NAAB National Architectural Accrediting Board

2025 Visiting Team Report

Program: Pratt Institute (B.Arch., M.Arch.)

Type of Visit: Continuing Accreditation

Date of Visit: March 30-April 2, 2025

Contents

A. Summary of Visit

a. Acknowledgments and Observations

b. Conditions with a Team Preliminary Finding as Not Achieved *(list number and title, and subcondition.)*

   a. On behalf of the National Architectural Accrediting Board, the Visiting Team extends thanks to the administration, faculty, staff, students, and alumni of the Pratt Institute School of Architecture for making the visit such an informative and cordial one. The team wishes to thank Dean Quilian Riano, Chair Stephen Slaughter, Interim Chair Alexandra Barker, and the faculty and staff for their work in organizing the visit. Appreciation is also extended to the faculty, staff, students, administration, and alumni for taking the time to share perspectives about the school—the high regard for the school and the commitment to continuing and advancing these programs is clearly present.

   While the team has been listening, now is the time to take the opportunity to have one final review of the process of accreditation, note general observations, and present preliminary findings. These final meetings between the team, administrators, and all those involved with the programs signal the conclusion of the on-site accreditation visit activities for programs. The preliminary findings presented today will be further described in the Visiting Team Report. These findings will be finalized by the NAAB Board—the team only acts on the behalf of the NAAB Board and accreditation decisions will rest with them. For this reason, the team cannot engage in conversations about the findings, answer questions, or provide specific recommendations. Procedurally, the team submits the report to NAAB within 14 days of the visit. The NAAB staff will review the document for completeness and comprehension. NAAB then sends the revised draft to the program administrator within 30 days of the visit. The program administrator has 10 days to correct for errors of fact. The NAAB staff and team chair accept or reject the corrections and complete the final Visiting Team Report, which is then transmitted to the program administrator. Programs have the option to provide a response to the Visiting Team Report by August 1st for visits taking place in the spring, providing context or evidence for any criteria that are "not met." The Architectural Program Report, the Visiting Team Report, and the Optional Response, if submitted, is accepted by the NAAB Board. The Board decides on accreditation by the following fall, notifying the chief academic officer, the program administrator, and the visiting team.

   In the weeks prior to this visit, and during the visit, the team has talked with numerous administrators, faculty, and staff in various offices in the school and across campus. Studios have been visited and discussions with students in both programs have taken place. The team has reviewed numerous folders that include course syllabi, schedules, assignments, surveys, and student work. Visiting teams are the eyes and ears of the NAAB Board, searching to understand how the program addresses, achieves, and evaluates each condition and criterion of the 2020 Conditions for Accreditation. With these efforts, the team has documented our reviews and observations, writing a report that attempts to best reflect the Bachelor of Architecture and Master of Architecture programs at Pratt Institute School of Architecture.

   A synopsis of the visit can be captured in the observation that Pratt Institute School of Architecture is a community of makers and innovators. From the studios and the shops to the Innovative Materials Lab and Michael Hollander Hall, a strong current of thoughtful

creation shines through both programs. The faculty are dedicated to teaching design in a way that has made a large school small as they develop personal connections with students that deepens the learning and manifests community in Higgins Hall. The administrators and staff work tirelessly to enable the faculty and students to focus on design. The overall context of Pratt Institute provides a supportive environment for the study of architecture, becoming a highlight within a larger setting of high-quality, respected design and technological education. Opportunities for study beyond the campus, such as the research centers at Brooklyn Navy Yard and the Pratt in Rome Program, enhance the learning. While Pratt does not have unlimited resources, the school benefits from the agile and scrappy approach taken by the administrators and faculty, designing programs that are greater than the sum of its parts. The work to make this learning happen is accomplished by thoughtful action from the administration, chairs, and faculty. The studio coordinators play a large role in the success of this learning, which should not be overlooked. The School of Architecture at Pratt Institute is an inspiring place to learn, explore, and advance design.

