changing economies and demographics while sustaining cultural memory, informal economies, and the democratic promise of the street as social infrastructure.

Accordingly, the studio treats La Marqueta's expansion as a design problem with political, operational, and cultural stakes—a place for encounter and exchange:

1. Market as civic infrastructure
   A market's public value depends on affordability for vendors, reliable management capacity, and governance structures that protect access (not only capital upgrades).
2. Politics of public space (designed, not assumed)
   Inclusion and exclusion are produced not only through policy and policing, but through architectural decisions about permeability, seating, micro-territories, sightlines, thresholds, and the distribution of genuinely free-to-use space.
3. Markets as relational systems ("people as infrastructure")
   Informal coordination, mutual support, and tacit rules often do as much work as formal plans. The goal is not to over-formalize these dynamics, but to build spatial supports for them.

Design will be evaluated not only by form and atmosphere, but by how proposals enable:

- Affordability + access for small vendors and neighborhood users
- Heritage + cultural continuity across generations
- Everyday sociability + safety (not only event success)
- Operational intelligence (logistics, maintenance, deliveries, waste, seasonality, governance)
- Publicness (keeping "free-to-use" truly public)

LEARNING OUTCOMES

Through a combination of research, conceptualization, and design, students will develop their skills in thinking while addressing urban and architectural awareness and informed decision-making. As the focus of the pedagogical proposal, this studio seeks students to acquire knowledge, skills, and method to embrace:

Critical thinking about architecture in its context: Students are expected to acquire conceptual and technical knowledge regarding the urban systems architects operate (urban economy, community, natural systems, infrastructural networks, urban cultures, memories, and histories) and how these systems influence the architectural design process. Acquired knowledge is expected to translate into informed analysis and positioning regarding the challenges and opportunities in cities and how these relate to architectural design.

Defining the needs, desires and goals of an architectural idea: Students are expected to learn how to produce a diagnosis and evaluation of a specific context and interpretation of localized needs, problems, opportunities, and

standards to develop an architecture program reflecting technical requirements as well as values and aspirations related to equity, integration, and diversity in the built environment.

Informed and situated design in building practices: Students will learn how the program and the contextual analysis inspire their decisions in the design process in shaping the built environment, integrating multiple factors, including the relationship between the local, neighborhood, and city-wide scales. Students are also introduced to acknowledging the impact of architectural projects in cities' social, built, and natural environments.

Architectural representation and graphic documentation: Students will develop the ability to communicate design intent, research findings, and spatial proposals through clear, rigorous, and compelling representation. This includes producing coherent drawing sets and visual narratives—plans, sections, elevations, axonometrics, diagrams, and iterative documentation—that synthesize analysis and design decisions, establish legibility across scales, and support critique, collaboration, and public-facing communication.

OUTLINE OF ASSIGNMENTS
The semester works across two linked scales—urban and architectural—organized in two stages.

Weeks 1-8: Stage 1 — Urban Research + Framework (teams of 3 students)
Each team will propose an implementable spatial/program strategy for La Marqueta's expansion and the Park Avenue viaduct corridor (111th–119th Street as the reference frame, with focus on 11th-116th streets).
Research + diagnosis (required components):

- Urban Structures Analysis and mapping of La Marqueta / El Barrio and the viaduct corridor
- Public-space/ market diagnosis: who uses (and doesn't use) the corridor; why; under what conditions
- Market ecosystem analysis: vendor types, governance/management realities, affordability barriers, supply chains, and event programming
- Microclimate + comfort under the viaduct: shade, wind, noise, air quality, thermal comfort, seating ecology analysis

Urban design proposal must include:

- Program framework (everyday + seasonal + event modes)
- Access, edges, crossings, and mobility/wayfinding strategy
- Safety + comfort strategies (spatial, not only managerial)
- Public-space network and "free space" distribution
- Phasing strategy that is plausible under real operational constraints

Stage 1 deliverables (midterm package):

- Urban framework boards (network + program + publicness criteria)
- Systems diagrams (people/goods/waste/storage/deliveries; daily vs event)
- Diagnose / Design Matrix
- Urban Design Proposal: Layouts and Sections (1/32" = 1'-0") + Perspectives and Renderings

Weeks 8 -15 Stage 2 — Architectural Proposal (individual)
Each student will select one section/component of the market and develop a detailed architectural proposal (or system of assemblies) that plugs into the Stage 1 urban framework, such as:

- Market hall expansions / flexible vendor bays
- Kitchens + learning/entrepreneurship spaces
- Shaded public rooms under the viaduct
- Mixed indoor/outdoor market devices adaptable across seasons
- A small "civic room" prototype for encounter without purchase

