**Pratt Institute**
**School of Architecture**

# 2016 Visiting Team Report

**Bachelor of Architecture** (170 semester credits)

**Master of Architecture** (non-preprofessional degree + 84 semester credits)



The National Architectural Accrediting Board
April 13, 2016

**Vision:** The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

**Mission:** The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

# Table of Contents

## I. Summary of Visit

### a. Acknowledgements and Observations

The visiting team would like to thank the Pratt Institute leaders and the School of Architecture faculty, staff, and students for the hospitality shown us during the accreditation visit. All were generous with their time and helpful in accommodating our needs. The team room was well organized with clearly identified work, which made our work very efficient.

The team observed that the Pratt Institute leaders' vision for the School of Architecture has evolved over time while remaining true to its founding mission to "create higher learning concerned with the making of things." The dean, program directors and assistant directors, area coordinators, and faculty are clearly dedicated to developing quality content and the integration of knowledge across the curriculum. They encourage cross-disciplinary inquiry within the larger institute, and they have integrated the subject matter that they teach both vertically and horizontally throughout the architecture curriculum.

The enthusiasm of the students is evident. They take pride in Pratt Institute. They show appreciation for the vision of their leaders, exhibit a strong work ethic, and produce well-reasoned and creative work. The NAAB's commitment to a student voice as part of the accreditation process has resonated with the students. They expressed a strong desire to be engaged in decisions that shape their future and the future of the School of Architecture. They are eager for, and committed to, such engagement, and their participation will further strengthen the outcomes at Pratt Institute.

### b. Conditions Not Achieved

**B.1** Pre-Design [Ability Level] (B. Arch and M. Arch)

**B.10** Financial Considerations [Understanding Level] (B. Arch)

**D.3** Business Practices [Understanding Level] (M. Arch)

**II.4.1** Statement on NAAB-Accredited Degrees

**II.4.5** ARE Pass Rates

## II. Progress Since the Previous Site Visit (2010)

**2004 Criterion13.14, Accessibility**: *Ability to design both site and building to accommodate individuals with varying physical abilities.*

**Previous Team Report (2010)**: The team has found insufficient evidence of ability in both site and building accessibility. The principals of accessibility which are taught in coursework have not translated into the studio work.

> **2016 Team Assessment**: Under the 2014 *NAAB Conditions for Accreditation*, this criterion has been renamed SPC B.3 Codes and Regulations. At the time of this visit, the team found this criterion to be **Met** for both the B. Arch and M. Arch programs.

**2004 Criterion 13.17, Site Conditions**: Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

**Previous Team Report (2010)**: Insufficient evidence was found in studio work of an ability to design to site conditions to the level demonstrated in building design. Heavy emphasis by the program on urban sites does not allow full development of pedestrian and vehicular flow and accessibility. Little evidence has been provided that site factors have been incorporated into the final building design and orientation.

> **2016 Team Assessment**: Under the 2014 *NAAB Conditions for Accreditation,* this criterion has been renamed SPC B.2 Site Design. At the time of this visit, the team found this criterion to be **Met** for both the B. Arch and M. Arch programs.

**2004 Criterion 13.28, Comprehensive Design (B.Arch. only):** Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.

**Previous Team Report (2010)**: The team found strong evidence of a well-conceived process for teaching the integration of building systems in the M. Arch program. A companion technical class requires the student to study building systems and apply them to their specific design project. Technical faculty is available for project review in studio. The combination of design and technical knowledge displayed was exemplary. The team did not find the same level of rigor in the integration of building systems in the B. Arch program.

Coursework does give the students the understanding of building systems, but their studio work did not fully demonstrate the ability to integrate these systems into their design. The team looked beyond the specific studio work designated by the program to show comprehensive design but, again, could not find adequate integration.

> **2016 Team Assessment**: Under the 2014 *NAAB Conditions for Accreditation*, this criterion has been renamed SPC C.3 Integrative Design. At the time of this visit, the team found this criterion to be **Met** for both the B. Arch and M. Arch programs.

## III. Compliance with the 2014 Conditions for Accreditation

### PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

#### PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

**I.1.1 History and Mission:** The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

**2016 Analysis/Review:** Pratt Institute was founded on the principle of creating a center for higher learning concerned with the "making of things." Established in 1887 by industrialist Charles Pratt, a partner in the Standard Oil Trust, Pratt Institute was conceived to promote the skills necessary for an advanced industrial society and to ensure 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 it 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. The architecture program at Pratt started as a single course in 1896, grew to a 3-year program by 1928, became a Bachelor of Architecture 4-year program by 1938, and became a 5-year Bachelor of Architecture with NAAB accreditation by 1948. This first accredited B. Arch program included courses in design, construction, representation, the history of art and architecture, and general studies, as well as professional courses. After WWII, the Department of Architecture became the School of Architecture. The social, professional, and academic experimentation of the 1960s and 1970s contributed to the school's identity and sustained its international reputation through much of the 1970s. The new curriculum was structured as part core professional studies and part elective coursework, which made it possible for students to personalize their career paths. The 1970 move of the architecture program to Higgins Hall was the beginning of a transformation from a classroom-based education model toward the establishment of a studio-based culture.

By 1980, the school had financial stability and a new interest in theory and culture, and it recognized the importance of computer technology. In the 1990s, the goals of the B. Arch program evolved to provide students with the skills and knowledge to work more independently in the advanced curriculum of the upper years of the program. 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. The establishment of "coordinators" for design, technology, and history/theory improved communication tremendously, and this system of coordinators continues today. The 1996 appointment of Thomas Hanrahan as 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. The development of both the B. Arch and M. Arch programs depends on a series of 5-year strategic plans. The 2002-2007 plan established the computer as the common tool in all classes, which enriched the studio and design, and improved writing and speaking skills. The new strategic plan emphasizes global practice (including sustainable design practices) and research. In 2004, the B. Arch

was re-accredited and the M. Arch received full accreditation status.

**I.1.2 Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

**2016 Analysis/Review:** The B. Arch and M. Arch programs have adopted a studio culture policy that addresses the values of health and well-being, time management, life-school-work balance, and professional conduct. While students were aware of the policy, most current students had not been engaged in a formal process of evaluating and updating the policy. Students said that faculty respected their time outside of studio settings and made efforts to stagger end-of-semester studio deadlines so that they did not conflict with other class examinations and deadlines. They noted that having a significant number of practicing faculty reinforced the importance of time management by example.