While there is much to be proud of, accreditation is a process in which programs are reviewed for standards to ensure that a high level of content and rigor is maintained. It is the responsibility of the Visiting Team to share preliminary findings through noting the criteria that is identified as Not Met. The criteria that the Visiting Team found to be not met are PC.1: Career Paths for the Bachelor of Architecture program, SC.6: Building Integration for the Master of Architecture program, and 5.2: Planning and Assessment, sub-criteria 5.2.1.

In regard to PC.1 Career Path for the Bachelor of Architecture program, this Program Criteria asks how the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. The team did not find direct evidence of the teaching of these career opportunities in the Bachelor of Architecture program.

In regard to SC.6 Building Integration for the Master of Architecture program, this Student Criteria asks how the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. The team did not find evidence for demonstrating measurable outcomes of building performance.

In regard to 5.2 Planning and Assessment, this Criteria states that the program must demonstrate that it has a planning process for continuous improvement that identifies a number of points, including Sub-Criteria 5.2.1, which asks the program to identify multi-year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts. The team recognizes strategic planning is currently underway but could not determine whether this plan will incorporate NAAB Conditions.

Again, the team thanks Dean Riano, Chair Slaughter and Interim Chair Barker, the faculty, staff, administrators, and students of Pratt Institute School of Architecture. Experiencing the history, community, spirit, and exploration of design in this space has been a privilege.

b. Preliminarily, the team found that the following conditions were not achieved:

PC.1 Career Paths - B.Arch.

SC.6 Building Integration - M.Arch.

5.2 Planning and Assessment, Sub-Criteria 5.2.1 - B.Arch. and M.Arch.

B. Progress Since the Previous Site Visit

B.ARCH.

2014 Condition/Criterion (Not Met) B.1 Pre-Design [Ability Level]: *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.

Previous Team Report (2016): 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.

2025 Team Analysis:
Addressing this issue is noted in the Two-Year Report 2018, which is posted on the Pratt website at https://www.pratt.edu/architecture/naab/. Programming is now part of *ARCH 301: Comprehensive Design I*, a studio in the fall of third year of the B.Arch. program (APR, page 6). A project of medium complexity enables students to address community needs and equity challenges. *ARCH 363: Professional Practice*, taken the same semester, provides instruction in zoning, which supports the programming work. Design analysis includes sun and shade investigations, shadow studies, material selection, context information, and exploration of applicable codes. The changes were accepted by NAAB.

2014 Condition/Criterion (Not Met): B.10 Financial Consideration [Understanding Level]
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.

Previous Team Report (2016): 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.

2025 Team Analysis:
The Two-Year Report states that B.10 Financial Considerations at the level of understanding are addressed, posted on the Pratt website at https://www.pratt.edu/architecture/naab/. *ARCH 363: Professional Practice* has updated its lectures and exams to enhance students' understanding of project financial planning, business operations, and life-cycle costs. Existing topics include material and labor costs, construction estimating, and scheduling. These concepts are also applied in the building systems course for cross-curricular discussions. The changes were accepted by NAAB.

B.ARCH., M.ARCH.

2014 Condition/Criterion (Not Met): 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.

Previous Team Report (2016): 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.

2025 Team Analysis:
The Pratt School of Architecture website provides the exact language found in the NAAB Conditions for Accreditation at https://www.pratt.edu/architecture/naab/. This was accepted by NAAB.

2014 Condition/Criterion (Not Met): 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/postsecondary 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.

Previous Team Report (2016): No evidence was found on the pratt.edu domain that linked to the NCARB in reference to ARE pass rates.

2025 Team Analysis:
The Pratt School of Architecture website provides a link to the NCARB ARE pass rates at https://www.pratt.edu/architecture/naab/. This was accepted by NAAB.

M.ARCH.

2014 Condition/Criterion (Not Met): B.1 Pre-Design [Ability Level]: *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.

Previous Team Report (2016): 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.

2025 Team Analysis:
The M.Arch. program revised *ARCH 703: Design 3 Urban Qualities and Materials*, a studio in the second year of the program, as documented in the Two-Year 2018 report on the Pratt website at https://www.pratt.edu/architecture/naab/. Design analysis addresses user needs through various design requirements such as building codes, regulatory requirements, program and user needs through investigations of program requirements. The program also changed from a residential to a mixed-use, composed of 70% residential and 30% office, including parking, public, and semi-public amenities. This was accepted by NAAB.

