

**Pratt Institute
School of Architecture**

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

**Bachelor of Architecture Program (170 semester credits)
Master of Architecture Program (nonpreprofessional degree + 84 semester
credits)**

Year of the Previous Visit: 2010

Current Term of Accreditation: The Professional architecture programs: Bachelor of Architecture and Master of Architecture were formally granted six years terms of accreditation. The accreditation terms are effective Jan 1, 2010. The programs are scheduled for their next accreditation visit in 2016.

Submitted to: The National Architectural Accrediting Board

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Section 4 Supplemental Material found in Dropbox:

<https://www.dropbox.com/sh/mans9cir8slhoe2/AACWic6xyd9880SpD24xFDhWa?dl=0>

Dropbox file 01	APR Section 1.
Dropbox file 02	Course descriptions for the B.Arch. program.
Dropbox file 03	Course descriptions for the M.Arch. program.
Dropbox file 04	Studio Culture Policy.
Dropbox file 05	Self-Assessment Policies and Objectives for the B.Arch. program.
Dropbox file 06	Self-Assessment Policies and Objectives for the M.Arch. program.
Dropbox file 07	Policies on academic integrity (e.g. cheating and plagiarism).
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Dropbox file 21	[to be added in January 2016] Faculty Matrix for B.Arch., Spring 2016
Dropbox file 22	[to be added in January 2016] Faculty Matrix for M.Arch., Spring 2016

Section 1. Program Description

What follows succinct description of both the B.Arch. and the M.Arch. programs as required by the APR template. A longer version of this program description can be found in the Supplemental Material Dropbox folder:

<https://www.dropbox.com/sh/mans9cir8slhoe2/AACWic6xyd9880SpD24xFDhWa?dl=0>

Additional material that describes the B.Arch. program can be found on the Pratt Institute website, in the uploaded 2015-16 undergraduate bulletin:

https://www.pratt.edu/uploads/undergraduate_bulletin_2015-16.pdf

Additional material that describes the M.Arch. program can be found on the Pratt Institute website, in the uploaded 2015-16 graduate bulletin:

https://www.pratt.edu/uploads/graduate_bulletin_2015-16.pdf

I.1.1 History and Mission

Industrialist Charles Pratt, a partner in the Standard Oil Trust, established Pratt Institute in 1887. His objective was to create a center of higher learning concerned with the "making of things", to promote skills necessary for an advanced industrial society, and to insure that these skills were made widely available in a systematic way. The founding vision of Pratt Institute created a unique educational method focused on applied knowledge in the fields of design and engineering that specifically intended to develop economic and intellectual leadership in a rapidly industrializing world.

This original vision is still highly relevant today, but has been transformed by broader definitions of what constitutes design. Pratt's mission statement emphasizes creativity, professionalism, contributions to society, *aesthetic judgment*, *professional knowledge*, *collaborative skills*, and *technical expertise*. Pratt's mission statement was revised and endorsed in 2000 and shown on the institute's website:

<https://www.pratt.edu/the-institute/mission-and-governance/>

The architecture program at Pratt started as a single course in 1896, it grew to a 3-year program by 1928, a Bachelor of Architecture 4-year program by 1938, and a 5-year B.Arch with NAAB accreditation by 1948. This first accredited B.Arch. program included courses in design, construction, representation, history of art and architecture, general studies and professional courses. After WWII the school benefited from the rapid economic growth and in 1954 the Department of Architecture became the School of Architecture.

The social, professional and academic experimentation of the 1960s and 70s contributed to the School's identity and sustained its international reputation through much of the 1970s. The student protests of 1968 led to a collaboration between faculty and students to redesign the architecture curriculum. The new curriculum was designed to provide skills and knowledge necessary for meaningful responses to contemporary society and the profession. It was structured as part core professional studies, part elective coursework; this made it possible for students to personalize their career paths.

In 1970, architecture moved to Higgins Hall, and this was the beginning of a transformation from a classroom-based education model towards the establishment of a studio-based culture. By 1980 the school had financial stability and a new interest in theory and culture. Also, the introduction of computer technology pointed to the future of practice.

In the 1990's both the undergraduate and graduate architecture programs changed leadership and focus. The B.Arch. program reviewed its curriculum and pedagogical goals were clarified in an effort to provide students with the skills and knowledge to work more independently in the advanced curriculum of the upper years. In the graduate programs, architecture and urban design came under the same administrative umbrella, under one chair, and urban issues came to the forefront in architecture studios.

By 1996 individual drafting stations were purchased for all students and a \$1.5 million Title III grant had funded the school's computer facility. The establishment of coordinators for design, technology, and

history/theory to assist the chair in regular meetings with faculty and in coordinating curriculum improved communication in the learning community tremendously and this system of coordinators continues today.

It was also in 1996 that a devastating fire destroyed the center section and substantially damaged the north wing of the Higgins Hall complex, but this did not deter Pratt's aggressive building program. The renovation of Higgins Hall was complete in the fall of 2005: 200-seat auditorium with audiovisual equipment, gallery, reception area additional studio space, and a 200-seat auditorium. The renovation also included two floors of new studio space for the M.Arch. program. The completed building brought a new sense of community and motivated a renewed commitment to studio culture.

Also in 1996 Thomas Hanrahan was appointed Dean of the school of architecture and a review of the curriculum of all the programs within the school led to the first 5-year strategic plan for the school (1996-2001). This plan resulted in curriculum revisions, improved communication and governance, higher admissions standards, more computer-based classes, and the strengthening of the identity of the school as design and studio based. In 1999 Catherine Ingraham became Chair of Architecture and planning for the 3 year accredited Master of Architecture and candidacy status Summer of 2002. In 2003 Professor Evan Douglass was appointed to the Chair position of the Undergraduate program. The B.Arch. curriculum was further articulated and refined, standards of the CAP studio project raised, and a rigorous culmination Degree Project was established.

Since that first five-year plan, the development of both programs has depended on a series of 5-year strategic plans. The 2002-07 plan established computer as the common tool in all classes, enriching studio and design, and improving writing and speaking skills. The new strategic plan also emphasized global practice (including sustainable design practices) and research. In 2004 B.Arch. was re-accredited and M.Arch. received full accreditation status; M.Arch. nomenclature clarified (M.Arch. an M.S.). Catherine Ingraham stepped down to become part of the faculty, and William MacDonald became chair. In 2010, Evan Douglass left Pratt to become Dean of Architecture at Rensselaer Polytechnic Institute. Erika Hinrichs is the current chair of the B.Arch. program

I.1.2 Learning Culture

The learning culture in both the B.Arch. and the M.Arch. programs is centered around a studio-based Professional Studies education. However, in both programs the other two categories of study, General Studies and Optional Studies also play a crucial role.

In the B.Arch. program the General Studies coursework completed outside the architecture program benefits from the breadth, diversity and depth of Pratt's curricula. Students first acquire basic knowledge in a variety of fields of study through specific required courses in history, culture, science, math, and writing. The Undergraduate Architecture Chair works with the other academic units in the institute on the logistics of coordinating General Studies with Professional Studies, as well as matching courses each semester that work toward an integrative approach. Later in the program students can choose their General Studies courses with increased latitude, and are able to define for themselves other interests that further define them as thinkers and as future architects.

There are no general studies in the M.Arch program but the program benefits from competitive admissions and attracts incoming students with excellent undergraduate educations. Fifty per cent of the M.Arch. students enter the 3-year program without an architectural background, but with bachelor's degrees from the world's best colleges and universities in fields as diverse as mathematics, biology, art, music, dance, engineering, city planning, psychology and a host of other disciplines. These students bring a fresh perspective to design, as well as extraordinary speaking and writing abilities, improving the performance of their peers and raising the level of discourse across the curriculum. The diversity of the M.Arch students enhances the cultural and intellectual richness of the entire school.

The school's learning culture comprises the values of creativity, community, and commitment, and this is formalized in a written, updated and distributed Studio Culture Policy. The School of Architecture first developed a first draft for the Studio Culture Policy during the 2008-09 academic year with input from faculty and students. The Faculty Governing Group (composed of all tenured faculty, both full-time and part-time tenure or CCE) further discussed the draft policy, and in the spring of 2009 a meeting of student

representatives, Chairs and the Dean completed the policy after incorporating student and faculty concerns. The Academic Planning Committee endorsed the final draft in the Spring 2009 semester and the policy was first distributed to faculty and students at the start of the following academic year 2009-10.

Assessment of the current Studio Culture Policy by the faculty is communicated to the Dean during all-faculty meetings; assessment of the policy from the perspective of the students is communicated to student government representatives who in turn communicate it to the Dean. The student government has an active role in voicing student concerns and the school benefits from encouraging this kind of empowerment on the part of the students: it keeps the lines of communication open between students, faculty, and staff, and issues that come up can be resolved quickly and effectively. The Studio Culture Policy was last revised in 2015; it is sent to the entire learning community at the start of each academic year and it's posted on the Pratt website:

<https://www.pratt.edu/academics/architecture/architecture-about/studio-culture/>

Faculty and staff in both programs are committed to guiding students through a productive and healthy experience in school, and they discuss the goals of the Studio Culture Policy with students, in particular with first year students. Coordinators in each program work together to coordinate deadlines for different courses, particularly at the end of the semester, so that students can achieve work-school-life balance. Students are also encouraged to take advantage of support services offered by the institute's Student Affairs division, and posted on the Pratt website: <https://www.pratt.edu/student-life/student-affairs/>

The learning community in the school of architecture extends outside the classroom and into workshops and labs, field trips, lecture series, research centers, and student organizations. Students have at their disposal workshops and laboratories with the technology and support staff to facilitate student work in the core curriculum. These facilities extend the work in classrooms and studios in a specialized way and include both computer based and traditional production technologies. For advanced, research-based coursework, these facilities support both faculty and students in both the B.Arch. and M.Arch. programs; additional documentation of these facilities is provided in section I.2.2 Physical Resources. Field trips to project sites are fundamental to studio work; students are asked to visit and analyze site conditions first hand, and with each subsequent semester greater demands are made in the technical extent of the documentation (from sight views to passive solar strategies). In advanced, research-based studios, the site visit is often also an opportunity to interact with a community group. Faculty and students also visit construction sites in the context of developing some aspect of technical drawings or in the context of a history of architecture course, and Professional Practice faculty take students to local professional offices.

Also out-of-the-classroom, the School of Architecture offers a free lecture series each semester to which the entire academic community is invited. The school has a long history of bringing distinguished guests to lecture and will continue to do so in the future. A full list of lectures can be found in the Supplemental Material Dropbox folder.

Finally, learning culture extends to research centers in four general areas: urbanism, sustainability, computation, and structural/material studies. Specific B.Arch. research includes waterfront rehabilitation, in both urban and ecologically fragile sites, morphology and experimental structures, and digital computation and fabrication; specific M.Arch. research includes parametric form explorations with software from Bentley systems and consultations with the Lower Manhattan council on issues regarding the overcrowding of schools.

I.1.3 Social Equity

Pratt Institute is committed to maintaining and increasing diversity in its learning community. This commitment is communicated to its current and prospective faculty, students, and staff through publicly available documents on the Pratt website, through presentations and training, and through initiatives publicized throughout the entire institute.

Additional information about initiatives by Human Resources can be found here:

<https://www.pratt.edu/the-institute/administration-resources/finance-administration/human-resources/diversity/>

Initiatives by Student Affairs can be found here:

<https://www.pratt.edu/student-life/student-affairs/student-activities/diversity-education/>

Pratt Institute is an Equal Employment Opportunity (EEO) employer and this policy is publicly disseminated in Pratt's public documents and websites. The EEO policy also has a central role in searches for faculty and administrators. Human Resources offer diversity workshops that are open to the entire Pratt community and required for those serving on search committees or otherwise responsible for hiring (i.e. Deans, Chairpersons). The School of Architecture and its programs share the institute's commitment to diversity goals and the institute's EEO policy. Faculty in the B.Arch. and M.Arch. programs are hired as either full-time (tenured and tenure track) or part-time (including visiting, adjunct and CCE) but in both cases they are considered foundational contributors to the professional education of the architecture students. Both full and part time faculty are represented by the United Federation of College Teachers (UFCT) union agreement defining their rights and responsibilities as university teachers. The UFCT agreement for all Pratt faculty is included in the Supplemental Materials Dropbox folder. Furthermore, the peer review processes for full-time and part-time tenure (Certificate of Continuous Employment or CCE) are extremely similar. Both the B.Arch. and the M.Arch. programs have sought to increase the salaries of full-time and part-time professors with the goal of attracting and keeping a high quality and diverse faculty.

Pratt Institute regularly publishes institute-wide and by-school diversity data. The tables below show faculty diversity statistics from academic year 2014-15.

	FULL-TIME FACULTY (ALL RANKS)			PART-TIME FACULTY (ALL RANKS)	
	Pratt Institute	School of Architecture		Pratt Institute	School of Architecture
Male	55%	75%		60%	70%
Female	45%	25%		40%	30%
Black	3%	0%		3.5%	5%
Hispanic	4%	4%		8%	10%
Asian	7.6%	8%		8%	10%

It is clear from the tables above that the School of Architecture lags in some diversity characteristics, particularly with respect to gender balance, while slightly leading in others, meaning that overall the School of Architecture measures reasonably well relative to the institute. The tables above also represent an improvement from the diversity statistics in 2010 (the last NAAB visit), at which time the part-time faculty were 22% female with virtually no Black or Hispanic representation. The school is committed to progressing toward more diversity in the next two accreditation cycles.

Recent full-time hires in the School of Architecture show progress toward greater diversity. As shown in table at left, below, faculty hired since 2010 (since the last accreditation visit), exceeds the institute's and the school's gender characteristics by hiring an equal number of men and women.

School of Architecture Full-time appointments 2010-15 [8 total]				
	M	F	BK	HSP
Cristobal Correa	X			X
Duks Koschitz	X			
Thomas Leeser	X			
Harriet Markis		X		
Dagmar Richter		X		
Audrey Schultz		X		
Meredeth Tenhoor		X		

School of Architecture Part-time appointments 2014-15 [23 total]		
Male	13	56%
Female	10	44%
Black	2	13%
Hispanic	6	26%

This progress in full-time hires is matched or exceeded at the part-time level, as shown in tables above. Part-time faculty can be hired without searches, openings occur more frequently, and program chairs are given wide discretion, so it's an opportunity to respond quickly to new diversity initiatives.

Recent faculty hiring trends are positive; the School of Architecture continues to match or exceed institute levels in both full- and part-time hires. Over the next two accreditation cycles, the school plans to continue to progress toward a diverse population in the learning community that matches the diversity of the general population.

Pratt's diversity plan states that the student body should also reflect the general population. To accomplish this, the Office of Enrollment Management employs progressive and pro-active strategies. There is national outreach to student prospects followed by a high level of scholarship offers. It should be noted that this strategy is essentially color and gender blind; instead, it emphasizes breadth of search for students and the awarding of scholarships to high achieving and diverse students. The success of this strategy affirms that diversity is achievable by the extension of broad and uniform opportunities for education and that talent and high quality students exist in all spectrums of our society. The following table, at left, below, is a summary of the level of scholarship support in the B.Arch. and M.Arch. programs as compared to annual tuition.

Scholarships and Award Levels 2014-15 [B.Arch. and M.Arch. Programs]	
Annual Tuition	\$42,000
Average Institute Scholarship	\$12,000
Work Study Per Student	\$3,000
Endowed Scholarship	\$2,500
Graduate Assistantship	\$2,500
Federal Grants	\$1,500
Total Grants and Awards	\$21,500

Student Diversity Characteristics 2014-2015 [B.Arch. and M.Arch. Programs]					
B.Arch. [670 students]			M.Arch. [177 students]		
Male	323	49%	Male	87	50%
Female	332	51%	Female	88	50%
BL	19	3%	BL	6	4%
HSP	82	14%	HSP	14	8%
Asian	133	20%	Asian	16	9%

The School of Architecture takes additional steps to improve the diversity of its students. There is follow-up on incomplete applications by minority applicants, and accepted minority students are called in order to discuss financial aid packages (sometimes students are offered additional scholarships, when their finances are such that they would not be able to enroll otherwise). Then, in order to improve retention, there is follow up with enrolled minority students to assist with any issues that come up. Additional scholarships are also available for first generation college goers and for low income students.

The table above at right shows the diversity of the student body in both the B.Arch. and M.Arch. programs (among domestic students only) that results from these strategies. Also contributing to this diversity is the growth of international students; in the 2014 class, 1/3 of B.Arch. students and 1/4 of M.Arch. students were international students. The vast majority of these students come from Asian Pacific countries and Central America, further enhancing the diverse characteristics of the student body.

A fuller representation of the characteristics of the architecture students at Pratt are noted in the annual reports; annual reports from 2010 to 2015 are publicly available on the Pratt website:
<https://www.pratt.edu/academics/architecture/naab/>

Finally, the diversity characteristics of full-time staff are very good, and the school will continue to seek increased ethnic diversity. The staff in the School of Architecture is comprised of the dean's office and the staff within each of its programs. The dean's office is composed of a dean and two managers, while each program is composed of a chair, an assistant chair, as well as advisors and administrators. The table below illustrates the diversity of the staff; most important, of the seven leadership positions of Program Chair or Coordinator in the school, four are women. All full-time administrative positions require posted national searches (ensuring a deep applicant pool), and the application of institute-wide EEO hiring practices.

School of Architecture Full Time Administrative Staff 2014-15 [21 total]		
Male	10	47%
Female	11	53%
Black	4	19%
Hispanic	2	9%

Both the institute and the School of Architecture recognize that they must continue to make progress toward a learning community that reflects the diverse characteristics of the national population, and new initiatives are started every year. For example, in March 2014 Pratt Institute President Thomas F. Schutte issued a diversity initiative, one "grounded in the knowledge that a more diverse community of students, faculty and staff will only enhance the commitment, creativity and conscientious energy at Pratt and bolster its reputation as a leading art and design college in one of the world's most vibrant and diverse areas;" full text is publicly posted on the Pratt website:

<https://www.pratt.edu/the-institute/administration-resources/finance-administration/human-resources/diversity/>

I.1.4 Defining Perspectives

The B. Arch. and M. Arch programs demand a high level of intellectual development and creative activity from all students. The school is committed to educating students for the profession through a strong architecture studio sequence but also to develop their critical thinking skills through both undergraduate and graduate seminars covering a wide range of topics. The emphasis on technological research continues a Pratt tradition that started with its founder in 1887 when the curriculum responded to a then growing industrial economy. The emphasis on industrial technologies in Pratt's early history was replaced in recent decades with a new emphasis on information technologies, but in a sense this change has simply meant staying true to its founder's intentions, responding now as then to contemporary socio-economic conditions. Students have access to technical expertise available for their development as environmental stewards, but they are also reminded that making an architectural environment means making a social environment and this includes urban principles, especially given the school's context of New York City. What follows is a description of how the B. Arch. and M. Arch. programs approach each of the five perspectives of Collaboration and Leadership, Design, Professional Opportunity, Stewardship of the Environment and Community and Social Responsibility.

A. Collaboration and Leadership.

The principles of collaboration and leadership are embedded in the studio-based curricula of both programs, as they represent a rich network of interconnected design studios, professional courses and seminars stressing design, critical thinking and analysis. This network of courses with studio as the platform for decision-making and design is instrumental in developing individual and collaborative abilities within both programs. Courses in the B. Arch. program's 3rd and 5th years and the M. Arch. program's 2nd and 3rd years ask students to work regularly in collaborative and leadership roles. The organization of the coursework varies between the two programs (in order to meet the different learning needs of undergraduate and graduate students), but both offer trans-disciplinary and team-oriented contexts.

Study topics within courses also help students understand their unique professional leadership role that stretches across all the scales of the built environment from single spaces to large, urban developments and public spaces. For example, assigning community buildings (schools, libraries) as studio projects gives students opportunities to build their empathetic abilities. Another example is the urban housing studio, in which students are challenged with projects that have both the strong internal programmatic demands of the needs of the inhabitants (or clients) and the equally strong external demands for well-designed public spaces and the social context such buildings create. The urban housing project also conveys to students the school's commitment to urbanism, a necessary emphasis given the school's

location in New York City. Through this work students learn to serve both the client's and the public's interest, and to be able to distinguish problem-solving from leadership and civic invention.

In both the B. Arch and M. Arch programs, the CAP studio is designed to effectively teach students conflict resolution skills through the productive exchange of ideas in a studio setting. In the early stages of the project, students work in teams and evaluate competing design strategies in order to arrive at a set of commonly held goals. In the later stages of the project, during the production of a full set of construction documents, students learn to work with experts in allied disciplines in order to achieve those goals. Technical faculty come into the studio as consultants and meet with each student design team to offer feedback on a wide range of topics including structural, mechanical, electrical and plumbing systems, landscape architecture and building envelope systems. It is then up to the students in the team to reconcile this feedback; this consultant role of the professors representing the allied disciplines demands from the students a new level of interpretation and conflict resolution. Also, resolution of one technical aspect of the project is contingent on the timely resolution of the other, and this motivates students to achieve synthesis in their architecture project. Students completing the CAP coursework acquire valuable skills in conflict resolution and interpersonal skills for fostering team unity because the pedagogic structure demands this from them. When these students join the workplace they have the skills needed in complex team situations and are prepared to function in and adapt to a diverse world of practice.

After the CAP coursework in both the B. Arch. and M. Arch. programs, students have the opportunity to continue to test their collaborative and leadership skills in the advanced studios. Beginning in the 7th semester in the B. Arch. program and the 5th semester in the M. Arch. program, students can choose from a range of studio topics, all with contemporary portent and a research focus. Specifically in the B. Arch. program, advanced studios have explored coastal development in the face of climate change, the possible architectures of the American highway, architecture as an information system, and contemporary strategies for preserving 20th century modernist buildings. The B. Arch program concludes with a year-long culmination Degree Project. A semester of personally driven research followed by a semester of designing a building with a program of their own invention demands the full range of collaborative and leadership skills accrued in the previous four years of study. In the M. Arch program specific advanced studio topics have included synthetic ecologies, new buildings for changing populations, urban transformations through cultural centers, and studies involving productive provocations between street and tower. In both programs, these advanced studios offer students an opportunity to rehearse the leadership roles they might take on in the complex world of practice that awaits them.

Besides coursework, students in both programs have available to them co-curricular and extra-curricular opportunities to exercise collaborative and leadership roles. Students can work on exhibitions and publications (for example, InProcess, a showcase of work in both programs, and TARP, a graduate architecture publication); they can also join the student government at the school, Pratt Institute-wide organizations and national organizations such as the AIAS. Lastly, students can be selected to serve on Board of Trustee committees, selected faculty committees, and discussion groups. It is the school's approach to empower students by providing them with opportunities to hone their leadership skills so that after graduation they continue their leadership in the profession.

B. Design.

The school is committed to educating students for the profession with a strong core sequence of six semesters in the B. Arch. program and four core semesters in the M. Arch. program. The programs also aim to develop critical thinking skills and to make available advanced research-based coursework with four advanced semesters in the B.Arch. program and two advanced semesters in the M.Arch. program. In both programs the core sequence gives students a solid understanding of the design process through four main areas of study: design studio, representation, building technology and the history & theory of architecture. Furthermore, the courses in each core semester are coordinated with studio to best introduce each component of the design process. The CAP coursework is the culmination of the core sequence and the launching pad for students to begin their advanced work. What follows is an outline of how the curriculum develops the students' understanding of the design process.

The B.Arch. program has designed a Technics course that engages freshmen in a visceral understanding of forces acting on a mass and a direct understanding of structural forces. In the first year studios, drawings are produced by hand, emphasizing the physical dimensions of architectural space and form. In the more accelerated M. Arch. program students begin their studio experience by examining questions of space, structure and scale in a series of exercises aimed at integrating a rapidly accumulating body of digital skills. The design exercises in the first year of the B. Arch. program and the first semester in the M. Arch program are characterized by a close relationship between the representation courses and the studios. At this initial stage the focus of the students' work is on developing facility with generative formal strategies and structural organization.

Also in first year both B. Arch. and M. Arch. students begin the development of critical thinking that will take them through the core years and into the advanced study years. In the B. Arch. program, a writing sequence begins that eventually leads students to the formulation and development of a Degree Project in their final year. In the M. Arch. program, students begin a history/theory course of study that is composed, like the programs, of a core sequence and an advanced sequence.

In the second year of the B. Arch. program and in the second semester of the M. Arch program students develop procedures for organizing complex interior spaces by augmenting and expanding upon methodologies learned in first year or first semester. Design problems with greater programmatic complexity (a library in B.Arch. and a school in M.Arch.) challenge the student to break down the process of design in component parts and to give focused attention to the client or user. Simultaneously, the technology sequence begins to address buildings as tectonic entities and students' technical expertise increases.

In the third year of the B. Arch. program and in the third semester of the M. Arch. program students approach a housing project from two different perspectives. In the B. Arch. program students design a dormitory on the Pratt campus; in the M. Arch program students design a housing project as part of a mixed-use building on a contested site in NYC. In both cases students are asked to contend with a housing project in an urban context. Concurrent with the studios are courses in building assemblies and courses in environmental systems, complementing knowledge acquisition in their design projects. This manner of introducing technology into the design process is consistent with the integrative teaching methods adopted by the School of Architecture and with Pratt's history of technologically savvy designers.

The skills students acquire in core coursework are integrated in the CAP design project, which occurs at a critical point in the students' education as architects, between the core and advanced courses. An extensive description of the CAP process can be found in the "Collaboration and Leadership" section of the Perspectives.

After the CAP experience, both programs give students choices in order for them to define their own personal approach to the discipline of architecture. Advanced coursework give graduate students an opportunity to initiate a path toward specialized knowledge and to find a personal basis for their future professional practice. In these advanced courses students discover and experiment with new fields of knowledge. Advanced studios stress research and original thought, and they are often taught in a research format with collaboration and original programming while emphasizing leadership. Through this work students learn that architects can effectively compel practice to address society's problems.

As a result of this curricular structure, graduates from both programs understand design as a multi-dimensional protocol for problem resolution and the discovery of new opportunities that will create value. The programs' objectives to produce high quality design work is supported by a system of review exchanges that include fellow faculty in the same course or semester, fellow faculty in the program, fellow faculty in the school of architecture, fellow faculty in other departments in the institute, practicing professionals invited to the school, program alumni now teaching or practicing, portfolio reviews (involving faculty from different areas), and reviews with coordinators. Student design work is showcased in an "End of Year" exhibition and the publication of "In Process."

C. Professional Opportunity.

The State of New York recognizes the Intern Development Program (IDP) and both the B. Arch. and M. Arch. programs provide students with clear and precise instructions on contacting NCARB and establishing an IDP account. The Architect Licensing Advisor in each program introduces students to IDP. B.Arch. students are introduced to IDP during the same semester they begin their CAP coursework. M.Arch. students are introduced to IDP within their first month at Pratt, during a scheduled Design Studio 1 class. In both the B. Arch. and M. Arch. programs the Architect Licensing Advisors follow up with students after this initial introduction to IDP; they answer any questions the students may have and offer recommendations on the process of becoming a licensed architect. This two-pronged approach, a formal introduction to the IDP process, and continued advisement throughout the students' time at Pratt ensures that students are informed about the requirements for licensure and that they transition smoothly from school to internship and licensure.

Beyond IDP and licensure requirements, both programs are also committed to giving students a substantial introduction to specifics of the world of practice. The two Architect Licensing Advisors are also the faculty teaching the Professional Practice course. In the B.Arch. program students enroll in Professional Practice at the same time that they complete CAP coursework. The Professional Practice course in the fall semester is positioned as a complement to the Technical Drawings course in the following spring semester. This phased approach to introducing students to the world of professional practice sets the scene for the students to begin to make connections between the production of architectural documentation and the necessary socio-cultural and socio-economic context in which these future architects will be practicing. In the M. Arch. program the Professional Practice course is presented as a stand alone seminar following the CAP coursework. For the graduate students, the Professional Practice course in the penultimate semester before graduation is a theoretical wrap-up and expanded understanding of all that makes up the business, legality, and ethics of professional practice.