The program has a large and capable faculty, which relies heavily on New York City's deep pool of well-educated architects as a resource for highly qualified faculty. A high percentage of these faculty members are part-time or adjunct faculty, but their membership in the teacher's union (United Federation of College Teachers [UFCT]) makes a number of them eligible for tenure, nonetheless. There was satisfaction with this unusual arrangement from both sides of the faculty roster, and, indeed, the faculty seemed mutually appreciative and supportive. Newer, typically younger faculty, many of whom are advanced degree holders from nearby programs, work as "visiting" faculty and are mentored by the more established faculty, which prepares the newer faculty for tenure track at Pratt or longer-term employment at other institutions. Both full-time faculty and adjuncts commit to 9 contact hours with students (full-time faculty commit to another 3 in release), while each visiting faculty member is generally engaged in 6 contact hours. Students are challenged to manage their time, and they work hard to fulfill course requirements and meet faculty expectations.

Pratt has two Architect Licensing Advisors (ALAs), one for the B. Arch program (Nick Agnetta) and one for the M. Arch program (Carisima Koenig). The graduate students had earlier awareness of Ms. Koenig's role. The B. Arch students showed less initial understanding of the ALA role and the support available to further their progress toward licensure. In addition to the ALAs, Pratt has a Center for Career and Professional Development that is proactive in reaching out to New York firms in order to create internship and employment opportunities for Pratt students, graduates, and alumni, and coordinate field trips to local architecture firms in concert with the professional practice faculty.

Since the majority of the faculty members are active practitioners, they are frequent sources of employment for students and graduates. The active professional network of these faculty members—globally, nationally, and particularly in the New York City area—frequently provides an entrée to other prospective employers.

All faculty members in the studios are expected to teach in at least one other area of the curriculum, which encourages research, design, or other in-depth work in a concentrated field. The 3-hour release afforded full-time and adjunct faculty is used for this concentrated work and builds the knowledge base for the curriculum.

**I.1.3 Social Equity:** The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

**2016 Analysis/Review:** In 2014, Pratt Institute implemented the President's Diversity Initiative to improve the diversity of its faculty. Human Resources offers orientation sessions for faculty search committees to assist in the searching/hiring process. Faculty members, both full-time and part-time, are represented by the United Federation of College Teachers, which defines their rights and responsibilities. Since 2010, the diversity of the faculty has improved. Of the 7 new hires since 2010, 4 are women, and one of the men is Hispanic. Currently, 25% of the full-time faculty are female, 4% are Hispanic, and 8% are Asian. The part-time faculty is 30% female, 5% black, 10% Hispanic, and 10% Asian. This represents a positive trajectory, but the gender balance has not yet been attained. The long-range plan outlines anticipated salary improvements over a 5-year period to further assist with faculty recruitment and retention.

The diversity of the student body in the B. Arch program is good as evidenced by data in the APR (page 9). More than half of the undergraduates are women, 20% are Asian, 14% are Hispanic, and 3% are black. Contributing to the racial diversity is the increasing number of international students, most of whom come from Asian Pacific countries and Central America. The dean's goal for the freshmen and transfer studio size is 145 seats, so the number of transfer students admitted has been gradually reduced. This will not adversely affect the racial diversity, as there are other programs in place to improve matriculation. Minority applicants with incomplete applications are contacted by the Admissions Office, and accepted minority students are informed of financial aid packages and available scholarships.

**I.1.4 Defining Perspectives:** The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

**A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

**2016 Analysis/Review:** Students are afforded opportunities for collaboration and leadership development through the curriculum. Both the B. Arch and M. Arch programs employ the CAP studio, which allows students to work in teams to evaluate competing design strategies and then develop the project collaboratively into a full set of construction documents. In addition, students work with allied disciplines by having technical faculty consult to the studio on topics of structure, MEP, landscape, and the building envelope. Incorporated into the studio instruction is a process for teaching conflict resolution through productive exchange between team members.

Students may participate in extracurricular leadership and collaboration activities. They can work on exhibitions and publications (e.g., InProcess, TARP), join student government at the school, join AIAS, participate in institute-wide organizations, and serve on the Board of Trustee committees and certain faculty committees.

**B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new

opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a constituency, and providing value and an improved future.

**2016 Analysis/Review:** Core courses in both the B. Arch and M. Arch programs are intended to give students a solid understanding of the design process through four main areas of study: design studio, representation, building technology, and history and theory. Students in both programs begin by gaining an understanding of structural forces, developing facility with generative formal strategies and structural organization, and starting to develop critical thinking. B. Arch students begin a writing sequence that leads them to their Degree Project in their final year. M. Arch students begin a core sequence of history/theory courses. Both continue to expand on methodologies learned and develop procedures for organizing increasingly complex interior spaces in response to design problems with increased programmatic and technical complexity.

Skills acquired in core coursework are integrated into the CAP design project, which occurs at the transition between core and advanced studies. Subsequent advanced coursework gives students of both programs choices to allow them to define their personal approach to the discipline of architecture, and stress research and original thought. Graduates of both programs have an understanding of design as a multidimensional protocol for problem resolution and the discovery of opportunities to create value.

**C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

**2016 Analysis/Review:** The State of New York recognizes the Intern Development Program (IDP), and both the B. Arch and M. Arch programs provide students with clear instruction on contacting NCARB and establishing an IDP record. The ALA in each program introduces students to the IDP. B. Arch students are introduced to the IDP during the semester they begin their CAP coursework.

M. Arch students are introduced to the IDP within their first month at Pratt during a scheduled Design Studio 1 class. In both the B. Arch and M. Arch programs, the ALAs reinforce the IDP program and the path to licensure. 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 with respect to the requirements for licensure and that they transition smoothly from school to internship and licensure.

Both the B. Arch and M .Arch programs are committed to introducing students to the world of practice. The two ALAs also interact with Professional Practice courses in their respective programs. The B. Arch program students enroll in a Professional Practice course concurrent with their CAP coursework. In the M. Arch program, the Professional Practice course is presented as a stand-alone seminar following the CAP coursework, and it is the comprehensive framework describing the business, legality, and ethics of professional practice.

The ALAs provide professional advice and answer career-path questions. Many of the programs' faculty are practicing professionals, who provide students with exposure to local and global practice. The mentoring relationships often lead to students gaining employment in their professor's firm or in the firms of their professional contacts. Faculty are members of professional organizations, and students have an AIAS chapter.

The school is also committed to providing more formal ways to make career opportunities available to students. The B. Arch ALA manages an internship program through which students can earn up to 6 credits working in an architecture office. The school works with Pratt's Center for Career and Professional Development to mount a yearly Career Day in the spring semester, with approximately 50 architecture firms participating.