2014 Condition/Criterion (Not Met): D.3 Business Practices [Understanding Level]:
Understanding of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

Previous Team Report (2016): 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.

2025 Team Analysis:
Business practices, including business models, contemporary practice, contracts, ethics, and overall roles within the practice of architecture are now included in *ARCH 861: Professional Practice*, as documented in the Two-Year 2018 report, found on the Pratt website https://www.pratt.edu/architecture/naab/. This was accepted by NAAB.

C. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2025 Team Analysis:

OVERALL
While the Accreditation Conditions have changed since the previous visit, the curricula of the B.Arch. and M.Arch. programs have been revised to meet these changes. Both the B.Arch. and M.Arch. programs have introduced revisions to strengthen the programs as well. Improvements such as coordination between courses and studio projects or assessment cycles have been instituted. Expanding opportunities such as creating connections to research leaders and centers, gaining STEM registration and RIBA accreditation, and increasing access to electives and degree pathways has also advanced the programs.

B.ARCH.
Accreditation Conditions have changed since the previous visit. Pratt has worked to change the existing B.Arch. curriculum to meet the 2020 Conditions and Procedures. In response to the 2016 visit, the curriculum has been reassessed to identify areas of core and advanced design and critical thinking. Integration of the lecture coursework and studios have introduced greater application of knowledge content. Assessing the work at the end of each semester happens with all faculty who teach in the core courses as well as all courses in the curriculum. Within the curriculum, assignment lessons in the third year have been connected directly to the studio project and deliverables have been revised. The B.Arch. program has gained STEM registration, allowing international students the opportunity to work for three years in the US after graduation. The B.Arch. curriculum has added *ARCH 563: Research Topics* as an optional study, providing

research opportunities connected to the Center of Experimental Structures. The B.Arch. program has gained international accreditation, achieving Part 1 and Part 2 of the International Accreditation from the Royal Institute of British Architects.

M.ARCH.
Accreditation Conditions have changed since the previous visit. Pratt has worked to change the existing M.Arch. curriculum to meet the 2020 Conditions and Procedures. In response to the 2016 visit, revisions to the program have included moving the fourth semester studio to be sited in New York City to enable students to visit the site, introduced co-teachers to increase instruction and work across sections, introduced adaptive reuse projects, and introduced a course for additional instruction on fabrication, visualization, and communication. Research for third-year studios has been connected to external research partners. Approved electives were listed for greater accessibility, and advanced standing plans were created to increase the breadth of students in the program. The M.Arch. program has established an assessment cycle to evaluate the curriculum as well as a Critic at Large, who writes an annual assessment report. In addition, the program has engaged with new lecture series, flashtalks, symposia, workshops, and participated in the Pratt House on Governors Island, the Center for Climate Adaptation, and gained STEM registration and International Accreditation from the Royal Institute of British Architects. The department name has changed to reflect the Master of Landscape Architecture program, becoming the Graduate Architecture, Landscape Architecture, and Urban Design department.

D. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)

Team Findings: Met

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

2025 Team Analysis:
On page 11 of the APR, Pratt notes that it is one of the largest members of the Association of Independent Colleges of Art & Design (AICAD), offering nearly 50 undergraduate and graduate degrees for over 4,500 students. Pratt was founded in 1887 to provide an affordable education in the liberal arts and applied knowledge of design in the areas of architecture, engineering, and dressmaking, responding to the industrialization of New York City. Pratt encompasses a 25-acre campus with residential facilities in the Clinton Hill neighborhood of Brooklyn. Its campus is extended by the Research Yard in the Brooklyn Navy Yard, a campus in upstate New York, and a gallery in Manhattan. It is a core partner of the New York Climate Exchange on Governors Island. The School of Architecture is in Higgins Hall, renovated after a fire in 1996. The school has a sense of community, with all courses being offered in person. The team confirmed the nature of this context at the visit.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