The Architect Licensing Advisors provide important professional advice and answer career path questions. Additionally, many of the programs' faculty are practicing professionals that can provide students with information regarding the breadth of professional opportunity at both a local and global level. The learning culture of the school and in particular the studio-based curriculum with studio work space for students and ample time for desk crits with faculty make it possible for students to be mentored by their professors. Furthermore, professors practicing architecture are also role models for the various opportunities available to the young students. The mentoring relationships often lead to students working in their professor's firm or in the firms of their professional contacts. Faculty are also members of professional organizations and students can join AIAS.

The school is also committed to providing more formal ways to make available career opportunities to students. The B.Arch. Architect Licensure Advisor manages an internship program through which students can earn up to 6 credits working in an architecture office. The school also works with Pratt's Career Service office to mount a yearly "Career Day" in the spring semester. Representatives for 50 architecture firms come to the School of Architecture to meet individually with students who express interest in working for the firm. Alumni from the B.Arch. and M.Arch. programs are often present as representatives. This is a popular event with both students and architecture firms and continues to grow every year. Many architecture students end up with their first architecture job as a result of attending this event.

Graduates end up working in a variety of professional practices, from small firms to large corporate firms and everything in between. Career Services and the Architect Licensing Advisors survey graduates and obtain data from NCARB to ascertain the effectivity of both the teaching of professional practice during school and the internship program. Survey results show that students, after they graduate, actively pursue the registration process by continuing their IDP and by sitting for the licensing exam.

D. Stewardship of the Environment.

The School of Architecture understands this perspective as a broad set of social, technological and design issues studied in the context of a rapidly urbanizing global culture. The school's philosophy on environmental stewardship is that living in a city means shared resources, maximized potential human occupation of property and a collaborative civic culture that is an environmental good in itself and establishes the basis for sustainable design. Within this larger framework, architecture is one aspect of urban life that complements social practices and technological advances in helping to achieve a sustainable environment. For this reason, B.Arch. and M.Arch. programs place equal emphasis on sustainable architecture and urbanism, and this has been integrated into a range of studios and seminars over the last decade.

In early studios, ground-focused sites ask the students to consider natural characteristics in detail. In the B.Arch. program's 3rd semester and the M.Arch. program's 1st semester students work with sites and programs that focus attention on the modulation of the landscape and includes the ground surface in the scope of the design problem. Sites chosen for this pedagogical goal include botanical gardens, parks, beaches, and waterfront parks. Sometimes the sites are extremely demanding in terms of their environmental issues, such as a site in Coney Island chosen post-Hurricane Sandy.

In later coursework students acquire technical knowledge that enables them to incorporate more sophisticated sustainable design practices into their projects. In both programs, the technology sequences begin with an exploration of materials, leading to environmental discussions about local sourcing, VOC content and renewable practices. The specific courses that teach this are, in the B.Arch. program, Architectural Materials and Architectural Assembly Systems, and in the M.Arch. program, Materials & Assemblies. As the sequence progresses, courses address the conditioning of occupied spaces and the performance of building services. Two courses in the B. Arch. program - Building Environment and Building Services, and one course in the M. Arch. program -Environmental Controls, teach students about systems design and criteria for conditioned spaces and living spaces.

By the time students in both programs enter the CAP studios, they have learned the specifics of climate, geography, renewable materials, and heat gain/heat loss and are ready to address all of those issues in an integrated way. In the B.Arch. program students resolve all of these issues in two contrasting design problems in the 3rd year which are dormitory housing and a boathouse on the Hudson River. Students are asked to design to the highest environmental standards in the challenging climate of the northeastern United States. In the M. Arch program, a similar sequence of issues structures the 2nd year of study. In the 3rd semester, students design high-density low-rise market housing for an urban site in the New York City area. In the fourth semester CAP studio, students design commercial buildings with a variety of uses on three or four designated sites across the United States in different climate zones.

Complementing the design studios and technology courses are history and theory courses emphasizing cultural and social practices and the history of cities and shared open spaces. In the B. Arch program, the final course in the history sequence has been modified to focus on urban history and systems. In both the B. Arch and M. Arch programs, landscape architect Signe Nielsen teaches courses on the history of open space and the role that natural systems play in urban design. In the M.Arch. program advanced seminars such as Architecture and Society link social responsibility to environmental stewardship.

E. Community and Social Responsibility.

The School of Architecture is committed to teaching community and social responsibility as a core value, first as structured elements within studios and seminars and later as public and community projects outside of coursework, including student-initiated projects such as PrattSIDE, described below. Social responsibility begins with an appreciation of the community of the school itself (see section I.1.2 Learning Culture). The Pratt student body is a diverse community, and the school is committed to nurturing students from different backgrounds, all within the diverse community that is New York City. This is true of Pratt's history as well; when Pratt was founded it provided access for people outside the traditional avenues to higher education and it was among the first institutions to educate women for the professions.

Core studios in both programs introduce students to issues of community and social responsibility. In the 4th semester of the B. Arch. program students design a community library on an urban site, and in the 2nd semester of the M. Arch. program students design an elementary school. These two design problems are an opportunity to address ideas of service and purpose in architectural design and the importance of context and the social fabric of a community. Then, the subsequent housing studios are framed in the context of relevant citywide discussions regarding the expansion of affordable housing. Neighborhoods in New York City provide the perfect laboratories to highlight these issues and test the design skills of the student. All of these courses are intended to position architecture as a part of a larger whole within a dense urban milieu, and as an artifact that helps produce a better life for often underserved neighborhoods. Furthermore, required seminars concurrent with these core studios ask students to assess these social issues from a critical perspective, and this is a core value for the School of Architecture. Both the history and theory courses and the professional knowledge courses are intended to give students a deeper understanding of what it means to be civically active and culturally aware.

After completing the core curriculum, students test out their role in professional civic engagement through advanced studios. Recent advanced studios in the B. Arch. program included the design of public space, a collaboration with NYC Housing authority on energy innovation, a sustainable design competition in which student teams took two out of three top prizes, emergency shelters for Haiti, and the design of zero energy dwellings for Governor's Island. Some of these studios with community sponsors have been able to obtain research funding, such as a studio that investigated recovery, adaptation, mitigation and planning in Jamaica Bay and in Red Hook. Advanced studios in the M. Arch. Program that focused on social issues were often related to environmental issues along New York City's waterfront or high-density urbanism. Recent extracurricular activities have included voluntary workshops where graduate students teach design in elementary schools, while a related research center is being planned that focuses on the design of learning spaces and design methods for K-12 students. Conferences and community meetings were conducted around the pressing issue of overcrowded schools in lower Manhattan, and the M. Arch. program now collaborates with the Pratt's Center for Art, Design and Community Outreach.

This culture of civic engagement resulted in a final success story initiated and completed solely by students. In response to the large number of under-resourced not-for-profit organizations and community groups, M. Arch. students created PrattSIDE, a student organization that seeks to improve underprivileged communities through collaborative efforts to advocate, design and build useful spaces for community use. These communities join PrattSIDE in on a hands-on approach that will allow them to maintain their facilities in the future. By providing culturally unique and sustainable facilities, the communities are empowered with useful facilities and a public face. This year PrattSIDE received the Taconic Fellowship Grant from Pratt Center Community Development (PCCD) in a partnership with the Fulton Area Business Alliance (FAB) in order to complete the design and construction of a public space within the Fulton Street Business District. For a comprehensive list of Community Projects, see Dropbox file 20.

I.1.5 Long Range Planning

The B. Arch and M. Arch programs define their educational objectives for long-range planning with three important groups: the Faculty Governing Group (FGG), the School of Architecture chairs (with the dean), and the faculty members as represented primarily by area coordinators. These groups are also described in Section I.2.5 Administrative Structure & Governance. The educational objectives are defined in three steps. First, the objectives emerge out of the Faculty Governing Group, composed of both full-time and part-time CCE (tenured) faculty; this group is charged with reviewing and approving all significant curricular changes and educational objectives. The FGG also serves as the school-wide curriculum committee and the educational objectives identified in this first step tend to be broadly worded as values and ideas.

These values and ideas formulated at the onset of the long-range planning cycle become the basis for discussion with chairs and the dean. In this second step educational objectives become more detailed and specific, but are still broad enough to apply to all 10 programs in the school.

The third step in the development of these objectives is a review by individual program chairs with their area coordinators. The area coordinators together with the chair also constitute the program's curriculum committee. The educational objectives in this final stage of articulation take on specificity relative to individual programs, and also identify within course syllabi the relevant NAAB student performance criteria. In all cases, however, as objectives are shaped to individual curricula, each objective is clearly linked back to the broader objectives articulated at the school-wide level.

The current long-range five-year plan for the school of architecture was created at the same time as Pratt Institute's plan, in 2012. What follows below outlines both the institute's current five-year plan and how long-range planning at the level of the School of Architecture is part of long-range planning at the level of the institute. Long range planning at the level of the institute focuses on larger transformations and changes in design education. Pratt's current five-year strategic plan (2012-17) supports Pratt's mission to create a learning to community that envisions and shapes the future through cultural innovation. Both Pratt's mission statement and the basic elements of the strategic plan are published on the Pratt website: <https://www.pratt.edu/the-institute/mission-and-governance/>
https://www.pratt.edu/uploads/44-pratt_institute_strategic_plan_2012-2017.pdf

This five-year plan is regularly reviewed on a bi-annual basis by the institute's core planning group (the president, his senior staff of vice presidents, the provost and the academic deans, including the Dean of Architecture). The progress on the plan is measured using a goals and actions checklist. The institute's plan is organized around four themes: enriching the academic experience, expanding horizons (more events, more international experiences), creating dynamic environments (increase technology and research), and building capacity (human resources, a master plan). The institute's planning framework has allowed the School of Architecture to organize their long term plans with respect to the institute plan as well as the school's own internal educational objectives. The B.Arch. and M.Arch programs' educational objectives can be summarized as professional knowledge (design excellence, leadership in the profession, collaboration, ethics), critical thinking (research, integrated methodologies, leadership in the discipline), technology (theory, computation and systems), and urbanism (community, ecology, urban futures).

The school's long-term plan follows the same thematic structure as the institute's plan, while each component of the plan is related to these educational objectives of professional knowledge (PK), critical thinking (CT), technology (TCH), and urbanism (URB). In the theme of Enriching the Academic Experience the school emphasizes faculty research and conferences (all objectives), specialized courses and programs (PK, TCH) and improved scholarships (PK, CT). In the theme of Expanding Horizons, the school's plan includes improvement of career and internship opportunities (PK), expanding global education (CT, URB). For the theme Creating Dynamic Environments, the school is expanding advanced technology research space (TCH, URB), engaging pre- and post-college communities (PK, URB), and in the theme of Building Capacity the school seeks to improve knowledge dissemination and demonstrate faculty leadership (all objectives), and improve the quality of faculty and administrators (all objectives).

The School of Architecture uses multiple data sources to assess its objectives for student learning and for long-range planning. The most-used data sets are those on admissions and enrollment, generated weekly by the institute. The school also considers data sets on financial aid (averages and totals), student diversity and gender, cost analysis, retention and graduation rates, graduate distribution. Regarding human resources, data on faculty salaries, faculty diversity, section sizes, and credits taught by both full-time and part-time faculty are considered (see section I.2.1 Human Resources and Human Resource Development). From the budget office, work study reports and budget reports are available.

The school values the input of both students and faculty and considers data from course evaluations and from a structured assessment process, including the assessment of objectives by course (this process is discussed in the next section I.1.6 Assessment). Other sources of student input include surveys of

admitted students, graduate students and student satisfaction. Career Services also conducts surveys and collects data on the well attended Career Day and the Architect Licensing Advisors conduct surveys of graduates and collect data from NCARB. Lastly, some external data is also considered, such as rankings by Design Intelligence (B.Arch. ranks 9th in the country, up from 11th last year, and 4th in the region), and by the website graduateprograms.com (where the M.Arch. program ranks 12th nationwide). Some of these reports are included in various sections of this APR or in the Supplemental Material Dropbox folder, but any report mentioned above can be made available to the accreditation visiting team upon request.

In this the third year of the five-year plan, some goals have already been accomplished, listed below, under each of the institute's plan four themes:

Enriching the academic experience: faculty research grants across a broad spectrum of interests and needs (see section I.2.1 Human Resources and Human Resource Development), faculty participation in a wide range of international lectures, exhibitions and conferences, including expansion of School of Architecture conference program, creation of Digital Futures in B.Arch. and the GAUD website, the collaborative and funded RAMP (specialized disaster-relief workshop for professionals), and improved level of graduate scholarships.

In the expanding horizons theme: Career Day is formalized with 50 participating firms, continued development and expansion of inter-credit internships, permanent funding for studio field trips, expanded and added summer abroad programs including destinations to Rome, Istanbul, Buenos Aires, Tokyo, Beijing, Taipei, San Juan in Puerto Rico, Havana, Sao Paulo, Goa in India, Copenhagen, Rotterdam, and Berlin.

Creating dynamic environments: new Thrift Hall research space, including 10 faculty offices and shared research space, two new robotics labs including off-campus space in the of the Navy Yard (a newly established art studio and fabrication shop community in the neighborhood), new GIS lab established with a grant from the City of New York.

Regarding the building capacity theme: started review and revision of web and printed publications, new full-time hires of nationally recognized professors (architect Thomas Leeser, structural engineer Harriet Markis, architect and urban designer Dagmar Richter and writer and theoretician Sanford Kwinter), continued negotiation with UFCT for improvement to part-time salaries (current UFCT agreement is included in the Supplemental Materials Dropbox folder).

These accomplished goals of the school's current five-year plan support the educational mission of the two programs as described in detail in section I.1.4 Defining Perspectives. A final note on the planning process is that an occasional ad-hoc committee composed of senior faculty from the FGG examine the long-range plan in the middle of the plan's duration. One such committee of five school-wide faculty has been reviewing the planned priorities and actions since the Spring term with an analysis due in the fall. The visiting team will be able to see this mid-term analysis at the time of their visit.

I.1.6 Assessment

The assessment processes are multi-layered and based upon written evaluations, meetings and critiques with internal and external assessors and assessment surveys. These processes produce both narrative analyses and numerically based data. All these assessment tools and processes are used by the program chairs and the dean to identify strengths and weaknesses and make modifications to courses, curricula, educational objectives, long-range plans and mission as needed. The chart at the end of this section identifies roles and responsibilities in assessment and long-range planning. See also section I.2.5 Administrative Structure & Governance for the school's administrative structure.

The chairs and the dean meet bi-monthly and dedicate at least four meetings per academic year to assessment and/or validation of the mission statements, the educational objectives and the school's current five-year long-range plan (see section I.1.5 Long Range Planning), particularly it relates to budget

requests. As the chairs have direct knowledge of surveys of educational objectives, course evaluations and area coordinators' assessments, they bring extensive knowledge to these discussions.

The Faculty Governing Group (FGG) primarily assesses educational objectives as an expression of the mission. The FGG also acts as the School-Wide Curriculum Committee, meaning any new course, modified course, new program or modified program must ultimately obtain the approval and signature of the FGG. FGG members frequently act as area coordinators so they have a strong understanding of the curriculum and of individual courses. Many of the FGG are also practicing professionals, with a strong understanding of changes in the profession and what abilities are needed by employers. As new courses, programs and curricular changes are brought to the FGG, discussion is followed by a formal vote recommending implementation or denial.

Both the M. Arch and B. Arch programs employ Area Coordinators selected professors who lead other professors in the major areas of the curriculum such as a design, history and theory, technology, professional practice and representation. These coordinators meet with area faculty at the beginning of each term to validate or amend syllabi and then after classes end to collectively review representative student work from the area. Both high and low pass student work is reviewed. Revisions of syllabi are based on end-of-semester assessments. Area Coordinators are also expected to attend many of the student final presentations in a particular area during the critique and exam weeks in order to acquire as wide an understanding of the quality of the work as possible. At least once a semester, each program chair meets within clusters of area coordinators to share information regarding student achievement with respect to learning objectives.

Portfolio reviews are an assessment tool used by faculty. At the start of every design studio in the B.Arch. program, design faculty review the portfolio of each student in their class. This review allows them to assess the students' strength and weaknesses and adjust their teaching methodologies accordingly. The M. Arch program portfolios are reviewed collectively at the beginning of the 3rd year of study so that faculty can assess student achievement but also offer advice on future professional options after graduation.

Every student is required to complete course evaluations and return the evaluation to the chair's office. The chair reviews these evaluations and recommends syllabi modifications and/or changes to teaching assignments as needed. In addition to individual course evaluations by professor, students are asked to complete an annual assessment at selected, critically important classes (such as CAP studio, Professional Practice, etc.) and rate the effectiveness of the course in achieving important learning objectives. These assessments ask the students to rate such things as relevance to the profession, improving critical thinking skills and the understanding of specific NAAB student performance criteria. These assessments are then used by faculty, area coordinators and chairs to validate or amend syllabi or teaching assignments. Regular meetings with student council representatives by the dean and chairs provides an important, ongoing assessment of the overall learning culture of the school, physical needs and technology issues. Student representatives meet with fellow students and then communicate student needs to the dean and chairs at their meetings.

Alumni and professionals are regularly involved in School of Architecture events including CAP studio presentations, Degree Project presentations and Career Day. As busy professionals, they often only have time to comment directly to chairs, coordinators and faculty about the level of student learning, although at Degree Project presentations, they are asked to complete assessment forms. Their feedback, in whatever form, is extremely crucial as they provide direct commentary on professional needs. The M.Arch. program is shorter and has fewer capstone events so every year a distinguished educator or professional is asked to attend a cross-section of final juries for one to two days and provide an extensive assessment. External assessors have included Jose Oubrierie and Robert Livesey (OSU), Thom Mayne (UCLA), Ali Rahim (UPenn), Jeremy Edmiston (CCNY), Mark Goulthorpe (MIT), Hani Rashid (Angewandte, Vienna), and Peter Cook.

Finally institute has a robust curricular review and course approval process led by the institute-wide Curriculum Committee (IWCC). With respect to assessment processes, the IWCC plays an important role

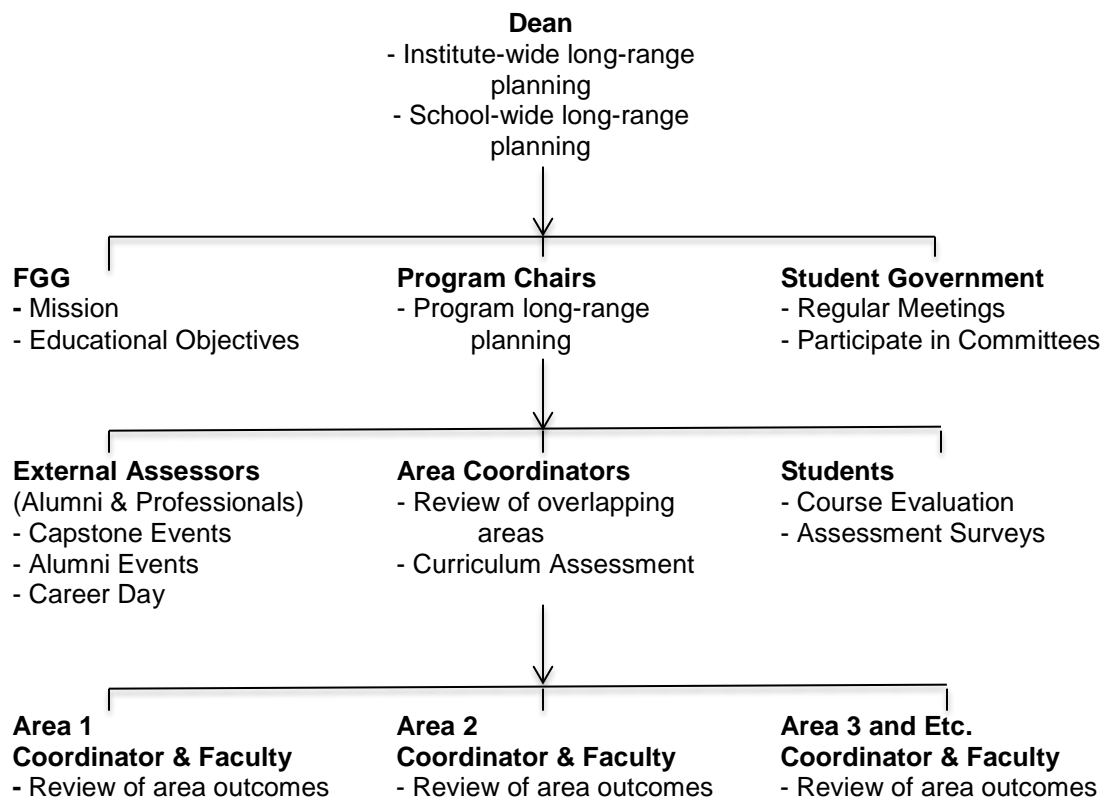
in establishing standards for curricula and syllabi, but is not responsible for assessing all programs or courses on a regular basis. Faculty from both the B.Arch. and M.Arch. programs have served on this committee.

Specifically, the following changes in the B.Arch. program were based on assessment processes described above: technology courses were redistributed in order to best support the CAP project; the Construction Documents faculty revised their course to introduce lab sessions that dramatically improved student achievement; the Technics course was revised to align with the structures courses later in the curriculum; more urban and community issues content was added to the 2nd and 3rd year studios in response to external assessors (attending final reviews' juries); and lastly new coordination between courses in representation, materials & assemblies, and construction documents in order to integrate new BIM instruction.

In the M. Arch program the following changes were made as a result of assessment: added BIM/Revit instruction to improve quality of CAP studio work; design coordinators reviewed and revised the elementary school design studio project to include work with real-world community groups; refocusing of the CAP studio project on the relationship of building technology and sustainable systems to design; added community engagement at all levels of the program; added field trips to buildings in construction so that students can see actual structural components as they are being built; more rigorous definition of both schedules and content of the CAP and IBS courses (which overlap teaching times in order to support the integrated work of the CAP studio).

Program Chairs must submit annual assessment reports to the provost's office in a standardized form. Both the M.Arch. and the B.Arch. programs have developed specific areas of assessment of courses that are based directly on the educational objectives provided earlier. These forms are updated with any changes to assessment procedures and are sent annually to the provost as written confirmation that all assessment procedures noted in the form have taken place. Self-assessment policies and objectives for both programs are included in the Supplemental Materials Dropbox folder.

Chart of the Assessment and Long Range Planning Process



- Portfolio review
- Critiques

- Portfolio review
- Critiques

- Portfolio review
- Critiques

Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met

The following conditions were not met at the time of the 2010 visit. Please note these conditions were all Student Performance Criteria. The criteria with the applicable programs were the following:

13:14	Accessibility	B.Arch and M.Arch
13:17	Site Conditions	B.Arch and M.Arch
13:28	Comprehensive Design	B.Arch Only

Given the limited number and specificity of the deficiencies, both programs initiated remedies immediately after the visit. The remedies were documented in our annual report, and shown below is our annual report from 2013. These remedies have been in place since 2011, and the visiting team will be able to assess their success.

Excerpted from 2103 Annual Report – Progress on Conditions Not Met

1.4. Conditions/Criteria Not Met

13.14 Accessibility

Bachelor of Architecture

For the 2013/2014 academic year, the second year design studio, ARCH 201 is doing an 'Academic Center and Scholar Residency' located on the Wave Hill campus in Queens, New York. The students design accessible routes, appropriate door swings, bathrooms and parking.

Master of Architecture

Design Studio Arch 704 asks the students to design a one or two story visitor's center with accessible routes, doors, bathrooms and parking.

13.17 Site Conditions

Bachelor of Architecture

For the 2013/2014 academic year, the second year design studio, ARCH 201 is doing an 'Academic Center and Scholar Residency' located on the Wave Hill campus in Queens, New York. The students are to include drop-off, parking, and useable exterior public spaces.

The Spring Third Year Studio, Arch 302 semester repeats the requirements from second year, but adds the development of the response of the natural environment with sustainable integrated features.

Master of Architecture

Integrated Building Systems Arch 763 asks students to develop a detailed site plan for their CAP studio design project including car drop-off, parking and outdoor public spaces. This course is jointly taught with architects, engineers and a newly hired landscape architect.

13.28 Comprehensive Design

Bachelor of Architecture

For the 2013/2014 academic year, the Fall third year, Pre-Comprehensive Design studio, ARCH 301 is doing a 58,000 sq' Graduate Dormitory for Pratt Institute located in Brooklyn. For the spring third Comprehensive Design Studio, ARCH 302 is including mechanical & structural system integration, ecological facade system & natural ventilation strategies, life safety & accessibility integrations, built site conditions integrations (parking, front & rear yard design). The Spring semester takes the Fall Graduate

Dormitory into the Arch 364 – Construction Documents in order to demonstrate the ability for technical representation.

Program Response to Causes of Concern

The 2010 Visiting Team was concerned with four general conditions and two student performance criteria. The following is excerpted language from the team report followed by a description of the progress since the last visit.

a) Interaction between schools

Faculty collaborations between schools such as the School of Liberal Arts and Sciences have had a great impact on the program. A greater connection with the School of Art and Design would expose the student to a wider array of design disciplines as a part of the overall growth and development of the programs at Pratt.

Since the 2010 visit, the School of Art and Design was split into the School of Art and the School of Design. Architecture students have a strong interest in the Interior Design program and the Industrial Design program, both of which now reside in the School of Design. Students in both of these design programs are also interested in architecture. For these reasons, three inter-disciplinary studios in the B.Arch program in the last two years were created to enroll students from all of these disciplines. One studio was sponsored by the wall systems company, Trespa, asking interior design and architecture students to design a pre-fabricated home using Trespa. Another studio asked industrial design and architecture students to design a post-Hurricane Sandy emergency shelter, while a recent studio asked industrial designers and architecture students to design environments for NASA's Mars Transit program.

The M.Arch students have a more compressed studio sequence, so their interest tends toward all-institute electives. To that end the Office of Student Advisement has worked with the graduate students to create a master list of all-institute electives that can be taken by non-majors. This list is used by the advisement office as well as the B.Arch administrators to help students enroll in art and design electives.

b) Diversity of faculty

The team noticed during the faculty entrance meetings that there were a very low number of female faculty members present. In the NAAB annual report it also appears that there is a lower ratio of female faculty.

Since the team visit, progress in diversity in the full-time ranks has been strong. This progress is noted in Section I.1.3 Social Equity where half of all new full-time hires have been women. Given the large size and relative stability of the part-time ranks, overall diversity percentages in this area are slower to change. However, progress in recent hires again noted in Section I.1.3. shows good progress in diversity in recent part-time hires in all categories.

c) Physical resources

With a large amount of adjunct faculty in the school, an increase in office and/or conference space for adjunct faculty is crucial, as well as further improvement of audio-visual equipments in the lecture/seminar classrooms.

Since the last team visit the school has found office space for all adjunct CCE professors (full-time faculty all had offices). As noted in Section 3; I.2.2 Physical Resources, the school has acquired new office and conference space in Thrift Hall. Research Fellows' offices are designated for part-time faculty. Since the visit more technology enhanced classrooms have been created, as well as additional roving multi-media carts.

d) Institutional Advancement

The significant school-specific alumni and development effort is essential, whether it is situated centrally in the institute, or as part of the office of the dean, the new appointment of an institute vice president for institutional advancement is a significant step. The team advocates strongly for continued, vigorous attention and effort in this specific area.

Since the last visit, the Office of Institutional Advancement (IA) has undergone leadership change and is currently headed by an interim vice president. While full and robust coordination of activities with IA is still in progress, fund raising is nevertheless very active, and the School of Architecture regularly leads the institute in alumni-giving. The most recent alumni giving is noted in Section 3; I.2.3.

e) Building Cost Analysis

The team is concerned that the building cost analysis done in the B.Arch program does not cover a broad enough spectrum of general cost comparison analyses.