**D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

**2016 Analysis/Review:** The Pratt APR states, "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." In student work from both the B. Arch and M. Arch programs, it is evident that sustainability is introduced early in the program and that the work in both seminars and studios regarding sustainability is researched, analyzed, and utilized in student work. The effects of Hurricane Sandy gave students a first-hand opportunity to witness a devastating environmental event and to begin addressing the issues involved with living and working adjacent to coastal regions and the specific challenges embedded in a delicate ecological and environmental situation.

**E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects' lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

**2016 Analysis/Review:** Both the undergraduate and graduate programs provide opportunities for students to simulate and then test student roles in civic engagement. Students are expected to research, establish, and defend positions on social, cultural, and economic agendas. Further research in historical precedents gives students a sense of social context, which stresses particular urban examples. Long-standing community partnerships—nurtured by Pratt Institute and representing relationships with a variety of stakeholders ranging from local governmental authorities to international relief organizations—ensure significant student exposure to the architect's social responsibilities.

Examples of community and social responsibility were exhibited in partnerships with K-12 public schools and urban multi-family housing in the M. Arch program. In the B. Arch program, similar evidence of community and social responsibility was found in the upper-level fourth- and fifth-year studios.

**I.1.5 Long-Range Planning:** The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

**2016 Analysis/Review:** Long-range planning and strategic planning and outcomes assessments occur concurrently and inform one another through the delivery of the programs in the school. Long-range planning establishes the vision and goals of the programs. This occurs through institute-wide, 5-year plans and goals fostered by the president, vice-presidents, deans, faculty, and student representatives. The school-wide, 5-year plan is managed by the dean and the chairs, the Faculty Governing Group (FGG), the Ad Hoc FGG Committee made up of additional faculty to support the FGG, and area coordinators that work with the chairs on specific program (i.e., B. Arch or M. Arch) goals.

The long-range planning has resulted in specific themes: Enriching the Academic Experience, Expanding Horizons, Creating Dynamic Environments, and Building Capacity. Specific goals and initiatives are associated with each of these themes.

1. Theme 1: Enriching the Academic Experience
    a. Research
    b. Specialized programs (i.e., engaged, immersive, etc.)
    c. Scholarships and financial aid
2. Theme 2: Expanding Horizons
    a. Internships
    b. Engage communities
3. Theme 3: Creating Dynamic Environments
    a. Research space
    b. Global education (travel)
4. Theme 4: Building Capacity
    a. Alumni
    b. Faculty

**I.1.6 Assessment:**

**A. Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

**B. Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

**2016 Analysis/Review:**

**A. Program Self-Assessment Procedures:** The outcomes assessment focuses on the mission and objectives of the MSCHE Regional Accreditation, the *NAAB Conditions for Accreditation*, and the unique context of being located in New York City. These include the following educational objectives: professional knowledge (NAAB SPCs); critical thinking (NAAB SPCs); technology, technique, technics, and making (NAAB SPCs and institute values); and urbanism (location). The process involves compiling annual assessment reports developed with input from chair and coordinator meetings, area coordinator reviews, student outcomes assessments, student course evaluations, shared critiques, and presentations.

**B. Curricular Assessment and Development:** Evidence collected during the visit demonstrates that there is an established long-range planning and assessment process for both the B. Arch and M. Arch programs and their respective curricula. However, the team observed that there is less involvement on the part of the regular faculty in long-range planning and outcomes assessment. This is primarily due to the fact that the majority of the faculty are practicing professionally and do not have time to participate in the management of the school. Faculty expressed satisfaction with the planning and assessment process, and they trust the leadership team in its administering of the program. The faculty are able to voice concerns or raise awareness to the FGG, the chairs, and the dean, when needed, and find that the administration is responsive. The ability to respond to changing needs was evident in recent

changes in the curriculum to accommodate BIM, building technology and sustainable systems, and real-world community concerns within the CAP studio work in both programs. There appears to be little student involvement in the assessment of curriculum or administration of the school.

**PART ONE (I): SECTION 2 – RESOURCES**

### I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

**[X] Demonstrated**

**2016 Team Assessment:** The program has a large and capable faculty, which relies heavily on New York City's deep pool of well-educated architects as a resource for highly qualified faculty. A high percentage of these faculty members are part-time or adjunct faculty, but their membership in the teacher's union (United Federation of College Teachers [UFCT]) makes a number of them eligible for tenure. This unusual arrangement is well understood and is accepted by both sides of the faculty roster, and, indeed, the faculty members seem mutually appreciative and supportive. Newer, typically younger faculty, many of whom are recent PhD or other advanced degree holders from nearby programs, work as visiting faculty and are mentored by the more established faculty, which prepares them for tenure track at Pratt or longer-term employment at other institutions. Both full-time faculty and adjuncts commit to 9 contact hours with students (full-time faculty commit to another 3 in release), while each visiting faculty member is generally engaged in 6 contact hours. These are normal faculty workloads, which makes for a hard-working faculty for a similarly hard-working student body. As is the case at all architecture programs, students are challenged to manage their time as they work diligently to fulfill course requirements and meet faculty expectations.

Pratt has two ALAs, one for the B. Arch program (Nick Agnetta) and one for the M. Arch program (Carisima Koenig). In addition to the ALAs, Pratt has a Center for Career and Professional Development that is proactive in reaching out to New York firms in order to create internship and employment opportunities for Pratt students, graduates, and alumni. The center hosts an annual Career Day for the School of Architecture. It also coordinates field trips to local architecture firms in concert with the professional practice faculty.

Since the large majority of the faculty members are active practitioners, they are frequent sources of employment for students and graduates. Their active professional network—globally, nationally, and particularly in the New York City area—frequently provides an entrée to other prospective employers.

All faculty members in the studios are expected to teach in at least one other area of the curriculum, which encourages research, design, or other in-depth work in a concentrated field. The 3-hour release afforded full-time and adjunct faculty is used for this concentrated work and builds the knowledge base for the curriculum.

**I.2.2 Physical Resources:** The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

**[X] Described**

**2016 Team Assessment:** Pratt Institute provides all of the resources required above. Evidence of this was found on pages 69-90 of the APR. During tours of the campus, the visiting team was introduced to the students, faculty, and staff who utilize and support the facilities. Laboratory and workshop staff are well trained, thoughtful, and well integrated into the curriculum and its operations. Located in three buildings, including one building that is more than 160 years old, the facilities are well maintained and access is carefully regulated with regard to security and safety. Equipment is well distributed and its availability is controlled electronically or in person, depending on the training and certification required to operate it.

