Type of Course:	**Graduate Studio + Research Workshop/Design Seminar**
M.UD 2nd sm:	UD 62001 Urban Design Lab (6 cr) / Urban Design Seminar UD 62100 (3 cr)
M.Arch 3rd yr:	ARCH 85200 Advanced Studio (6 cr) + ARCH 85200 Research Workshop (3 cr)
M.S. Arch:	ARCH 92102 Advanced 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, Thursdays 1-2 pm by appointment**
Instructor:	**Professor Julio Salcedo Fernandez, Jun Seong Ahn**
Location:	**217**
Semester/Year	**Spring 2026**

1806: A View of the bridge along Vishwamitriv river in near
Vadodara, Gujarat, a painting by Grindlay, Robert Melville

Urban Design Lab: Resilience Beyond Control
Negotiating Water, Climate, and Urban Life Along the Vishwamitri River in India

GENERAL DESCRIPTION

STUDIO: This advanced studio explores an architectural project through extended design research and in-depth design propositions. Engaging with a variety of contemporary 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.

OVERVIEW
The Urban Design Lab continues an ongoing line of inquiry developed across semesters that examines the relationship between governance, space, urban systems, and social and environmental equity. Building on work

from the Fall semester, the Spring 2026 studio shifts scale and geography to engage these issues within the lens of resilience in a South Asian context.

The studio will operate as a research-driven design laboratory participating in a larger inquiry sponsored by Designing Resilience Global (DRG), an international collaborative platform of which the Spitzer School of Architecture has been a member. Work produced during the semester will contribute to the Designing Resilience Global 2026 framework and may be presented at the DRG Symposium hosted by SCUT University in China in July 2026.

Rather than approaching resilience as a technical problem of prediction and control, the studio frames it as a spatial, ecological, and political condition, shaped by contested authority, uneven access to resources, inherited protocols, layered infrastructures, and climate uncertainty. Urban design becomes the tool for testing ideas, negotiating trade-offs, and articulating alternative futures across scales.

SPECIFIC DESCRIPTION / RESEARCH
Thinking the Unpredictable, Designing with Uncertainty

Climate change is reshaping how water and cities interact across semi-arid South Asia, and the Vishwamitri River in Vadodara, India makes that tension extremely difficult to ignore. For much of the year, the city faces extreme heat and water scarcity; during the monsoon season, the same territory is subject to sudden and destructive flooding. Rapid urbanization has intensified this paradox by reducing ecological capacity, fragmenting traditional water systems, and increasing vulnerability for both human and non-human communities.

The Vishwamitri today embodies a central dilemma of climate resilience: cities must learn to live with both too little and too much water. Within the Designing Resilience Global 2026 framework, the studio engages this condition not through control-driven engineering solutions, but through design approaches that recognize the river as a dynamic and living system. The objective is to reinterpret how cities inhabit, negotiate competing needs, and adapt to shifting hydro-ecological conditions. The aim is to cultivate resilience that is practical and spatial in ecological function, social equity, and integrated into the urban fabric through a series of urban system and everyday functions.

Students will work within a 1–1.5 km stretch of the Vishwamitri River embedded in the urban fabric of Vadodara, a site defined as much by its governance structures and infrastructural regimes as by its ecological and cultural significance. Proposals may operate across multiple scales, from territorial and watershed strategies to urban, architectural, and landscape interventions, but must articulate a coherent position on resilience beyond control.

DESIGN CHALLENGE
At the conclusion of the semester, the design lab will produce a set of urban design proposals responding to the following challenges:
How can design enable cities to live with too little and too much water? How can design strengthen ecological function, social resilience, and climate-adaptive urban life along fragile river corridors? How can intervention become an implementable urban framework that reconciles competing priorities through multilateral negotiations among public agencies, private stakeholders, and most importantly, local communities?
The projects are expected to respond to the seasonal rhythms and unpredictability of the Vishwamitri region, integrate flood resilience and drought preparedness without displacing ecological processes, and propose spatial frameworks that support everyday life, cultural practices, and biodiversity. Selected work will contribute to the Designing Resilience Global 2026 discourse and symposium.