In response to this concern, the Bachelor of Architecture program introduced formal instruction in cost analysis in Master Spec format in the Professional Practice course. The visiting team will be able to assess progress in this area at the time of their visit.

f) Life Safety

The evidence was provided by the technical courses. Most of the studio design work and in Contract Documents have minimal conceptual understanding of exiting requirements.

This concern was addressed rigorously in both programs in the studio sequence. In the B. Arch program, the second year studio asks students to design a 5-story urban library with legal exit stairs and passages. This carries over into the 3rd year where students design mid-size housing with clear life-safety objectives. In the M.Arch program 2nd semester students design a multi-story school, again followed by mid-rise housing with exit stairs, passages and rated corridors.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

The school of architecture has the appropriate faculty, administrative leadership and technical staff to support the learning environment of both the B.Arch and M.Arch. programs. Information about the administrative leadership is provided in section 1.2.5 Administrative Structure and Governance, and information about supporting technical staff for the computer lab and fabrication shops is provided in section 1.2.2 Physical Resources and for support staff in the library is provided in section 1.2.4 Information Resources. The following focuses on how both programs manage teaching workloads, on faculty development, and on the support students have available to them.

Both full-time and part-time faculty teach in the B.Arch and the M.Arch. programs and most faculty are members of the teachers' union, United Federation of College Teachers (UFCT). Teaching workloads for all faculty are managed through a system of contact hours. In general, "contact hours" reflect actual time scheduled for teaching and are aligned with the number of credits the student receives for the course. For example, a 3 credit course has 3 contact hours with the professor, and this translates into a 3-hour class meeting once a week. The exception is design studio which is reflected as 5 credits in the student transcript, as 6 contact hours in the professor's teaching load, and which meets twice a week for two 4 hour sessions, or 8 hours per week. The particular nature of the design studio necessitates this arrangement. The system of contact hours makes it possible to make sure that both full-time and part-time faculty have balanced teaching loads so that there is time for the teacher-student tutorial exchange that promotes student achievement. Faculty have different amounts of required contact hours according to five status categories. Faculty can apply for a change in status, and the Peer Review Committee, the Dean of the School of Architecture, and the Provost of Pratt Institute are all involved in the review and award of such a request. The following are the contact hours corresponding to each of the five status options as noted in the UFCT agreement:

Visiting (Part-Time)	6 contact hours max
Adjunct (Part-Time)	9 contact hours max
CCE Adjunct (Tenured Part-Time)	9 contact hours (Certificate of Continuous Employment)
Tenure Track (Full Time)	12 contact hours (9 teaching / 3 release)
Tenured (Full Time)	12 contact hours (9 teaching / 3 release)

As noted above, full-time faculty are expected to teach 9 contact hours per semester with an additional 3 contact hours of release time assigned for coordination or special research projects. Normally this translates into two-three contact hour sections of a large required class, with an additional 3 contact hour lecture or seminar class of their choosing. For design professors, a single 6 contact hour studio replaces the double section requirement. This workload allows full-time faculty to define their own interests in the form of a seminar class (teaching their research) while mandating their involvement in the core curriculum. In this way the full-time faculty become familiar with entire cohorts of students every year. The teaching schedule generally occupies 3 half-days per week, leaving time for exchange and mentoring.

Faculty ranks are generally consistent with faculty ranks across the United States. A rank of instructor is noted in the Pratt rank system, but is rarely used. Most faculty enter as an assistant professor. Faculty must apply for Change of Rank through the Peer Review Committee as well. The following are the five ranks for faculty:

Instructor
Assistant Professor
Associate Professor
Professor
Emeritus

The Peer Review Committee oversees all status and rank changes. This committee is composed of 5 to 7 tenured full-time or CCE professors (never an even number). Standing members are assigned by the

standing committee chair to manage individual applications for all status and rank changes including tenure. The committee member is then responsible for creating and managing a small ad hoc faculty evaluation team for each application. The Peer Review Committee sees 25 to 30 applications for faculty action every year. Once the Peer Review Committee completes its work, the application passes to the Chair, Dean, Provost and ultimately the Board's Academic Affairs Committee for final approval. The policy and procedures of the Peer Review Committee Team is in Dropbox File 10. The collectively bargained UFCT agreement is also included in Dropbox File 09.

Both full-time and part-time faculty attend one all faculty meeting per semester as well as area faculty meetings with their chair and area coordinators as required. They are also asked to serve on search committees and participate in peer review evaluations.

Full-time faculty sit on standing committees, participate in peer review evaluations, sit on the Faculty Review Committee, hold office hours after class, and attend curricular and academic planning meetings when invited. They are also asked to play a leadership role in the School, as 3 of their 12 contact hours are "release time" for this purpose. Full-time faculty are expected to conduct their research and professional work outside of their teaching responsibilities, but in special circumstances, where the research is engaged with pedagogy, they may also receive additional release time for this research. Both full-time and part-time CCE (Certificate of Continuous Employment) faculty attend all Faculty Governing Group meetings (1-2 per semester). The FGG meetings are an important component in the development and assessment of both programs.

The following are faculty matrices, for both the B.Arch and M.Arch. programs, showing the courses taught by each faculty member during the following semesters: Fall 2013, Spring 2014, Fall 2014, Spring 2015, and Fall 2015. A short description of what qualifies each faculty member to teach each course is included in the matrices, but a fuller description of each faculty member's qualifications can be found in the faculty resumes documents, pdf files in the Supplemental Material Dropbox folder. The B.Arch and M.Arch. faculty matrices below are also included in the Supplemental Material Dropbox as two pdf files.

FACULTY MATRIX BACHELOR OF ARCHITECTURE FALL 2013

FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE	ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
Agneta	Nicholas	Professional Architect																											
Akselrad	Evan	Professional Architect Professional Engineer																											
Albert	Howard	Professional Architect																											
Aqtash	Ajmal	Professional Designer																											
Ardolino	Ezra	Professional Designer Computer Professional																											
Atak	Tulay	Professional Designer Historian/ Theoretician																											
Banchini	Guillermo	Professional Architect																											
Barry	John	Professional Engineer																											
Baumann	Philippe	Professional Architect																											
Bausman	Karen	Professional Architect																											
Bedford	Bill	Professional Architect																											
Bek	Jacob	Professional Designer																											
Biehle	Frederick	Professional Architect																											
Blasetti	Ezio	Professional Designer Computer Professional																											
Blough	Lawrence	Professional Designer																											
Bracket-III	Robert	Professional Designer																											
Breitner	Bronwyn	Professional Architect																											
Brokaw	Christopher	Professional Designer Technology Professional																											
Buccellato	Anthony	Professional Designer Computer Professional																											
Bucsesu	Dan	Professional Architect																											
Campbell	Reese	Professional Architect Technology Professional																											

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Caradonna	Anthony	Professional Architect Historian/ Theoretician																											
Celestin	Bianca	Professional Engineer																											
Chen	Michael	Professional Architect																											
Christmer	Jesse	Professional Engineer																											
Chu	Karl	Professional Designer Historian/ Theoretician																											
Coover-Hume	Abigail	Professional Designer																											
Cromley	Donald	Professional Architect Historian/ Theoretician																											
Curry	Patrick	Professional Architect Technology Professional																											
Cutsogeorge	Doug	Professional Architect																											
David	Theo	Professional Architect																											
Dayem	Adam	Professional Architect																											
DiDonno	Ron	Professional Architect																											
Dimitriu	Livio	Professional Architect																											
Dunne	Kathy	Professional Engineer																											
Dwyre	Cathryn	Professional Designer																											
Elstein	Adam	Professional Designer																											
Feurich	Dieter	Professional Engineer																											
Fiorenzoli	Giuliano	Professional Architect Historian/ Theoretician																											
Fong	Lapshan	Professional Architect																											
Fraser	Carlyle	Professional Designer																											
Freedman	Nina	Professional Architect																											
Fuller	Emma	Professional Designer																											
Gans	Deborah	Professional Architect Historian/ Theoretician																											

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Gesualdi	Frank	Professional Designer																											
Giostra	Simone	Professional Architect																											
Goodman	Lou	Professional Architect																											
Gorman	Michele	Professional Designer																											
Gyger	Helen	Historian/ Theoretician																											
Hayes	Shannon	Professional Designer																											
Hovenkotter	Kyle	Professional Designer																											
		Professional Designer																											
Hume	Nathan	Computer Professional																											
Jia	Jason	Professional Engineer																											
Jones	David	Professional Engineer																											
Joslow	Zachary	Professional Designer																											
Kelly	Brendan	Professional Architect																											
		Professional Architect																											
Koschitz	Duks	Technology Professional																											
Koutsomitis	Nick	Professional Architect																											
		Professional Architect																											
Kuz	Zehra	Technology Professional																											
Kwinter	Sanford	Historian/ Theoretician																											
Lalvani	Hareesh	Professional Designer																											
Lee	Jason	Professional Architect																											
Lee	Philip	Professional Designer																											
Levrat	Fred	Professional Architect																											
		Professional Designer																											
Lewis	Diane	Historian/ Theoretician																											
Limon	Enrique	Professional Designer																											
		Professional Designer																											
Lobell	John	Historian/ Theoretician																											
Lomax	Scott	Professional Engineer																											

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Lupo	Frank	Professional Architect																											
Lynch	Christian	Professional Architect																											
Lyon	Andrew	Professional Designer																											
Mans	David	Professional Designer Computer Professional																											
Markis	Harriet	Professional Engineer																											
McNanie	John	Professional Designer																											
Menking	Bill	Historian/ Theoretician																											
Merryweather	Greg	Professional Architect																											
Misiurek	Sebastian	Professional Designer																											
Nixon	Anne	Professional Architect																											
Nolan	Ginger	Historian/ Theoretician																											
Oron	Ran	Professional Architect																											
Otani	Robert	Professional Engineer																											
Pasquale	Angela	Professional Designer Technology Professional																											
Phillips	Jack	Professional Architect Technology Professional																											
Porter	Brent	Professional Architect Technology Professional																											
Rakatsansky	Mark	Professional Designer																											
Rice	Tom	Professional Engineer																											
Richter	Dagmar	Professional Architect Historian/ Theoretician																											
Ripel	Brian	Professional Architect																											
Ruano	Otto	Professional Designer Computer Professional																											
Rudakevych	Ostap	Professional Architect																											
Safran	Yehuda	Historian/ Theoretician																											

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Sarrach	Richard	Professional Architect Computer Professional																											
Seong	EJ	Professional Architect																											
Siegel	Robert	Professional Architect																											
Simone	Ashley	Professional Designer																											
Snider	Justin	Professional Designer Computer Professional																											
Sorrenson	Scott	Professional Designer Computer Professional																											
Su	Michael	Professional Designer																											
Szot	John	Professional Architect																											
Szycher	Steven	Professional Engineer																											
Tenhoor	Meredith	Historian/ Theoretician																											
Tranchina	Sal	Professional Architect																											
Trencher	Michael	Professional Architect Technology Professional																											
Tribus	Evan	Professional Designer																											
Verboon	Erik	Professional Designer Technology Professional																											
Vetcher	Florencia	Professional Designer																											
Walker	Omar	Professional Designer																											
Waring	Christa	Professional Architect																											
Wendt	Ed	Historian/ Theoretician																											
Willems	Danielle	Professional Designer																											
Wilmers	Marcus	Professional Designer Technology Professional																											
Wong	Eric	Professional Designer																											
Yazdanseta	Farzam	Professional Designer																											
Zaccone	Robert	Professional Architect																											

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Zereth	Lawrence	Professional Architect																											
Zoric	Dragana	Professional Architect																											

FACULTY MATRIX BACHELOR OF ARCHITECTURE SPRING 2014

FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE	ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
Agneta	Nicholas	Professional Architect																											
Akselrad	Evan	Professional Architect Professional Engineer																											
Albert	Howard	Professional Architect																											
Aqtash	Ajmal	Professional Designer																											
Ardolino	Ezra	Professional Designer Computer Professional																											
Atak	Tulay	Professional Designer Historian/ Theoretician																											
Barrett	Annie	Professional Architect																											
Barry	John	Professional Engineer																											
Baumann	Philippe	Professional Architect																											
Bausman	Karen	Professional Architect																											
Bedford	Bill	Professional Architect																											
Biehle	Frederick	Professional Architect																											
Bitonti	Francis	Professional Designer Computer Professional																											
Blasetti	Ezio	Professional Designer Computer Professional																											
Blough	Lawrence	Professional Designer																											
Bracket-III	Robert	Professional Designer																											
Breitner	Bronwyn	Professional Architect																											
Brokaw	Christopher	Professional Designer Technology Professional																											
Buccellato	Anthony	Professional Designer Computer Professional																											
Bucsescu	Dan	Professional Architect																											
Campbell	Reese	Professional Architect Technology Professional																											

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Caradonna	Anthony	Professional Architect Historian/ Theoretician																											
Celestin	Bianca	Professional Engineer																											
Chen	Michael	Professional Architect																											
Christmer	Jesse	Professional Engineer																											
Chu	Karl	Professional Designer Historian/ Theoretician																											
Coover-Hume	Abigail	Professional Designer																											
Cromley	Donald	Professional Architect Historian/ Theoretician																											
Curry	Patrick	Professional Architect Technology Professional																											
Cutsogeorge	Doug	Professional Architect																											
Dayem	Adam	Professional Architect																											
DiDonno	Ron	Professional Architect																											
Dimitriu	Livio	Professional Architect																											
Dunne	Kathy	Professional Engineer																											
Dwyre	Cathryn	Professional Designer																											
Elstein	Adam	Professional Designer																											
Feurich	Dieter	Professional Engineer																											
Fiorenzoli	Giulliano	Professional Architect Historian/ Theoretician																											
Fong	Lapshan	Professional Architect																											
Fraser	Carlyle	Professional Designer																											
Freedman	Nina	Professional Architect																											
Fuller	Emma	Professional Designer																											
Gans	Deborah	Professional Architect Historian/ Theoretician																											
Gesualdi	Frank	Professional Designer																											

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Goodman	Lou	Professional Architect																											
Gorman	Michele	Professional Designer																											
Gyger	Helen	Historian/ Theoretician																											
Hayes	Shannon	Professional Designer																											
Hovenkotter	Kyle	Professional Designer																											
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Hume	Nathan	Professional																											
Jia	Jason	Professional Engineer																											
Jones	David	Professional Engineer																											
Jones	Rebecca	Professional Engineer																											
		Professional Architect Technology Professional																											
Koschitz	Duks	Professional Architect																											
Koutsomitis	Nick	Professional Architect																											
Kumpusch	Christoph	Professional Designer																											
		Professional Architect Technology Professional																											
Kuz	Zehra	Professional Architect Technology Professional																											
Kwinter	Sanford	Historian/ Theoretician																											
Lalvani	Hareh	Professional Designer																											
Lee	Jason	Professional Architect																											
Lee	Philip	Professional Designer																											
Levin	Ayala	Historian/ Theoretician																											
Levrat	Fred	Professional Architect																											
		Professional Designer Historian/ Theoretician																											
Lewis	Diane	Professional Designer Historian/ Theoretician																											
Limon	Enrique	Professional Designer																											
		Professional Designer Historian/ Theoretician																											
Lobell	John	Professional Designer Historian/ Theoretician																											
Lomax	Scott	Professional Engineer																											
Lupo	Frank	Professional Architect																											

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Lynch	Christian	Professional Architect																											
Lyon	Andrew	Professional Designer																											
Mans	David	Professional Designer Computer Professional																											
Markis	Harriet	Professional Engineer																											
McNanie	John	Professional Designer																											
Menking	Bill	Historian/ Theoretician																											
Merryweather	Greg	Professional Architect																											
Misiurek	Sebastian	Professional Designer																											
Nixon	Anne	Professional Architect																											
Nolan	Ginger	Historian/ Theoretician																											
O'Neill	Beth	Professional Architect																											
Oron	Ran	Professional Architect																											
Otani	Robert	Professional Engineer																											
Parsons	Mark	Professional Designer																											
Pasquale	Angela	Professional Designer Technology Professional																											
Phillips	Jack	Professional Architect Technology Professional																											
Porter	Brent	Professional Architect Technology Professional																											
Rakatansky	Mark	Professional Designer																											
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Sarrach	Richard	Architect Computer																											
Seong	EJ	Professional Architect																											
Siegel	Robert	Professional Architect																											
Simone	Ashley	Professional Designer																											
Snider	Justin	Professional Designer Computer Professional																											
Sorenson	Scott	Professional Designer Computer Professional																											
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Wilmers	Marcus	Professional Designer Technology Professional																											
Wong	Eric	Professional Designer																											
Yazdanseta	Farzam	Professional Designer																											
Zaccone	Robert	Professional Architect																											
Zeroth	Lawrence	Professional Architect																											

FACULTY MATRIX BACHELOR OF ARCHITECTURE FALL 2014

			ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE																											
Agneta	Nicholas	Professional Architect																											
Akos	Gil	Professional Designer Computer Professional																											
Akselrad	Evan	Professional Architect Professional Engineer																											
Albert	Howard	Professional Architect																											
Aqtash	Ajmal	Professional Designer																											
Ardolino	Ezra	Professional Designer Computer Professional																											
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Banchini	Guillermo	Professional Architect																											
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Blasetti	Ezio	Professional Designer Computer Professional																											
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Bracket-III	Robert	Professional Designer																											
Breitner	Bronwyn	Professional Architect																											
Brokaw	Christopher	Professional Designer Technology Professional																											
Buccellato	Anthony	Professional Designer Computer Professional																											
Bucsescu	Dan	Professional Architect																											

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FACULTY MATRIX BACHELOR OF ARCHITECTURE SPRING 2015

FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE	ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
Agneta	Nicholas	Professional Architect																											
Akos	Gil	Professional Designer Computer Professional																											
Akseirad	Evan	Professional Architect Professional Engineer																											
Albert	Howard	Professional Architect																											
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Caradonna	Anthony	Professional Architect Historian/ Theoretician																											
Celestin	Bianca	Professional Engineer																											
Chen	Michael	Professional Architect																											
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Cutsogeorge	Doug	Professional Architect																											
David	Theo	Professional Architect																											
Dayem	Adam	Professional Architect																											
DiDonno	Ron	Professional Architect																											
Dimitriu	Livio	Professional Architect																											
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Fraser	Carlyle	Professional Designer																											
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Gans	Deborah	Professional Architect Historian/ Theoretician																											
Gesualdi	Frank	Professional Designer																											
Goodman	Lou	Professional Architect																											
Gorman	Michele	Professional Designer																											

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Hayes	Shannon	Professional Designer																											
Hovenkotter	Kyle	Professional Designer																											
Hume	Nathan	Professional Designer Computer Professional																											
Jia	Jason	Professional Engineer																											
Jones	David	Professional Engineer																											
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Koschitz	Duks	Professional Architect Technology Professional																											
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Lee	Jason	Professional Architect																											
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Lomax	Scott	Professional Engineer																											
Lupo	Frank	Professional Architect																											
Lynch	Christian	Professional Architect																											
Lyon	Andrew	Professional Designer																											
Mans	David	Professional Designer Computer Professional																											

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FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE	ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
Markis	Harriet	Professional Engineer																											
McNanie	John	Professional Designer																											
Menking	Bill	Historian/ Theoretician																											
Merryweather	Greg	Professional Architect																											
Misiurek	Sebastian	Professional Designer																											
Nixon	Anne	Professional Architect																											
O'Neill	Beth	Professional Architect																											
Oron	Ran	Professional Architect																											
Otani	Robert	Professional Engineer																											
Parsons	Ronnie	Professional Designer Computer Professional																											
Parsons	Mark	Professional Designer																											
Pasquale	Angela	Professional Designer Technology Professional																											
Phillips	Jack	Professional Architect Technology Professional																											
Porter	Brent	Professional Architect Technology Professional																											
Rakatsky	Mark	Professional Designer																											
Rice	Tom	Professional Engineer																											
Richter	Dagmar	Professional Architect Historian/ Theoretician																											
Ripel	Brian	Professional Architect																											
Ruano	Otto	Professional Designer Computer Professional																											
Rudakevych	Ostap	Professional Architect																											
Safran	Yehuda	Historian/ Theoretician																											
Sarrach	Richard	Professional Architect Computer Professional																											

FACULTY MATRIX BACHELOR OF ARCHITECTURE SPRING 2015

FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE	ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
Seong	EJ	Professional Architect																											
Siegel	Robert	Professional Architect																											
Simone	Ashley	Professional Designer																											
Snider	Justin	Professional Designer Computer Professional																											
Sorrenson	Scott	Professional Designer Computer Professional																											
Su	Michael	Professional Designer																											
Szot	John	Professional Architect																											
Szycher	Steven	Professional Engineer																											
Tenhoor	Meredith	Historian/ Theoretician																											
Tranchina	Sal	Professional Architect																											
Trencher	Michael	Professional Architect Technology Professional																											
Tribus	Evan	Professional Designer																											
Verboon	Erik	Professional Designer Technology Professional																											
Vetcher	Florencia	Professional Designer																											
Walker	Omar	Professional Designer																											
Waring	Christa	Professional Architect																											
Wendt	Ed	Historian/ Theoretician																											
Willems	Danielle	Professional Designer																											
Wilmers	Marcus	Professional Designer Technology Professional																											
Wong	Eric	Professional Designer																											
Yazdanseta	Farzam	Professional Designer																											
Zaccone	Robert	Professional Architect																											
Zeroth	Lawrence	Professional Architect																											
Zoric	Dragana	Professional Architect																											

FACULTY MATRIX BACHELOR OF ARCHITECTURE FALL 2015

FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE	ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
Agneta	Nicholas	Professional Architect																											
Akos	Gill	Professional Designer Computer Professional																											
Akseirad	Evan	Professional Architect Professional Engineer																											
Albert	Howard	Professional Architect																											
Aqtash	Ajmal	Professional Designer																											
Atak	Tulay	Professional Designer Historian/ Theoretician																											
Banchini	Guillermo	Professional Architect																											
Barry	John	Professional Engineer																											
Baumann	Phillipe	Professional Architect																											
Bausman	Karen	Professional Architect																											
Bedford	Bill	Professional Architect																											
Bek	Jacob	Professional Designer																											
Biehle	Frederick	Professional Architect																											
Blasetti	Ezio	Professional Designer Computer Professional																											
Blough	Lawrence	Professional Designer																											
Bracket-III	Robert	Professional Designer																											
Brokaw	Christopher	Professional Designer Technology Professional																											
Buccellato	Anthony	Professional Designer Computer Professional																											
Bucsescu	Dan	Professional Architect																											
Campbell	Reese	Professional Architect Technology Professional																											
Caradonna	Anthony	Architect Historian/ Theoretician																											
Celestin	Bianca	Professional Engineer																											

FACULTY MATRIX BACHELOR OF ARCHITECTURE FALL 2015

			ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE																											
Chen	Michael	Professional Architect																											
Christmer	Jesse	Professional Engineer																											
Chu	Karl	Professional Designer Historian/ Theoretician																											
Coover-Hume	Abigail	Professional Designer																											
Cromley	Donald	Professional Architect Historian/ Theoretician																											
Curry	Patrick	Professional Architect Technology Professional																											
Cutsogeorge	Doug	Professional Architect																											
David	Theo	Professional Architect																											
Dayem	Adam	Professional Architect																											
DiDonno	Ron	Professional Architect																											
Dimitriu	Livio	Professional Architect																											
Dunne	Kathy	Professional Engineer																											
Dwyre	Cathryn	Professional Designer																											
Elstein	Adam	Professional Designer																											
Feurich	Dieter	Professional Engineer																											
Fiorenzoli	Giuliano	Professional Architect Historian/ Theoretician																											
Fong	Lapshan	Professional Architect																											
Fraser	Carlyle	Professional Designer																											
Freedman	Nina	Professional Architect																											
Fuller	Emma	Professional Designer																											
Gans	Deborah	Professional Architect Historian/ Theoretician																											
Goodman	Lou	Professional Architect																											
Gorman	Michele	Professional Designer																											
Hayes	Shannon	Professional Designer																											

FACULTY MATRIX BACHELOR OF ARCHITECTURE FALL 2015

FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE	ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
Hovenkotter	Kyle	Professional Designer																											
Hume	Nathan	Professional Designer Computer Professional																											
Jia	Jason	Professional Engineer																											
Jones	Rebecca	Professional Engineer																											
Joslow	Zachary	Professional Designer																											
Kelly	Brendan	Professional Architect																											
Koschitz	Duks	Professional Architect Technology Professional																											
Koutsomitis	Nick	Professional Architect																											
Kuz	Zehra	Professional Architect Technology Professional																											
Kwinter	Sanford	Historian/ Theoretician																											
Lalvani	Haresh	Professional Designer																											
Lee	Jason	Professional Architect																											
Lee	Philip	Professional Designer																											
Levrat	Fred	Professional Architect																											
Lewis	Diane	Professional Designer Historian/ Theoretician																											
Limon	Enrique	Professional Designer																											
Lobell	John	Professional Designer Historian/ Theoretician																											
Lomax	Scott	Professional Engineer																											
Lupo	Frank	Professional Architect																											
Lyon	Andrew	Professional Designer																											
Mans	David	Professional Designer Computer Professional																											
Markis	Harriet	Professional Engineer																											
McNanie	John	Professional Designer																											

FACULTY MATRIX BACHELOR OF ARCHITECTURE SPRING 2015

FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE	ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
Markis	Harriet	Professional Engineer																											
McNanie	John	Professional Designer																											
Menking	Bill	Historian/ Theoretician																											
Merryweather	Greg	Professional Architect																											
Misiurek	Sebastian	Professional Designer																											
Nixon	Anne	Professional Architect																											
O'Neill	Beth	Professional Architect																											
Oron	Ran	Professional Architect																											
Otani	Robert	Professional Engineer																											
Parsons	Ronnie	Professional Designer Computer Professional																											
Parsons	Mark	Professional Designer																											
Pasquale	Angela	Professional Designer Technology Professional																											
Phillips	Jack	Professional Architect Technology Professional																											
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Rakatsky	Mark	Professional Designer																											
Rice	Tom	Professional Engineer																											
Richter	Dagmar	Professional Architect Historian/ Theoretician																											
Ripel	Brian	Professional Architect																											
Ruano	Otto	Professional Designer Computer Professional																											
Rudakevych	Ostap	Professional Architect																											
Safran	Yehuda	Historian/ Theoretician																											
Sarrach	Richard	Professional Architect Computer Professional																											

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FACULTY LAST NAME	FACULTY FIRST NAME	RELEVANT EXPERIENCE	ARCH 101	ARCH 102	ARCH 111	ARCH 112	ARCH 131	ARCH 151	ARCH 152	ARCH 201	ARCH 202	ARCH 211	ARCH 231	ARCH 232	ARCH 251	ARCH 252	ARCH 261	ARCH 262	ARCH 301	ARCH 302	ARCH 331	ARCH 361	ARCH 362	ARCH 363	ARCH 364	ARCH 401/2/3	ARCH 461	ARCH 501	ARCH 503
Sorrenson	Scott	Professional Designer Computer Professional																											
Su	Michael	Professional Designer																											
Szot	John	Professional Architect																											
Szycher	Steven	Professional Engineer																											
Tenhoor	Meredith	Historian/ Theoretician																											
Tranchina	Sal	Professional Architect																											
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Wendt	Ed	Historian/ Theoretician																											
Willems	Danielle	Professional Designer																											
Wilmers	Marcus	Professional Designer Technology Professional																											
Wong	Eric	Professional Designer																											
Yazdanseta	Farzam	Professional Designer																											
Zaccone	Robert	Professional Architect																											
Zoric	Dragana	Professional Architect																											