**I.2.3 Financial Resources:** The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

**[X] Demonstrated**

**2016 Team Assessment:** The B. Arch and M. Arch programs have the financial resources to support student learning and achievement. Pratt Institute is a tuition-driven enterprise with an annual budget reconciliation and budget allocation process. The school may ask for budget allocations twice during a year, as verified by the dean. Since the institute is tuition-based, the number of students is critically important. The amount of financial aid via scholarships has increased to 10%, with foreseeable increases each year over the next 5 years. Student enrollment and subsequent revenues are meeting the institute's targets, as verified in a report provided by the Provost's Office during the visiting team's meeting with the president and the provost.

**I.2.4 Information Resources:** The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

**[X] Demonstrated**

**2016 Team Assessment:** Support to the students in the architecture program is provided through print, digital, and online resources. This was verified through evidence provided in the APR, an interview with the institute's dean of libraries, and a tour of the information resource facilities by the dean of libraries. Students and faculty did not raise any issues concerning the ability to research and develop assignments using the library's resources. There are specific staff members in the library who are dedicated to aiding architecture students in locating research and professional development resources. Building codes, zoning information, ARE study guides, and LEED study guides are all available to Pratt students and faculty in physical form or online in digital form.

**I.2.5 Administrative Structure and Governance:**

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

**[X] Described**

**2016 Team Assessment:**

**Administrative Structure:** Pratt Institute and the School of Architecture have administrative structures that are complex, but appear to be understood by the faculty and staff. They are described on pages100-101 in the APR. The institute administration is organized around the president, who answers to a Board of Trustees. The president manages five vice-presidents (Student Life, Finance, Advancement, Enrollment Management, and Information Technology) and a provost, who manages the academic areas of the administration.

**Governance:** The School of Architecture, which comprises 10 graduate and undergraduate programs, is led by a dean, four chairs, and three program coordinators. The B. Arch and M. Arch program chairs are each augmented by an assistant chair, administrators, and advising staff, as well as three area coordinators, who work with faculty to define educational objectives and participate in advising on long-range planning. The area coordinators work with the faculty to integrate the curriculum and to minimize schedule and resource conflicts within the studios and other courses. The full-time and tenured adjunct faculty (CCE) form the Faculty Governing Group, which acts as the school-wide curriculum committee. Student participation in governance is through the representatives of the Student Government Association and, within the School of Architecture, through the Student Council, with students either being elected by each class or appointed by the chairs or the dean to the council.

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

**Realm A: Critical Thinking and Representation:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

**A.1** **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 101 and 102 Design 1 and 2, and ARCH 111 and 112 Representation 1 and 2. Students develop good graphic and physical model-building skills. These skills are clearly developed in subsequent computer-based representation courses. Design studios show students' strengths in these skills. Writing is introduced and honed through the writing workshops of the first year and second year, and is polished in the writing workshop that supports the fifth-year thesis project. In meetings with students during the course of the visit, it was clear that they are articulate in speaking and capable of composing their thoughts.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 651 History and Theory 1, which is focused on writing; ARCH 602 Design Studio 2; and ARCH 805 Design Studio 5, which demonstrates speaking with the general public.

**A.2** **Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 401, 402, and 403 Advanced Design 1, 2, and 3, respectively.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 601 Design Studio 1 and ARCH 806 Design Studio 6.

**A.3** **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 211 Representation 3, ARCH 461 Urban Genetics, and ARCH 501 Degree Project Research. In the development of the theses projects, students researched precedents, theories, and ideas, and studied physical, social, and economic situations to generate both their topics and their design solutions.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 753 History and Theory 3 (non-Western history) and ARCH 805 Design Studio 5.

**A.4** **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 201 Intermediate Design 1. The work shows that students have the ability to transform geometric systems into building designs with a hierarchy of volumes and a varied palette of materials. In ARCH 202 Intermediate Design 2, these principles are explored within a looser horizontal structure that responds to the terrain of the sites.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 601 Design Studio 1, ARCH 806 Design Studio 6, ARCH 761 Environmental Control Systems, and ARCH 762 Materials and Assemblies.

**A.5** **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 101 and 102 Design 1 and 2, ARCH 111 Representation 1, and ARCH 131 Technics. In ARCH 111, the students learn to visualize and understand the properties of geometric form. ARCH 131 gives the students the ability to develop three-dimensional structural forms derived from the geometric ordering systems studied in their studio.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 611 Computer Media 1 and ARCH 612 Computer Media 2.

**A.6** **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 201 and 202 Intermediate Design 1 and 2.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 602 Design Studio 2 and ARCH 762 Materials and Assemblies.

**A.7** **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 151, 152, 251, and 252 History and Theory 1, 2, 3, and 4, respectively.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 753 History and Theory 3 (non-Western history).

**A.8** **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 501 Degree Project Research The history and theory sequence, ARCH 151, 152, 251, and 252 History and Theory 1, 2, 3, and 4, respectively, introduces students to the architecture and urban form of a broad range of cultures.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 652 History and Theory 2 and ARCH 861 Professional Practice. Students exhibited a thorough understanding of cultural and economic issues globally and locally through case studies. Student work in ARCH 861 highlighted an understanding of architects' roles in socially charged examples of developments, both past and present.

**Realm A. General Team Commentary:** The B. Arch program gives students a broad base of skills, as well as an understanding of the issues and skills necessary to critically consider and communicate subject matter. The M. Arch program's history and theory courses provide a context and a forum for critical thinking, reflection, and writing, including considerations of cultural diversity and social equity. The media classes introduce advanced ordering systems for design. ARCH 602 Design Studio 2 offers students an opportunity to engage with stakeholders of a public entity (K-12 schools), which is noteworthy.

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**Realm B: Building Practices, Technical Skills and Knowledge:** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

**B.1** **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

**B. Arch**
**[X] Not Met**

**M. Arch**
**[X] Not Met**

**2016 Team Assessment:**

**B. Arch:** The team found no evidence that students had learned to prepare a comprehensive program for an architectural project, either in the course indicated (ARCH 301 Comprehensive Design 1) or in any other B. Arch examples of student work. The team did not find evidence that programming had been presented or

discussed in the coursework. Examples of zoning analyses and code examinations were evident in some student work, but unclear even in many High Pass examples. There was little evidence that the students had solved site selection problems or conducted comprehensive site analyses. None of the comprehensive design projects included north arrows, which made it difficult, at best, to evaluate any project's response to climatic conditions.

**M. Arch:** The team found that, while site conditions were explored in ARCH 703 Design Studio 3, there was no evidence of student ability to develop a program based on the assessment of client and user needs or to prepare an inventory of spaces, either in the courses indicated or elsewhere.