STUDIO STRUCTURE AND MODULES
The semester is framed into a sequence of interrelated modules that move from shared research and territorial understanding toward the development of spatial proposals. Rather than discrete exercises, these modules operate as cumulative frameworks in which research, analysis, and design are continuously tested, revised, and synthesized through multiple iteration process. Throughout the semester, students are expected to work across scales and temporalities, grounding speculative design propositions in the specific socio-ecological, infrastructural, and governance conditions of the Vishwamitri River corridor.

## Module 1 — Resilience, Contestedness, and Urban Systems

This module establishes a shared conceptual and analytical framework for the semester. Building on themes developed in previous studios, resilience is examined not as a neutral or technical goal, but as a spatial, political, and ecological condition shaped by power, authority, and exclusion.

Students will develop research diagrams that map relationships between governance structures, regulatory frameworks, infrastructural systems, ecological processes, and social vulnerability. Emphasis is placed on understanding how resilience is produced, measured, and unevenly distributed, and on identifying points of conflict, overlap, and agency within existing urban systems. This work forms the intellectual foundation for subsequent design hypotheses.

Seminar: Case study of regional & urban systems in India (global allowed if directly comparable)
- Select one regional city and analyze the ecological, infrastructural, governmental, and social systems
- Study should depict existing conditions and challenges that embed climate stressors and timeline of the region with the use of GIS.
- Outcome: Regional site plans and conceptual diagrams (e.g. sketch, plan or axon in chronological sequences)

Reference Drawing:
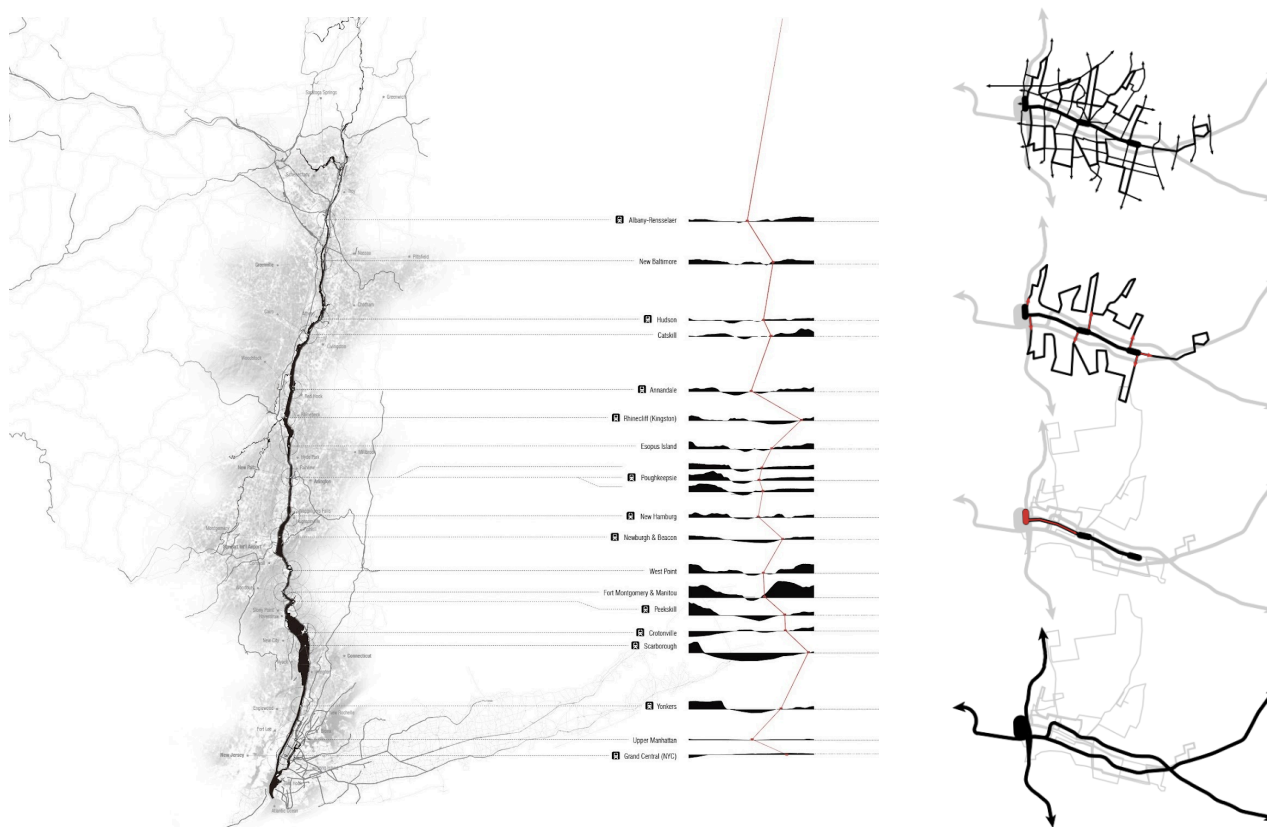
Regional Study of the Hudson River (left) and The Evolution of Poughkeepsie's Vehicular Mobility (right)
Jun Seong Ahn, MSAUD 2017, Columbia GSAPP