Stage 2 deliverables (final package):

- Architectural drawings (plans/sections/axons) demonstrating spatial experience and operational logic (1/8" = 1'-0")
- Perspectives and Renderings
- One buildable assembly/system (envelope + structure + interfaces), tested across seasons and program modes (1/4" = 1'-0")
- Perspectives and Renderings
- Environmental strategy summary diagrams (passive comfort, daylight/shade, ventilation logic as applicable)

Workshop portion:

A weekly seminar will run alongside the studio to anchor research and technical decision-making in both stages. Workshop sessions will include:

- Urban Research Methods: observation protocols, photo-ethnography, stakeholder mapping, evidence-to-criteria translation
- Climate-Sensitive Infrastructure: microclimate reading under elevated infrastructure; passive comfort tactics (shade, wind, seating ecology)
- Building Envelopes + Assemblies: offsite/modular systems; detailing for flexibility, durability, maintenance
- Passive Life Safety + Accessibility: egress logic as design driver; inclusive circulation and public-room standards for mixed uses
- Logistics and Operations in markets
- Representation as Argument: Weeks are dedicated to graphic communication and narrative framing: drawings and diagrams as tools that shape policy choices.

Midterm Booklet will include:

- Site immersion + sensory log analysis (field notes, photo-ethnography, comfort maps)
- Timeline + heritage atlas (history, policy moments, cultural narratives, community initiatives; NYCEDC)
- Stakeholder + governance map (NYCEDC, vendors, local orgs, residents, maintenance/safety, elected officials)
- Market systems diagram (flows of people/goods/waste/storage/deliveries; daily vs event)
- Precedent matrix (market typologies + public rooms; flexible infrastructures; affordability strategies)
- Publicness audit (what is free, monetized, policed, or welcoming—translated into design criteria)
- Life-safety + accessibility logic diagrams (egress paths, occupant load assumptions, barrier-free routes, queuing/seating)

Final booklet must include (minimum contents):

1. Midterm Booklet content +

- Architectural prototype(s): one assembly/system tested across seasons and program modes, with construction details (1/4" = 1'-0"), including the primary structural system in relation to the viaduct structure.
- An environmental control system strategy (passive or active, depending on project context).
- A building performance analysis defined by at least one quantitative measure.

SITE

Between East 111th and East 119th Streets, the spaces beneath the Park Avenue Viaduct form a long, infrastructural “undercroft” that reads as both a barrier and an opportunity: a sequence of shaded bays, columns, and irregular lots shaped by rail structure, street crossings, and service access. In the studio, we will focus on Lots 1 to 4, which go from 111st to 116th street.

This corridor hosts La Marqueta—a city-sanctioned market that originated in 1936 as the Park Avenue Retail Market and remains a key cultural reference point in El Barrio, even as its occupancy and everyday activation have fluctuated over time. In the current revitalization cycle, NYCEDC frames the area as a multi-lot public-market and civic hub, including La Placita as a dedicated event space. The site’s defining constraints—noise, vibration, shadow, wind tunnels, air quality, and uneven pedestrian continuity—make comfort and legibility design-critical, especially as the viaduct undergoes phased reconstruction in the surrounding stretch.

PROGRAM

Programmatic goals

- Honor and extend La Marqueta’s legacy by building on the corridor’s historic market logic (vendor bays, social exchange, everyday affordability) while updating it for contemporary needs and codes.
- Prioritize local economic development: small-footprint retail options, incubator/learning kitchens, micro-lease strategies, and job pathways tied to vendors and maintenance/operations.
- Center local needs and equity outcomes for East Harlem, including NYCHA residents: affordable fresh food access, low-barrier entrepreneurship, and programs that reflect community priorities.
- Support public health and social infrastructure: spaces for exercise, rest, childcare-adjacent activity, and informal gathering that do not require purchase.

- Enable cultural life and civic visibility: stages/rooms for performances, festivals, mutual aid, workshops, and community meetings—designed for plug-and-play production.

Operational design principles

- Treat the viaduct as climate infrastructure: map shade, wind, noise, and air quality; design a sequence of "comfort islands" (buffers, seating ecology, radiant/lighting tactics, wind breaks) rather than a uniform surface treatment.
- Make continuity visible and intuitive: establish a pedestrian "spine" across lots with repeated cues—lighting rhythm, canopy/edge language, kiosks, signage, and sightlines—to overcome fragmentation and dead zones.
- Design for multiple program modes: support daily market operations, weekend peaks, and evening events through flexible vendor bays and plug-in utilities (power, water, storage, AV) that can shift quickly.
- Make logistics part of the architecture: separate and choreograph flows of people/goods/waste; locate service zones so they're efficient but not dominant; prevent back-of-house from becoming the public face.
- Create a coherent public-space network across the eight lots: continuous pedestrian priority, safe crossings, clear wayfinding, and consistent "threshold" elements that stitch lots into one experience.