**B.2** **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 202 Intermediate Design 2 and ARCH 301 Comprehensive Design 1. Projects throughout the design studio curriculum provide evidence that this criterion is fulfilled. This is most evident in the fourth- and fifth-year design studio projects, ARCH 403 Advanced Design 3, and ARCH 503 Degree Project.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 703 Design Studio 3.

**B.3** **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 301 and 302 Comprehensive Design 1 and 2; in fourth- and fifth-year studio projects in ARCH 401, 402, and 403 Advanced Design 1, 2, and 3; in ARCH 501 Degree Project Research; in ARCH 503 Degree Project; and in ARCH 364 Construction Documents.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 703 Design Studio 3 and ARCH 704 Design Studio 4.

**B.4** **Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 364 Construction Documents. The ability to make technically clear drawings and prepare outline specifications is very evident in subsequent design studio projects. Models illustrating and identifying the assembly of materials, systems, and components are well illustrated in ARCH 261 Architectural Materials and Arch 262 Architectural Assembly Systems.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 761 Environmental Control Systems, ARCH 762 Materials and Assemblies, and ARCH 763 Integrated Building Systems.

**B.5** **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 131 Technics, ARCH 231 Statics, ARCH 232 Steel, and ARCH 331 Concrete.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 631 Structures 1, ARCH 632 Structures 2, and ARCH 763 Integrated Building Systems.

**B.6** **Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 361 Building Environments and ARCH 362 Building Services.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 761 Environmental Control Systems.

**B.7** **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 262 Architectural Assembly Systems.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 762 Materials and Assemblies.

**B.8** **Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 261 Architectural Materials.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 762 Materials and Assemblies.

**B.9** **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 361 Building Environments and ARCH 362 Building Services.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 761 Environmental Control Systems.

**B.10** **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

**B. Arch**
**[X] Not Met**

**M.**
**Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** While the team found evidence that students were exposed to cost estimating examples and project schedules in ARCH 363 Professional Practice, the team did not find sufficient evidence that the students came to understand how to consider project financing, feasibility, operational costs, or life-cycle analysis.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 761 Environmental Control Systems regarding construction cost estimating and life-cycle costs. Evidence was also found in ARCH 861 Professional Practice for project financing methods and feasibility, scheduling, and operational costs.

**Realm B. General Team Commentary:** In the B. Arch program, comprehension of the technical aspects of design, systems, and materials, and an ability to apply them to architectural solutions, is demonstrated. Building designs are created with well-integrated systems, and an understanding of constructability, principles of environmental stewardship, and technical information is well conveyed. Not evident were expected aspects of pre-design, including the ability to prepare a comprehensive program and review sustainability requirements, as well as some aspects of financial considerations.

In the M. Arch program, comprehension of the technical aspects of design, systems, and materials, and an ability to apply them to architectural solutions, is demonstrated. ARCH 861 Professional Practice covers much of the core content of the M. Arch program. While it is an excellent course that touches on financial considerations, there is not sufficient exposure to areas of financing method, feasibility, scheduling, and operational costs. ARCH 861 was found to cover project finance, scheduling, and operational costs.

**Realm C: Integrated Architectural Solutions:** Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

**C.1** **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 501 Degree Project Research, specifically evidence of an understanding of research methods and practices in design.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 704 Design Studio 4 and ARCH 763 Integrated Building Systems.

**C.2** **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions,

and predicting the effectiveness of implementation.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 503 Degree Project, which specifically demonstrates students' ability to make integrated decisions in the integration of multiple variables across multiple systems.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 704 Design Studio 4, ARCH 763 Integrated Building Systems, and ARCH 761 Environmental Control Systems.

**C.3** **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** This criterion is **Met with Distinction** for the B. Arch program. Evidence of this was found in student work prepared for ARCH 301 and 302 Comprehensive Design 1 and 2. It is also evident in subsequent design studios in the fourth and fifth years.

**M. Arch:** This criterion is **Met with Distinction** for the M. Arch program**.** Evidence of this was found in student work prepared for ARCH 703 and 704 Design Studio 3 and 4, ARCH 761 Environmental Control Systems, ARCH 762 Materials and Assemblies, and ARCH 763 Integrated Building Systems.

**Realm C. General Team Commentary:** Student work in both the B. Arch and M. Arch programs demonstrates clear and well-developed integrative processes that are thoroughly illustrated in the curriculum. The integrated design decisions are present in individual work and show relationships between all factors within the entire project presentation. Some studio projects, while working from the same program, applied the program to sites from differing regions. Environmental research and design was adapted convincingly to meet specific cultural and geographic challenges.

**Realm D: Professional Practice:** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

**D.1** **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 401, 402, and 403 Advanced Design 1, 2, and 3, respectively.

**M. Arch:** This criterion is **Met with Distinction** in the M. Arch program. Evidence of this was found in student work prepared for ARCH 861 Professional Practice, ARCH 602 Design Studio 2, and ARCH 703 and 704 Design Studio 3 and 4 with regard to technical courses. Stakeholder engagement was strongly represented in student work through community involvement and a variety of client types and arrangements identified and researched.

Research on preservation and stakeholder relationships factored heavily in assignments. Students exhibited exceptional comprehension of the key factors of relationships that lead to successful projects, identified potential solutions to complex challenges, and presented strong case studies across multiple project types and contexts, if mainly urban. Also, in studio work, students exhibited impressive outreach to unique stakeholders, which was highlighted by field work demonstrating direct engagement with second graders as well as technological consultants.

**D.2** **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 364 Construction Documents, which demonstrated an understanding of project management, selecting consultants and assembling teams, formulating work plans and developing schedules, and project delivery methods.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 861 Professional Practice. Through assignments and exam materials, students exhibited a clear understanding of the processes employed to successfully manage a project. Highlighted was an understanding of the community perception of construction timeframes and the importance of meeting notes.

**D.3** **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Not Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 363 Professional Practice. An understanding of the financial, planning, and business practices of an architecture firm is evidenced in both High Pass and Low Pass examples.

**M. Arch:** While evidence of student achievement at the prescribed level was found in student High Pass work prepared for ARCH 861 Professional Practice, comprehension of the material was not demonstrated in Low Pass examples.

**D.4** **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 363 Professional Practice. Student work shows a clear understanding of the architect's legal responsibilities to the public and the client.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 861 Professional Practice. Investigations into a variety of precedents in preservation, urban renewal, affordable housing, and community board negotiations show student comprehension of an architect's legal responsibilities.