FACULTY MATRIX MASTER OF ARCHITECTURE FALL 2013

FACULTY MEMBER		RELEVANT EXPERIENCE	ARCH 601	ARCH 611	ARCH 631	ARCH 651	ARCH 602	ARCH 612	ARCH 632	ARCH 652	ARCH 703	ARCH 753	ARCH 761	ARCH 704	ARCH 762	ARCH 763	ARCH 805	ARCH 861
Vito	Acconci	Professional Designer																
Carlos	Arnaiz	Professional Architect, Historian/Theoretician																
Alexandra	Barker	Professional Architect, Historian/Theoretician																
Stephanie	Bayard	Professional Architect, Historian/Theoretician																
Karen	Brandt	Professional Engineer																
Meta	Brunzema	Professional Architect, Historian/Theoretician																
Steven	Chang	Professional Architect																
Cristobal	Correa	Professional Engineer, Historian/Theoretician																
Matt	Flannery	Professional Engineer																
Deborah	Gans	Professional Architect, Historian/Theoretician																
James	Garrison	Professional Architect																
Erik	Ghenoiu	Historian/Theoretician																
James	Graham	Historian/Theoretician																
Catherine	Ingraham	Historian/Theoretician																
Hina	Jamelle	Professional Designer																
Robert	Kearns	Professional Engineer																
Carisma	Koenig	Professional Architect																
Sulan	Kolatan	Professional Designer																
Chris	Kroner	Computer Professional																
Thomas	Leeser	Professional Architect, Historian/Theoretician																
Carla	Leitao	Professional Designer, Historian/Theoretician																
John	Lobell	Historian/Theoretician																

FACULTY MATRIX MASTER OF ARCHITECTURE FALL 2013

FACULTY MEMBER		RELEVANT EXPERIENCE	ARCH 601	ARCH 611	ARCH 631	ARCH 651	ARCH 602	ARCH 612	ARCH 632	ARCH 652	ARCH 703	ARCH 753	ARCH 761	ARCH 704	ARCH 762	ARCH 763	ARCH 805	ARCH 861
Ariane	Lourie-Harrison	Professional Architect, Historian/Theoretician																
Frank	Lupo	Professional practice, technical expertise																
Peter	Macapia	Professional Designer, Historian/Theoretician																
Radhi	Majmudar	Professional Engineer, Historian/Theoretician																
Hart	Marlow	Computer Professional																
Diana	Martinez	Historian/Theoretician																
Ben	Martinson	Computer Professional																
Deborah	McGuiness	Technology Professor																
Hannibal	Newsom	Computer Professional																
Bruce	Nichol	Professional Architect																
Philip	Parker	Professional Architect																
Bridget	Rice	Computer Professional																
David	Ruy	Professional Designer, Historian/Theoretician																
Erich	Schoenenberger	Professional Architect																
Paul	Segal	Professional Architect																
Ben	Shepherd	Professional Engineer																
Maria	Sieira	Professional Architect, Historian/Theoretician																
Henry	Smith-Miller	Professional Architect																
Jason	Vigneri-Beane	Professional Architect, Computer Professional																

FACULTY MATRIX MASTER OF ARCHITECTURE SPRING 2014

FACULTY MEMBER		RELEVANT EXPERIENCE	ARCH 601	ARCH 611	ARCH 631	ARCH 651	ARCH 602	ARCH 612	ARCH 632	ARCH 652	ARCH 703	ARCH 753	ARCH 761	ARCH 704	ARCH 762	ARCH 763	ARCH 805	ARCH 861
Vito	Acconci	Professional Designer																
Carlos	Arnaiz	Professional Architect, Historian/Theoretician																
Kutan	Ayata	Professional Architect																
Alexandra	Barker	Professional Architect, Historian/Theoretician																
Gisela	Baurmann	Professional Architect																
Stephanie	Bayard	Professional Architect, Historian/Theoretician																
Karen	Brandt	Professional Engineer																
Meta	Brunzema	Professional Architect, Historian/Theoretician																
Robert	Cervellione	Computer Professional																
Steven	Chang	Professional Architect																
Cristobal	Correa	Professional Engineer, Historian/Theoretician																
Theo	David	Professional Architect																
Manuel	Delanda	Historian/Theoretician																
Matt	Flannery	Professional Engineer																
Deborah	Gans	Professional Architect, Historian/Theoretician																
James	Garrison	Professional Architect																
Erik	Ghenoiu	Historian/Theoretician																
Jeffrey	Glaspie	Professional Engineer																
James	Graham	Historian/Theoretician																
Catherine	Ingraham	Historian/Theoretician																
Hina	Jamelle	Professional Designer																
Robert	Kearns	Professional Engineer																
Carisima	Koenig	Professional Architect																
Craig	Konyk	Professional Architect																
Sulan	Kolatan	Professional Designer																

FACULTY MATRIX MASTER OF ARCHITECTURE SPRING 2014

FACULTY MEMBER		RELEVANT EXPERIENCE	ARCH 601	ARCH 611	ARCH 631	ARCH 651	ARCH 602	ARCH 612	ARCH 632	ARCH 652	ARCH 703	ARCH 753	ARCH 761	ARCH 704	ARCH 762	ARCH 763	ARCH 805	ARCH 861
Chris	Kroner	Computer Professional																
Sameer	Kumar	Professional Engineer																
Thomas	Leeser	Professional Architect, Historian/Theoretician																
Carla	Leitao	Professional Designer, Historian/Theoretician																
John	Lobell	Historian/Theoretician																
Ariane	Lourie-Harrison	Professional Architect, Historian/Theoretician																
Frank	Lupo	Professional practice, technical expertise																
Peter	Macapia	Professional Designer, Historian/Theoretician																
Radhi	Majmudar	Professional Engineer, Historian/Theoretician																
Momark	Malekshahi	Professional Engineer																
Elliott	Maltby	Professional Engineer																
Hart	Marlow	Computer Professional																
Diana	Martinez	Historian/Theoretician																
Ben	Martinson	Computer Professional																
Deborah	McGuiness	Technology Professor																
Hannibal	Newsom	Computer Professional																
Bruce	Nichol	Professional Architect																
Philip	Parker	Professional Architect																
Bridget	Rice	Computer Professional																
David	Ruy	Professional Designer, Historian/Theoretician																
Erich	Schoenenberger	Professional Architect																
Paul	Segal	Professional Architect																
Ben	Shepherd	Professional Engineer																

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FACULTY MEMBER		RELEVANT EXPERIENCE	ARCH 601	ARCH 611	ARCH 631	ARCH 651	ARCH 602	ARCH 612	ARCH 632	ARCH 652	ARCH 703	ARCH 753	ARCH 761	ARCH 704	ARCH 762	ARCH 763	ARCH 805	ARCH 861
Maria	Sieira	Professional Architect, Historian/Theoretician																
Henry	Smith-Miller	Professional Architect																
Jeffrey	Thompson	Professional Engineer																
Jason	Vigneri-Beane	Professional Architect, Computer Professional																

FACULTY MATRIX MASTER OF ARCHITECTURE FALL 2014

FACULTY MEMBER		RELEVANT EXPERIENCE	ARCH 601	ARCH 611	ARCH 631	ARCH 651	ARCH 602	ARCH 612	ARCH 632	ARCH 652	ARCH 703	ARCH 753	ARCH 761	ARCH 704	ARCH 762	ARCH 763	ARCH 805	ARCH 861
Vito	Acconci	Professional Designer																
Carlos	Arnaiz	Professional Architect, Historian/Theoretician																
Alexandra	Barker	Professional Architect, Historian/Theoretician																
Stephanie	Bayard	Professional Architect, Historian/Theoretician																
Karen	Brandt	Professional Engineer																
Meta	Brunzema	Professional Architect, Historian/Theoretician																
Steven	Chang	Professional Architect																
Cristobal	Correa	Professional Engineer, Historian/Theoretician																
Matt	Flannery	Professional Engineer																
Deborah	Gans	Professional Architect, Historian/Theoretician																
James	Garrison	Professional Architect																
Erik	Ghenoiu	Historian/Theoretician																
James	Graham	Historian/Theoretician																
Catherine	Ingraham	Historian/Theoretician																
Hina	Jamelle	Professional Designer																
Robert	Kearns	Professional Engineer																
Carisma	Koenig	Professional Architect																
Sulan	Kolatan	Professional Designer																
Craig	Konyk	Professional Architect																
Chris	Kroner	Computer Professional																
Thomas	Leeser	Professional Architect, Historian/Theoretician																
Carla	Leitao	Professional Designer, Historian/Theoretician																

FACULTY MATRIX MASTER OF ARCHITECTURE FALL 2014

FACULTY MEMBER		RELEVANT EXPERIENCE	ARCH 601	ARCH 611	ARCH 631	ARCH 651	ARCH 602	ARCH 612	ARCH 632	ARCH 652	ARCH 703	ARCH 753	ARCH 761	ARCH 704	ARCH 762	ARCH 763	ARCH 805	ARCH 861
John	Lobell	Historian/ Theoretician																
Ariane	Lourie-Harrison	Professional Architect, Historian/ Theoretician																
Frank	Lupo	Professional practice, technical expertise																
Peter	Macapia	Professional Designer, Historian/ Theoretician																
Radhi	Majmudar	Professional Engineer, Historian/ Theoretician																
Hart	Marlow	Computer Professional																
Diana	Martinez	Historian/ Theoretician																
Ben	Martinson	Computer Professional																
Deborah	McGuiness	Technology Professor																
Hannibal	Newsom	Computer Professional																
Bruce	Nichol	Professional Architect																
Philip	Parker	Professional Architect																
Bridget	Rice	Computer Professional																
David	Ruy	Professional Designer, Historian/ Theoretician																
Erich	Schoenenberger	Professional Architect																
Paul	Segal	Professional Architect																
Ben	Shepherd	Professional Engineer																
Maria	Sieira	Professional Architect, Historian/ Theoretician																
Henry	Smith-Miller	Professional Architect																
Jason	Vigneri-Beane	Professional Architect, Computer Professional																

FACULTY MATRIX MASTER OF ARCHITECTURE SPRING 2015

FACULTY MEMBER		RELEVANT EXPERIENCE	ARCH 601	ARCH 611	ARCH 631	ARCH 651	ARCH 602	ARCH 612	ARCH 632	ARCH 652	ARCH 703	ARCH 753	ARCH 761	ARCH 704	ARCH 762	ARCH 763	ARCH 805	ARCH 861
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Carlos	Arnaiz	Professional Architect, Historian/Theoretician																
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Alexandra	Barker	Professional Architect, Historian/Theoretician																
Gisela	Baurmann	Professional Architect																
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Karen	Brandt	Professional Engineer																
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Robert	Cervellione	Computer Professional																
Steven	Chang	Professional Architect																
Cristobal	Correa	Professional Engineer, Historian/Theoretician																
Theo	David	Professional Architect																
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Deborah	Gans	Professional Architect, Historian/Theoretician																
James	Garrison	Professional Architect																
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James	Graham	Historian/Theoretician																
Catherine	Ingraham	Historian/Theoretician																
Hina	Jamelle	Professional Designer																
Robert	Keams	Professional Engineer																
Carisima	Koenig	Professional Architect																
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Thomas	Leeser	Professional Architect, Historian/Theoretician																
Carla	Leitao	Professional Designer, Historian/Theoretician																
John	Lobell	Historian/Theoretician																
Ariane	Lourie-Harrison	Professional Architect, Historian/Theoretician																
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Peter	Macapia	Professional Designer, Historian/Theoretician																
Radhi	Majmudar	Professional Engineer, Historian/Theoretician																
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Elliott	Maltby	Professional Engineer																
Hart	Marlow	Computer Professional																
Diana	Martinez	Historian/Theoretician																
Ben	Martinson	Computer Professional																
Deborah	McGuinness	Technology Professor																
Hannibal	Newsom	Computer Professional																
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Philip	Parker	Professional Architect																
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Maria	Sieira	Professional Architect, Historian/Theoretician																
Henry	Smith-Miller	Professional Architect																
Jeffrey	Thompson	Professional Engineer																
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FACULTY MATRIX MASTER OF ARCHITECTURE FALL 2015

FACULTY MEMBER		RELEVANT EXPERIENCE	ARCH 601	ARCH 611	ARCH 631	ARCH 651	ARCH 602	ARCH 612	ARCH 632	ARCH 652	ARCH 703	ARCH 753	ARCH 761	ARCH 704	ARCH 762	ARCH 763	ARCH 805	ARCH 861
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Carlos	Arnaiz	Professional Architect, Historian/Theoretician																
Alexandra	Barker	Professional Architect, Historian/Theoretician																
Stephanie	Bayard	Professional Architect, Historian/Theoretician																
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Meta	Brunzema	Professional Architect, Historian/Theoretician																
Steven	Chang	Professional Architect																
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Matt	Flannery	Professional Engineer																
Deborah	Gans	Professional Architect, Historian/Theoretician																
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Hina	Jamelle	Professional Designer																
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Ariane	Lourie-Harrison	Professional Architect, Historian/Theoretician																
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Hart	Marlow	Computer Professional																
Diana	Martinez	Historian/Theoretician																
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Hannibal	Newsom	Computer Professional																
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Bridget	Rice	Computer Professional																
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Paul	Segal	Professional Architect																
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Maria	Sieira	Professional Architect, Historian/Theoretician																
Henry	Smith-Miller	Professional Architect																
Jason	Vigneri-Beane	Professional Architect, Computer Professional																

The following is a description of the support systems for student learning. Careful management of the faculty's workload as well as key administrative staff specific to the support of students make it possible to establish a tiered support structure that spans from academic advisement through job placement. The school makes it a priority to meet students' needs for support both in and out of the classroom.

Advisement and support occur when the student comes into the program. There are support services available for both undergraduate and graduate students through Pratt's Health and Counseling Services [see <https://www.pratt.edu/student-life/student-affairs/health-counseling/>]. International students can obtain support in Pratt's Office of International Affairs [see <https://www.pratt.edu/student-life/student-affairs/office-of-international-affairs/>]. There are also formal student orientations at the School of Architecture for each program that include presentations by the Dean, the Chair, some faculty, and some technical support staff.

Academic Advisement is handled by two full-time staff members in each program. These Academic Advisors are responsible for shepherding the students through registration each semester, for handling all issues that arise with the registrar or the bursar's office, and to work with students to insure that their transcripts are all in order when it comes time to graduate. The Academic Advisors orient new students, advise continuing students and assist all students in registering for courses.

The Academic Advisors in each program sometimes seek faculty involvement. For example, an Academic Advisor might put students in touch with a technology professor if they have a question about advanced technology options. This conversation between professor and student approximates tutoring rather than advisement relationship. The teaching load management described earlier makes these out-of-classroom conversations possible. The regular exchanges between students and faculty is an important component of the school's learning culture.

One very specific area of advisement is the guidance students in both programs need to begin the process toward architecture licensure. The B.Arch and M.Arch programs each have an assigned Architect Licensing Advisor. Both advisors teach the Professional Practice course in each program respectively, and share new knowledge and insight about licensing issues (how to best introduce students to the Intern Development Program, how to advise students on career paths, etc.). They are both licensed and practicing architects and both maintain the required continuing education requirements for New York State licensure. Nick Agneta is the appointed Architect Licensing Advisor for the B.Arch program. He coordinates the internship program (students can get up to 6 credits for internship work) and also manages the school's granting of continuing education credits for selected evening lectures. Carisima Koenig is the appointed Architect Licensing Advisor for the M.Arch. program. She is a principal in Cannon Design, a New York firm with an international practice.

The responsibilities of the Architect Licensing Advisor in each program include introducing students to the profession of architecture, guiding them through the IDP process, and continuing to advise them throughout their time at Pratt. This two-pronged approach, formal teaching and continued advisement even after students have completed the Professional Practice course, insures that students transition smoothly from school to internship and licensure. The school recognizes the importance of the advisors' role and supports their professional development by sponsoring travel to and participation in conferences. Every year, one of the advisors attends NCARB's annual meeting.

Although the Architect Licensing Advisor is the point person for students when it comes to professional issues, all faculty, and in particular design studio faculty, are potential providers of career and job placement advice. After completing these courses many students end up employed in the professor's professional offices or collaborate in their research projects. This continuing engagement deepens the mentoring efforts across the school and improves student performance by exposure to high level professional and research work.

Career guidance and Internship placement is also provided more formally at the institute level. The Office of Career Services is staffed with a director, an assistant director and an internship officer. Career Services programs the Career Service Day where over 50 firms come to the School of Architecture in the

spring semester to interview students for employment as interns or full time employees. Career Services also posts internships and employment on-line, manages employment requests, manages internships requests and conducts post-graduation surveys to assess job placement and employment statistics.

Besides their teaching and their potential job and career advice to students, full-time faculty contribute to the learning culture of the School of Architecture with their research. Both the professional and scholarly projects of the faculty benefit the school by raising the profile of the programs, by involving other faculty in discussions of new academic and professional developments, by exposing students to new work through the advanced seminars or studios they may teach as a result of this new work, and sometimes by involving the students or recent graduates in the new projects.

The faculty research and professional projects since the 2010-11 is below:

Research Projects, School of Architecture

Note: FT denotes full-time professor, CCE denotes tenured adjunct professor. Please note this list is for research conducted within the school and does not include individual academic research or professional work. This work is noted in the faculty resumes.

2011-2012

Lebbeus Woods, M.Arch	Tower Space	REA, Switzerland	\$25,000
Robert Cervillione, M.Arch	Bend Analysis	Bentley	\$ 5,000
Lawrence Blough (FT), B.Arch &	Lightweight Concrete	America Conc. Inst.	\$20,000
Ezra Ardolino, B.Arch			
B.Arch Chair Erika Hinrichs	Campus Plan Research	Marymount School	\$20,000
Zehra Kuz (CCE), B.Arch	Pre-Fab Buildings	Trespa	\$18,000
Mark Parsons, B.Arch	Prospect Park Pavilion	PP Food Festival	\$10,000

2012-2013

SES Coordinator Jaime Stein (FT)	Green Infrastructure	NY DEP	\$640,000
Paul Mankiwecz, SES			
Gita Nadan, SES			
M.Arch Graduate Students			
Robert Cervillione, M.Arch	Agent Structure	Bentley	\$ 5,000
Catherine Ingraham (FT), M.Arch	Soviet Housing	Government of Chile	\$ 15,000
Chair John Shapiro (FT), CRP	Spatial Analysis Lab	NY City Council	\$670,000
Lawrence Blough (FT), B.Arch &	Vertically Integrated P.V.'s	Innovation Fund	\$ 20,000
Simone Giostra, B.Arch			
Asst. Chair Philip Parker, M.Arch	Istanbul Ecological Center		\$ 20,000
Sulan Kolatan, M.Arch			

2013-2014

Robert Cervellione, M.Arch	Bending Analysis	Bentley	\$ 5,000
Erich Schoenenberger (CCE), M.Arch	Mastaba Project	Christo	\$ 25,000
Chair William MacDonald (FT), M.Arch	K-12 Design Education	NYC DE	-----
& Administrator Erika Schroeder, M.Arch			
Dean Thomas Hanrahan (FT)	Campus Planning Research	World Bank	\$ 25,000
Ron Shiffman (FT), CRP	Post-Sandy Planning	Kresge Foundation	\$120,000
Deborah Gans (FT), B.Arch	(RAMP)		
Enrique Limon, B.Arch	LaGuardia Airport Planning	Port of Authority, NY	-----
Anthony Buccellato, B.Arch	BIM Research	NY DDC	-----

2014-2015

Zehra Kuz (CCE), B.Arch &	Fluid Frontiers	NY Comm.Trust	\$ 50,000
SES Coordinator Jaime Stein			
Chair William MacDonald (FT), M.Arch	Lower Manhattan Schools	NYC DE	-----
Deborah Gans (FT), B.Arch &	Community Connection Pavilion	NYPD	\$1,000,000

James Garrison, M.Arch			
Mark Parsons, PRATTSIDE (M.Arch)	Shade Pavilion	NYC DOT Taconic Fellowship	\$ 11,000
Dir. Adam Friedman, Pratt Center	Flatbush Energy Audit	City of NY	\$1,000,000
	Manufacturing Analysis	City of NY	\$750,000
	Operation Support	City Council	\$200,000
Michael Morris, B.Arch & Rebecca Friedman, Ind. Des.	Mars Transit	NASA	\$ 15,000
Duks Koschitz (FT), B.Arch	K-12 Geometry Curriculum	Innovation Fund	\$ 20,000
David Burney (FT), UPM	Placemaking in Philadelphia	Knight Foundation	\$200,000
Robert Cervillione, M.Arch	BIM & Robotics	Artdesk	\$ 35,000
Ajmal Aqtash, B.Arch	Wind Turbine	Innovation Fund	\$ 10,000
TOTAL Research 2011-15			\$4,924,000

The evaluation of a faculty member's teaching (through course evaluations), the quality of the creative or professional work, and the service provided to the program, school, and institute. All together provide the basis for peer review and promotion. All faculty are evaluated by students per course. At the end of every term, staff distribute course evaluation forms to all classes, and time is set aside in the class session to complete the forms. Staff return the collected forms, and the completed evaluations are copied. The original forms are sent to Human Resources and the copy is kept in the Chair's office for future use by faculty, Chairs and the Peer Review Committee. Students are not given access to course evaluations. The school of architecture takes pride in the high caliber of professors it hires and it is also committed to maintaining a high level of quality in teaching through performance reviews. Professors are expected to prepare adequately for their class, hold all class sessions as mandated by the state or make-up classes to fulfill this obligation.

Both full-time and part-time faculty members remain current in their knowledge of the changing demands of the discipline by keeping up with continuing education requirements for licensure (Pratt Institute is the second largest provider of continuing education courses in the nation), by reading, reviewing, and writing articles and books, by participating in conferences held at the school of architecture (see the document "Lecture Series Fall 2011 through Spring 2015" in the Supplemental Information Dropbox folder), and by attending and participating in conferences at universities, museums, and other cultural institutions around the world. The school supports conference travel with attendance for both full-time and part-time faculty and in both the B.Arch and M.Arch programs. The following is a list of all conference participation by all school-sponsored faculty since academic year 2010-11.

Faculty Conferences 2010-2011:

Professor Lawrence Blough	ACADIA Conference, Cooper Union
Professor Chris Perry	ACADIA Conference, Cooper Union
Professor Lawrence Blough	Input-Output Conference, Temple University
Professor Lawrence Blough	ACSA Annual Conference, Montreal

Faculty Conferences 2011-2012

Professor Lawrence Blough	UCLA Concrete Conference
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Faculty Conferences 2012-2013

Professor Lawrence Blough	ACSA Fall Conference, Philadelphia
Professor Karl Chu	Venice Biennale
Professor John Lobell	Artificial Intelligence Conference, Palo Alto
Professor David Ruy	ACSA Annual Conference, San Francisco
Professor Catherine Ingraham	Theory Conference, Belgrade

Faculty Conferences 2013-2014

Professor Michael Trencher	Building Technology Conference, Rhode Island
Professor Kathleen Dunne	Building Technology Conference, Rhode Island
Professor Ajmal Aqtash	Technology & Theory Conference, University of London
Director Mark Parsons	Robotics Conference, Carnegie Mellon
Administrator Cole Belmont	Robotics Conference, Carnegie Mellon
B.Arch Chair Erika Hinrichs	ACSA Administrator's Conference

Faculty Conferences 2014-2015

Professor Dan Buscescu	ANFA Conference, San Diego
Professor Duks Koschitz	Advanced Geometry Conference, London
Professor Robert Cervillione	Autodesk Conference, Las Vegas
Professor Lawrence Blough	ACSA Annual Meeting, Toronto
Professor Lawrence Blough	Concrete Conference, Denver
B.Arch Chair Erika Hinrichs	ACSA Annual Meeting, Toronto
M.Arch. Chair William MacDonald	Technology Conference, MIT

The school also supports global architecture education by supporting faculty leading study abroad programs. Both programs have active international programs, offering students study abroad experiences, but also allowing faculty to work with host universities in international settings. The following is a list of school-supported faculty-led study abroad programs since academic year 2011-12.

Academic year 2011-2012:

Professor Guillermo Banchini, B.Arch	Rosario & Buenos Aries
Professor Dagmar Richter, B.Arch	Berlin
Professor Richard Sarrach, B.Arch	Beijing
Professor Jason Vigneri-Beane, M.Arch	Rome
Professor Sulan Kolatan, M.Arch	Istanbul

Academic year 2012-2013:

Professor Guillermo Banchini, B.Arch	Sao Paulo
Professor Dagmar Richter, B.Arch	Berlin
Professor Richard Sarrach, B.Arch	Beijing
Professor Jason Vigneri-Beane, M.Arch	Rome
Professor Lawrence Zeroth, B.Arch	Rome
Professor Sulan Kolatan, M.Arch	Istanbul
Professor Lawrence Zeroth, B.Arch	Rome

Academic year 2013-2014:

Professor Guillermo Banchini, B.Arch	Rio De Janeiro
Professor Zehra Kuz, B.Arch	Istanbul
Professor Richard Sarrach, B.Arch	Tokyo
Professor Lawrence Zeroth, B.Arch	Rome
Professor Jason Vigneri-Beane, M.Arch	Rome
Professor Sulan Kolatan, M.Arch	Istanbul

Academic year 2014-2015:

Professor Guillermo Banchini, B.Arch	Puerto Rico
Professor Dagmar Richter, B.Arch	Berlin
Professor Richard Sarrach, B.Arch	Taipei
Professor Jason Vigneri-Beane, M.Arch	Rome
Professor Sulan Kolatan, M.Arch	Istanbul
Professor Lawrence Zeroth, B.Arch	Rome

Faculty development in both the B.Arch and M.Arch. programs are also supported financially through Pratt Institute grants. Pratt Institute supports research projects annually with monies from the Faculty Development Fund, awarded through the Provost Office <http://prattsenate.org/committees/faculty-development-fund/>. Typically each grant is \$2,500 per faculty that can be used toward curricular improvements or research projects. The following is a list of Faculty Development Grants to M.Arch. and B.Arch faculty since academic year 2011-12.

