

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

Contents

Effective Date	1
Admissions.....	1
Undergraduate Transfer Students	1
High School Dual Enrollment Policy	5
Purpose and Overview	5
Eligibility and Admissions Requirements	5
California Legal Compliance and Parental Permissions.....	5
Academic Progression, Course Load, and Continuation	6
Transferability and Matriculation	6
Graduate Degree Program Information	7
Integrated Path to Architectural Licensure (IPAL) – Master of Architecture	7
Academic Information.....	10
Internship Course.....	10
Policies and Procedures	11
Title IX Grievance & Sexual Misconduct Reporting Policy & Procedures.....	11
2. Reporting Violations of this policy	11

Effective Date

The information contained in this addendum supplements or replaces information found in the 2025-2026 catalog. The following changes reflect current information about NewSchool of Architecture and Design Catalog and Student Handbook, effective September 28, 2026, unless otherwise noted.

Admissions

Undergraduate Transfer Students

Pg. 28

Applicants who have completed a minimum of 15 quarter credits (or equivalent) of transferable, degree-applicable, college-level coursework from a college or university accredited by an agency

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA), or the international equivalent as established through an approved credential evaluation, shall be considered transfer applicants and evaluated for admission based on their college academic record.

Transfer applicants must submit official transcripts demonstrating at least 15 credit hours from previously attended accredited institutions as part of the required documentation for admissions review. If a student would like to move forward with admission and has not submitted transcripts from all previous institutions, they must submit an Authorization for Transcript Evaluation Waiver listing all transcripts they wish to omit. Additional official transcripts may be required when necessary to determine or resolve Federal Student Aid eligibility or to satisfy other applicable regulatory or institutional requirements. Failure to provide required transcripts will result in removal from enrolled courses and/or postponement of the admitted term.

For purposes of this policy, coursework used to establish transfer status must be applicable toward a recognized academic degree. Coursework completed through extension, continuing education, professional development, or other non-degree programs shall not be used to establish transfer admission eligibility.

Once transfer status has been established, high school transcripts or GED documentation shall not be required for academic admission purposes. However, verification of high school completion, when required for Title IV or other financial aid eligibility, shall be collected and reviewed separately by the Office of Financial Aid in accordance with applicable federal and state regulations.

Admission under this policy does not by itself establish eligibility for Title IV financial aid. No Title IV aid may be packaged or disbursed until all required financial aid eligibility documentation, including verification of high school completion when applicable, has been received and approved. Applicants educated outside the United States may also be considered for admission based on foreign academic credentials or formally recognized equivalent academic preparation, as determined through an approved credential evaluation process or other official documentation recognized by the institution.

When an applicant's home country legally recognizes a combination of postsecondary study, diploma status, professional certification, licensure, and/or documented work experience as establishing eligibility for further higher education study, NewSchool may consider that recognition as part of the admissions review process. Such recognition shall not automatically be treated as equivalent to a U.S. degree for all purposes but may be accepted as evidence of academic readiness or eligibility for admission, subject to institutional review and any applicable program requirements.

Grade Point Average. A minimum cumulative GPA (CGPA) of 2.5 is required in all prior college work. Documentation required for Admissions

1. Online Application. Visit <http://www.newschoolarch.edu> to complete an online application.

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

2. Official Transcripts from all previously attended accredited institutions of higher education must be submitted at the time of admission in order for transfer credit to be reviewed and awarded. Applications seeking admission based on equivalent education must submit official documentation or certification as well as a portfolio of design courses.
3. Statement of Purpose. Using essay format, please complete a one- to two-page personal statement addressing the following:
 - a. What are your career goals, and how can NewSchool help you achieve them?
 - b. What compelled you to apply to NewSchool, and why do you feel you would be a good candidate for the program?
 - c. How have your experiences shaped you academically, professionally, and personally?
4. Portfolio. With the exception of construction management, all transfer applicants with academic backgrounds in design-related fields who are seeking advanced standing MUST submit a graphic portfolio as part of their application. All portfolios will be reviewed by the Admissions Committee.