**D.5** **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

**B. Arch**
**[X] Met**

**M. Arch**
**[X] Met**

**2016 Team Assessment:**

**B. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 363 Professional Practice. Student work indicates an understanding of the architect's ethical responsibilities.

**M. Arch:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 861 Professional Practice. Students were exposed to ethics in the practice of architecture through a variety of assignments that introduced ethical concepts via the study of current events unrelated to architecture and personal experience. Exam results supported the assignments.

**Realm D. General Team Commentary:** Students in the B. Arch program showed excellent comprehension of legal and ethical professionalism; however, evidence concerning financial issues was lacking. Students in the M. Arch program exhibited a thorough understanding of professional practice through relevant case studies and exams, with the exception being that basic principles of business practices were not evident in Low Pass student examples.

**PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Institutional Accreditation:**

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Commission on Higher Education (MSCHE); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

**[X] Met**

**2016 Team Assessment:** Pratt Institute is accredited by the Middle States Association of Colleges and Schools (MSCHE). The institute was evaluated for re-accreditation in spring 2015. The most recent commission action is as follows:

> "To reaffirm accreditation and to request a progress report due October 1, 2017, documenting further (1) steps taken to promote a culture in which assessment results are shared and used in decision-making and budgeting, planning, and resource allocation (Standard 7) and (2) development of the revised general education curriculum and implementation of an assessment process for general education (Standard 12). The Periodic Review Report is due June 1, 2020."

**II.2.2 Professional Degrees and Curriculum:** The NAAB accredits the following professional degree programs with the following titles: The Bachelor of Architecture (B.Arch.), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B.Arch., M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B.Arch., M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

**[X] Met**

**2016 Team Assessment:** Pratt's B. Arch and M. Arch curriculum outlines, provided in the APR and confirmed by the visiting team, demonstrate the required distribution of courses.

The B. Arch curriculum outline indicates the course distribution between general studies (48 semester credit hours, meeting the 45 semester credit hour minimum), optional studies (15 semester credit hours, meeting the 10 semester credit hour minimum), and professional studies (107 total semester credit hours) for a total of 170 semester credit hours, meeting the 150 semester credit hour minimum.

The M. Arch program is a 6-semester graduate program for students that already hold an undergraduate degree. The curriculum outline shows the course distribution between professional studies (72 total graduate-level semester credit hours, meeting the 30 semester credit hour minimum) and optional studies (12 semester credit hours, meeting the 10 semester credit hour minimum). Students enrolled in the M. Arch program have received a Bachelor's degree from a regionally accredited institution in the U.S. or have been awarded the equivalent of a Bachelor's degree from an international institution of acceptable standards. The professional studies courses and the optional studies courses in the M. Arch program total 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.

The visiting team commends the school for excellent courses, such as HMS 496b Research Writing and HMS 497b Trans-Disciplinary Writing, which enhance students' writing ability by relating writing directly to architecture subject matter. However, the team directs the curriculum development committee to the 2014 *NAAB Conditions for Accreditation*, Section II.2.2, which articulates the criteria for general studies content. NAAB specifically requires that general studies coursework contain no architectural content.

**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION**

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

**[X] Met**

**2016 Team Assessment:** This section covers the process for evaluating students' prior academic coursework related to NAAB SPC when the students are admitted to the B. Arch or M. Arch degree program as transfer students seeking advanced standing. The admissions process generally involves submitting the following for the B. Arch program: application form, official transcripts, SAT scores, and portfolio. The admissions process for the M. Arch program generally includes: application form, official transcripts two letters of recommendation, GRE scores, statement of purpose, and portfolio.

The APR outlines the petition process for advanced standing for applications and for receiving transfer credit by referencing: https://www.pratt.edu/admissions/applying/applying-graduate/grad-application-requirement/. In the B. Arch program, students are admitted first through the institute-wide admissions process that also gives an approximation of transfer credits. This is verified by the respective B. Arch program chair and assistant chair, who confirm exact transfer credits and consider the type of prior coursework (prior accredited degree coursework, 2-year Associates Degree coursework, etc.). Students may petition or challenge the transfer credit allocation. In the B. Arch program, the majority of students with architecture backgrounds are given credit for general studies, appropriate technical and history courses, and two design studios, usually one first-year studio and one second-year studio in exceptional circumstances. The advanced standing admissions are only available based on attrition, which results in a small number of students admitted.

The M. Arch admissions process allows students to gain credit for courses completed prior to matriculation. Students are advised during registration that they have the option to apply for a waiver of required courses. The academic advisor puts the student in touch with the faculty coordinator of the area of study looking to be waived. The student submits a transcript, a syllabus for the course, and completed assignments from the course for review. The final grade in any waived credit course must be a B or above. The faculty coordinator determines whether the prior coursework is acceptable to meet the SPC covered by the course under consideration for waiver. All waived courses must be replaced by other courses offered in the M. Arch program so that the total number of credits required for graduation does not change.

This process was verified during the visit in interviews with the B. Arch and M. Arch chairs and associate chairs as well as with a few students who have transferred into Pratt from other undergraduate institutions. It was verified as being equitable.

**PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

**II.4.1 Statement on NAAB-Accredited Degrees:**

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

**[X] Not Met**

**2016 Team Assessment:** While the correct language was present on the Pratt Institute website (https://www.pratt.edu/uploads/naabaccreditedprograms.pdf), the printed course catalogs for prospective students had altered the statement and/or had an out-of-date statement.

**II.4.2 Access to NAAB Conditions and Procedures:**

The program must make the following documents electronically available to all students, faculty, and the public:

*The 2014 NAAB Conditions for Accreditation*

*The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

*The NAAB Procedures for Accreditation* (edition currently in effect)

**[X] Met**

**2016 Team Assessment:** The required documents were found at the following location: https://www.pratt.edu/academics/architecture/naab/

**II.4.3 Access to Career Development Information:**

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

**[X] Met**

**2016 Team Assessment:** This condition is **Met with Distinction.** Pratt Institute excels in capitalizing on its location in New York City to enrich the student experience and promote interaction between students and the architectural, construction, and development industry. A significant number of Pratt's faculty in both the graduate and undergraduate programs are practicing architects across a spectrum of practices, which exposes students to world-class career advice in the classroom and to employment opportunities, when appropriate. Pratt's institute-wide Center for Career and Professional Development plays an active role in facilitating interaction with the industry at large, outside of the curriculum. The center strongly advocates on behalf of Pratt to attract practicing alumni, related industry experts, and internationally recognized icons to engage with students in an impressive depth and spread of programs, as illustrated in the school's 2011-2016 NAAB Accreditation Report and accompanying calendar. The center's data collection and analysis has contributed to constant improvement in the service of career, education, and employment decisions.