Academic year 2011-2012:

Alexandra Barker (CCE), M.Arch	Digital Integration	\$1,400
	Architecture Studio Research	
	Symposium & Publication	
Michael Chen, B.Arch	Signal Space	\$2,000
Jonas Coersmeier, B.Arch & Michael Su, B.Arch	Nanotectonica	\$2,500
Erik Ghenoiu, M.Arch	Tarp: Architectural Manual	\$2,700
Jason Lee (FT), B.Arch & Michael Chen, B.Arch	Spatial Sensitivities	\$3,500
Brent Porter (CCE), B.Arch	Architecture of Sweden: Cultural, Climatic & Stylistic Influences	\$1,000
David Ruy (FT), M.Arch & Karel (Klein) Ruy	Bioprinter, Digital Environmentalism & Prototyping	\$4,000
Richard Sarrach (CCE), B.Arch & Ajmal Aqtash, B.Arch	Performance Case Study 001 (Electric Plant)	\$2,500
Meredith TenHoor, M.Arch	Research Aggregate Journal and Growth Development	\$1,000

Academic year 2012-2013:

Jaime Stein (FT), Planning & Aman Gill, Humanities	Microbial Sampling of Pratt's Green Infrastructure Soils	\$3,000
Danielle Willems, B.Arch & Ethan Spigland, Humanities	The Folly	\$1,700

Academic year 2013-2014:

Enrique Limon, B.Arch	Fly by Night, between Architecture And Infrastructure, the New Air Space, Book, Symposium & Exhibition	\$1,300
Elliott Maltby, M.Arch & Gita Nandan, B.Arch	Lowlands	\$3,000
Mark Parsons, B.Arch	Carto-Graphi-POP	\$1,700
Mira Tsymuk, Construction Mgt.	70 th Conference of the International Institute of Public Finance	\$1,400
Gia Wolff, B.Arch	The Transient Space: capturing space through movement	\$2,000

Academic year 2014-2015

John Lobell (FT), B.Arch	Self-publish Book on Creativity	\$1,000
Sebastian Misiurek, B.Arch & Scott Sorrenson, B.Arch	Digital Draughtsman	\$2,500
Dragana Zoric (CCE), B.Arch & Tulay Atak, B.Arch	Megaform: A New Typology	\$3,400

The Provost Office has also awarded in the last two years a smaller number of larger grants of \$10,000 per researcher to support specific research projects from the Pratt Institute Innovation Fund. This fund is a strategic partnership between the Office of the Provost and Office of Institutional Advancement and it provides seed grants for projects and initiatives conceived by faculty and staff, and designed to support

one of the objectives in Pratt's Board-approved Strategic Plan 2012-2017 that is intended to increase research activities. Below are the awardees in the B.Arch and M.Arch program, between 2013 and 2015:

Assistant Chair Philip Parker, M.Arch.	\$10,000	Istanbul Ecology Study
Professor Sulan Kolatan, M.Arch.	\$10,000	Istanbul Ecology Study
Professor Duks Koschitz, B.Arch	\$10,000	Pratt Young Scholars (High School Students)
Professor Lawrence Blough, B.Arch	\$10,000	Vertically Integrated Solar Panels
Professor Simone Giostra, B.Arch	\$10,000	Vertically Integrated Solar Panels
Professor Ajmal Aqtash, B.Arch	\$10,000	Wind Turbine

In addition to support by Pratt Institute, the School of Architecture supports faculty with funds by providing workspace and by making available student assistants. Full-time and CCE faculty have office space. Part-time faculty involved in sponsored research are given research office space in Thrift Hall for the duration of their project. Further assistance to curricular development and research is given to faculty in the form of work-study students and graduate assistants. In the 2014-15 academic year \$450,000 funded work-study student help for 110 students supporting the work of 30 faculty in the B.Arch and M.Arch. programs. In the same year \$90,000 funded 20 graduate assistants supporting 10 M.Arch faculty. Finally, the school and the institute provide financial support for funded and unfunded research when possible. Support for unfunded research or research projects in development often evolve into funded research.

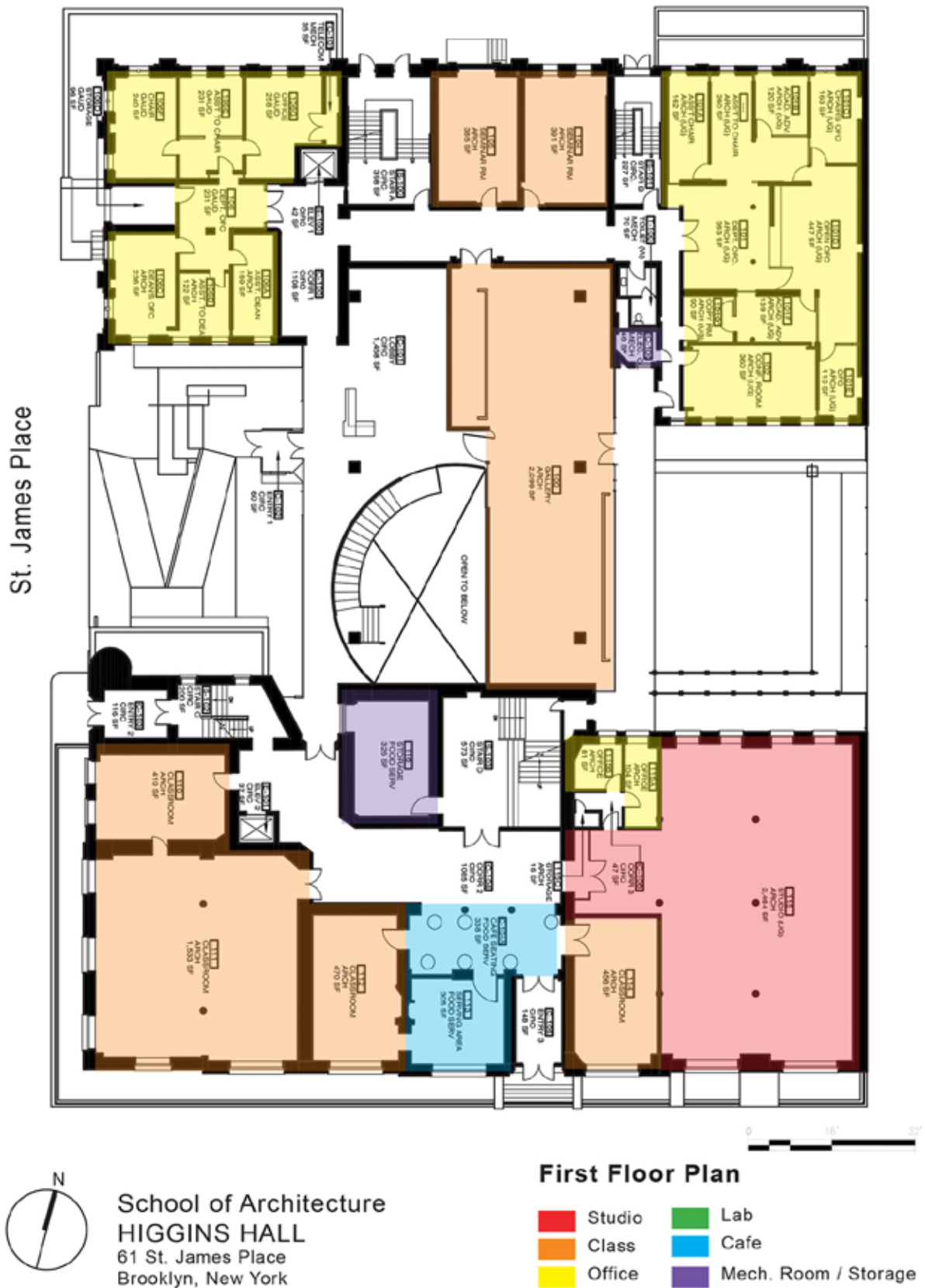
I.2.2 Physical Resources

The School of Architecture occupies Higgins Hall, a 120,000 sf Romanesque landmark building constructed in 1850 with a contemporary center addition constructed in 2004. The building serves approximately 1000 students in graduate and undergraduate architecture, city and regional planning, sustainable environmental systems and historic preservation. The building offers a full range of spaces required for a thriving architecture program including studio spaces for all architecture students, classrooms, galleries, an auditorium, multi-media services, plotting and digital classrooms, production labs, faculty and administrative offices, café and meeting spaces and student lounges and offices.

In addition to Higgins Hall, the School of Architecture is expanding its research facilities. Two spaces are on campus and they are the Spatial Analysis and Visualization Initiative (SAVI) or GIS lab and Thrift Hall research offices with meeting spaces as well as space to conduct research projects. A new robotics laboratory has been opened in Brooklyn's Navy Yard.

The following pages are plans of Higgins Hall, Thrift Hall and the new Robotics Lab.





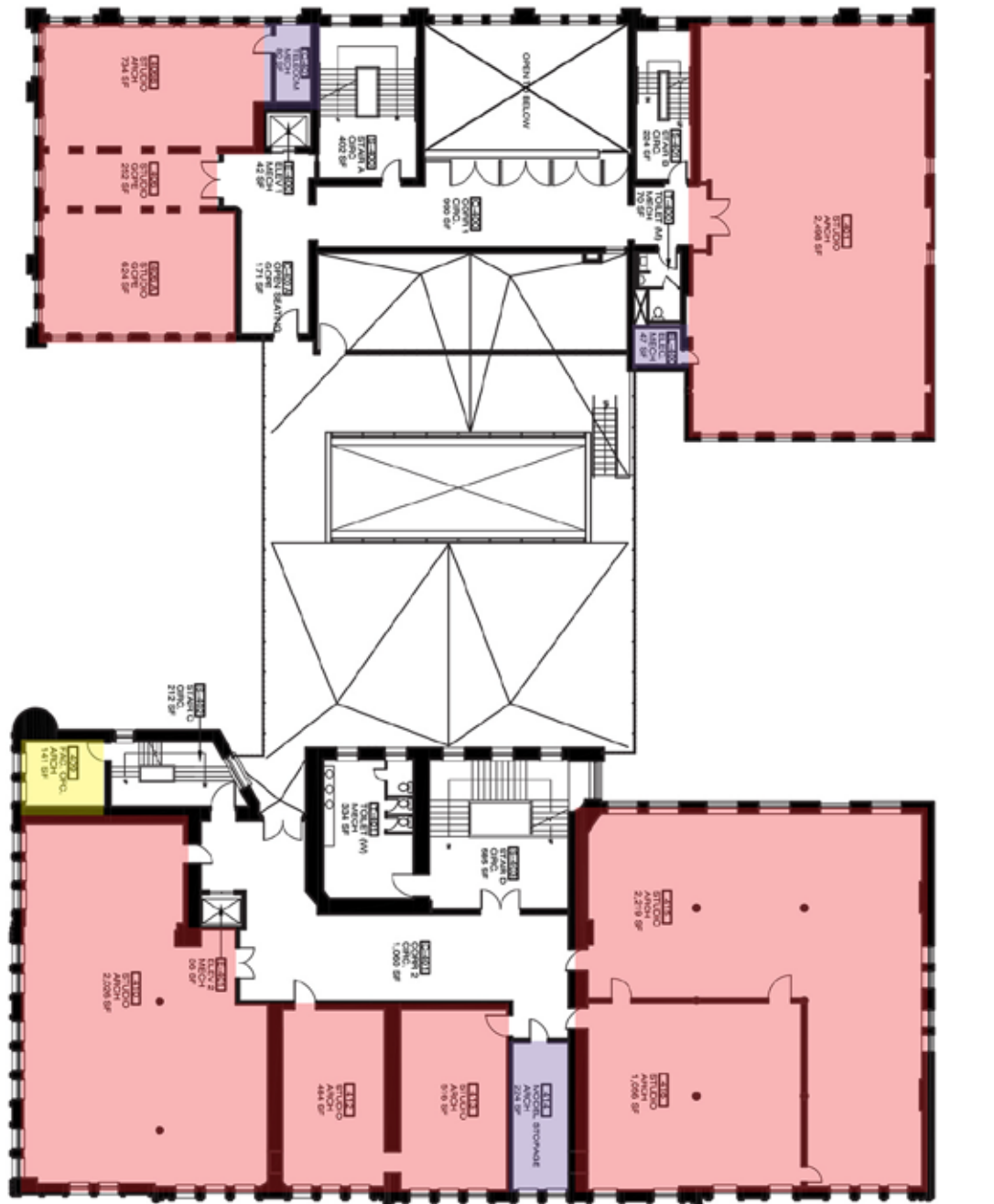




School of Architecture
 HIGGINS HALL
 61 St. James Place
 Brooklyn, New York

Third floor plan

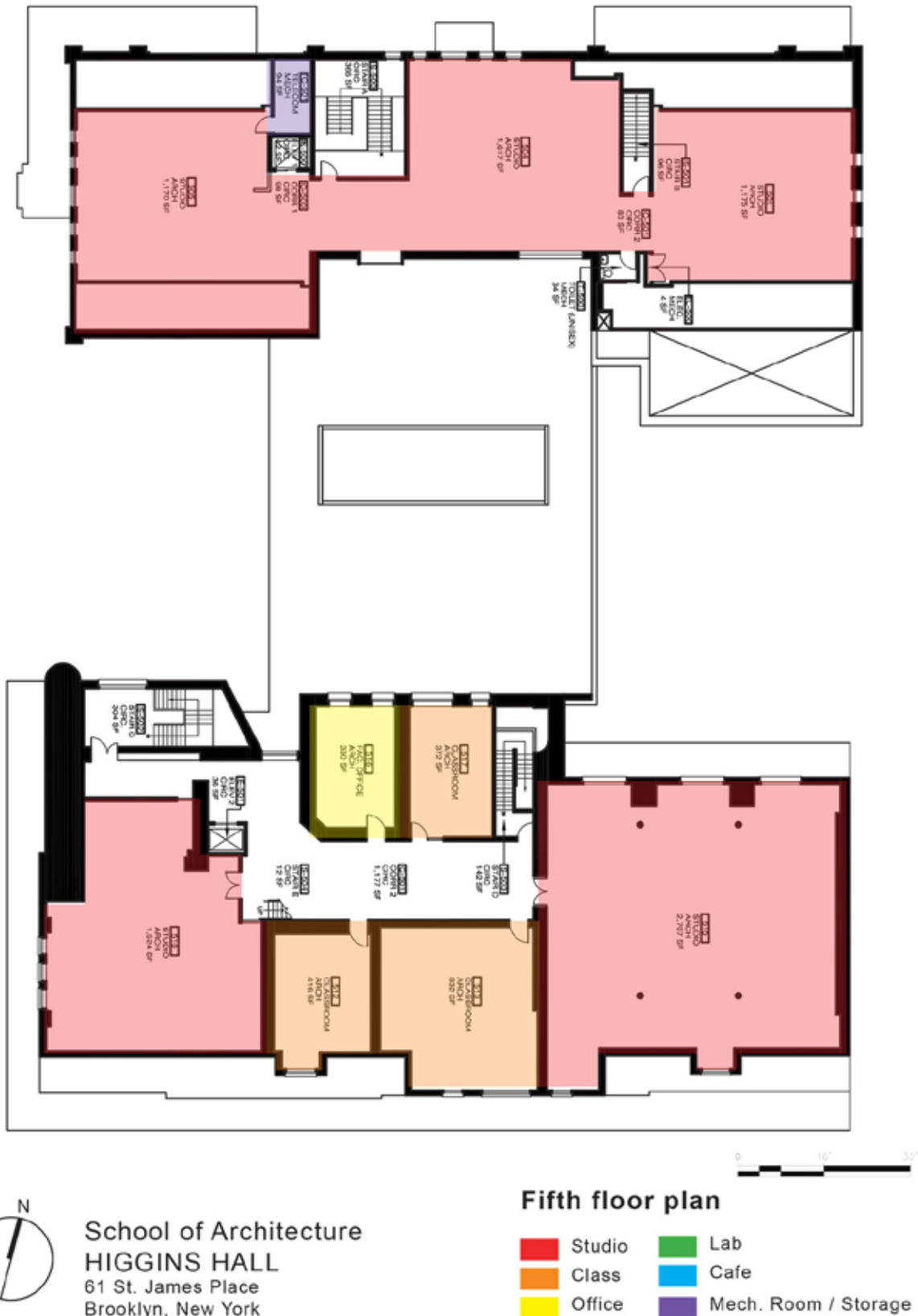
- | | |
|--|--|
| ■ Studio | ■ Lab |
| ■ Class | ■ Cafe |
| ■ Office | ■ Mech. Room / Storage |

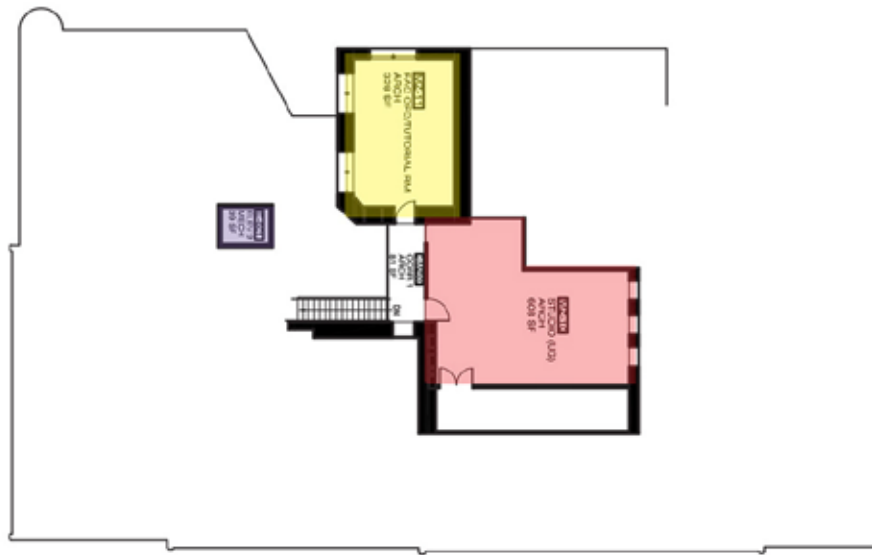


School of Architecture
 HIGGINS HALL
 61 St. James Place
 Brooklyn, New York

Fourth floor plan

- | | |
|--|--|
| ■ Studio | ■ Lab |
| ■ Class | ■ Cafe |
| ■ Office | ■ Mech. Room / Storage |





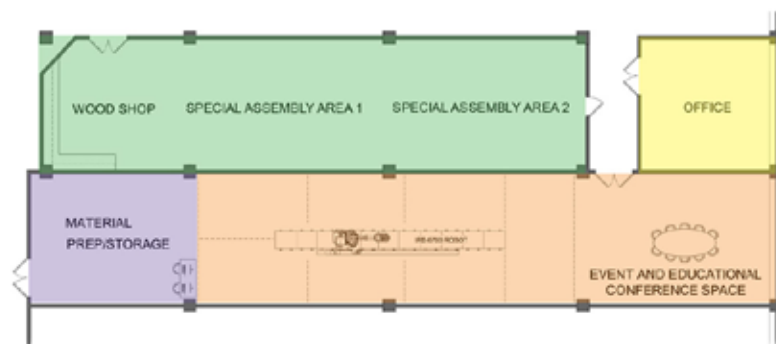
School of Architecture
HIGGINS HALL
61 St. James Place
Brooklyn, New York

Mezzanine

 Studio	 Lab
 Class	 Cafe
 Office	 Mech. Room / Storage







Consortium for
Research and Robotics
63 Flushing Avenue
Building 280
Suite 515
Brooklyn, New York

Basement

	Studio		Lab
	Class		Cafe
	Office		Mech. Room / Storage



Production and Research Laboratories:

In 1995, the School of Architecture completed the installation of its first Production Lab in Higgins Hall, a 1,700 square foot wood shop on the third floor. Since that time the production Lab Facilities have grown to include 8 separate facilities including a Wood Shop (1995), Metal Shop (2000), Machine Shop (2010), Laser Shop (2004), CNC Shop (2011), Robotics Shop (2014), and 3D Print Shop (2008). The School of Architecture has also added the Consortium for Research and Robotics (2015) at the Navy Yard. Collectively, the Production Facilities in Higgins Hall make up over 5100 square feet, and the Consortium adds another 5000 square feet of materials research and technology space.

The following is a brief description of each of the Production Facilities, followed by an inventory of tools and equipment available to Pratt Architecture students. All of these labs and equipment are managed by a Director of Productions Technologies, a full time lab Technician and a full time CNC Manager. In addition to full time staff, approximately 50 Student Workers from the Graduate and Undergraduate Architecture programs help to maintain the shops, work with student users, and help to disseminate critical expertise and problem solving techniques across the wider student body. This is both a cultural benefit to the inter-programmatic student friendships within the school of architecture, but also a critical means of information sharing in an age of rapidly expanding technological and CNC based processes.

Certification is required for use of all Production Facilities, and is coordinated with studio faculty during the first semester of a 1st year, transfer, or graduate student's matriculation. First year undergraduate faculty are also required to attend shop certification as a group. This allows them to ask questions and share material and process intensions. It also ensures that safe practices and reasonable production expectations are promoted by both faculty and shop staff when younger students are most impressionable.

Beyond the general certification which permits access to the shops, several of the individual shops have more stringent requirements and safety protocols. A centralized website (PI-Fab.com) links to each of the individual sites that cover important resources and requirements for individual shops. The CNC Shop (www.pifabCNC.yolasite.com), 3D Print Shop (www.pifab3dprint.yolasite.com), Laser Shop (www.pifabLaser.yolasite.com), and Robotics Shop (www.pifabRobotics.yolasite.com) websites serve as complete references for faculty and students, covering topics such as policies, certification (where necessary), submission checklists, tutorials, downloadable drivers (where necessary), bits and materials, technique (speeds and feeds – CNC), related links, outsourcing opportunities, and contact information.

Websites also have social media links for following PI-Fab on Instagram, Facebook, and Twitter.

Across to all Production Facilities, staff maintains 18 computer workstations to drive all CNC operations including Lasers, 3D Printers, CNC milling machines, and Robotics. The shop also purchases and maintains appropriate proprietary softwares to serve the general student body. These are installed both in the Production labs, as well as in the Computer Labs in Higgins Hall North, so that faculty can teach CAD-CAM processes in appropriate classroom settings before students bring completed files to the Production Facilities for material output.

Production Areas by Facility:

HHS B01: Metal Shop:

The Metal shop capability with both cold working (brake, sheer, roll) and hot assembly; MIG, TIG, spot (resistance) welding, plasma cutting, and assembly techniques. The metal shop works in conjunction with the Machine Shop.

HHS B08: Machine Shop:

The Machine Shop boasts strong capabilities with cold metal work. The Shop includes precision tools: milling machines and accessories, various cold working tools (tube bending, rolling) and a metal lathe.

HHS 316: Wood Shop:

The Wood Shop is the foundation of materials, process, and analog production in the school of architecture and many other production facilities are in some way dependent upon it for preparation, post production, and finishing. The Wood Shop is the core entry area for incoming undergraduate students and the hub of the certification tutorial that permits access to all other shops.

HHS 317: 3D Print Room:

This room is designed around several gypsum-and-binder 3D Printing machines. The original printer, a ZCorp 310 (2008) is still in operation and two large format full color printers have been added including a 3D Systems ZPrint 650 (2011) and a ZPrint 660 (2014). Each color printer has a build envelope of 15"width x 10"depth x 8"height, and can accommodate large models or several models simultaneously. The entry area is for set up for submission of models and accompanying paperwork, while the remainder of the room is laid out specifically for excavation, powder retrieval, and ventilated application of infiltrants to excavated models.

The 3D Print Shop is the only of the Production Facilities for which students are charged any fee. At \$8 per cubic inch (310) and \$12 per cubic inch for color machines, the cost helps to pay for the material consumables but is still significantly less costly and much faster than external 3D printing services.

HHS 318: Laser Room:

With 4 Universal X660 laser cutters, production resources continue to grow with need. Each laser has a dedicated computer with all required software. A 5th computer was recently added to save set up time in the event of a cue during midterms and finals. In 2014, a centralized exhaust system was added, which carbon filters drawn air before exhausting above the roofline of the building.

The laser room also hosts a new, completely programmable thermoform machine with several platen sizes.

HHS 319: Robotics Shop:

The Robotics Shop contains one table top and one floor standing 6-axis industrial robotic arms and controllers. The Shop is equipped with various end of arm tools to accommodate a variety of fabrication workflows.

HHS 315: CNC Shop:

The CNC Shop contains two 3-axis CNC routers. The Routers can accommodate a wide variety of materials and have an effective milling areas of 48 x 96 x 10 inches and 24 x 36 x 6 inches.

Brooklyn Navy Yard: Consortium for Research and Robotics:

The Consortium is a research, performance, prototyping, testing, and event space that houses an ABB IRB 6700 mounted on a 30 foot rail that can work within a 50' length x 20' width x 14' height envelope.

HHS 310: Director's Office:

Mark Parsons came to Pratt Architecture in 1999 to serve as Shop Technician, and currently serves as the Director of Production and Technology for the Architecture department. Parsons is a professor since 2001 of numerous industry sponsored material research studios and seminars. He is also the founder and Executive Director of the Consortium for Research & Robotics.

Inventories by Facility:**HHS B01: Metal Shop Inventory:****- Welders and Plasma Cutters:**

Miller Syncrowave 250 TIG Welder
 Miller Millermatic 185 MIG Wire Welder
 Miller Millermatic 135 MIG Wire Welder
 Miller Spectrum 375 Cut Mate Plasma Cutter

- Power Tools:

Bench Grinder
 Chop Saw – Delta 14"
 Angle Grinders (2) – Bosch 4.5"
 Power Shear – Kett
 Hammer Drill – Bosch Bulldog 11224VSR
 Hand Drill

- Floor Tools:

Band Saw – Dayton 18"	Drill Press – Delta 16"
Belt Sander – Delta 6"	Shear – Enco 50" w Sheet Metal
Break – Enco 50" w Sheet Metal	Slip Roll – Enco 50" w Sheet Metal
Combination Shear, Break and Roll – Jet	Compressor – Speed Air 220V
Worktables (2) – 48" x 48" steel	Vice – Floor Bolted
Vice (2) – Small Machinest	Storage Rack – 15'

- Assorted Hand Tools:

Coping Saws	Hack Saws
Sockets	Allen Wrenches
Screwdrivers	Files and Rasps
Wrenches	Tin Snips
Pliers	Wire Cutters
Mallets	Hammers
Center Punch	Straight Edge and Rulers
Various Triangles	T-Squares
Levels	Extension Cords
Drill Bits	Tap and Die Set

- Clamps:

Bar Clamps	Clamps
C Clamps	Small Compression Clamps
Edge Clamps	Vice Grips - Widemouth (2)
Vice Grips - Normal (1)	Spring Clamps
Vice Grip – Bench Mounted (2)	

- Safety Equipment:

Welding Screen	Assorted Welding Masks
Assorted Welding Gloves	Assorted Ear Protection
Assorted Face Shields	Assorted Eye Shields
Assorted Leather Welding Aprons	First Aid Kit

- Air Filtration:

Fred Model Fred Jr. Air Filtration System
 Delta Ambient Air Cleaner

HS B018: Machine Shop Inventory:**- Floor Tools:**

Enco Milling and Drilling Machine Model 91004
 Modern Mill Milling Machine
 Q3 18" Variable Speed Scroll Saw
 Bench Grinder

Horizontal Band Saw
Metal Roller

- Assorted Hand Tools:

Sockets	Allen Wrenches
Screwdrivers	Wrenches
Pliers	Straight Edge and Rulers
Various Triangles	T-Squares
Extension Cords	Tap and Die Set

HHS 316: Woodshop Inventory:

- Floor Tools:

Band Saw – Delta Tabletop	Band Saw – Delta Shopmaster
Band Saw (2) – Dayton 18"	Band Saw (2) – Delta 14"
Band Saw (2) – Rikon 10-305 10"	Band Saw – Delta Motorized Band Saw 16"
Drill Press – Jet 5'	Drill Press – Jet Tabletop
Drill Press – Sears 5'	Scroll Saw (2) – DeWalt 16"
Miter Saw – (2) DeWalt JW718 12"	Miter Saw – DeWalt DW705 12"
Jointer – Delta DJ-15 6"	Planer – Delta 15"
Oscillating Spindle Sander – Steel City	Sander – (2) Dayton 6" Belt / 12" Disk
Sander – Kalamazoo 2" Belt	Panel Saw – (2) SSC 10' x 6'
Table Saw – SawStop 10", 7.5 HP	Compressor – Ingersol Rand 60 Gallon
Hot Wire Foam Cutter (2)	Router Table – Bosch RA1181 25000RPM
Router Table – Porter Cable 6931 23000RPM	Vac Bag Lamination System

- Hand Power Tools:

Jigsaw (2) – Bosch	Jigsaw – Ryobi cordless
Drill – 12v Cordless Bosch (2)	Drill – 14.4v Cordless Bosch (2)
Hand Held Oscillating Spindle Sander – Porter Cable	
Router – Mikita	Router – Ryobi
Router – Dewalt	Dremel Tool
Belt Sander – Porter Cable 4" x 24"	Circular Saw – Bosch 7.25"
Sander (4) – Porter Cable Random Orbit Palm Sander	
Biscuit Joiner – Mikita	Brad Nailer - Bostitch

- Assorted Hand Tools:

Screwdrivers (Approx. 20)	Files and Rasps (Approx. 6)
Wrenches (Approx. 20)	Chisels (Approx. 8)
Tin Snips (Approx. 2)	Metal Sheers (Approx. 2)
Wire Strippers (Approx. 2)	Rivet Gun (1)
Pliers (Approx. 4)	Wire Cutters (Approx. 2)
Hand Saws (Approx. 12)	Glue Gun (1)
Hack Saws (Approx. 4)	Mallets (Approx. 2)
Hammers (Approx. 4)	Pry Bars (Approx. 2)
Bolt Cutters (Approx. 2)	Coping Saws (Approx. 4)
T-Squares (Approx. 4)	Levels (Approx. 2)
Extension Cords (Approx. 8)	Straight Edge and Rulers (Approx. 4)
Various Triangles (Approx. 20)	Sockets (Approx. 24)
Allen Wrenches (Approx. 24)	Engraver (1)
Heat Gun (1)	Soldering Iron (1)
Hand Planes (Approx. 4)	

- Clamps:

Bar Clamps (Approx. 84)
C Clamps (Approx. 4)
Wood Clamps (Approx. 2)
Small Compression Clamps (Approx. 8)

- Central Vacuum System - Donaldson

HHS 317: 3D Print Shop Inventory:

Rapid Prototyping Machine - Z Corp 310 plus
 Rapid Prototyping Machine - 3D Systems Z Printer 650
 Rapid Prototyping Machine – 3D Systems Projet 660 Pro
 Powder Recycling Station
 Compressor – Contex T-61 HDNCO With Blower Tip
 Compressor – California Air Tools, 20 gallon super quiet
 Work Station – (4) Dell Precision T5510
 Vacuum – Dayton 1UG91B
 Custom Exhaust and Ventilation System
 Spray Booth – 18 cubic foot Filtered and Externally Exhausted

HHS 318: Laser Shop Inventory:

Laser Cutters (3) – Universal Laser System X-660, 60 watt with 18" x 32" Bed
 Laser Cutter– Universal Laser System VLS-660, 60 watt with 18" x 32" Bed
 Workstations (5) – Dell Precision PWS380
 In-line Blower - Custom Exhaust and Ventilation System
 In-line Blower – Panasonic Whisper Line 440 with Filtration System
 Work Surfaces – 60 square feet
 Vacuum Thermoforming Press – Formech 508DT, build box 19.5" x 17.5" x 7"
 Dry Mount Press

HHS 319: Robotics Shop Inventory:**- Floor Tools:**

ABB IRB 140 Industrial Robotic Arm
 ABB IRB 2600 Industrial Robotic Arm
 ABB IRC 5 Controller and Teach Pendant
 ABB IRC 5 Compact Controller and Teach Pendant

- Clamps:

T-Slot Work Sheets 4'x4'
 T-Slot Hold Down Clamps
 Table Clamps
 Vice Grip – Bench Mounted (2)

- End of Arm Tools:

Chuck for Static Tools
 LED Light Device

- Assorted Hand Tools:

Sockets	Allen Wrenches
Screwdrivers	Wrenches
Pliers	Straight Edge and Rulers
Various Triangles	T-Squares
Extension Cords	

- Safety Equipment:

Assorted Ear Protection
 Assorted Safety Glasses
 First Aid Kit

HHS 315: CNC Shop Inventory:**- Floor Tools:**

Techno 4896 CNC Router (48"x96"x10" cutting area)
 2436 CNC Router (24"x36"x6" cutting area)
 Techno LC Series Controllers (2)
 Vacuum Bed
 Hand Drill

- Assorted Hand Tools:

Allen Wrenches	Screwdrivers
Wrenches	Pliers
Straight Edge and Rulers	Various Triangles
T-Squares	Extension Cords

- Clamps:

T-Slot Hold Down Clamps
Assorted JIGS
Table Clamps

- Air Filtration:

Delta Ambient Air Cleaner (3)
Dust Collector
Dust Collection Vacuum

- Safety Equipment:

Assorted Ear Protection
Assorted Eye Protection

Navy Yard Building 280: Consortium for Research & Robotics Inventory:

- Floor Tools:

ABB IRB 6700 Industrial Robotic Arm
ABB IRBT 6004 30' Industrial Robotic Track
ABB IRC 5 Controller and Teach Pendant

- Assorted Hand Tools:

Sockets	Allen Wrenches
Screwdrivers	Wrenches
Pliers	Straight Edge and Rulers
Various Triangles	T-Squares
Extension Cords	

- Power Tools:

Angle Grinders (2) – Bosch 4.5"
Hand Drill

- Floor Tools:

Angle Grinder – Bosch 4.5"
Band Saw
Belt Sander
Table Saw (2)
Work Zone Surfaces 48" x 96"

- Air Filtration:

Delta Ambient Air Cleaner (3)
Delta 2 stage dust Collector

Shop Safety:

First Aid Kits (2) – One in woodshop, one in metal shop
Eye Wash Stations (5) – Woodshop, metal shop, laser shop, 3D print, foyer
Spill Kit – 3D Print Room
Chemical Waste Bin – Foyer
Rolling Material Carts (3)
Spray Booths
One located in 3D Print Room
Two 24 hour booths located in HHS 312A, HHN 401
Signage - Foyer
MSDS Sheets
Safety and Haz Mat

In addition to the Production Labs, the school maintains a computer lab for instruction and plotting. While all students are required to purchase a laptop upon matriculation, advanced instruction is made possible in these labs. The following is a description of the digital resources within the school.

Digital Resources

All entering students in the B.Arch and M.Arch programs are required to purchase their own laptop computer together with required softwares. These softwares include drafting and modeling programs, spreadsheet and document creation and photo editing and graphic design programs. The entire school is equipped with a wireless network, allowing students to work on their laptops in all classrooms and studios.

The school also maintains a computer lab for instruction and plotting and advanced instruction is made possible in these labs. The plotting lab is also used heavily and is a crucial student resource by providing in-building plotting on demand. The following is a description of the digital resources within the school:

1. Updated software list attached – The list shows all software for all labs and in which rooms it is installed.
2. The entire school of Architecture is outfitted with wireless internet access
3. The Higgins lab is outfitted with 4 42" wide plotters, two color laser printers and 3 black and white laser printers.
4. In addition to the Higgins Plotting room we have developed the Digital Output center located in Engr 215, 4 42" plotters, 1 60" plotter, 2 color laser printers, 4 photo printers, 3 black and white laser printers
5. MCC lab in the Machinery bldg also has 2 42" plotters, 3 black and white printers.
6. The infrastructure for the lab has been upgraded to Gigabit switches for faster network traffic. Summer 09 EDS, MCC & FML are also being upgraded to gigabit switches.
7. New servers were installed for class file storage space and shared network space.
8. Two high-end server's were installed to support the high end plotting and peak times to our RIPs(Raster Image Processor) for large format printing.
9. 18 Mac computers were purchased to support the new Digital Drawing Classroom in Engr 214D that also includes 18 Cintiq Wacom 21" monitors. These computers will dual boot to provide use in the Mac & Windows operating systems.
10. All labs are equipped with internet access and projectors.
11. Service desk provides support to faculty and student laptops.
12. Faculty Technology Center provides resources to help faculty integrate technology into teaching.
13. Wireless technology continues to grow at Pratt see attached Map

The following page is an inventory of softwares.

Adobe Suite 2016 (64-bit)
ArcGIS
ArcGIS Background Geoprocessing
ArcGIS Data Interoperability
ArcGIS VBA Compatibility
Autodesk - 3ds Max
Autodesk - AutoCAD
Autodesk - AutoCAD Alias Design
Autodesk - AutoCAD Architecture

Autodesk - AutoCAD Raster Design
Autodesk - Inventor Professional
Autodesk - Maya
Autodesk - Recap
Autodesk - Revit
Autodesk - Showcase
Autodesk - Sketchbook
Athena Impact Estimator for Buildings
Bonjour
Classic Shell
CMAP
ConTEXT
ESRI CityEngine
Equitrac Express Client
FileZilla Client
GlobalMapper
Google Chrome
Google Earth
IBM SPSS Statistics
Java
Magics
MatConvert
Maxwell
Maxwell for Rhino
Maxwell Plug-in for After Effects
Maxwell Plug-in for Maya
Maxwell Plug-in for Photoshop
Maxwell Plug-in for Revit Architecture
Maxwell Shell Extension(x64)
MeshLab
MeshMixer
Microsoft Office 2003 Web Components
Microsoft Office 2013 Pro Plus
Microsoft Silverlight
Microsoft Visual C++ 2005
Microsoft Visual C++ 2008
Microsoft Visual C++ 2010
Microsoft Visual C++ 2012
Mozilla Firefox ESR
MSXML 4.0SP2(KB954430)
MSXML 4.0SP2(KB973688)
netfabb Basic

NetLogo
Notepad++
NVIDIA Graphics Driver
Pepakura Designer 3
Q64
QuickTime
RasWin (remove only)
RhinoCAM Rhino 5
Rhinoceros 5 (64-bit)
Sculptris Alpha 6
Sentinel Protection Installer 7.6.6
SimUText
SketchUp
SolidWorks 2015
Sophos Anti- Virus
UltraVnc
Unity
Visual Understanding Environment(VUE)
VLC media player
V-Ray for Rhinoceros 5 x64 edu
Weaverbird

The School has a Multi-Media Services office in the basement of the center section for equipment loans to student and faculty. There is also a multi-media loan office on the campus. The Higgins office oversees the two smart classrooms adjacent to the office (HHC 032 and 033) and the projection room and lectern in the 200-seat auditorium. The following is a description of the rooms and their equipment.

Multi-Media Services at Higgins Hall Equipment Loan Office:

- 2 overhead projectors
- portable screen,
- portable speaker kit (small),
- portable sound system with microphone (large)
- 3 portable DVD players,
- portable 35 mm slide projectors,
- 16mm projector cart,
- 12 various mac adaptors,
- 35 mm slide projector cart,
- dual 35 mm slide projection cart,
- 3 digital projector carts with computers and speakers,
- digital projector carts, portable digital projector,
- 2 tv carts with VHS/DVD decks,
- Opaque projector.

Multi-Media Services Equipment Loan Office on campus:

- portable speaker kits,
- portable projection screens,
- 8 Omni Light kits, 4 35 mm still cameras,
- 17 still digital cameras,

19 photo tripods,
25 HD flash drive video camcorders,
mini-DV video camcorders,
19 video tripods,
Marantz digital audio recorders,
12 mac-vga adaptors,
14 portable digital projectors,
11 portable
35mm slide projectors,
3 overhead projectors,
2 portable PA systems,
2 TV carts with VHS/DVD players.

HHC 032 classroom:

Plasma TV
lectern computer,
DVD/VHS player,
Digital visual presenter/document camera,
2 35mm slide projectors,
Crestron Control System,
video/audio feed from auditorium.

HHC 033 classroom:

Plasma TV,
lectern computer,
DVD/VHS player,
Digital visual presenter/document camera,
2 35mm slide projectors,
Crestron Control System,
video/audio feed from auditorium,
Polycom video conferencing system (microphones, 2 cameras),
teleconferencing phone system

Higgins Hall Auditorium:

Digital Projector,
Microphones,
Lectern Computer,
Crestron Control System,
VHS players,
DVD players,
Mini-DV player,
Video/audio digital recording system,
Digital visual presenter/document camera,
2 35mm slide projectors.

Changes to Physical Resources

The Higgins Hall complex is an extremely active, fully occupied facility. For the last several years, improved retention increased the ranks of the B.Arch program, but careful admissions planning has stabilized enrollment, and overcrowded conditions are beginning to ease. All enrollment in all programs are planned as stable as the building has reached capacity.

At the time of the last visit, not all full-time and CCE faculty had offices, but renovations to small spaces within Higgins together with the addition of offices in Thrift Hall now provide office space for all these faculty.

As mentioned, a robotics research lab has just been opened in the Navy Yard. This lab is approximately 5000sf with a 2-meter arm robot, and will allow inter-disciplinary collaboration with regional research institutions. In the next two years, the ground floor of Thrift Hall may be available for additional research production spaces. While enrollments are planned as stable with no change to Higgins Hall, continued strategic enhancement of research spaces will be a goal of the programs.

Significant Problems to Physical Resources

While the School of Architecture is an urban school with space at a premium, accommodations for all services have been achieved within Higgins. Production labs and digital labs continue to be heavily used, but with expansion of these spaces impossible, the administration continues its efforts at improved communication and management to make these spaces serve the students. No major changes to the physical resources are planned.

Faculty Spaces

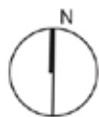
Teaching spaces in Higgins Hall are composed of four types: seminar classrooms, large meeting rooms and an auditorium, public spaces and galleries for studio critiques, and student studio space where professors directly engage student work. Approximately one-half of the classrooms are technologically enhanced, while the auditorium is a full service facility for all forms of presentations and streaming. A multi-media center allows faculty to borrow technology for presentations in non-technology-enhanced classrooms.

Full-time and CCE faculty all have private offices for scholarship, service and advising. These offices vary in size and location, so some offices are shared by two or in rare instances 3 faculty. Because of non-simultaneous use, advising normally can be conducted in private. Faculty offices are equipped with office furniture, computer equipment as required and shelving.

As mentioned, scholarship and research groups are also supported by the growth of research spaces in Thrift Hall and the SAVI lab.

International Physical Resources

The School of Architecture maintains a single campus space in Rome for both the B.Arch and M.Arch programs. The space is the second floor of the palazzo overlooking the Piazza di Apollonia in Trestevere. In the spring semester, approximately 35 fourth-year B.Arch students work in Rome for the entire spring semester. In June approximately 10 M.Arch students work in Rome for four weeks. Both groups rent apartments in the neighborhood to meet their housing needs. In both cases, the Rome programs are seen as essential for student growth and maturity, but only complement other student performance criteria. Both programs tend to emphasize urban and community issues and research methodologies. The following is a plan of this facility.



Rome Studio
 Piazza Di Apollonia
 Trestevere, Rome

Rome studio

- | | |
|--|--|
| ■ Studio | ■ Lab |
| ■ Class | ■ Cafe |
| ■ Office | ■ Mech. Room / Storage |

MOOCS

Neither the B.Arch nor the M.Arch programs employ MOOCs to meet any SPC. However, in recent years, both programs have increasingly relied on Saturday workshops and on-line tutorials to augment the teaching of new software, particularly involving parametric design. Discussions are continuing about how to deliver quality software training on-line, freeing valuable classroom time for the teaching of ideas and analysis.

I.2.4 Information Resources

Pratt Institute's library collection has grown considerably in the subject areas of architecture, building technologies, urban design, city planning, landscape architecture, and digital arts since the School's founding in 1887. Pratt's students and faculty are served best by a central library with the co-location of general reference works and the related areas of design, such as industrial, interior and furniture design, as well as the fine arts.

The Visual and Multi-Media Resources Center is housed in the Main Library, Brooklyn campus. Since the 2003 opening of the Pratt Manhattan Center (PMC), which supports the following programs: Graduate Communications Design, Information and Library Science, Creative Arts Therapy, Facilities/Construction Management, Design Management, and Continuing and Professional Studies, there has been added emphasis on building the collections at the PMC Library to provide the necessary academic support.

The Libraries provide in-depth information resources for students and faculty in the School of Architecture. Compared with the criteria defined by the American Library Association in Guidelines for Collection Development (Chicago: American Library Association, 1979, pp. 3-5), the collection supports the advanced study level, including a wide range of basic monographs, both current and retrospective, complete collections of works by or about important individuals, selections from the work of secondary individuals, and the reference tools and fundamental bibliographic apparatus pertaining to the subject.

Pratt Institute Library has participated actively in the Institute's ongoing strategic planning process as well as the Master Academic Plan guided by the Provost's office. The Director of Libraries is responsible for the strategic planning for the libraries with the full staff taking an active role in creating the planning document. The current priorities and goals established by the staff for 2014-2017 are to surpass current practice regarding access to circulating, reference and special collections of value to the entire Pratt community; celebrate and honor Pratt's history and its contributions to the world, both in education and in the many fields represented by its faculty, alumni, and programs; partner with educational programs, centers and initiatives that support teaching and learning across the campus; provide enhanced access to collections and resources; rethink the Brooklyn building both in and out as a hub of activity on many levels, a porous space that is a connector rather than a barrier, and ultimately, a jewel on the campus; develop spaces for teaching, group work and study so the Libraries are an active part of the everyday academic life of its faculty and students; develop a philanthropic support base to sustain the Libraries and the collections over time; and rethink staff roles to fully align with the Libraries' vision and connect the Libraries more directly to the needs of the community we serve.

The Institute maintains conservative fiscal control of the Libraries' budget. The primary source of funding is an institutional allocation of tuition revenues, followed by an allocation of facilities fees, which are earmarked for materials and equipment that students use and access, such as books and computer workstations. The Director of Libraries develops an annual budget request that is submitted to the Provost, which is then presented to the Board of Trustees for approval.

The curricular goals of the School of Architecture are integral to the Library's collecting activity. Pratt Institute Libraries strive to be comprehensive in its coverage of architecture and related subjects. Among the strengths are scholarly sources for the history, theory, and criticism of the discipline, both contemporary and historical; technical sources on construction methods, materials, building systems, and codes; and publications on urban design, urban history, city planning and landscape architecture. Recently subjects related to sustainability and technological innovations within architecture have been a primary collecting concern. Reference materials support professional development for students preparing for and seeking employment and professional accreditation.

The following graphic, Fig. 1, demonstrates the breadth, depth and scope of the overall collection with a summary of the 25,282 holdings in architecture-related subject areas by Dewey decimal classifications:

Fig. 1

Dewey decimal number range	Area	Number of volumes
307s	Community development	932
388	Transportation	188
620s	Engineering	1,964
690s	Buildings & Materials	1,006
700-708s	Miscellaneous Arts	6,013
709	General Art History	9,586
710-711s	Civic Art & City Planning	1,826
720s	Architecture	19,366
730s	Sculpture, Plastic Arts	4,831
740s	Drawing, Decorative & Minor Arts	17,830
750s	Painting	15,127
760s	Graphic Arts	2,705
770s	Photography	7,025
TOTAL		88,399

Library faculty are solely responsible for the selection and maintenance of the Libraries' collections and have developed a comprehensive collection development and maintenance policy, last revised in 2013. It includes not only general guidelines but also addresses collection evaluation, electronic and other media, special collections, and visual collections. Its flexibility permits application to programs in the School of Architecture as well as those in other schools of the Institute, but support of the curriculum is always the primary guideline for acquisitions.

The librarians select titles in architecture and related subject areas by reviewing publishers' catalogs, back lists, and catalogs of book dealers specializing in architecture, design and related disciplines. Collecting focus is to meet the needs of the students, faculty and instructional programs within the School of Architecture. Architecture faculty members are encouraged to recommend specific titles for monographs and serials. The architecture librarian receives syllabi for all courses under the B.Arch and M.Arch programs and is attentive to new curricular offerings that require additional or diversified monograph and periodical acquisition efforts.

The librarian who acts as a liaison to the School of Architecture routinely acquires titles, both monographs and periodicals, dealing with non-western architecture and design in order to support the international nature of the disciplines taught in the School of Architecture and to support diverse and multicultural interests. These include monographs on twentieth-century architects practicing in non-Western geographic areas, as well as studies on colonial and post-colonial history, vernacular traditions, modern architecture, and urban planning of these regions. The goal of this proactive acquisition strategy has been to increase the resources to accommodate graduate-level research and to augment the depth and breadth of the collection. The librarians also actively seek out book reviews in professional library literature and a wide variety of international journals of architecture, design and related disciplines (including architectural history, design, theory and practice). Major English-language publications such as *Architectural Record*, *Architecture*, the *Journal of the Society of Architectural Historians*, and the *Journal of Architectural Education* are supplemented by core foreign journals and other communication channels such as professional associations' newsletters.

Approximately one half of the Art & Architecture acquisitions budget is earmarked for titles in the subject areas of architecture and related topics. The collection of 215,793 volumes in the history and techniques of art and design, liberal arts and humanities, reference materials, and library science, provides a broad intellectual and creative context for students in the School of Architecture. The Libraries also subscribe to over 550 periodicals, 98 of which relate to subject areas specific to architecture and 222 to art and design. Finally, the Libraries' collection of over 42,000 digital images and 116,000 slides contains over 75,000 items illustrating works of architecture.

In general, the collections in architecture, the building arts, building technologies, urban design, city planning and landscape architecture include the following formats: printed and electronic reference sources, such as indexes, encyclopedias, technical data, codes and standards, product catalogs; electronic reference sources, primarily online databases; shared electronic resources, e.g. Internet, OCLC; monographs, both print and electronic; periodicals and journals, both print and electronic; slides and digital images; films and videos; newsletters; architectural drawings; maps, including digital Sanborn Maps; and Special Collections, including rare books, artists' books, pop-up books and other forms. Undergraduate students may borrow ten items, including circulating books, videos, pictures or equipment with one renewal; graduate students and faculty may borrow 20 items for four weeks with two renewals. Some items are non-circulating or one-day loan if they are in high demand, not easily replaceable or designated for reference collections. Items placed on reserve by faculty may be borrowed for two hours for use in the Libraries.

The Libraries' holdings meet the needs of the School of Architecture and the 1,090 students in the architecture programs. There are 19,366 titles in the Dewey decimal number range of 720-729 (architecture), and over 43,000 volumes in related areas such as theory and criticism, building materials, construction methods and processes, urban environments, detail finishing, civic art and city planning, landscape design, architecture and the environment, sustainability, New York architecture, transportation systems, building typologies, and interior design. The library also serves as a repository for M.Arch theses. Currently 474 theses are cataloged in the Architecture subject area.

The Association of Architecture School Librarians releases a core list of periodicals, which is currently being updated as many titles have ceased publication. The Libraries own 85%; holdings in the combined core and supplemental list totals 61%. At the time of the previous NAAB report only 44% of core titles and 66% of supplemental were in the collection, so great strides have been made in the intervening time. The serials collection also reflects the hundred-year history of the Libraries; over ninety percent of the serial titles are retrospective as well as current. The Libraries hold complete runs of several American architectural journals, such as *Architectural Record* (1891 to present), *Architecture* (formerly *AIA Journal*) and *Progressive Architecture* (discontinued, continued *Pencil Points*). As noted above, the Libraries currently subscribe to over 550 periodicals, 98 of which relate specifically to architecture and 222 to art and design, and which include architectural subjects. Subscriptions to newly published journals and other selected and highly recommended titles are considered for addition each year.

The following architectural and design databases are available electronically via the web: Avery Index to Architectural Periodicals; Art Source (includes Art Full-text & Art Index Retrospective); Proquest Art, Design, & Architecture Collection (includes Design and Applied Arts Index (DAAI); Bibliography of the History of Art; ArtBibliographies Modern); Art & Architecture Archive; Building Green; Urban Studies Abstracts; Urban Land Institute Case Studies; JSTOR; Artstor; Social Explorer; and Digital Sanborn Maps for Brooklyn, Queens & Manhattan; as well as Sanborn Maps (1867-1970) Geo Edition New York. Digital resources are also available to the Pratt community through the New York State Library program, NOVEL Databases. This is a vast expansion since the previous NAAB report in 2010, made possible by several significant increases in the libraries' electronic resources budget.

The size of the library collection continues to increase. Pratt Institute provided an adequate acquisitions budget for the Libraries but funding has not increased in years, even as book prices have risen and the School of Architecture has added programs and more students. The architecture budget line for 2014-15 totaled \$19,000. Additional funding of the architectural serials and periodicals line brings the total expenditures to \$38,400 for the 2014-15 fiscal year. The librarian liaison to the School of Architecture has

complete authority for selection decisions and works cooperatively with the Head of Technical Services to maximize the acquisitions budget. Again, the Libraries' budget for electronic resources has greatly increased, allowing Pratt Libraries to subscribe to a number of databases and bring the Libraries more in line with other area institutions. Figure 2 provides a comprehensive report of spending on different materials.

Fig.2

Statistics Report					
Types of Collections	Number of Volumes or Linear Feet	Budget Year Before Last	Budget Last Year	Budget This Year	
		2012-13	2013-14	2014-15	
Books classed in LC-NA or Dewey 720's	19,366	\$20,200	\$19,400	\$19,000	
Other Books	196,427	\$112,646	\$109,938	\$97,797	
Architecture Periodical Subscriptions	98	\$17,777	\$19,088	\$19,400	
Other Serial Subscriptions	510	\$78,317	\$81,926	\$87,371	
Microfilm Reels	6,398	284	208	308	6280 other
Microfiche	0	0	0	0	
Slides	116,000	0	0	0	
Videos/DVD	4,166 volumes (7,895 items)	\$24,034	\$30,735	\$32,108	
CD-ROMs	37	0	0	0	389 other
Photo-CDs	0	0	0	0	
Digital Image Files	42,430 files	11,204	8,030	12,050	
Streaming Video	1 database subscription	n/a	\$8,779	\$8,779	
Other Electronic Publications	34	55,289	63,879	64,316	
Other (specify)	3,722	0	0	0	16 MM
Total	403,621	\$412,523	\$487,375	\$501,767	

Visual and Multimedia Resources, a division of the Pratt Institute Libraries, seeks to facilitate and enhance educational communication by providing materials in multimedia formats to support and enrich the Institute's curriculum. The Visual Resources Center (VRC) maintains the Pratt Institute Digital Image Collection that is developed in collaboration with departments across campus and is accessible online through ARTstor. The collection is comprised of over 42,000 digital images, of which nearly 13,000 depict architecture and city planning. Through the Libraries' subscription to the Artstor Digital Library of over 1.5

million images, Pratt students and faculty have additional access to nearly 470,000 architecture and city planning images. The VRC provides access to flatbed scanners with transparency scanning capability, as well as digitization of selected library and archival materials to Pratt community for approved teaching and research purposes. The department continues to house and circulate approximately 116,000 35mm slides, of which over 75,000 depict architecture or architectural-related topics, many of which are unique and of great value. Faculty may borrow an unlimited amount of slides for up to 28 days. Students may borrow a maximum of 70 slides for up to seven days.

The Libraries' Equipment Loan Office circulates audiovisual equipment, including cameras, tripods, and digital projectors to students, staff and faculty for individual and class use. The Higgins Hall office offers dedicated audiovisual support to two classrooms and a 250-seat auditorium for classes, events, lectures and videoconferencing. This office also circulates carted AV equipment for use in the Higgins Hall complex, primarily a School of Architecture facility. The media collection includes a streaming subscription to nearly 45,000 titles through Alexander Street Press of which nearly 1,000 are related directly to art, architecture and city planning. The circulating collection of DVDs and videocassettes includes approximately 4,200 volumes total, of which nearly 200 address architecture and city planning topics. There is also an extensive collection of 16mm films devoted to a broad range of subjects, which can be viewed in the main library.

Most of the Libraries' collections are housed in open stacks or in the Reading Rooms. Closed stacks house rare or valuable books, special collections, and theses, which are made available to students and faculty upon request. The reference staff routinely handles such requests. Patrons are asked to remain in a designated and monitored area to ensure the long-term preservation of rare or fragile materials, which are not available for photocopying or scanning. Reserve materials are held at the main circulation desk. Virtual access to the entire collection except the Institute's Archives is provided via the Libraries' integrated automated system. Titles appear in the catalog as soon as they are ordered and include the audio-visual materials housed in Visual and Multimedia Services. Patrons are able to request rush processing of uncatalogued items.

The Libraries actively pursue new partnerships in order to expand the resources available to students and faculty. On campus, the Libraries anticipate integrating an important and growing collection of rare and contemporary artist books from the Franklin Furnace Collection into the Libraries' Special Collections in the coming year. Connecting students and faculty with the most relevant resources for their research also requires linking individuals with resources beyond the campus. This year the libraries are joining the ConnectNY consortium, which will give Pratt users access to materials from 17 other university libraries throughout New York State with an average turn-around much faster than interlibrary loan. These collections will greatly augment Pratt libraries' collections, especially within the realm of general education. Connect NY gives library users access through a consortial catalog to over 9 million books in print and 12 thousand ebooks.