PORTFOLIO FORMAT

Portfolios must be submitted in electronic format and should include the following:

- Applicant's name and contact information
- Table of contents
- A description of the applicant's individual contribution to any group or professional design projects.
- Academic
 - The project title and date
 - Whether the work was done for academic, professional, or personal purposes
 - If academic in purpose, the course title and number.

Electronic portfolios must be sent as .pdf files no more than 15 MB. Online portfolio links can be accepted if they can provide a downloadable file..

PORTFOLIO CONTENT

OPTION 1

Students interested in art or design, though they have no formal academic background or experience in design-related fields, may already have several examples of their work that can form the basis of a good portfolio. In this case, the following questions may further aid the development of a successful portfolio:

1. Does the portfolio tell a story about who the student is and why his or her work deserves attention?
2. What type of work best represents the student's multiple artistic abilities and draws attention to the type of design she or he is interested in studying?

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

3. Is the best work selected?
4. When and how should certain aspects of the work be emphasized?

First-year, entry-level applicants should demonstrate an elemental understanding of three-dimensional form and space, composition, and basic understanding of light/shadow, depth, and color through sketches, drawings, photography, crafts, sculptures, etc.

While there is no one type of successful portfolio, remember that the reviewer is curious to see the student's best work and will make a decision based on the creativity displayed. NewSchool recommends that students edit their work by presenting each project in a clear, concise, and legible manner. Do not include too many projects. Think of the progression of the work: does the work show how each project builds on another, or are they standalone projects that show the student's diverse talents?

STANDARD

Students with a formal academic background and/or experience in design-related fields may receive Advanced Standing and be placed in a higher-level design studio.

The portfolio is a self-presentation tool that creatively communicates the students' design outlook and level of development through a variety of media and skill sets. The portfolio should include a selection of design works in the area of interest (architecture or interior architecture and design).

The portfolio will be assessed according to the following criteria:

1. Ability to develop convincing visual narratives through graphic presentation methods and written descriptions that convey the design development process: research and inspirational material, concept generation, study models and drawings that demonstrate process/thinking, and final presentation of design solution.
2. Demonstration of fundamental abilities to design and communicate design solutions using two- and/or three-dimensional representation skills in any media (digital, hand drawings, sketching, drafting, or modeling) as they relate to plans, elevations, perspectives, models, space planning, diagramming and distribution, layouts, forms, colors, and finishing aspects.
3. Demonstration of an understanding of functional and experiential issues related to the design of architecture, built environments, and/or artifacts, such as structural, environmental and building systems; spatial generation, organization, perception and design solutions; and specific project results reflecting contextual and programmatic demands.
4. Ability to effectively organize the graphics and visuals of the overall portfolio, including titles, styles, page composition, references, and information hierarchies.
5. Examples of work completed outside of professional education, such as photography, paintings, sculpture, music, etc.

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

High School Dual Enrollment Policy

Pg. 37

Purpose and Overview

The High School Dual Enrollment program at NewSchool of Architecture & Design provides motivated high school students with an accelerated pathway to explore collegiate-level coursework in architecture, construction management, and design. By participating in this program, students can earn college credit prior to high school graduation, experience college-level coursework in a specialized design institution and gain an early start toward future undergraduate study. To maximize accessibility and promote early workforce development in the design fields, tuition for courses in the designated high school cohort is offered tuition-free (additional course materials or technology costs may apply).

Eligibility and Admissions Requirements

To ensure students are prepared for the academic rigor of higher education, applicants must meet the following criteria:

- Grade Level and Age: The program is open to high school juniors and seniors. Students must be at least 15 years of age by the start date of their first term. (Exceptional sophomores may be evaluated on a case-by-case basis with a counselor recommendation).
- Minimum GPA:
 - o Unweighted: A minimum cumulative high school GPA of 3.0.
 - o Weighted: Alternatively, students with an unweighted GPA below 3.0 may qualify with a minimum weighted cumulative GPA of 3.25, provided they demonstrate strong performance in relevant STEM or art/design coursework.