COLLABORATION

NYCEDC is managing and sponsoring La Marqueta and coordinating planning work with an external consultant. This studio complements that process by strengthening the design agenda and producing actionable representations—spatial scenarios, program frameworks, architectural prototypes, and a final booklet that NYCEDC can use to communicate options and priorities to public leadership and community stakeholders. (NYCEDC)

REFERENCES

Link to google folder

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			
Mon	01.26	**Grad Studio Lottery @ 9:30am, Aaron Davis Hall** First Studio and Research Workshop meeting Intro to resources, study cases, and goals Teams assignments	**Hour SSA – Draft Community Agreement (in studio)** Launch Research Phase in teams: Urban Structures of Analysis *Workshop: Gehl Method w/ Candelaria Mas Pohmajevic*
Th	01.29		Studio - Pin up Structures of Analysis LM, NYC, and Public Markets in NYC *Workshop: Public Interest Design with Claire Breyen, CannonDesign*
W2			
Mon	02.02	Workshop – site visit starts at Essex Market with EDC	Studio Site Visit La Marqueta – meetings with actors, data gathering
Th	02.05		Studio Pin Up Research Poster + Desk Crit: Program Proposals
W3			
Mon	02.09	Workshop – Planning Strategy DCP guests to discuss Special East Harlem Corridor upzoning, UDO Design Guidelines, and MTA housing new stations plans - Student Present Case Studies Analysis And Project for Public Spaces Foundation -	Studio Desk Crit: Program and Design Proposals *Sciame Lecture: Joyce Hwang "In Consideration of Neighbors"*
Th	02.12		No Classes
W4			
Mon	02.16	No Classes (College Closed)	No Classes (College Closed)
Th	02.19		Studio: First Presentation with Juan Giraldo, Candelaria MP, and Claire Breyen Deliverable: Research Poster, Diagnostic Matrix, Program and Organizing Design Concepts
W5			
Mon	02.23	Workshop: Market Operations and Logistics with Joe Hand from SHoP + Intro to environmental analysis	Studio Desk Crit Urban Design Development *Mumford Lecture: Carlos Moreno "From Crisis to Proximity: A New Social Contract for Cities"*
Th	02.26		Studio Desk Crit Urban Design Development *Sciame Lecture: Richard Fadok "Ghosts in the Glass: An Architectural Hauntology of Bird-Window Collisions in the United States"*
W6			

Mon	03.02	Desk Crit: Environmental analysis and Operations	Studio Desk Crit Urban Design Development
Th	03.05		Studio Desk Crit Urban Design Development
W7			
Mon	03.09	Workshop Desk Crit: Urban Project Portfolio	Studio Desk Crit Urban Design Synthesis
Th	03.12		Studio Desk Crit Documentation and Representation *Sciame Lecture: Yamini Narayanan "Animating Construction Animal Labour and Urban Architectures of Violence"*
W8			
Mon	03.16	Workshop Desk Crit Documentation and Representation	Studio Desk Crit Documentation and Representation
Th	03.19		**Midterm Reviews** *Sciame Lecture: Megan Nielson Hegstad "Natural by Design: Creating Spaces for Conservation, Choice, and Connection"*
W9			
Mon	03.23	Workshop - Climate-sensitive infrastructures and passive and active environmental control systems	Studio – Desk Crit Architectural Proposal - Initial Proposal
Th	03.26		Studio - Desk Crit Architectural Proposal
W10			
Mon	03.30	Desk crits: climate-sensitive infrastructures and passive and active environmental control system	Studio – Desk Crit Architectural Proposal **Mid-semester Assessments**
Th	04.02		Spring Recess – No Classes
W11			
Mon	04.06	Spring Recess – No Classes	Spring Recess – No Classes
Th	04.09		Spring Recess – No Classes
W12			
Mon	04.13	Workshop: Building envelopes and assemblies: Offsite Construction and Modular systems	**Grad Sharing Session 90 minutes +** **Pin up Session**
Th	04.16		Studio - Desk Crit Arch Project Development
W13			
Mon	04.20	Desk crits: A building envelope system and assembly.	Studio - Desk Crit Arch Project Development
Th	04.23		Studio - Desk Crit Arch Project Development
W14			
Mon	04.27	Desk Crit Project Folder: Documentation and Graphics	Studio Desk Crit Arch Project Synthesis
Th	04.30		Studio Desk Crit Urban design Project
W15			

Mon	05.04	Desk Crit: Project Folder: Documentation and Graphics	Studio Desk Crit Arch Project + Urban Design
Th	05.07		Studio Documentation and Graphics

FINAL STUDIO REVIEWS, May 11-15

FINAL EXAMS, May 16-18 and 20-26 – No studio work shall be required during final exams week.