## Module 2 — Water and Urbanity: Historic and Cultural Systems

This module situates the studio's contemporary concerns within longer historical and cultural trajectories of water management and urban form. Through selected case studies from Rome, the Islamic world, and India, students examine how water has historically structured settlement patterns, public space, social life, and systems of governance.

Rather than treating precedents as formal models, the focus is on understanding how past systems have accommodated scarcity, seasonality, and uncertainty as fundamental urban conditions. These investigations provide a critical lens through which to reassess contemporary approaches to water, infrastructure, and resilience, and inform design thinking for the Vishwamitri context.

Seminar: Analytical geography and spatial relationship of urban systems
- Focusing on hydro-ecological and urban structures on how and why they are located where they are in various scales
- Outcome: Figure-ground diagram, Hydro-ecological plan, Hybrid diagram

Reference Drawing:
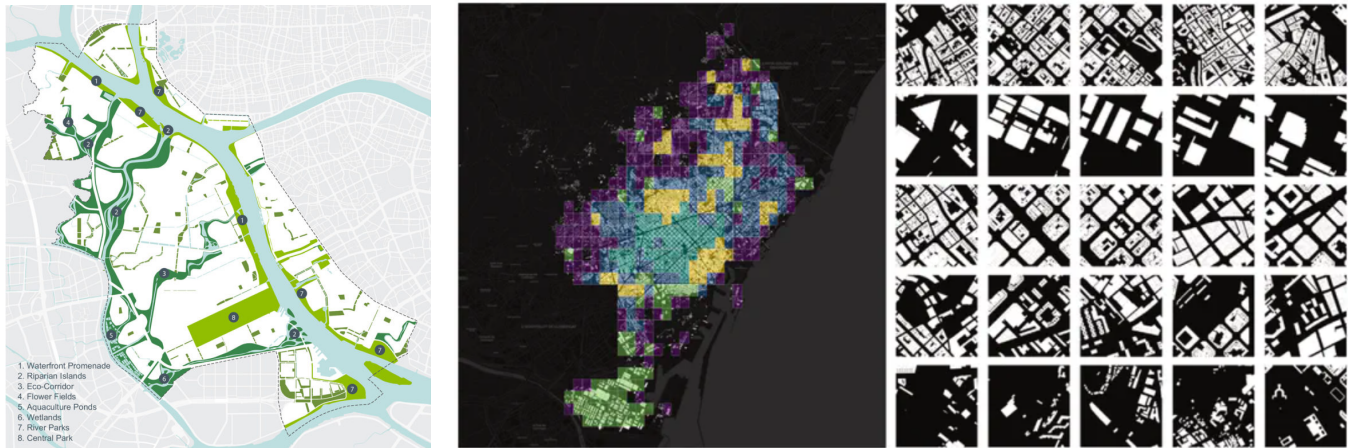
Baietan Urban Design Master Plan, SOM (left) & Learning visual features from figure-ground maps for urban morphology discovery, National University of Singapore Urban Analytics Lab (right)