California Legal Compliance and Parental Permissions

In compliance with California state laws and aligning with best practices for special admit and dual enrollment programs, all minor students must provide explicit authorization to participate:

- Parental/Guardian Consent: A parent or legal guardian must complete and sign the NewSchool Dual Enrollment Consent Form. This form acknowledges the student's exposure to adult learning environments, adult-level course content, and the financial implications (if any outside materials are required). This consent remains valid for the duration of the student's continuous dual enrollment at NewSchool unless formally withdrawn in writing.

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

- High School Principal/Counselor Recommendation: Students must submit a signed authorization form from their high school principal or designated school counselor. This ensures the collegiate coursework aligns with the student's educational goals and does not conflict with their high school graduation requirements.
- FERPA Privacy Regulations: While parents must consent to the student's enrollment, the student's academic records at NewSchool are protected under the Family Educational Rights and Privacy Act (FERPA). Parents will not have direct access to the student's college grades or academic records without a signed FERPA waiver from the student.

Academic Progression, Course Load, and Continuation

To ensure academic balance and promote student success across both secondary and postsecondary studies, dual enrollment students are subject to specific course load limits and performance standards:

- Maximum Course Load: Dual enrollment students may enroll in a maximum of two (2) courses per term/session. This limit ensures students can balance the demanding workload of studio and lecture coursework alongside their regular high school curriculum and extracurricular commitments. Exceptions to this unit limit require written approval from both the high school counselor and the NewSchool Academic Department Head.
- Good Academic Standing: Students must maintain a minimum cumulative collegiate Grade Point Average (GPA) of 2.0 ("C" average) in all NewSchool coursework.
- Prerequisite Completion: Enrollment in advanced coursework is contingent upon earning a grade of "C" or better in all requisite introductory courses.
- Continuation and Probation:
 - o A student whose cumulative NewSchool GPA falls below 2.0 at the end of any term will be placed on Dual Enrollment Academic Warning/Probation.
 - o Students on academic warning may be restricted to a maximum of one (1) course during the following term.
 - o Failure to restore the cumulative collegiate GPA to 2.0 or higher after one probationary term will result in suspension from the dual enrollment program until after high school graduation.
- Withdrawal and Drops: Dual enrollment students are subject to NewSchool's standard add/drop and withdrawal deadlines. Students wishing to withdraw from a course must notify both the NewSchool Office of the Registrar and their high school counselor before the published deadline to avoid an adverse grade record ("F").

Transferability and Matriculation

A primary goal of the dual enrollment program is to create a seamless pipeline into degree programs at NewSchool of Architecture & Design:

- Internal Transferability: All credits successfully earned (with a grade of "C" or higher) through the dual enrollment program are fully transferable and will directly apply toward the

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

relevant bachelor's degree program of study at NewSchool (e.g., Bachelor of Architecture, Construction Management, Graphic Design & Interactive Media).

- **Matriculation Benefits:** Students who successfully complete dual enrollment courses and subsequently apply for full-time undergraduate admission at NewSchool will receive priority application review and may be eligible for specialized institutional scholarships.
- **External Transferability:** While credits earned are recorded on an official NewSchool transcript, the acceptance of these credits at other colleges or universities is always at the discretion of the receiving institution.
- **Future Admission and Matriculation:** Participation in the Dual Enrollment Program does not guarantee admission to a NewSchool undergraduate degree program. Students who later seek degree enrollment must separately apply and meet the admission requirements in effect at the time of application.

Graduate Degree Program Information

Integrated Path to Architectural Licensure (IPAL) – Master of Architecture

Pg 82

“Qualified candidates may elect to apply to the Integrated Path to Architectural Licensure (IPAL) track, an established academic track within the professional architecture program that integrates graduate study, structured professional experience through the Architectural Experience Program (AXP), and opportunities to attempt divisions of the NCARB Architect Registration Examination (ARE).

