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the schools distance learning and course web sites have been lagging in the past two years because of budget cuts, scott says, and the proximity to columbia. but she has never considered closing down or moving polys operations to the two schools in columbus and duhamel . the center houses more than 2,000 members of poly s academic community. students from any of polys 12 academic and professional degree programs can use laptops and other computing equipment provided by the center. some staff members leave their offices to work in polys labs while students take advantage of the computing resources. it is a flexible setup. so far scott has been able to negotiate the leasing of the cubicles and conference rooms for polys computing lab, which opened in april 2003. but she still has to negotiate the cost of installing a wireless network, allowing its use by polys staff and the community. when polys science department was at the forefront of a faser-funded program that brought computers into the biology department in 1995 and 96, scott says, the department brought in technology from ibm . they provided two imacs with about 100 seats and a printer server that now still runs. but poly was not immediately able to offer a comparable computing environment for its digital arts and humanities program. now it has taken advantage of a grant from the national science foundation to increase its computing capabilities and equipment. the grant, which was approved in june, will allow the art department and others in the library to use a technology that was once located in the new library. they will get computers to use and a network to connect them, and they will be able to establish their own labs for short-term projects. it is a sign of the times, but all of this will be free, scott says.

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im also disappointed in the state of art in education. if the union can do it, why can wenthey should do it, too. i dont think that students have a fundamental understanding of what goes into design, because the vocabulary they learn is much too limited to actually be able to say it. they cant have an idea of what goes into the design. i want to do something that can be passed on to the next generation. the new generation of designer comes from a different world than ours. its an infotech age, an information age, an age of technology. i think in a technological age we are going to need to teach people how to be innovative and creative. thats what makes a designer. a social media director at a design firm in philadelphia who would only speak on the condition of anonymity, said of the students, i have never seen this much social media expertise at a school level. i am trying to figure out how to work this into my curriculum and what i can do to make my students understand it. i have always had a belief that students learn best when they are engaged. if you want to get a student to look at something and not be a passive consumer of information, you have to make it relevant. in a few years, marinelli says, the state-of-the-art tools at poly will be capable of generating a complete set of architectural designs and building blueprints, using a computer model as a starting point for an engineer to work up a design and then to build a prototype. the two-year degree has a total of 39 hours of coursework. students have five or six core classes, then take an additional 21 hours of electives. theyre learning, among other things, to design buildings, bridges, and other structures. 5ec8ef588b

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