2025 Team Analysis:
According to https://www.pratt.edu/, Pratt offers degrees that range from animation and dance to sustainable environmental systems and writing. The School of Architecture offers the undergraduate degrees of a B.Arch., a B.P.S. in Construction Management, and an A.A.S. in Building and Construction, and graduate degrees of a M.Arch., an M.S. in Architecture, an MLA, an M.S. in Historic Preservation, an M.S. in Historic Preservation Certificate, an M.S. in Real Estate Practice, an M.S. in Sustainable Environmental Systems, an M.S. in Urban and Community Planning, an M.S. in Urban Placemaking and Management, and an M.S. in Urban Design. Students in the B.Arch. and M.Arch. programs take courses offered in these degrees. This range of studies provides a strong context for learning architecture. While the B.Arch. and M.Arch. share Higgins Hall, its resources, and a lecture series, the staff, faculty, and admissions are distinct to each program. The Studio Culture Policy, found on the school's website (https://www.pratt.edu/architecture/studio-culture-policy/), is based on the principles of creativity, community, and commitment. The school partners with city and government agencies, community groups, and other academic and cultural bodies as well as construction leaders, extending its learning opportunities beyond the institution. University-wide initiatives include the school's engagement in the New York Climate Exchange on Governors Island. The team confirmed these opportunities during the site visit.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

2025 Team Analysis:
Pratt connects to professional organizations such as NOMA, the AIA New York Center for Architecture, and the Architectural League of New York. Students have attended the NOMA Conference and AIAS Grassroots. Students are mentored by professionals in these organizations as well as alumni of the school. The Pratt AIAS chapter has assisted with the organization of career fairs, as confirmed during the site visit. Field trips to project sites enable students to study the context, meet with community members, and experience the history of the environment in an immersive manner across an extended period of time. The four research centers, which focus on urbanism, sustainability, computation, and structural/material studies, enable students to engage in the city to experience issues such as waterfront rehabilitation, experimental structures, and digital fabrication, to name a few. Lectures are open to all students and the Pratt community. The team confirmed these relationships during the site visit.

Program Summary Statement of 1 – Context and Mission
Pratt School of Architecture prepares students to respond creatively, innovatively, and ethically to complex and evolving challenges and to live a life of meaning, consequence, and contribution. Located within Pratt Institute in Brooklyn, New York, the B.Arch. and M.Arch. programs foster exceptional intellectual development, innovation, and production. Building on the institute's tradition of combining liberal arts with design, experimentation, and making, the school prepares students for the profession via a five-year undergraduate (B.Arch.) or three-year graduate (M.Arch.) curriculum. A full design studio sequence with advanced studios furthers students' research, exploration, and collaboration and help them define their role and interests as thinkers and future architects. Both curricula support individual critical thinking, skill-building, teamwork, understanding the profession and the industry, and civic engagement, always balancing academic scholarship with real-world and professional application.

While the B.Arch. and M.Arch. programs are distinct from each other, they share common values expressed in the school's Studio Culture Policy. In addition, the school regards design, planning, and management of the building and living environment as avenues for addressing critical

contemporary and future issues, from social justice to climate crisis. The school's curricular pillars include New York-based urbanism, environmental stewardship and sustainability, technology and innovation, and community and social responsibility. Pratt's architecture programs develop the students' abilities to leverage technique in service of a higher ideal, ultimately animating professionals to be greater stewards of the environment and citizens of the world.

2—Shared Values of the Discipline and Profession (*Guidelines,* p. 6)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

Team Findings: Met

2025 Team Analysis
The program has identified and described a process to collectively work on a strategic plan incorporating more directly all shared values as described by NAAB. Evidence of achievement of this criterion was described in the APR, course syllabi, and discussions with administration and faculty at the site visit.

Design:
On page 15 of the APR, the B.Arch. program is described to be based on a Program Ethos that includes Design Excellence, Social & Cultural Thinking, Technology & Innovation, Urbanism, Critical Thinking, and Professional Leadership. Design is reflected in the area of Design Excellence, as students engage architecture problems with a social dimension and an understanding of justice and environmental responsibility. On page 23 of the APR, Pratt states that the M.Arch. program emphasizes learning outcomes of Integrative Design, allowing students to gain knowledge in making complex design decisions, and Design Learning, which trains students to ask thought-provoking questions throughout their careers and their lives.