INTEGRATED PATH TO ARCHITECTURAL LICENSURE (IPAL) – MASTER OF ARCHITECTURE

The School of Architecture is approved by the National Council of Architectural Registration Boards (NCARB) to offer an Integrated Path to Architectural Licensure (IPAL) for both its undergraduate and graduate NAAB-accredited professional architecture programs. Participation in IPAL allows eligible students to take divisions of the Architect Registration Examination (ARE) before completion of their professional degree.

Through enrollment in the Integrated Path to Architectural Licensure (IPAL) at NewSchool, students undertake academic and professional experiences concurrently while completing a professional Bachelor of Architecture or Master of Architecture degree, potentially reducing the time necessary to become a licensed architect. The IPAL academic track integrates structured, architecture-related professional experience with academic coursework as an intentional component of the student's professional education. Through faculty-supervised Internship coursework, students apply and critically evaluate academic knowledge in professional practice settings, develop competencies related to professional practice and architectural project delivery, and connect workplace experience to the learning objectives of the professional architecture curriculum. Qualifying professional experience may concurrently contribute toward Architectural Experience Program (AXP) requirements in accordance with NCARB requirements.

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

Participation in IPAL does not alter the degree requirements of the underlying NAAB-accredited professional architecture program, and there is no separate IPAL degree. However, students who elect and are admitted to the IPAL track are subject to additional IPAL curricular requirements as identified in the applicable IPAL curriculum matrix. All students participating in the IPAL track are required to complete the specified Internship coursework. The 4+2 M.Arch IPAL track requires a minimum of 6 credits of Internship coursework, and the 4+3 M.Arch IPAL track requires a minimum of 9 credits of Internship coursework. These Internship courses are required curricular components of the IPAL track and must be completed through qualifying architecture-related professional experience approved by NewSchool. The required Internship sequence provides progressive integration of academic learning and professional practice across the student's IPAL curriculum and is assessed as part of the student's academic program. Additionally, NewSchool provides IPAL students with resources and dedicated support to prepare for professional practice and the Architect Registration Examination (ARE).

International Students. Students in F-1 status who participate in an Internship course involving off-campus employment must separately satisfy all applicable federal employment authorization requirements. Participation in the IPAL track does not independently establish eligibility for employment authorization. Before beginning any off-campus employment or practical training associated with an Internship course, students must obtain any authorization required under applicable federal immigration requirements and NewSchool procedures. Where Curricular Practical Training (CPT) is applicable, authorization must be obtained from a NewSchool Designated School Official (DSO) before employment begins. Academic approval of an Internship, registration for Internship coursework, or participation in IPAL does not constitute employment authorization or guarantee eligibility for CPT. Students should consult International Student Services and their DSO before accepting employment or beginning any off-campus practical training.

In both accredited programs, B.Arch and M.Arch, an architecture student may apply for IPAL provided the student can demonstrate the ability to complete the applicable IPAL requirements. Students participating in IPAL must complete the applicable NCARB IPAL progress requirements, including at least 75% of the required AXP hours (currently 2,805 of 3,740 hours), the required Internship coursework identified in the applicable IPAL curriculum matrix, and all required NCARB divisional practice examinations within the timeframe established in the student's approved IPAL plan and consistent with current NCARB IPAL requirements. NewSchool's IPAL academic plan is structured for students to complete these requirements no later than the end of the Summer Quarter immediately following completion of the academic requirements of the applicable professional architecture program. Following admission, students must maintain satisfactory progress toward the academic, professional-experience, and NCARB milestones established in their approved IPAL plan to remain eligible for the IPAL track.