Cooperative agreements with other libraries and interlibrary loans are an integral part of Pratt Institute Libraries' services and increase the institute's access to resources in a metropolitan area with some of the most notable fine arts and architecture collections in the world, such as Avery Architecture and Fine Arts Library at Columbia University, the Frick Art Reference Library, the New York Public Library and other notable local resources such as the New York Historical Society and the Brooklyn Public Library. The Academic Libraries of Brooklyn (ALB) is an organization of eight college libraries in Brooklyn, initiated in 1975 to create an open access policy. This cooperative program allows students, faculty, and staff of any member institution to use the resources of the other member libraries and borrow up to two books. The Pratt Institute Libraries are also members of OCLC, an international bibliographic utility headquartered in the United States. The Libraries provide interlibrary loan services to current students, faculty, and staff for material not owned by the Pratt Institute Libraries through this membership. In addition, the Pratt Institute Libraries are members of The New York Metropolitan Reference and Research Library Agency (METRO). METRO is a reference and research resources (3Rs) library council chartered by the New York Board of Regents; over 250 libraries are members. One of the most important services this membership provides to the Pratt Institute community is the METRO referral program, which

allows Pratt students to use such collections as the Avery Architectural and Fine Arts Library at Columbia University and the Institute of Fine Arts Library of New York University for material not owned by Pratt Institute or another accessible library. The privileges available to Pratt upper division students through METRO referrals increase their research opportunities exponentially. The Information/Reference Department routinely provides METRO referrals to architecture students to use the Avery Library. In addition, the New York Public Library Research Division is a great non-circulating resource that is open to the public.

The Pratt Institute Libraries are highly committed to serving students and faculty. The Libraries are open and accessible 94.5 hours per week. Reduced hours are maintained when classes are not in session and during the summer sessions, but during finals and studio week, the library operates extended hours and provides coffee and tea for the students.

Eleven full-time librarians provide services during all library hours. All incoming undergraduate students attend library orientation tours at the beginning of the fall semester, and faculty librarians provide many different library instruction opportunities upon request. The librarians prepare and update research guides on researching specific topics and some course-specific guides, which are available on the libraries' website. Since the last NAAB report, the libraries have switched to a more dynamic and interactive software to provide students with research guides. Examples of recent guides prepared for architecture students include: Maps & GIS, Materials Research, and New York City Buildings. All librarians work actively to mediate between students or faculty and electronic resources, including databases, to help develop and refine search strategies.

A team of faculty librarians provides library orientations, instruction in library skills, and guidance in research methods at several levels. They encourage classroom sessions on topics requested by the faculty. One faculty librarian serves as the liaison to the School of Architecture, as listed on the website, and coordinates the libraries' interactions with the School of Architecture's students, faculty and staff. This faculty librarian can provide specialized instruction to enhance architecture students' ability to conduct research and complete course assignments. The librarian spends two hours per week at Higgins Hall doing a "library pop-up," so as to be readily available to answer questions and provide support. The library pop-up also showcases different materials throughout the semester. The School of Architecture provides copies of syllabi to the liaison librarian in order to enable preparation to assist and guide students in their research projects. All Architecture faculty are also encouraged to involve librarians in their students' learning by making appointments to meet with their classes in the Libraries or in their classroom, to teach their students information literacy skills.

For the past two years incoming architecture undergraduates have participated in the Common Experience program at Orientation, which includes a tour of the Brooklyn campus library and the library's integration into the associated assignment. In addition the Librarian and the Visual Resources Curator visit two of the large freshman and sophomore classes to broadly introduce students to Artstor and the libraries' databases. The librarian also worked with the B.Arch coordinator of history & theory to ensure that print and digital resources were available for student topics during their first research assignments. The Art & Architecture Librarian provides in depth research methods & information analysis instruction for M.Arch students within the School of Architecture. This fall she will meet with M.Arch students in their History & Theory I course, and an additional visit is planned for History & Theory III.

The libraries' visual resources collection not only provides digital images, but also works in concert with faculty in the School of Architecture to add images and support courses. The Curator worked closely with the architecture faculty offering an Alvar Aalto class, adding images from print books and the faculty member's private collection to ArtStor. Although the Libraries' primary mission is to support the Institute's academic programs, faculty research is supported as well both through acquisitions and librarian support.

The library houses a variety of modern and original turn-of-the-century exhibit cases which are available for exhibitions of work by students, faculty, departmental programs, and materials from the Libraries' collections. In August 2015, the Libraries added two large museum quality display cases, funded by a grant from the H.W. Wilson Corporation that have the capacity to display a variety of materials including

architectural models. Some of the numerous exhibitions sponsored by the Libraries have featured materials from the collections such as pop-up books and other special collection items, many with architectural-related subject matter. The Libraries' Events and Exhibitions Committee coordinates the exhibition schedule and facilitates exhibitions and events. A new book display is continually updated, and a listing of new acquisitions is available in Prattcat.

All library collections are currently housed in the Brooklyn and Manhattan campus facilities, but remote storage will be needed in the future. The Brooklyn campus of Pratt Institute Libraries occupies a landmarked historic structure built in 1896. A comprehensive renovation in 1982 created reading and study spaces while preserving the quality of the original Tiffany-designed interior. The Institute recognized the need to improve environmental systems in the building and replaced the HVAC system in 2001-2002. Due to the complexities of retrofitting a century-old building with modern HVAC systems, there is and has been constant need for monitoring and adjustments. To better track fluctuations in temperature and humidity, the libraries have recently purchased twenty climate control monitors to place all over the Brooklyn campus library. A major concern regarding the preservation of the art and architecture book collection is the deteriorating physical condition of many historic volumes.

The physical housing of collections in the main library's Stacks remains a concern, as the historic wooden shelving units are landmark quality, therefore requiring unusually costly attention. The library is currently evaluating methods for preserving and maintaining the library stacks. In January 2012 the Libraries utilized grant funding from the I. Alden Trust Foundation to study various solutions for renovating the Tiffany Stacks shelving and support brackets, which were malfunctioning and deteriorating. A multi-year study was implemented to analyze the structural performance of various wood types, reinforcement enhancements, support elements, and surface finishes. A variety of solutions are being tested under normal load and in the actual condition in order to determine which materials perform best over time. Once a better understanding of restoration and preservation is gained, the library will use this information to seek funding to support a broader renovation of the stacks. A careful balance will need to be kept between retaining the artifacts of the brass-ended wooden shelves and servicing the collection and its users. Shelving and storage for the collections are an ongoing challenge. The Periodicals collection has been trifurcated, with the current material on the second level of the main library and the dated material in both the lower level/basement area and upper level of the stacks. Shelving for new books is very tight and will require attention in the near future because the current utilization of the wooden shelving, which is unique and part of the original building, no longer meets the criteria of functionality and flexibility required by growing and heavily used collections.

The collection is continually evaluated for preservation. The Mending Clerk cares for damaged bindings and worn volumes. She also replaces missing pages duplicated from interlibrary loans or additional copies from the Pratt Institute Libraries collection. One of the Faculty Librarians has attended the Preservation Management Institute sponsored by Rutgers University. From this intensive coursework the Libraries' disaster plan was revised, updated, and is maintained.

The Pratt Manhattan Center (PMC) Library is located in historic Greenwich Village bordering the gallery district of Chelsea. The well-appointed library has wired reading tables, a study room, and comfortable seating. The PMC Library supports the PMC community and the larger Pratt Community as well as visiting researchers by appointment. The library collection consists of monographs, serials, multimedia and images. The Libraries' wide range of subscription electronic resources are available at both sites and off-campus. These include general and subject-specific online indexes, some of which are full-text. The PMC Library supports the following programs: Graduate Communications Design, Information and Library Science, Creative Arts Therapy, Facilities/Construction Management, Arts and Cultural Management, AOS/AAS Program, Design Management, and Continuing and Professional Studies.

There are 212 seats for reading and study in the Libraries, but in this era of laptop usage by the majority of the students, the study areas in the main library are lacking adequate electrical access for equipment use and desk lamps to provide sufficient lighting. Rubberized moulding has been used to run extension cords to study tables for electrical supply but this is not ideal. Students, staff, and faculty have access to fifty-seven general-use computers in the Libraries, seven of which have attached flatbed scanners. There

are an additional three specialized scanning stations, four color printers, two photocopiers, and one microfilm machine, as well as slide projectors, slide viewing tables, and private carrels for viewing videos and films. There is a new instruction lab in the library which is equipped with 28 computers and a teaching station with digital projection and Internet access.

Building and patron security are addressed as follows. All areas of the building contain a sprinkler system and fire suppression devices. Patron safety is a priority with a security officer stationed at the library entrance. Security cameras have been installed at key locations and the record of activity they collect can be monitored or used as documentation. Book theft is prevented by 3M magnetic strip detection systems at the entryways. All library items contain security detection strips ("Tattle Tapes"). If a patron leaves the library with an item that has not been checked out and demagnetized, an alarm at the exit sounds.

The Pratt Institute Libraries are physically accessible in their entirety to all. Incorporated into the landscape design of the campus, an entrance ramp at the proper level of incline leads to the main entrance. Inside, all four levels of reading rooms and five levels of stacks are accessible by elevator. Rest room facilities are also wheelchair accessible.

The Director of Libraries is the chief administrative officer of the main campus library as well as the library at the Pratt Campus in Manhattan and the Visual and Multimedia Resources Center. The faculty librarians, Assistant to the Director, and the department heads (Head of Public Services, Head of Technical Services and the Director of Multi-Media Services) report to the Director of Libraries, who, in turn, reports to the Provost. Department heads supervise the work of administrators, paraprofessional employees, graduate assistants, and work study students in the respective departments. The Head of Public Services oversees the Information/Reference Department that is staffed by the Evening and Weekend Library Manager, the Reference Clerk, and is supported by eleven full-time librarians. Reference librarians are on duty at the Reference Desk more than 95% of the open hours. The Art and Architecture Librarians work closely with the School of Architecture in providing academic support for their students and faculty. The Technical Processing Department supports the acquisition and cataloguing functions of the Libraries. Figure 3 depicts the yearly distribution of staff.

Fig.3

Staffing			
Types of Positions	(FTE's) Year Before Last - 12/13	(FTE's) Last Year 13/14	(FTE's) This Year 14/15
Librarians/VR Professionals	17	17	17
Other Professionals	4	4	4
Other Staff	11.5	11.5	11.5
Student Assistants	14.5	14.5	14.5
Volunteers	0	0	0
Other (specify)			
Total	47	47	47

Library assistants, clerks, and technicians are integral to the operation of the library. Detailed job descriptions exist for each position. Most paraprofessional employees have bachelor's degrees, many with majors in fine arts or design. On average seven graduate assistants work over eighty hours per week in the Public Services Department; all of them are pursuing degrees in the School of Information and Library Science. Circulation and Visual and Multi-Media Resources Departments also rely on graduate assistants for staffing their services. Undergraduate students from the Schools of Architecture, Art,

Liberal Arts & Sciences, and Design also work in the library, assisting with shelving and other projects such as inventories, shelf reading, signage, exhibition installations, serials check-in, and circulation assistance.

The Information/Reference services and Visual and Multimedia Resources Center are well staffed with professional librarians. The library faculty at Pratt Institute hold graduate degrees in Library and Information Science and have faculty rank. A second graduate degree in a relevant subject area, while not required for faculty status or promotion and tenure, is encouraged. There are written job descriptions for each position. Two of the reference librarians have the title of Art and Architecture Librarian. They both have extensive background and experience in the Fine Arts and Architecture and both Art and Architecture Librarians are members of the Art Libraries Society of North America (ARLIS/NA) and its New York Chapter (ARLIS/NY). The Art & Architecture Librarian who liaises with the School of Architecture is also a member of the Association of Architecture School Libraries (AASL) and a number of sustainability and urban planning interest groups within the Association of College and Research Libraries (ACRL). The Visual Resources Curator maintains both the still and moving image collections, holds a Masters in Library Science and a PhD in Art History, has over 15 years of experience in the field of visual resources and digitization, and is a member of the Visual Resources Association. Pratt Institute library faculty hold tenure-track, faculty-rank positions. Historically, salaries have been low for Pratt faculty and do not account for the fact that the New York metropolitan area has a federally recognized cost of living 180% of the national average relative to other urban areas. Currently, three librarians who provide reference and instruction hold tenure. One librarian in Technical Services also holds tenure but works only half time.

The Institute supports scholarly research and professional development for all library employees. The librarians and administrators are each allocated an average of \$1000 per year to attend conferences or participate in professional organizations with workshops and seminars made available to the paraprofessional staff. However faculty librarians work full-time all year with only twelve days allotted for research or writing, making scholarly output, publishing, or conference presentations difficult, and with that the pursuit of promotion and tenure. Library faculty are deeply involved in institute activities from serving on committees, to participating in the Academic Senate and playing an active role in the Chairs' Council. Because of the architecture chairs' regular involvement in the accreditation process, their counsel is sought by other programs in the institute seeking to establish assessment standards and curricular guidelines. Many of the architecture faculty publish their professional, academic and research work nationally in both academic and professional journals, and this serves to enhance the profile of the institute generally.

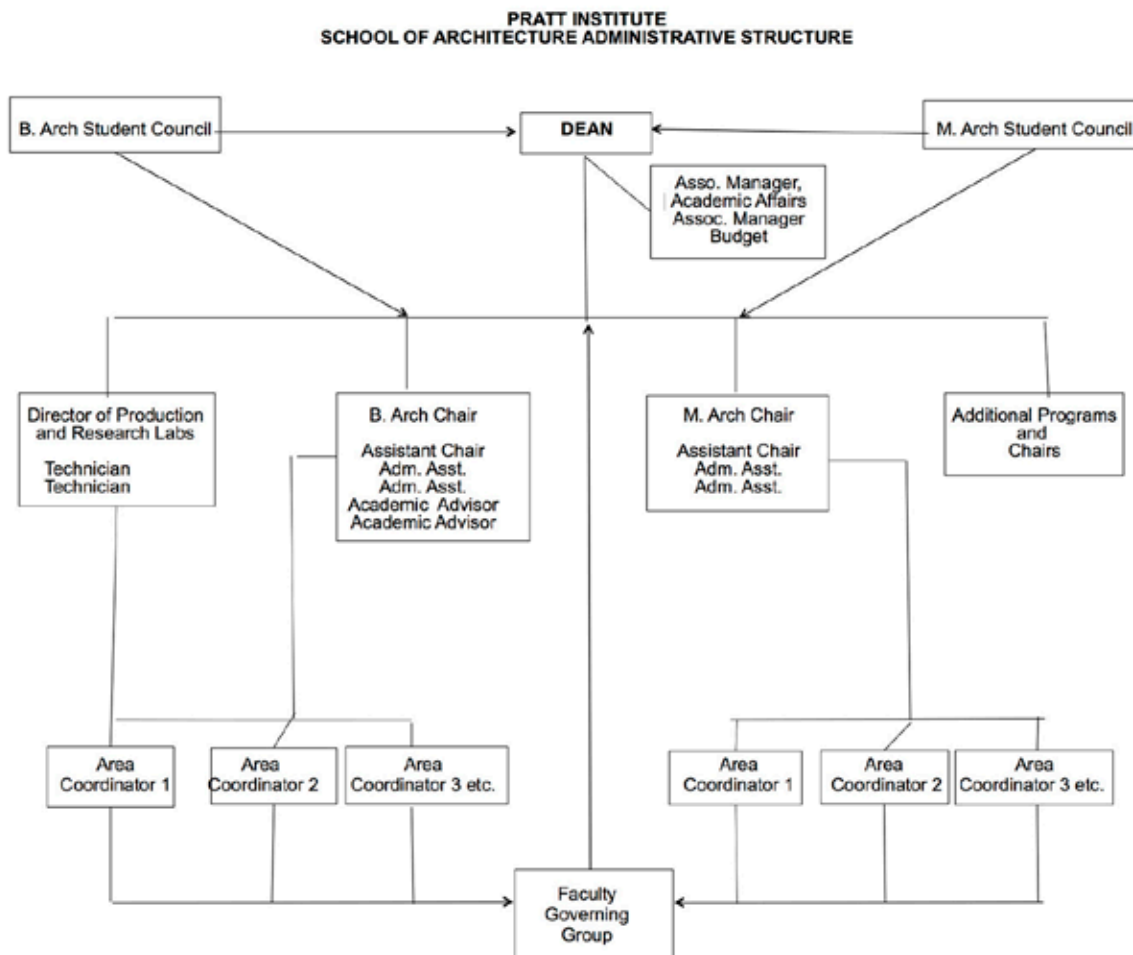
Description of the School of Architecture Administrative Structure

The School of Architecture is composed of ten graduate and undergraduate programs. The school has a dean, four chairs and three program coordinators. The chairs and the deans meet bi-weekly to manage the programs and budgets and to define long-range plans. The B.Arch and M.Arch program chairs are augmented by an assistant chair, administrators and advising staff. The faculty in each program are composed of approximately 20% full-time and 'tenured' adjunct faculty (CCE) with the remaining faculty as part-time adjunct or visiting professors. The full-time and CCE faculty form the Faculty Governing Group. The FGG defines educational objectives, approves new programs, acts as the school-wide curriculum committee and advises on long-range planning.

Within each program, the chair appoints area coordinators to directly work with area faculty in defining educational objectives and providing assessment standards. The area coordinators and the program chair constitute the program curriculum committee. Each program employs two full time advisors who assist students in registration and managing their programs through the curriculum.

Students also play a role in governance. In addition to an active institute-wide student government, both the B.Arch and M.Arch programs have a student council. Each student council is composed of elected representatives and meets regularly with the dean and chairs.

The following is a chart of the School of Architecture administrative structure with B.Arch and M.Arch programs:



II.1.1 Student Performance Criteria

The following six pages are the Student Performance Criteria matrices for the B.Arch and the M.Arch programs. The B.Arch SPC matrices outlines the distribution of all SPC's in appropriate courses over ten semesters of study. The M.Arch SPC matrices outline the distribution of all SPC's in appropriate courses over six semesters of study. The Visiting Team will determine compliance with the criteria by review of syllabi, narratives and student work at the time of the visit.

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			REALM A: CRITICAL THINKING & REPRESENTATION							
			PROFESSIONAL COMMUNICATION SKILLS	DESIGN THINKING SKILLS	INVESTIGATIVE SKILLS	ARCHITECTURAL DESIGN SKILLS	ORDERING SYSTEMS	USE OF PRECEDENTS	HISTORY & GLOBAL CULTURE	CULTURAL DIVERSITY & SOCIAL EQUITY
			A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8
			ABILITY	ABILITY	ABILITY	ABILITY	ABILITY	ABILITY	UNDERSTANDING	UNDERSTANDING
SEMESTER 1	ARCH 101 DESIGN I	5cr.								
	ARCH 111 REPRESENTATION 1	3cr.								
	ARCH 131 TECHNICS	3cr.								
	ARCH 151 HISTORY & THEORY 1	3cr.								
	HMS 101B INTRO TO LITERARY 1	3cr.								
	HMS 291B INTRO TRANS WRITING I	1cr.								
SEMESTER 2	ARCH 102 DESIGN II	5cr.								
	ARCH 112 REPRESENTATION 2	3cr.								
	ARCH 152 HISTORY & THEORY 2	3cr.								
	MSCI 110 PHYSICS & CHEMISTRY	3cr.								
	HMS 103B INTRO TO LITERARY 2	3cr.								
	HMS 292B INTRO TRANS WRITING II	1cr.								
SEMESTER 3	ARCH 201 INTERMEDIATE DESIGN I	5cr.								
	ARCH 211 REPRESENTATION 3	3cr.								
	ARCH 231 STATICS	3cr.								
	ARCH 251 HISTORY & THEORY 3	3cr.								
	ARCH 261 ARCH MATERIALS	3cr.								
SEMESTER 4	ARCH 202 INTERMEDIATE DESIGN II	5cr.								
	ARCH 232 STEEL	3cr.								
	ARCH 252 HISTORY & THEORY 4	3cr.								
	ARCH 262 ARCH ASSEMBLY SYSTEMS	3cr.								
	MSCI 271 ECOLOGY FOR ARCHITECTS	3cr.								
SEMESTER 5	ARCH 301 COMPREHENSIVE DESIGN I	5cr.								
	ARCH 331 CONCRETE	3cr.								
	ARCH 361 BUILDING ENVIRONMENTS	3cr.								
	ARCH 363 PROFESSIONAL PRACTICE	3cr.								
SEMESTER 6	ARCH 302 COMPREHENSIVE DESIGN II	5cr.								
	ARCH 362 BUILDING SERVICES	3cr.								
	ARCH 364 CONSTRUCTION DOCUMENTS	3cr.								
SEMESTER 7	ARCH 401 ADVANCED DESIGN I	5cr.								
	ARCH 461 URBAN GENETICS	3cr.								
	HMS 496B ADV TRANS WRITING	1cr.								
	CH 300 CULTURAL HISTORY I	3cr.								
SEMESTER 8	ARCH 402 ADVANCED DESIGN II	5cr.								
	CH 400 CULTURAL HISTORY II	3cr.								
SEMESTER 9	ARCH 403 ADVANCED DESIGN III	5cr.								
	ARCH 501 DEGREE PROJECT RESEARCH	3cr.								
	HMS 497B RESEARCH WRITING	1cr.								
SEMESTER 10	ARCH 503 DEGREE PROJECT	5cr.								

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			REALM B: BUILDING PRACTICE, TECHNICAL SKILLS & KNOWLEDGE									
			PRE-DESIGN	SITE DESIGN	CODES & REGULATIONS	TECHNICAL DOCUMENTATION	STRUCTURAL SYSTEMS	ENVIRONMENTAL SYSTEMS	BUILDING ENVELOPE SYSTEMS & ASSEMBLIES	BUILDING MATERIALS & ASSEMBLIES	BUILDING SERVICE SYSTEMS	FINANCIAL CONSIDERATIONS
			B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10
			ABILITY	ABILITY	ABILITY	ABILITY	ABILITY	ABILITY	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING
SEMESTER 1	ARCH 101 DESIGN I	5cr.										
	ARCH 111 REPRESENTATION 1	3cr.										
	ARCH 131 TECHNIQS	3cr.										
	ARCH 151 HISTORY & THEORY 1	3cr.										
	HMS 101B INTRO TO LITERARY 1	3cr.										
	HMS 291B INTRO TRANS WRITING I	1cr.										
SEMESTER 2	ARCH 102 DESIGN II	5cr.										
	ARCH 112 REPRESENTATION 2	3cr.										
	ARCH 152 HISTORY & THEORY 2	3cr.										
	MSCI 110 PHYSICS & CHEMISTRY	3cr.										
	HMS 103B INTRO TO LITERARY 2	3cr.										
	HMS 292B INTRO TRANS WRITING II	1cr.										
SEMESTER 3	ARCH 201 INTERMEDIATE DESIGN I	5cr.										
	ARCH 211 REPRESENTATION 3	3cr.										
	ARCH 231 STATICS	3cr.										
	ARCH 251 HISTORY & THEORY 3	3cr.										
	ARCH 261 ARCH MATERIALS	3cr.										
SEMESTER 4	ARCH 202 INTERMEDIATE DESIGN II	5cr.										
	ARCH 232 STEEL	3cr.										
	ARCH 252 HISTORY & THEORY 4	3cr.										
	ARCH 262 ARCH ASSEMBLY SYSTEMS	3cr.										
	MSCI 271 ECOLOGY FOR ARCHITECTS	3cr.										
SEMESTER 5	ARCH 301 COMPREHENSIVE DESIGN	5cr.										
	ARCH 331 CONCRETE	3cr.										
	ARCH 361 BUILDING ENVIRONMENTS	3cr.										
	ARCH 363 PROFESSIONAL PRACTICE	3cr.										
SEMESTER 6	ARCH 302 COMPREHENSIVE DESIGN II	5cr.										
	ARCH 362 BUILDING SERVICES	3cr.										
	ARCH 364 CONSTRUCTION DOCUMENTS	3cr.										
SEMESTER 7	ARCH 401 ADVANCED DESIGN I	5cr.										
	ARCH 461 URBAN GENETICS	3cr.										
	HMS 496B ADV TRANS WRITING	1cr.										
	CH 300 CULTURAL HISTORY I	3cr.										
SEMESTER 8	ARCH 402 ADVANCED DESIGN II	5cr.										
	CH 400 CULTURAL HISTORY II	3cr.										
SEMESTER 9	ARCH 403 ADVANCED DESIGN III	5cr.										
	ARCH 501 DEGREE PROJECT RESEARCH	3cr.										
	HMS 497B RESEARCH WRITING	1cr.										
SEMESTER 10	ARCH 503 DEGREE PROJECT	5cr.										

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			REALM C: INTEGRATED ARCHITECTURAL SOLUTIONS			REALM D: PROFESSIONAL PRACTICE				
			RESEARCH	INTEGRATED EVALUATIONS & DESIGN PROCESS	INTERGRATIVE DESIGN	STAKEHOLDER ROLES IN ARCHITECTURE	PROJECT MANAGEMENT	BUSINESS PRACTICES	LEGAL RESPONSIBILITIES	PROFESSIONAL CONDUCT
			C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
			UNDERSTANDING	ABILITY	ABILITY	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING
SEMESTER 1	ARCH 101 DESIGN I	Scr.								
	ARCH 111 REPRESENTATION 1	Scr.								
	ARCH 131 TECHNICS	Scr.								
	ARCH 151 HISTORY & THEORY 1	Scr.								
	HMS 101B INTRO TO LITERARY 1	Scr.								
	HMS 291B INTRO TRANS WRITING I	1cr.								
SEMESTER 2	ARCH 102 DESIGN II	Scr.								
	ARCH 112 REPRESENTATION 2	Scr.								
	ARCH 152 HISTORY & THEORY 2	Scr.								
	MSCI 110 PHYSICS & CHEMISTRY	Scr.								
	HMS 103B INTRO TO LITERARY 2	Scr.								
	HMS 292B INTRO TRANS WRITING II	1cr.								
SEMESTER 3	ARCH 201 INTERMEDIATE DESIGN I	Scr.								
	ARCH 211 REPRESENTATION 3	Scr.								
	ARCH 231 STATICS	Scr.								
	ARCH 251 HISTORY & THEORY 3	Scr.								
	ARCH 261 ARCH MATERIALS	Scr.								
SEMESTER 4	ARCH 202 INTERMEDIATE DESIGN II	Scr.								
	ARCH 232 STEEL	Scr.								
	ARCH 252 HISTORY & THEORY 4	Scr.								
	ARCH 262 ARCH ASSEMBLY SYSTEMS	Scr.								
	MSCI 271 ECOLOGY FOR ARCHITECTS	Scr.								
SEMESTER 5	ARCH 301 COMPREHENSIVE DESIGN	Scr.								
	ARCH 331 CONCRETE	Scr.								
	ARCH 361 BUILDING ENVIRONMENTS	Scr.								
	ARCH 363 PROFESSIONAL PRACTICE	Scr.								
SEMESTER 6	ARCH 302 COMPREHENSIVE DESIGN II	Scr.								
	ARCH 362 BUILDING SERVICES	Scr.								
	ARCH 364 CONSTRUCTION DOCUMENTS	Scr.								
SEMESTER 7	ARCH 401 ADVANCED DESIGN I	Scr.								
	ARCH 461 URBAN GENETICS	Scr.								
	HMS 496B ADV TRANS WRITING	1cr.								
	CH 300 CULTURAL HISTORY I	Scr.								
SEMESTER 8	ARCH 402 ADVANCED DESIGN II	Scr.								
	CH 400 CULTURAL HISTORY II	Scr.								
SEMESTER 9	ARCH 403 ADVANCED DESIGN III	Scr.								
	ARCH 501 DEGREE PROJECT RESEARCH	Scr.								
	HMS 497B RESEARCH WRITING	1cr.								
SEMESTER 10	ARCH 503 DEGREE PROJECT	Scr.								