Mon 11 May	Tue 12 May	Wed 13 May	Thu 14 May	Fri 15 May
Foundation	**Foundation**	**Grad Studios**	**Grad Studios**	**Grad Studios**
Williamson (MArch) Kuehl (MArch)	Guzman/Cukar (MLA) Salcedo (UD)	Jow (MArch) Birkeland (MLA)	Wainer (MArch) Salcedo (UD)	Horn (MArch) Harris (MLA)

Mon	05.18	Student Portfolios due for: SSA/CCNY Archive, etc. as directed by instructor
W	05.20	Clean-up Day (all materials, projects, and any other items must be removed from studio—no exceptions)
M/W	05.18-05.20	End of Semester Assessments (faculty only) – Grad Assessment on 5.19 at 2pm
F	05.29	Final Grade Submission Deadline for faculty

TAKE NOTE: ALL personal effects in studios and student lockers to be entirely cleaned out for the summer by Wednesday May 20th.

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 make design decisions in the design of a building while integrating the following. (NAAB SC.6)
    - A building envelope system and assembly
    - A primary structural system
    - An environmental control system (passive or active, depending on project context)
    - Life safely systems
- Development of the ability to consider the outcome of building performance by at least one quantitative measure. (NAAB SC.6)

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:

- Process: Engagement, iterative development, and demonstrated responsiveness to feedback across the semester (research, testing, revisions, and integration of technical and performance criteria).
- Reviews and Presentations: Quality, clarity, and rigor of pin-ups, midterm, and final reviews, including the ability to communicate intent, evidence, and design decisions through verbal presentation and graphic representation.
- Attendance: Consistent level of preparation and on-time presence for each studio class and all scheduled evening lectures.
- Posters + Portfolio: Completion of the final portfolio (or curated collection of studio work) as directed by the instructor, including attendance at all scheduled portfolio-related events.

Studio

- Research: analysis mapping set (per research layer) reviewed in weekly desk crits/pin-ups; fieldwork log (observations + photos + counts) checked for completeness and methodological rigor; market ecosystem diagram assessed for accuracy of actors/governance/affordability/supply chains; microclimate/comfort sheet assessed for clarity of measures + implications for design criteria
- Diagnostic Matrix (evidence → criteria → program/design hypotheses) assessed with a short rubric + written feedback
- Design process + multi-scalar integration: Program + Performance Brief assessed for alignment between diagnosis, values, and requirements; massing, circulation, and program planimetry scenarios assessed via comparative pin-up + critique; urban design proposal set (layouts/sections + perspectives/renderings) assessed at midterm as a coherent framework

Workshop

- Technical integration:mid-review technical pin-up assessed with an integration/constructability rubric; buildable assembly/system (envelope–structure interface, durability/maintenance, flexibility) assessed through details + diagrams; life-safety + accessibility diagrams (egress logic, occupant-load assumptions, inclusive circulation/queuing) assessed for code-logic clarity and spatial coherence
- Performance evaluation (baseline → refinement → verification)

Grading Assessment:

Research Workshop (3 cr)

Midterm Booklet (urban)	35%
Final Booklet (architecture)	35%
Representation and Presentation	15%
Participation & Attendance	15%

Studio (6 cr)

Research	10%
Matrix and Program	10%
Midterm Presentation (urban)	25%
Final Presentation (architecture)	25%
Graphics and Representation	15%
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 from Studio (or one from Research Workshop) will result in a whole letter grade deduction from a final grade (A- becomes B-, etc); three or more from Studio (or two from Research Workshop) will result in a failing grade. An unexcused absence from a scheduled class working pin-up, midterm, or final will mean a whole letter grade deduction from a final grade. For an absence or lateness to be marked as excused, a medical note or equivalent official document is required. Please note that three or more excused absences will require an office-hours meeting to discuss your academic standing and may result in either a grade of INC or a recommendation of withdrawal from the course.

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.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.

SC.6-specific Student Learning Objectives:

- Development of the ability to make design decisions in the design of a building while integrating the following. (NAAB SC.6)
    - A building envelope system and assembly.
    - A primary structural system.
    - An environmental control system (passive or active, depending on project context).
    - Life safety systems.
- Development of the ability to consider the outcome of building performance by at least one quantitative measure. (NAAB SC.6).

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