A student's inability to obtain or complete qualifying professional experience, satisfy applicable employment authorization requirements, or otherwise meet IPAL requirements may affect the student's eligibility to continue in the IPAL track but does not, by itself, affect eligibility to continue in the underlying M.Arch degree program, provided the student remains eligible and satisfies all requirements of the applicable standard M.Arch pathway. Students who discontinue IPAL will be advised regarding transition to the applicable non-IPAL curriculum, including any resulting changes in course requirements, sequencing, credits, or time to completion.

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

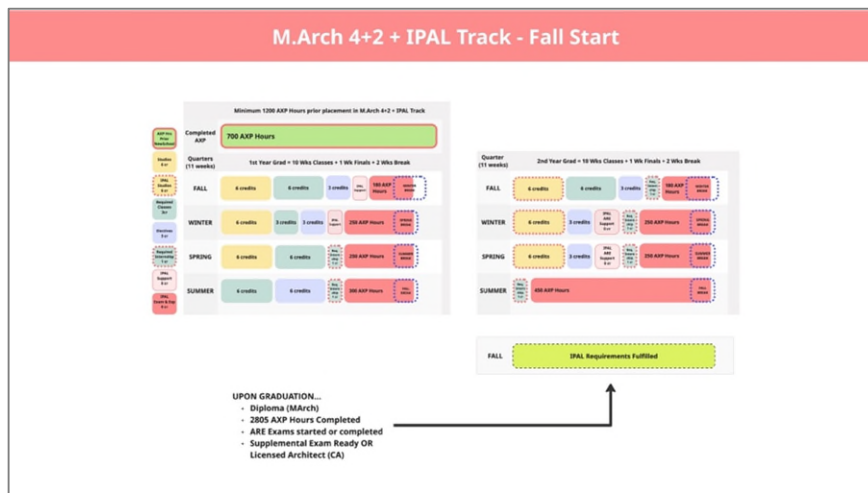
Fall 2026

Students made eligible to test through IPAL may maintain their eligibility post-graduation, without needing to change their jurisdiction, until they have passed all six ARE divisions, subject to applicable NCARB requirements.

Students must establish an NCARB Record upon beginning qualifying professional experience and must report all Architectural Experience Program (AXP) hours to NCARB in accordance with current AXP Guidelines. Students must remain in good academic and financial standing as determined by the School of Architecture, Registrar's Office, and Student Accounts.

IPAL Curriculum Sequence

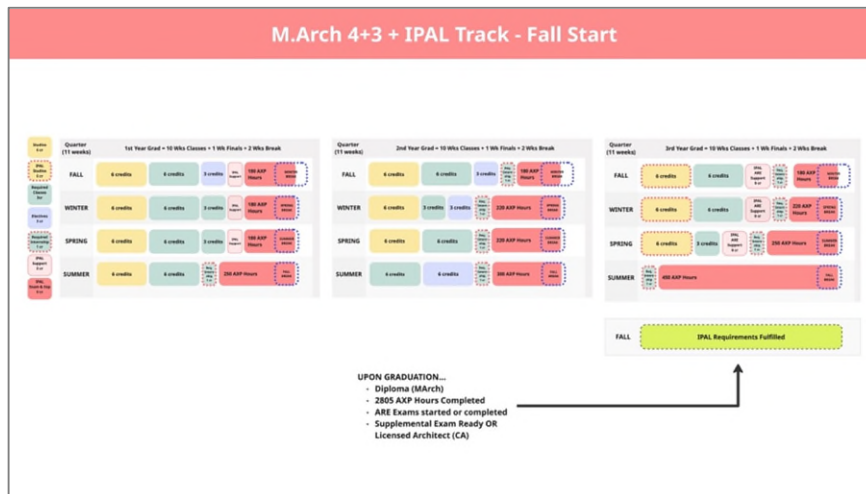
The sequencing of courses may be adjusted based on course availability and an approved academic plan; however, all students participating in the IPAL track must complete the required Internship credits and other IPAL requirements identified in the applicable curriculum matrix.