**II.4.4 Public Access to APRs and VTRs:**

In order to promote transparency in the process of accreditation in architecture education, the program is

required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

**[X] Met**

**2016 Team Assessment:** Evidence is located at https://www.pratt.edu/academics/architecture/naab/.

**II.4.5 ARE Pass Rates:**

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

**[X] Not Met**

**2016 Team Assessment:** No evidence was found on the pratt.edu domain that linked to the NCARB in reference to ARE pass rates.

**II.4.6 Admissions and Advising:**

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[1] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

**[X] Met**

**2016 Team Assessment:** The application process, admissions requirements, decision procedures and evaluation forms, and financial aid/scholarship information are all digital and online. Both the B. Arch and M. Arch program chairs shared screen shots of the evaluation forms for admissions, which were deemed equitable and appropriate by the visiting team. Evaluation is based on conceptual and analytical ability, communications skills, past academic performance, and motivation and seriousness of intent.

Admissions processes were outlined in Section III of the APR and summarized in the same section of the VTR. Admissions information and processes can be found at: https://www.pratt.edu/admissions/applying/applying-graduate/grad-application-requirement/

Requirements for the M. Arch program specifically can be found at: https://www.pratt.edu/admissions/applying/applying-graduate/grad-application-requirement/grad-departmental-requirements/

Financial aid and scholarship information is found at: www.pratt.edu/financing

Information on applications and financial aid is also published in the Graduate Bulletin and online at: www.pratt.edu/admissions

Student diversity is handled at the Institute level: https://www.pratt.edu/the-institute/administration-resources/finance-administration/human-resources/diversity/diversity-committee/. Diversity in the student population is balanced in gender and ethnicity. This is verified in the NAAB Annual Statistical Report.

**II.4.7 Student Financial Information:**

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

**[X] Met**

**2016 Team Assessment:** Information regarding the cost of attending Pratt's B. Arch and M. Arch programs is available through the institute's website at: https://www.pratt.edu/admissions/financing-your-education/. That website also includes links to pdf documents that break down the costs of a first year's tuition and expenses in either the B. Arch or M. Arch program. The "Net Cost Calculator" (https://tcc.noellevitz.com/%28S%28ogtrg5to1tahcdxt5eofamxx%29%29/Pratt%20Institute/Freshman%20Students/Scholarship) estimates a prospective undergraduate student's first-year costs, net of potential scholarships, based on his or her record in high school, standardized tests, and portfolio self-evaluation.

Names, telephone numbers, and email addresses for undergraduate financial aid advisors are easily found at https://www.pratt.edu/admissions/financing-your-education/financing-undergraduate/counseling/, and for graduate financial aid advisors at https://www.pratt.edu/admissions/financing-your-education/financing-graduate/counselor-grad/.

## PART THREE (III): ANNUAL AND INTERIM REPORTS

**III.1 Annual Statistical Reports:** The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

**[X] Met**

**2016 Team Assessment:** Evidence was found in the letter from Dean Thomas Hanrahan to the NAAB dated March 21, 2015. It confirmed the accuracy and consistency of the information reported to the national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

**III.2 Interim Progress Reports:** The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended).

**[X] Met**

**2016 Team Assessment:** The required reports were found on the Pratt Institute website under the "NAAB Documents" tab.

## IV. Appendices:

### Appendix 1. Conditions Met with Distinction

#### II.4.3 Access to Career Development Information

Pratt Institute excels in capitalizing on its location in New York City to enrich the student experience and promote interaction between students and the architectural, construction, and development industry. A significant number of Pratt's faculty in both the graduate and undergraduate programs are practicing architects across a spectrum of practices, which exposes students to world-class career advice in the classroom and to employment opportunities, when appropriate. Pratt's institute-wide Center for Career and Professional Development plays an active role in facilitating interaction with the industry at large, outside of the curriculum. The center strongly advocates on behalf of Pratt to attract practicing alumni, related industry experts, and internationally recognized icons to engage with students in an impressive depth and spread of programs, as illustrated in the school's 2011-2016 NAAB Accreditation Report and accompanying calendar. The center's data collection and analysis has contributed to constant improvement in the service of career, education, and employment decisions.

#### C.3 Integrative Design (B. Arch and M. Arch programs)

Student work in both the B. Arch and M. Arch programs demonstrates clear and well-developed integrative processes that are thoroughly illustrated in all aspects of the curriculum. Integrated design thinking is present in individual work, which illustrates relationships between all factors within an entire project. The level of integration shown in design studios, which incorporated technical courses, technical consultants, technical topics, analysis, and construction document development, was excellent and convincing in both programs.

#### D.1 Stakeholder Roles in Architecture (M. Arch program)

Evidence was found in student work prepared for ARCH 861 Professional Practice, ARCH 602 Design Studio 2, and ARCH 703 and 704 Design Studio 3 and 4 with regard to technical courses. Stakeholder engagement was strongly represented in student work through community involvement and a variety of client types and arrangements identified and researched. Research on preservation and stakeholder relationships factored heavily in assignments. Students exhibited exceptional comprehension of the key factors of relationships that lead to successful projects, identified potential solutions to complex challenges, and presented strong case studies across multiple project types and contexts, if mainly urban. Also, in studio work, students exhibited impressive outreach to unique stakeholders, which was highlighted by field work demonstrating direct engagement with second graders as well as technological consultants

**Appendix 2. Team SPC Matrix**

# B.Arch 2014-15

| | | | REALM A: CRITICAL THINKING & REPRESENTATION | | | | | | | | REALM B: BUILDING PRACTICES, TECHNICA | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | PROFESSIONAL COMMUNICATION SKILLS | DESIGN THINKING SKILLS | INVESTIGATIVE SKILLS | ARCHITECTURAL DESIGN SKILLS | ORDERING SYSTEMS | USE OF PRECEDENTS | HISTORY & GLOBAL CULTURE | CULTURAL DIVERSITY & SOCIAL EQUITY | PRE-DESIGN | SITE DESIGN |
| | | | A.1 | A.2 | A.3 | A.4 | A.5 | A.6 | A.7 | A.8 | B.1 | B.2 |
| | | | ABILITY | ABILITY | ABILITY | ABILITY | ABILITY | ABILITY | UNDERSTANDING | UNDERSTANDING | ABILITY | ABILITY |
| 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. | | | | | | | | | | |