			REALM A: CRITICAL THINKING & REPRESENTATION							
			PROFESSIONAL COMMUNICATION SKILLS	DESIGN THINKING SKILLS	INVESTIGATIVE SKILLS	ARCHITECTURAL DESIGN SKILLS	ORDERING SYSTEMS	USE OF PRECEDENTS	HISTORY & GLOBAL CULTURE	CULTURAL DIVERSITY & SOCIAL EQUITY
			A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8
			ABILITY	ABILITY	ABILITY	ABILITY	ABILITY	ABILITY	UNDERSTANDING	UNDERSTANDING
SEMESTER 1	ARCH 601 DESIGN STUDIO 1	5cr.								
	ARCH 611 COMPUTER MEDIA 1	3cr.								
	ARCH 631 STRUCTURES 1	3cr.								
	ARCH 651 HISTORY & THEORY 1	3cr.								
SEMESTER 2	ARCH 602 DESIGN STUDIO 2	5cr.								
	ARCH 612 COMPUTER MEDIA 2	3cr.								
	ARCH 632 STRUCTURES 2	3cr.								
	ARCH 652 HISTORY & THEORY 2	3cr.								
SEMESTER 3	ARCH 703 DESIGN STUDIO 3	5cr.								
	ARCH 753 HISTORY & THEORY 3	3cr.								
	ARCH 761 ENVIRONMENTAL CONTROLS	3cr.								
	ARCH 762 MATERIALS & ASSEMBLIES	3cr.								
SEMESTER 4	ARCH 704 DESIGN STUDIO 4	5cr.								
	ARCH 763 INTEGRATED BUILDING SYSTEMS	3cr.								
SEMESTER 5	ARCH 805 DESIGN STUDIO 5	5cr.								
	ARCH 861 PROFESSIONAL PRACTICE	3cr.								
SEMESTER 6	ARCH 806 DESIGN STUDIO 6	5cr.								

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			REALM B: BUILDING PRACTICES, TECHNICAL SKILLS & KNOWLEDGE									
			PRE-DESIGN	SITE DESIGN	CODES & REGULATIONS	TECHNICAL DOCUMENTATION	STRUCTURAL SYSTEMS	ENVIRONMENTAL SYSTEMS	BUILDING ENVELOPE SYSTEMS & ASSEMBLIES	BUILDING MATERIALS & ASSEMBLIES	BUILDING SERVICE SYSTEMS	FINANCIAL CONSIDERATIONS
			B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10
			ABILITY	ABILITY	ABILITY	ABILITY	ABILITY	ABILITY	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING
SEMESTER 1	ARCH 601 DESIGN STUDIO 1	5cr.										
	ARCH 611 COMPUTER MEDIA 1	3cr.										
	ARCH 631 STRUCTURES 1	3cr.										
	ARCH 651 HISTORY & THEORY 1	3cr.										
SEMESTER 2	ARCH 602 DESIGN STUDIO 2	5cr.										
	ARCH 612 COMPUTER MEDIA 2	3cr.										
	ARCH 632 STRUCTURES 2	3cr.										
	ARCH 652 HISTORY & THEORY 2	3cr.										
SEMESTER 3	ARCH 703 DESIGN STUDIO 3	5cr.										
	ARCH 753 HISTORY & THEORY 3	3cr.										
	ARCH 761 ENVIRONMENTAL CONTROLS	3cr.										
	ARCH 762 MATERIALS & ASSEMBLIES	3cr.										
SEMESTER 4	ARCH 704 DESIGN STUDIO 4	5cr.										
	ARCH 763 INTEGRATED BUILDING SYSTEMS	3cr.										
SEMESTER 5	ARCH 805 DESIGN STUDIO 5	5cr.										
	ARCH 861 PROFESSIONAL PRACTICE	3cr.										
SEMESTER 6	ARCH 806 DESIGN STUDIO 6	5cr.										

M.Arch 2014-15

			REALM C: INTEGRATED ARCHITECTURAL SOLUTIONS			REALM D: PROFESSIONAL PRACTICE				
			RESEARCH	INTEGRATED EVALUATIONS & DECISION-MAKING DESIGN PROCESS	INTERROGATIVE DESIGN	STAKEHOLDER ROLES IN ARCHITECTURE	PROJECT MANAGEMENT	BUSINESS PRACTICES	LEGAL RESPONSIBILITIES	PROFESSIONAL CONDUCT
			C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
			UNDERSTANDING	ABILITY	ABILITY	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING
SEMESTER 1	ARCH 601 DESIGN STUDIO 1	5cr.								
	ARCH 611 COMPUTER MEDIA 1	3cr.								
	ARCH 631 STRUCTURES 1	3cr.								
	ARCH 651 HISTORY & THEORY 1	3cr.								
SEMESTER 2	ARCH 602 DESIGN STUDIO 2	5cr.								
	ARCH 612 COMPUTER MEDIA 2	3cr.								
	ARCH 632 STRUCTURES 2	3cr.								
	ARCH 652 HISTORY & THEORY 2	3cr.								
SEMESTER 3	ARCH 703 DESIGN STUDIO 3	5cr.								
	ARCH 753 HISTORY & THEORY 3	3cr.								
	ARCH 761 ENVIRONMENTAL CONTROLS	3cr.								
	ARCH 762 MATERIALS & ASSEMBLIES	3cr.								
SEMESTER 4	ARCH 704 DESIGN STUDIO 4	5cr.								
	ARCH 763 INTEGRATED BUILDING SYSTEMS	3cr.								
SEMESTER 5	ARCH 805 DESIGN STUDIO 5	5cr.								
	ARCH 861 PROFESSIONAL PRACTICE	3cr.								
SEMESTER 6	ARCH 806 DESIGN STUDIO 6	5cr.								

II. 2. 1 Institutional Accreditation

The Institute is accredited by the Middle States Commission on Higher Education (MSCHE). It was accredited for ten years in 2005, and was evaluated for reaccreditation in the spring of 2015. The new re-accreditation letter is not yet available for transmittal, but the accreditation team provided a strong report to the Pratt community with no deficiencies noted in any of the 14 standards.

The following 5 pages show the MSCHE re-accreditation letter from 2010 in response to Pratt's five-year prediotic report. The new re-accreditation will be available at the time of the team visit.



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

PRATT INSTITUTE
200 Willoughby Avenue
Brooklyn, NY 11205
Phone: (718) 636-3647; Fax: (718) 636-3785
www.pratt.edu

Chief Executive Officer: Dr. Thomas F. Schutte, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 3279 Undergraduate; 1411 Graduate
Control: Private (Non-Profit)
Affiliation: None
Carnegie Classification: Special Focus - Schools of Art, Music and Design
Approved Degree Levels: Associate's, Bachelor's, Postbaccalaureate
Award/Cert/Diploma, Master's;
Distance Education Programs: Not Approved
Accreditors Recognized by U.S. Secretary of Education: National Association of Schools of Art and Design, Commission on Accreditation; Teacher Education Accreditation Council, Accreditation Committee

Instructional Locations

Branch Campuses: None
Additional Locations: Pratt at Munson Williams Proctor Institu, Utica, NY; Pratt Manhattan
- A Division of Pratt, New York, NY
Other Instructional Sites: None

ACCREDITATION INFORMATION

Status: Member since 1950
Last Reaffirmed: November 18, 2010

Most Recent Commission Action:

November 21, 2013: To accept the progress report. The next evaluation visit is scheduled for 2014-2015.

Brief History Since Last Comprehensive Evaluation:

November 18, 2010: To accept the Periodic Review Report and to reaffirm accreditation. To request a progress report due April 1, 2011, documenting (1) the development and implementation of a comprehensive facilities master plan,

II.2.2 Professional Degrees & Curriculum

The B.Arch program is a 10 semester undergraduate program for students with an early interest in architecture. The following is a curriculum outline showing how the B.Arch courses are distributed between General Studies (49 semester credit hours, meeting the 45 semester credit hours minimum), Optional Studies (15 semester credit hours, meeting the 10 semester credit hours minimum), and Professional Studies (107 total semester credit hours) for a grand total of 170 semester credit hours, meeting the 150 semester credit hours minimum. The following chart shows this distribution, organized by semester.

**B.Arch
2014-15**

	GENERAL STUDIES		PROFESSIONAL STUDIES		OPTIONAL STUDIES		
SEMESTER 1 [18 credits]	HMS 101B INTRO TO LITERARY 1	3 credits	ARCH 101 DESIGN I	5 credits			
	HMS 291B INTRO TRANS WRITING I	1 credit	ARCH 111 REPRESENTATION 1	3 credits			
			ARCH 131 TECHNIQS	3 credits			
			ARCH 151 HISTORY & THEORY 1	3 credits			
	General Studies credits	4 credits	Professional Studies credits	14 credits	Optional Studies credits	0 credits	
SEMESTER 2 [18 credits]	MSCI 110 PHYSICS & CHEMISTRY	3 credits	ARCH 102 DESIGN II	5 credits			
	HMS 103B INTRO TO LITERARY 2	3 credits	ARCH 112 REPRESENTATION 2	3 credits			
	HMS 292B INTRO TRANS WRITING II	1 credit	ARCH 152 HISTORY & THEORY 2	3 credits			
	General Studies credits	7 credits	Professional Studies credits	11 credits	Optional Studies credits	0 credits	
SEMESTER 3 [17 credits]			ARCH 201 INTERMEDIATE DESIGN I	5 credits			
			ARCH 211 REPRESENTATION 3	3 credits			
			ARCH 231 STATICS	3 credits			
			ARCH 251 HISTORY & THEORY 3	3 credits			
			ARCH 261 ARCH MATERIALS	3 credits			
	General Studies credits	0 credits	Professional Studies credits	17 credits	Optional Studies credits	0 credits	
SEMESTER 4 [17 credits]	MSCI 271 ECOLOGY FOR ARCHITECTS	3 credits	ARCH 202 INTERMEDIATE DESIGN II	5 credits			
			ARCH 232 STEEL	3 credits			
			ARCH 252 HISTORY & THEORY 4	3 credits			
			ARCH 262 ARCH ASSEMBLY SYSTEMS	3 credits			
	General Studies credits	3 credits	Professional Studies credits	14 credits	Optional Studies credits	0 credits	
SEMESTER 5 [17 credits]	LIBERAL ARTS ELECTIVE 1	3 credits	ARCH 301 COMPREHENSIVE DESIGN I	5 credits			
			ARCH 331 CONCRETE	3 credits			
			ARCH 361 BUILDING ENVIRONMENTS	3 credits			
			ARCH 363 PROFESSIONAL PRACTICE	3 credits			
	General Studies credits	3 credits	Professional Studies credits	14 credits	Optional Studies credits	0 credits	
SEMESTER 6 [17 credits]	SOCIAL SCIENCE ELECTIVE 1	3 credits	ARCH 302 COMPREHENSIVE DESIGN II	5 credits	ARCHITECTURE ELECTIVE 1	3 credits	
			ARCH 362 BUILDING SERVICES	3 credits			
			ARCH 364 CONSTRUCTION DOCUMENTS	3 credits			
	General Studies credits	3 credits	Professional Studies credits	11 credits	Optional Studies credits	3 credits	
SEMESTER 7 [17 credits]	HMS 496B ADV TRANS WRITING	1 credit	ARCH 401 ADVANCED DESIGN I	5 credits	ARCHITECTURE ELECTIVE 2	3 credits	
	CH 300 CULTURAL HISTORY I	3 credits	ARCH 481 URBAN GENETICS	3 credits			
	LIBERAL ARTS ELECTIVE 2	3 credits					
	General Studies credits	7 credits	Professional Studies credits	8 credits	Optional Studies credits	3 credits	
SEMESTER 8 [17 credits]	CH 400 CULTURAL HISTORY II	3 credits	ARCH 402 ADVANCED DESIGN II	5 credits	ARCHITECTURE ELECTIVE 3	3 credits	
	LIBERAL ARTS ELECTIVE 3	3 credits					
	ALL INSTITUTE ELECTIVE 1	3 credits					
	General Studies credits	9 credits	Professional Studies credits	5 credits	Optional Studies credits	3 credits	
SEMESTER 9 [18 credits]	HMS 497B RESEARCH WRITING	1 credit	ARCH 403 ADVANCED DESIGN III	5 credits	ARCHITECTURE ELECTIVE 4	3 credits	
	SOCIAL SCIENCE ELECTIVE 2	3 credits	ARCH 501 DEGREE PROJECT RESEARCH	3 credits			
	ALL INSTITUTE ELECTIVE 2	2 credits					
	General Studies credits	6 credits	Professional Studies credits	8 credits	Optional Studies credits	3 credits	
SEMESTER 10 [14 credits]	ALL INSTITUTE ELECTIVE 3	3 credits	ARCH 503 DEGREE PROJECT	5 credits	ARCHITECTURE ELECTIVE 5	3 credits	
	ALL INSTITUTE ELECTIVE 4	3 credits					
	General Studies credits	6 credits	Professional Studies credits	5 credits	Optional Studies credits	3 credits	
TOTAL GENERAL STUDIES CREDITS		48 credits	TOTAL PROFESSIONAL STUDIES CREDITS		107 credits	TOTAL OPTIONAL STUDIES CREDITS	15 credits
						B.Arch PROGRAM TOTAL CREDITS	170 credits

The M.Arch program is a 6-semester graduate program for students that already hold an undergraduate degree. The following is a curriculum outline shows how the M.Arch courses are distributed between Professional Studies (72 total semester credit hours, all graduate credits, meeting the 30 semester credit hours minimum), and Optional Studies (12 semester credit hours, meeting the 10 semester credit hours minimum). As stated on the Pratt website, applicants to the M.Arch program "must have received a bachelor's degree from an institution in the U.S. that is accredited by a recognized regional association or have been awarded the equivalent of the bachelor's degree from an international institution of acceptable standards." Students begin the M.Arch program having completed their General Studies requirements in their undergraduate degrees. The Professional Studies and the Optional Studies in the M.Arch program add up to 84 credits. The remaining 84 credits required to make up the 168 total credit hours for the M.Arch degree are generally completed by the students at their undergraduate institutions as undergraduate B.S. and B. A. degrees are almost without exception at least 120 credits. The chart on the next page shows the distribution of Professional Studies and Optional studies in the M.Arch program, organized by semester.

**M.Arch
2014-15**

	GENERAL STUDIES	PROFESSIONAL STUDIES		OPTIONAL STUDIES	
SEMESTER 1 [14 credits]	General studies requirements fulfilled by completion of undergraduate degree as a prerequisite for admission.	ARCH 601 DESIGN STUDIO 1	5 credits		
		ARCH 611 COMPUTER MEDIA 1	3 credits		
		ARCH 631 STRUCTURES 1	3 credits		
		ARCH 651 HISTORY & THEORY 1	3 credits		
		Professional Studies credits	14 credits	Optional Studies credits	0 credits
SEMESTER 2 [14 credits]	General studies requirements fulfilled by completion of undergraduate degree as a prerequisite for admission.	ARCH 602 DESIGN STUDIO 2	5 credits		
		ARCH 612 COMPUTER MEDIA 2	3 credits		
		ARCH 632 STRUCTURES 2	3 credits		
		ARCH 652 HISTORY & THEORY 2	3 credits		
		Professional Studies credits	14 credits	Optional Studies credits	0 credits
SEMESTER 3 [14 credits]	General studies requirements fulfilled by completion of undergraduate degree as a prerequisite for admission.	ARCH 703 DESIGN STUDIO 3	5 credits		
		ARCH 753 HISTORY & THEORY 3	3 credits		
		ARCH 761 ENVIRONMENTAL CONTROLS	3 credits		
		ARCH 762 MATERIALS & ASSEMBLIES	3 credits		
		Professional Studies credits	14 credits	Optional Studies credits	0 credits
SEMESTER 4 [14 credits]	General studies requirements fulfilled by completion of undergraduate degree as a prerequisite for admission.	ARCH 704 DESIGN STUDIO 4	5 credits	CORE ELECTIVE 1	3 credits
		ARCH 763 INTEGRATED BUILDING SYSTEMS	3 credits		
		HISTORY & THEORY ELECTIVE	3 credits		
		Professional Studies credits	11 credits	Optional Studies credits	3 credits
SEMESTER 5 [14 credits]	General studies requirements fulfilled by completion of undergraduate degree as a prerequisite for admission.	ARCH 805 DESIGN STUDIO 5	5 credits	CORE ELECTIVE 2	3 credits
		ARCH 861 PROFESSIONAL PRACTICE	3 credits		
		HISTORY & THEORY ELECTIVE	3 credits		
		Professional Studies credits	11 credits	Optional Studies credits	3 credits
SEMESTER 6 [14 credits]	General studies requirements fulfilled by completion of undergraduate degree as a prerequisite for admission.	ARCH 806 DESIGN STUDIO 6	5 credits	ALL INSTITUTE ELECTIVE 1	3 credits
		HISTORY & THEORY ELECTIVE	3 credits	ALL INSTITUTE ELECTIVE 2	3 credits
		Professional Studies credits	8 credits	Optional Studies credits	6 credits
		TOTAL PROFESSIONAL STUDIES CREDITS	72 credits	TOTAL OPTIONAL STUDIES CREDITS	12 credits
				MARCH PROGRAM TOTAL CREDITS	84 credits

Other degree programs offered by the School of Architecture are the Master of Science in Architecture, Master of Science in Architecture and Urban Design, Master of Science in Historic Preservation, Master of Science in City and Regional Planning, Bachelor of Professional Studies in Construction Management, Bachelor of Science in Construction Management, Associate of Applied Science in Building and Construction, Master of Science in Sustainable Environment Systems, Master of Science in Facilities Management, and Master of Science in Urban Placemaking and Management.

B.Arch students can complete a Minor in Construction Management. The requirements for the minor are a combination of required and elective courses totaling 18 credits from the Construction Management program. Students may apply to the Minor in Construction Management program through their advisor at any point during their academic career, beginning in the first semester of their second year. The completion of the Minor is noted on the student's transcript.

B.Arch students who want to complete a Minor in Construction Management must take the following required three courses, totalling 9 credits:

CM-305 Introduction to Construction Management (3 credits)

CM-520 Construction Management 1 (3 credits)

CM-521 Construction Management 2 (3 credits).

In addition, they must choose three courses from the following list of courses (each course is 3 credits) for an additional 9 credits:

CM-309 Construction Cost Analysis

CM-311 Value Engineering

CM-333 Specifications

CM-459 Construction Law

CM-506 Building Codes & Zoning

CM-507 Computer Applications I

CM-508 Computer Applications II

CM-518 Construction Safety Management

CM-525 Restoration & Renovation

CM-540J Real Estate Development

CM-446P Constr. Management for Sustainable projects

MGMT-307 Intro to Management.

Off-campus programs include the Rome Program. Pratt has dedicated studios in a palazzo on the Piazza S. Maria in Trastevere (for a plan of the studios in Rome, see I.2.2 Physical Resources). Students spend their 8th semester abroad studying in Rome and living in off-campus apartments arranged through the program directors. Students must have completed the core curriculum up to and including Comprehensive Studio 1 and 2, as well as ITAL 101 prior to the semester abroad.

The Rome Program for B.Arch students undertakes an intensive study of the city's architectural and cultural history, providing the students with experiential insight into the precedents that have had an enormous impact on the development of architecture in the western world. Special field trips to the regions of Veneto, Tuscany, Napoli, and Puglia expand on the depth and range of historical sites and subjects studied during the semester.

The curriculum for the B.Arch Rome program is a normal sequence of 18 credits and it includes ARCH 400 Advanced Design (5 credits) and ARCH 291 Urban Studies (2 credits). In both of these courses emphasis is placed on drawing as critical tool for analytical consideration of an urban area and as a condition for making an architectural intervention within the historical context of Rome. The curriculum also includes ARCH 391 Sketching (3 credits), a course in freehand drawing that places its emphasis on "seeing" the urban form of Rome in a more intense way; ARCH 292 History of Modern Italian Architecture (2 credits), which covers Piranesi to the present; ARCH 454 Rome as Spectacle (3 credits), focusing on the Renaissance and the Baroque; and ITAL 102 Italian Language (3 credits) which also covers Italian history, culture, and film.

M.Arch students have the option to sign up for the Rome program as a 3 credit elective during the summer, and use the same studio facility. The content of this elective course also draws upon the unique urban context of Rome as a basis for analysis and design intervention.

II.3 Evaluation of Preparatory Education

The School of Architecture is committed to a thorough and equitable process to evaluate prospective students applying for admission into the B.Arch and M.Arch. programs. The following is a description of the admissions process including admission requirements and the method for making admissions decisions, a description of how transfer students are evaluated, and finally, the process for evaluating whether a student applying to the M.Arch. program warrants advanced standing.

A list of admissions requirements is available to prospective students on the Pratt website and in Pratt course catalogues. Students applying to the B.Arch program complete an application form, and submit official transcripts, SAT scores and a portfolio. Students applying to the M.Arch. program complete an application form and submit official transcripts, two letters of recommendation, GRE scores, a statement of purpose, and a portfolio of work.

The review process of applications for admissions begins on the main campus in the office of Enrollment Management. All freshman applications to the B.Arch program are comprehensively reviewed by admission counselors within the office of Enrollment Management. These counselors accept freshman on the basis of grade point average, SAT scores and portfolios. Freshman portfolios often lack architecture drawings, and high grade point averages and evidence of other creative work provide the basis for acceptance. This acceptance process does not involve the program chair except those applications that may not be clear acceptances. In these cases the chair and assistant chair may be asked for a final assessment.

In the M.Arch program, applications are reviewed by the admissions committee which is composed of M.Arch. faculty in all areas, but in particular those teaching architecture studio and core curriculum. Each application is reviewed by two faculty and each assigns the application a score from 1 through 20. The score is based on assessment of the materials in the portfolio for conceptual ability, communication skills, academic promise and seriousness of intent. Faculty also have the option to leave comments regarding specific content of the application. If the two scores are further than 3 points apart, a third evaluator (the chair, the assistant chair, or a program coordinator) reviews the application as well as the scores and comments by the reviewers and gives the application a third score that is averaged with the other two. The average score for each application provides a basic means of determining admission, so for 2015 a score of 15 and above was needed for admission.

Students applying to the B.Arch or M.Arch program may receive transfer credit for coursework completed prior to the start of their program. General requirements for transfer credit prior to matriculation are listed on this Pratt Institute Admissions webpage and copied below:

<https://www.pratt.edu/admissions/applying/applying-graduate/grad-application-requirement/>

Transfer credit is granted coursework that is comparable to Pratt's coursework and is completed at a school accredited by an accrediting agency or state approval agency recognized by the U.S. Secretary of Education or the international equivalent.

Credits may be awarded for courses in which (1) a grade of B or better is earned from domestic institutions (or 80 or better from international institutions as determined by an official international credit evaluation service) and (2) the courses correspond to the specific course requirements of the applicant's program of study. Courses with grades lower than B (including B-) or less than 80 are not transferable. Grades for transfer credits are not included in the GPA.

The number of credits toward a master's degree that may be transferred from another graduate institution may not exceed 25 percent of the total number of credits required for graduation, with the exception of the first-professional (M.Arch.) program in Architecture, which permits up to 33 percent of the program's total credits to be transferred. Courses that have been applied toward an earned graduate degree will not be considered for transfer credit. Students seeking transfer credits for professional courses in art, design,

or architecture are required to submit a portfolio reflective of their studio coursework completed in a prior institution as part of the admission application.

International students may be required to submit additional class hour documentation to determine a U.S. semester hour equivalency or have their credentials of international credit hours evaluated by an official international credit evaluations service. Pratt accepts international credit evaluation performed any member of the National Association of Credit Evaluation Services (NACES).

Credit evaluations will be completed only after acceptance. Students petitioning for transfer credit(s) must submit to the Admissions Office an official transcript from each college attended prior to enrollment. Additional transcripts will not be accepted for transfer credit evaluation after the beginning of the student's first semester at Pratt.

The B.Arch program accepts transfer students who are generally given some credit for their undergraduate studies at other institutions. The campus admissions evaluators determine admission, and then provide an approximation of the transfer credits a particular transfer student might be given. The amount of credits depends on the type of program (community college, non-architecture program in a four-year college, a pre-professional program in a four-year college), the number of college level courses completed, the grade-point average and the portfolio.

Evaluators work with the Chair and the Assistant Chair to understand these different variables and generally provide a good assessment for prospective students that informs them if they will be receiving the equivalent of one or two semesters worth of credit for the five-year program. The assessment is done on a course-by-course basis and there are relatively few students who receive more than one year (35-40 credits) of transfer credits.

After the Admissions Office assessment, portfolio and transcripts are sent to the B.Arch office for precise assessment. The Chair and the Assistant Chair personally assess each admitted student's work, and exact transfer credits are assigned. Every effort is made to match overall credit assessment made in the admissions office but minor deviations are possible. Most students without architecture studio work are given general education credits but no credit for studio. The majority of students with architecture background are given credit for general studies, appropriate technical and history courses and two design studios, usually one first year and one second year studio in exceptional circumstances. Advanced students with architecture backgrounds are given the same transfer credits plus one or possibly two 400 level options studios. This means that all transfer students must take at least one first and second year studio and both third year studios including the CAP studio. There are no exceptions to this policy.

The M.Arch program can grant transfer credits up to 33% of the program's total credit, or 28 credits. During the scoring evaluators are asked to provide a special note for those students with a Bachelor's degree in architectural studies that indicates their eligibility for transfer credits (advanced standing). No students without architectural studies are given standing.

After this special group of applicants is pooled into a single group, the Chair, program coordinators and selected faculty determine if there are any advanced standing openings in the second year. It should be noted that these openings are created by attrition, and, given that attrition in the M.Arch program is very low, advanced standing openings are very few. One transfer student was admitted into the M.Arch program for the academic year 2015-16.

More common to the M.Arch student is the waiving of a required course because the material has already been learned in a course completed prior to matriculation. The students are reminded at registration that they have the option to apply for a certain required course to be waived. A student contacts one of the academic advisors and ask that a certain course be waived. The academic advisor then puts that student in touch with the faculty coordinator or coordinators of that area of study (technology, history and theory, etc.). The student submits a transcript, the syllabus for the course, and the assignments completed in the course for review. If the general conditions listed above are met (the final grade must be B or above and

the content is equivalent to the course in the M.Arch. program) then the faculty coordinator meets with the student to advise the student and to approve or disapprove the waived course. In the course of the meeting the faculty coordinator ascertains whether the student has acquired the required student performance criteria by reviewing the work, by asking the student questions about the subject, and occasionally by taking a short verbal quiz about the subject. All waived courses must be substituted by a course offered in the M.Arch program.

II.4 Public Information

The B.Arch and M.Arch programs present NAAB required public information in two places. The first place is in the printed bulletin, and the NAAB required information with respect to accreditation status is located on page 35 for the B.Arch program and page 19 for the M.Arch program.

The entire range of the NAAB required documents are posted on the institute's website. Accreditation status, annual reports, previous visiting team reports, and both the NAAB Procedures and Conditions for Accreditation are posted in both the B.Arch and M.Arch programs on their respective web pages with the tabs located on the left.

III.1.1 Annual Statistical Reports



*Pratt Institute
200 Willoughby Avenue
Brooklyn, NY 11205*

August 21, 2015

*School of Architecture
Office of the Dean*

NAAB
National Architectural Accrediting Board
1101 Connecticut Avenue, NW
Washington D.C. 20036

*Telephone:
718 399-4304*

*Facsimile:
718 399-4315*

Dear NAAB,

I am the dean of the School of Architecture and I am the official responsible for collecting, preparing and submitting data to the NAAB. I further confirm that all of the data that has been submitted is accurate and consistent with data in all other reports sent to national or regional accrediting agencies including the National Center for Education Statistics.

Sincerely,

A handwritten signature in black ink, appearing to read "THANRAHAN".

Thomas Hanrahan, Dean
School of Architecture

III.1.2 Interim Progress Reports [submitted by NAAB to team].

Not applicable.