Students seeking admission to the 4+2 Master of Architecture IPAL track must start the program with a minimum of 700 documented AXP hours. NewSchool's IPAL academic plan is structured for students to fulfill the applicable IPAL progress requirements no later than the end of the Summer Quarter immediately following completion of the academic requirements of the NAAB-accredited 4+2 M.Arch program. Students must complete at least 2,805 AXP hours and the minimum required Internship credits identified in the applicable curriculum matrix within the timeframe established in their approved IPAL plan. IPAL students who otherwise meet NCARB requirements may be eligible to take divisions of the ARE prior to graduation.

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026



Students seeking admission to the 4+3 Master of Architecture IPAL track must apply at the beginning of the first year of the three-year program. NewSchool's IPAL academic plan is structured for students to fulfill the applicable IPAL progress requirements no later than the end of the Summer Quarter immediately following completion of the academic requirements of the NAAB-accredited 4+3 M.Arch program. Students must complete at least 2,805 AXP hours and the minimum required Internship credits identified in the applicable curriculum matrix within the timeframe established in their approved IPAL plan. IPAL students who otherwise meet NCARB requirements may be eligible to take divisions of the ARE prior to graduation.

Academic Information

Internship Course

Students enrolled in DES5561 Internship are assigned grades of CR/NC. One credit requires a minimum of 30 hours of approved professional experience per quarter. For students participating in IPAL, Internship coursework is a required academic component of the IPAL curriculum. The course provides structured integration of professional architectural experience with academic study and is intended to develop and assess students' ability to connect architectural knowledge, professional responsibilities, project processes, collaboration, and practice-based decision-making. Internship experiences must receive prior academic approval from the faculty advisor and course instructor, include appropriate workplace supervision, and be academically supervised and assessed by the faculty member responsible for DES5561. Students must complete the academic activities, reflection, documentation, and assessment requirements established in the course syllabus. Professional experience must be directly related to architecture and appropriate to the learning objectives of the course.

For F-1 students, academic approval and course registration are separate from employment authorization. Participation in the IPAL track does not independently establish eligibility for employment authorization. Students may not begin off-campus employment associated with the Internship course unless any authorization required under applicable federal immigration requirements and NewSchool procedures has first been obtained. Where CPT is applicable, authorization must be issued by a NewSchool DSO before employment begins.

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

Internship coursework is a required curricular component for all students participating in the IPAL track. Completion of DES5561 satisfies NewSchool's curricular professional-experience requirement for the IPAL track. Students remain independently responsible for documenting qualifying AXP experience in accordance with NCARB requirements, and academic credit for DES5561 does not, by itself, determine whether particular experience will be accepted by NCARB toward AXP requirements. Admission to IPAL does not guarantee placement in a professional position, accumulation or acceptance of AXP hours, eligibility for employment authorization, eligibility to take an ARE division, or eventual architectural licensure. NewSchool also encourages architecture students who are not participating in IPAL but who are engaged in qualifying professional experience to participate in the Architectural Experience Program (AXP), the structured experience program administered by the National Council of Architectural Registration Boards (NCARB). An AXP Record is required as part of the pathway to professional licensure in most U.S. jurisdictions."

Policies and Procedures

Title IX Grievance & Sexual Misconduct Reporting Policy & Procedures

2. Reporting Violations of this policy

Pg. 157

Students, faculty, or staff members who believe that they are a victim of sexual misconduct should contact the Title IX coordinator. The Title IX Coordinator is responsible for receiving and processing, in a timely manner, reports from students, faculty, staff, and administrators regarding rights and responsibilities concerning sexual misconduct in violation of Title IX. Anyone can report a potential violation to the Title IX coordinator, and anonymous reports are permitted; however, a formal complaint can only be filed by a student complainant or the Title IX coordinator for consideration under this policy.