## Module 3 — Territory, Data, and the Vishwamitri River

Shifting from precedent to site, this module focuses on the Vishwamitri River as a territorial and ecological system embedded within a broader urban and regional framework. Students conduct multi-scalar analysis of the river corridor, its watershed, and its relationship to the city of Vadodara.

Using spatial data, mapping, and field-informed research, the module examines hydrology, flood dynamics, land use regimes, infrastructure networks, ecological corridors, and patterns of settlement and informality. The river is understood not as a bounded object, but as a dynamic system shaped by seasonal flows, reservoirs, urban expansion, and regulatory boundaries. This work establishes the spatial and ecological conditions that proposals must engage.

Seminar: Urban systems analysis through data-driven tools and filtering
- Understanding regional system and its impact on people with the lens of identifying opportunities but not limited to innovative and provocative ideas
- Outcome: Cross sections (or sectional perspectives) of watershed and topography

Reference Drawing:
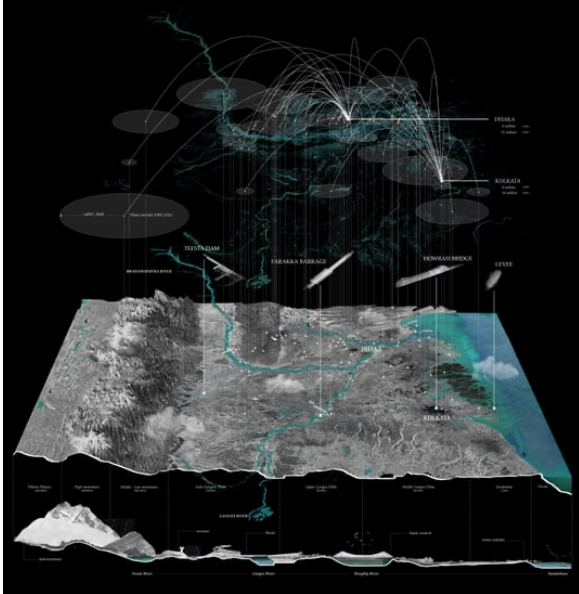
Bengal Flux
Carmelo Ignaccolo, Deniz Onder, Dissa Pidanti Raras MSAUD 2017, Columbia GSAPP

Module 4 — Urban Systems as Resilience Strategies

In this module, research is translated into spatial and systemic design propositions. Students develop urban frameworks that integrate water management, ecology, housing, public space, and infrastructure as interdependent systems operating over time.

Emphasis is placed on designing for uncertainty, change, and temporal variation rather than fixed end states. Proposals test how urban systems can support both drought and flooding conditions while accommodating everyday life, cultural practices, and ecologies. Design work at this stage foregrounds adaptability, coexistence, and negotiated spatial relationships as core resilience strategies.