# B.Arch 2014-15

| | | | . SKILLS & KNOWLEDGE | | | | | | | | REALM C: INTEGRATED ARCHITECTURAL SOLUTI | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | CODES & REGULATIONS | TECHNICAL DOCUMENTATION | STRUCTURAL SYSTEMS | ENVIRONMENTAL SYSTEMS | BUILDING ENVELOPE SYSTEMS & ASSEMBLIES | BUILDING MATERIALS & ASSEMBLIES | BUILDING SERVICE SYSTEMS | FINANCIAL CONSIDERATIONS | RESEARCH | INTEGRATED EVALUATIONS & DECISION-MAKING DESIGN PROCESS |
| | | | B.3 | B.4 | B.5 | B.6 | B.7 | B.8 | B.9 | B.10 | C.1 | C.2 |
| | | | ABILITY | ABILITY | ABILITY | ABILITY | UNDERSTANDING | UNDERSTANDING | UNDERSTANDING | UNDERSTANDING | UNDERSTANDING | ABILITY |
| 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. | | | | | | | | | | |

# B.Arch 2014-15

| | | | ONS | REALM D: PROFESSIONAL PRACTICE | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | INTERGRATIVE DESIGN | STAKEHOLDER ROLES IN ARCHITECTURE | PROJECT MANAGEMENT | BUSINESS PRACTICES | LEGAL RESPONSIBILITIES | PROFESSIONAL CONDUCT |
| | | | C.3 | D.1 | D.2 | D.3 | D.4 | D.5 |
| | | | ABILITY | UNDERSTANDING | UNDERSTANDING | UNDERSTANDING | 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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# M.Arch 2014-15

| | | | REALM A: CRITICAL THINKING & REPRESENTATION | | | | | | | | REALM B: BUILDING PRACTICES, TECHNICA | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | PROFESSIONAL COMMUNICATION SKILLS | DESIGN THINKING SKILLS | INVESTIGATIVE SKILLS | ARCHITECTURAL DESIGN SKILLS | ORDERING SYSTEMS | USE OF PRECEDENTS | HISTORY & GLOBAL CULTURE | CULTURAL DIVERSITY & SOCIAL EQUITY | PRE-DESIGN | SITE DESIGN |
| | | | A.1 | A.2 | A.3 | A.4 | A.5 | A.6 | A.7 | A.8 | B.1 | B.2 |
| | | | ABILITY | ABILITY | ABILITY | ABILITY | ABILITY | ABILITY | UNDERSTANDING | UNDERSTANDING | ABILITY | ABILITY |
| 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 CONTRO | 3cr. | | | | | | | | | | |
| | ARCH 762 MATERIALS & ASSEMBLIES | 3cr. | | | | | | | | | | |
| SEMESTER 4 | ARCH 704 DESIGN STUDIO 4 | 5cr. | | | | | | | | | | |
| | ARCH 763 INTEGRATED BUILDING SYSTEM | 3cr. | | | | | | | | | | |
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| SEMESTER 5 | ARCH 805 DESIGN STUDIO 5 | 5cr. | | | | | | | | | | |
| | ARCH 861 PROFESSIONAL PRACTICE | 3cr. | | | | | | | | | | |
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| SEMESTER 6 | ARCH 806 DESIGN STUDIO 6 | 5cr. | | | | | | | | | | |
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# M.Arch 2014-15

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | CODES & REGULATIONS | TECHNICAL DOCUMENTATION | STRUCTURAL SYSTEMS | ENVIRONMENTAL SYSTEMS | BUILDING ENVELOPE SYSTEMS & ASSEMBLIES | BUILDING MATERIALS & ASSEMBLIES | BUILDING SERVICE SYSTEMS | FINANCIAL CONSIDERATIONS | RESEARCH | INTEGRATED EVALUATIONS & DECISION-MAKING DESIGN PROCESS |
| | | | B.3 | B.4 | B.5 | B.6 | B.7 | B.8 | B.9 | B.10 | C.1 | C.2 |
| | | | ABILITY | ABILITY | ABILITY | ABILITY | UNDERSTANDING | UNDERSTANDING | UNDERSTANDING | UNDERSTANDING | UNDERSTANDING | ABILITY |
| 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 CONTRO | 3cr. | | | | | | | | | | |
| | ARCH 762 MATERIALS & ASSEMBLIES | 3cr. | | | | | | | | | | |
| SEMESTER 4 | ARCH 704 DESIGN STUDIO 4 | 5cr. | | | | | | | | | | |
| | ARCH 763 INTEGRATED BUILDING SYSTEM | 3cr. | | | | | | | | | | |
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| SEMESTER 5 | ARCH 805 DESIGN STUDIO 5 | 5cr. | | | | | | | | | | |
| | ARCH 861 PROFESSIONAL PRACTICE | 3cr. | | | | | | | | | | |
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| SEMESTER 6 | ARCH 806 DESIGN STUDIO 6 | 5cr. | | | | | | | | | | |
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# M.Arch
# 2014-15

| | | | TIONS | REALM D: PROFESSIONAL PRACTICE | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | INTERGRATIVE DESIGN | STAKEHOLDER ROLES IN ARCHITECTURE | PROJECT MANAGEMENT | BUSINESS PRACTICES | LEGAL RESPONSIBILITIES | PROFESSIONAL CONDUCT |
| | | | C.3 | D.1 | D.2 | D.3 | D.4 | D.5 |
| | | | 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 CONTRO | 3cr. | | | | | | |
| | ARCH 762 MATERIALS & ASSEMBLIES | 3cr. | | | | | | |
| SEMESTER 4 | ARCH 704 DESIGN STUDIO 4 | 5cr. | | | | | | |
| | ARCH 763 INTEGRATED BUILDING SYSTEM | 3cr. | | | | | | |
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| SEMESTER 5 | ARCH 805 DESIGN STUDIO 5 | 5cr. | | | | | | |
| | ARCH 861 PROFESSIONAL PRACTICE | 3cr. | | | | | | |
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| SEMESTER 6 | ARCH 806 DESIGN STUDIO 6 | 5cr. | | | | | | |
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## Appendix 3. The Visiting Team

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## V. Report Signatures

**Respectfully Submitted,**

| | |
|---|---|
| **Cheryl C. Walker, FAIA**<br>**Team Chair** | **Representing the NCARB** |
| **Virginia Cartwright**<br>**Team Member** | **Representing the ACSA** |
| **Weston Bailey Rodberry**<br>**Team Member** | **Representing the AIAS** |
| **Tom Howorth, FAIA**<br>**Team Member** | **Representing the AIA** |
| **Ryan E. Smith**<br>**Team Member** | **Representing the ACSA** |
| **Brian Kaplan, AIA**<br>**Nonvoting Team Member** | |