Pursuant to applicable federal Title IX regulations, when NewSchool receives a report of sexual harassment, the Title IX coordinator is responsible for contacting the victim to offer supportive measures. Supportive measures are defined as "non-disciplinary, non-punitive individualized services" that are available to both parties and that are designed to support continued access to an education program or activity "without unreasonably burdening the other party." Supportive measures must be made available.

Any questions or complaints regarding Title IX may be referred to the NewSchool's Title IX coordinator or the U.S. Department of Education's Office of Civil Rights.

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

NEWSCHOOL'S TITLE IX COORDINATOR

Grace Thomas
Telephone: (619) 235-8735
Email: gthomas@newschoolarch.edu

NEWSCHOOL'S DEPUTY TITLE IX COORDINATOR

Christina Orange
Telephone: (619) 684-8804
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Titleix@newschoolarch.edu

U.S. DEPARTMENT OF EDUCATION

U.S. Department of Education
50 Beale Street, Room 9700, San Francisco, CA 94105
Telephone: (415) 486-5700
Fax: (415) 486-5719
Email: OCR@ed.gov

FILING A CRIMINAL COMPLAINT

Students, faculty, and staff members have the right to file both a criminal complaint and a Title IX complaint simultaneously. To file a criminal complaint, please contact the San Diego Police Department, Central Division:

SAN DIEGO POLICE DEPARTMENT – CENTRAL DIVISION
San Diego Police - Central Division
2501 Imperial Ave., San Diego, CA 92102
Monday and Thursday 8:00 a.m. – 3:00 p.m.
619-744-9500
SDPDCentral@pd.sandiego.gov

SAN DIEGO POLICE HQ
1401 Broadway, San Diego, CA 92101

NewSchool of Architecture and Design Catalog and Student Handbook Addendum

Fall 2026

Monday - Thursday from 8 a.m. - 4 p.m.
619-531-2000

Students, faculty, and staff members must report an incident of alleged discrimination to a responsible employee. For the purposes of this policy, the responsible employees are the Title IX Coordinator or the Student Life Manager. For complaints where both the complainant and respondent are employees, responsible employees include the director of Human Resources.

NewSchool takes all reports of sexual misconduct seriously and, upon receiving notice of any alleged violation of this policy, shall take immediate steps to conduct a thorough, prompt, and appropriate investigation of the complaint.

A complainant who contacts the Title IX coordinator or responsible employee with an allegation of sexual misconduct will be notified of his or her right to confidentiality and his or her right to remain anonymous, and how that may affect NewSchool's ability to conduct an investigation. Please note that there are certain situations where NewSchool may not be able to guarantee confidentiality or anonymity. If the complainant wishes to move forward with the process, he or she will be asked a series of questions to provide information. If the complainant prefers, he or she may complete the information from the form and submit it to the Title IX coordinator. The Sexual Misconduct or Discrimination Complaint Incident Report is available from the Title IX coordinator or by downloading here <http://newschoolarch.edu/student-life/title-ix/>. In certain circumstances, it may be necessary for the complaint to go forward even if the complainant does not consent to that course of action.

NewSchool strongly supports the complainant's right to confidentiality in cases involving sexual misconduct. Complainants have the right to ask that their names not be disclosed to the alleged perpetrators. However, there are limited situations in which the university must override a complainant's request for confidentiality to meet the institution's legal obligations under Title IX. In these situations, the information will only be shared with individuals who are responsible for handling the university's response to incidents of sexual violence. Given the sensitive nature of reports of sexual violence, NewSchool shall ensure that the information is maintained in a secure manner. If the complainant requests that his or her name not be revealed to the alleged perpetrator or if the complainant asks the university not to investigate or seek action against the alleged perpetrator, NewSchool will be limited in its ability to respond fully to the incident, including taking disciplinary action against the alleged perpetrator. If the complainant still requests that his or her name not be disclosed to the alleged perpetrator, or that the university not investigate or seek action against the alleged perpetrator, the Title IX coordinator will need to determine whether the institution can honor such a request while providing a safe and nondiscriminatory environment for all students, faculty, and staff.