Seminar: Curated visual representations of interventions and opportunity areas
   - Purposeful visualization of systemic design addressing issues and highlighting interventions
   - Outcome: Axonometric diagram of urban system or surgical diagram of selected site

Reference Drawing: System diagram in (e.g. axonometric diagram etc)
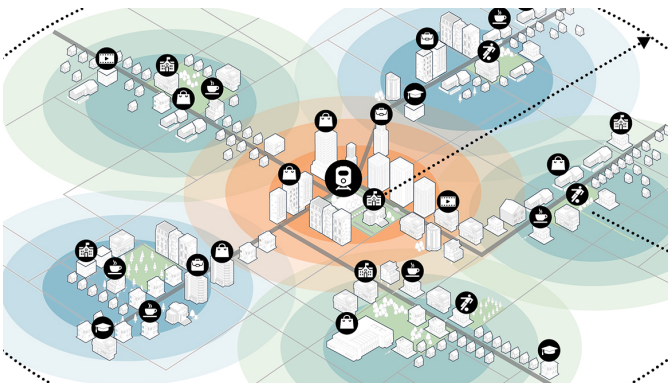
20-minute suburb (left) & Museum Campus Vision (right), SOM
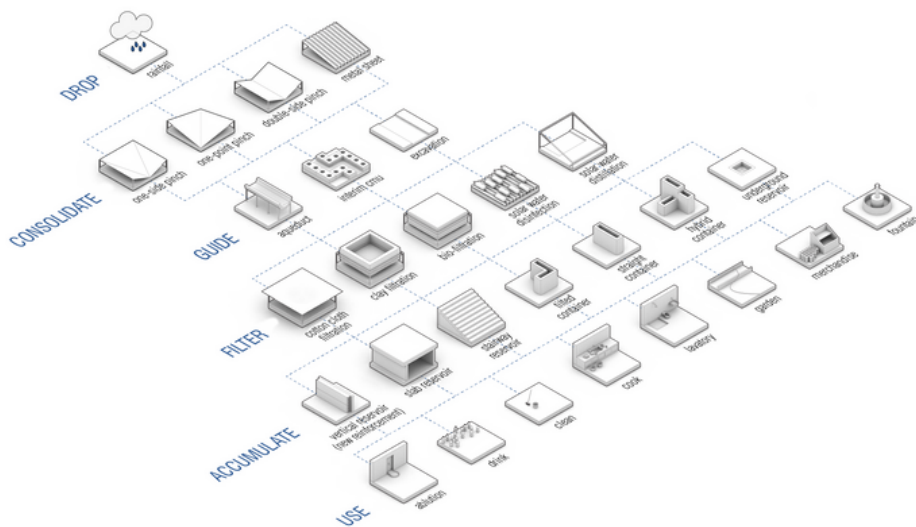
The Right to Water
Majed Abdulsamad, Jun Seong Ahn, Isabel Carrasco, Haochen Yang MSAUD 2017, Columbia GSAPP

Module 5 — Development, Synthesis, and Representation

The final module focuses on the refinement, synthesis, and communication of proposals. Students consolidate research, territorial analysis, and system-based strategies into coherent urban design projects with clear spatial logic and conceptual positioning.

Attention is given to representational rigor, clarity of argument, and the ability to articulate complex relationships across scales. The work culminates in resolved proposals that demonstrate how urban design can operate as a critical and projective tool in contexts of climate uncertainty, contested governance, and ecological vulnerability.

Seminar: Strategic and selective diagramming to clarify the project's core message
- Curating project design to reinforce main proposition, and achieve a clear, strategic project positioning
- Outcome: Illustrative plan, aerial/semi-aerial/eye-level perspectives, overall project board, presentation package

Reference Drawing:

Water Refactoring (Overall Design Excellence Award, 2019, left) & Agri-Penetration: Design Productive City in Four Rings (Honorable Mention, 2018, right)
NCKU (Designing Resilience Global Competition)
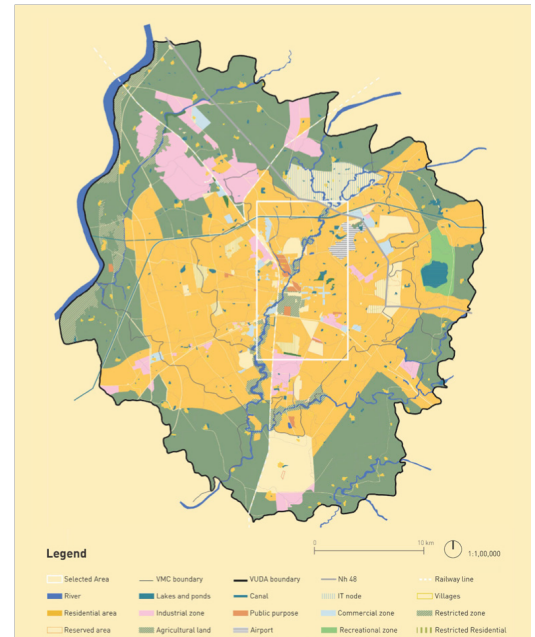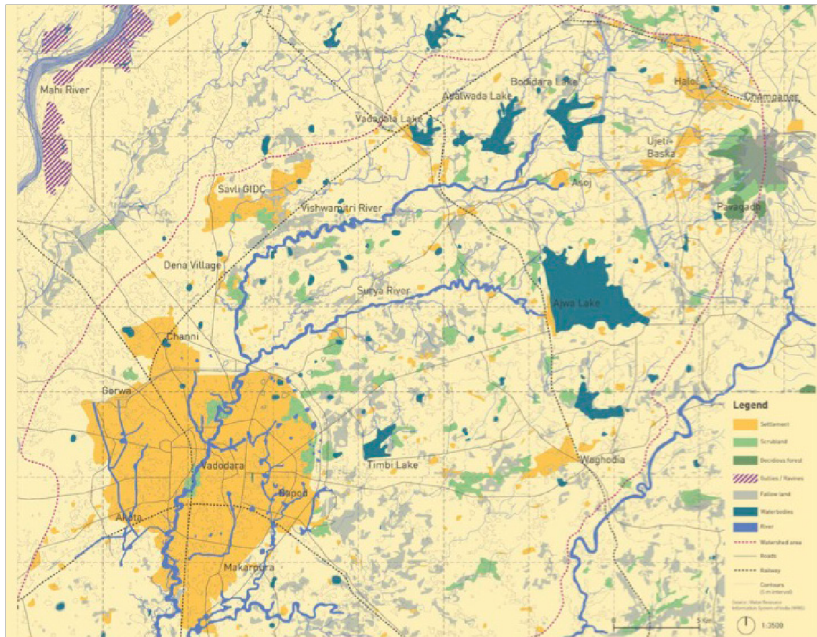
Regional map showing origin of Vishwamitri river from Pavagadh hills and the Ajwa reservoir, Urban extents of Vadodara city, showing the 11kms long main supplier of water to the river, and it's this reservoir when overflows, leads to major river in the white box, and the proposed landuse Map flooding in Vishwammitri river Source: https: Vadodara Urban Development Authority Source: https: Water Resource Information System of India (WRIS)

READINGS / BIBLIOGRAPHY

Bruno Latour
Down to Earth: Politics in the New Climatic Regime. Polity, 2018.
Examines how climate destabilizes modern political categories, offering a framework for rethinking territory, belonging, and governance.

Pedro Gadanho (ed.)
Uneven Growth: Tactical Urbanisms for Expanding Megacities. The Museum of Modern Art, New York, 2014.
Canonical reference on tactical urbanism, informal practices, and bottom-up interventions—useful both as precedent and as an object of critique regarding scalability, governance, and long-term impact.

Matthew Gandy
The Fabric of Space: Water, Modernity, and the Urban Imagination. MIT Press, 2014.
Explores water infrastructure as cultural, political, and spatial project—particularly relevant for the Vishwamitri context.

Nik Heynen, Maria Kaika, and Erik Swyngedouw (eds.)
In the Nature of Cities: Urban Political Ecology and the Politics of Urban Metabolism. Routledge, 2006.
A key reference for understanding cities as socio-ecological systems shaped by power, inequality, and metabolic flows

Meerow, Sara; Newell, Joshua P.; Stults, Melissa.
"Defining Urban Resilience: A Review." *Landscape and Urban Planning* 147 (2016): 38–49.

Bettencourt, Luís M. A.
"Designing for Complexity: The Challenge to Spatial Design from Sustainable Human Development in Cities."
(2013).
Links urban systems, scaling laws, and resilience from a systems perspective.

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		**Module 1**	
Mon	01.26	**Grad Studio Lottery @ 9:30am, Aaron Davis Hall**	First Studio and Research Workshop meeting Workshop Lecture: Digital Tools and Representation Techniques
Th	01.29		**Hour SSA – Draft Community Agreement (in studio) 3-4pm** Studio
W2		**Module 1**	
Mon	02.02	Site selection, research parameters, and GIS data collection	Studio
Th	02.05		Studio
W3		**Module 1**	
Mon	02.09	Identifying priorities and opportunities: Visualizing the invisible urban system	Studio
Th	02.12		No Classes
W4		**Module 2**	
Mon	02.16	No Classes (College Closed)	No Classes (College Closed)
Th	02.19		Studio *Sciame Lecture: Joyce Hwang "In Consideration of Neighbors"*
W5		**Module 2**	
Mon	02.23	**Module 2 Assignment Presentation**	Studio *Mumford Lecture: Carlos Moreno "From Crisis to Proximity: A New Social Contract for Cities"*
Th	02.26		Studio *Sciame Lecture: Richard Fadok "Ghosts in the Glass: An Architectural Hauntology of Bird-Window Collisions in the United States"*
W6		**Module 2**	
Mon	03.02	*Lecture by Guest Speakers* *- Carmelo Ignaccolo – Assistant Professor of Urban Planning at Rutgers University* *- Mario Ulloa – Landscape Designer at Hart Howerton* *- Elif Merve Unsal –Designer at Perkins & Will*	Studio
Th	03.05		Studio
W7		**Module 3**	
Mon	03.09	Setting up urban design framework and principles of the city of Vadodara Representing vision and principles through urban planning and design	Studio
Th	03.12		Studio *Sciame Lecture: Yamini Narayanan "Animating Construction Animal Labour and Urban Architectures of Violence"*
W8		**Module 3**	

Mon	03.16	Connecting the dots: From built form to ecology through community-oriented design	Studio
Th	03.19		Studio *Sciame Lecture: Megan Nielson Hegstad "Natural by Design: Creating Spaces for Conservation, Choice, and Connection"*
W9		**Module 3**	
Mon	03.23	Storytelling and visualization techniques (studio group in workshop mode)	Studio
Th	03.26		Studio - Midterm Reviews
W10		**Module 4**	
Mon	03.30	Governance, phasing, and operation *Lecture by Guest Speaker* - Sushmita Shekar – Urban Designer at SOM	Studio – **Mid-semester Assessments**
Th	04.02		Spring Recess – No Classes
W11		**Module 4**	
Mon	04.06	Spring Recess – No Classes	Spring Recess – No Classes
Th	04.09		Spring Recess – No Classes
W12		**Module 4**	
Mon	04.13	Achieving resilience beyond control: Before and after, impact of design interventions	**Grad Sharing Session**
Th	04.16		Studio *Sciame Lecture: Martin Cobas "A Stone Fallen From the Moon… or Elsewhere"*
W13		**Module 4**	
Mon	04.20	**Module 4 Assignment Presentation** *Lecture by Guest Speaker* - TBD	Studio
Th	04.23		Studio *Sciame Lecture: Ben Goldfarb "Paved Paradise: The Impacts of Roads and the Rise of Transportation Ecology"*
W14		**Module 5**	
Mon	04.27	Communication with words, Representation without words	Studio
Th	04.30		Studio
W15		**Module 5**	
Mon	05.04	Layouts, hierarchy and proposition techniques (studio group in workshop mode)	Studio
Th	05.07		Studio

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)

SPECIFIC LEARNING OBJECTIVES

Studio Portion:
The learning objectives of the Urban Design Lab / Advanced Unit in Architecture are developed from the above educational goals and include the actions and activities through which these specific skills and concepts are conveyed to the student.

- I.   Visual communication is enhanced through the critical use of the tools of representation, including drawing (digital and manual), physical modeling, digital modeling, and spatial and digital analysis, as well as through the layout of portfolio's, drawings, and digital presentations.

- II.   Building systems (human, environmental and structural), their interrelationships within the built environment, their relationship to site systems and their participation within the broader systems of the city, are investigated across multiple scales and studied in the context of humanitarian, engineered and technological processes.

- III.   Critical thinking is enhanced through the use and development of both visual tools and written text for the development of comprehensive research, precise thinking, thoughtful and ethical analyses, and the intelligent establishment of criteria for the evaluation of design decisions.

- IV.   Professional design and space planning practice standards are met through the preparation of students for effective participation in the professional practice of architecture. This includes skills required for site design, building design, technical documentation, and material detailing and specification, as well as an understanding of construction documentation and project management practices.

- V.   Assemblies, materials, and details are developed through the project in response to conceptual, environmental, social, political and economic analysis. Both a qualitative and quantitative recording of the materials of the project will be pursued and experimental approaches to the design and transformation of assemblies is supported.

- VI.   Leadership in the positioning of architecture in the twenty-first century is attained by addressing the specific role of the architect in leading multi-disciplinary collaborative practices in order to advocate for more ecologically viable, resilient, and equitable cities. The challenges of the climate emergency and global urbanism are addressed, along with the need for research and the development of design and planning strategies for the adaptation of urban centers to meet these and other challenges.

Seminar Portion:
This seminar operates as a collective support for the Studio, and equips students with the digital, analytical, and representational competencies necessary to meet the urban design program expectations while creating space for every

student's strength and advanced development.

- I.   Translate urban design principles and strategic framework into a clear, persuasive narratives through conceptual thinking and visual clarity.

- II.   Achieve a baseline proficiency in urban analytical and visualization techniques, ensuring all students can accomplish their project communication through appropriate formats (multi-scale plan, section, elevation, axonometric, perspective views, conceptual diagram, physical model, collage, and other innovative methods)

- III.   Interpret city as an interconnected system using digital tools to analyze and visualize framework such as environment, urban fabric, public realm, culture, and infrastructure.

- IV.   Establish a minimum standard of graphic, analytical, and technical requirement, while allowing students to further develop their individual skillset and interest beyond baseline requirements.

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:
- Lab performance & work habits: Ability to respond to studio criticism & discourse in a consistent & clear manner throughout the course of the semester as demonstrated in the evolution and development of design work.

- Clarity of representation & mastery of media: Ability to utilize both digital and manual drawing and modelmaking techniques to represent architectural ideas precisely and creatively.

- Design: Ability to prepare a comprehensive program for an architectural project that includes such tasks as: creative concept; assessment of context; an analysis of site conditions (including people and movements).

- Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

- Reading Responses and Discussions: Ability to communicate your understanding of assigned readings and participate in the class discussions.

- Integrated evaluations and decision-making process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the proposal for a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Grading Assessment:
- Each of the Modules will be graded separately and weighted according to the following criteria:
  • Attendance and participation in class discussions: 10%
  • Seminar response and writing: 20%

- • Project development in response to semester schedule: 50%
- • Project presentation, completion, and resolution: 20%
- • **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 1	10%
ASSIGNMENT 2	15%
ASSIGNMENT 3	15%
ASSIGNMENT 4	20%
ASSIGNMENT 5	30%
Participation & Attendance	10%

Studio (6 cr)

MODULE 1	5%
MODULE 2	10%
MODULE 3	15%
MODULE 4	20%
MODULE 5	30%
Participation & Attendance	15%
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. UD, 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; more than four from Studio (or two from Research Workshop) 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.

CONTACT INFORMATION:

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