Pratt mapped the NAAB Values to the B.Arch. and M.Arch. programs in a spreadsheet (starting on pages 108 and 118 of the APR) that notes stakeholders and the activities that demonstrate this aspect. Strategic planning efforts are currently underway. While the NAAB values are not explicitly tracked and there does not seem to be clear evidence of how this shared value is advanced in long-range planning, the team found that the school exhibited and reviewed design thinking and integrated design solutions with the aim to advance this issue.

Environmental Stewardship and Professional Responsibility:
On page 18 of the APR, the Program Ethos for the B.Arch. program incorporates Critical Thinking and Technology & Innovation, which responds to Environmental Stewardship and Professional Responsibility. The B.Arch. program incorporates research such as RAMP (Recovery, Adapt, Mitigate, Plan), which offers research addressing the interrelationship between social justice and sustainability. On page 24 of the APR, the learning outcome of Environmental Design Practice in the M.Arch. program is discussed as an integral part of the studio sequence. Studios engage with ecosystems and environmentally-friendly materials and processes, participating in the Mass Timber Design competition, the NY Climate Exchange, the Pratt Center for Climate Adaptation, and conferences on resilience.

Pratt mapped the NAAB Values addressing environmental issues (starting on pages 108 and 118 of the APR) and notes that monitoring happens through annual reviews of the courses. While long-range planning goals were not explicitly stated, the overall forward trajectory planning by faculty was shared during the site meeting in conversations with the dean, chairs, and faculty.

Equity, Diversity, and Inclusion:
On page 19 of the APR, the commitment to equity, diversity, and inclusion is witnessed in the All-Institute Learning Goals, outlining the teaching of skills and knowledge about justice, environmental sustainability, global citizenship, resilience, creative problem solving, versatile communication, and disciplinary fluency. Courses include addressing issues to develop equitable and just communities, asking students to develop positions and craft actions that contribute to societal transformations. History and theory courses include cultural and geographical contexts, including colonial and post-colonial discussions and urban conditions such as public health and social justice. Graduate students are involved with community projects that have received grants addressing issues such as community gardening and transitional housing for women and children. Faculty and staff must complete discrimination and harassment training. The APR notes on page 26 that in 2021, a DEI committee was formed in the department to address social justice, equity, and inclusion efforts in the graduate program. Pratt mapped the NAAB Values addressing these issues (this begins on pages 108 and 118 of the APR). Annual reviews of the courses address progress, although the way the process is tracked and stated improvements are not clear or specific. During the site visit, the team was informed that establishing long-range planning goals were underway in conversations with the administration and faculty.

Knowledge and Innovation:
On page 21 of the APR, the B.Arch. program connects the shared value of Knowledge and Innovation with the Knowledge & Innovation noted in the Program Ethos. The exposure to emerging technologies in presentations, fabrications and building science happens through the Digital Futures Group, the Interdisciplinary Technology Lab, and the school fabrication facilities. The program encourages students to integrate research and impact their local community. On page 26 of the APR, the M.Arch. program notes that the program learning outcome of Design Knowledge addresses the shared value of Knowledge and Innovation. A series of courses presenting fabrication, visualization, and communication enable students to experiment with new technologies. The professional work of the faculty, conference participation, and an event series demonstrates the commitment to innovation and the contribution to knowledge in the

field. The Center for Design Research in Architecture (https://www.dra-lab.net/) is an interdisciplinary institute that provides advanced experience for students to explore and experiment with new building challenges and systems as a part of knowledge innovation.

The mapping of NAAB Values to the B.Arch. and M.Arch. programs (starting on pages 108 and 118 of the APR) notes that the faculty reviews the work and establishes improvement plans, although these goals are not clearly or specifically documented. However, during the team visit, most prominently in the faculty meetings, the team was able to verify improvement work did effectively occur.

Leadership, Collaboration, and Community Engagement:
On page 22 of the APR, the program noted that the School of Architecture annually selects one student from each of the B.Arch. and M.Arch. programs as advisors. These advisors work with the dean's office and student council to improve communication, facilitate student involvement, and increase engagement through event planning and funding support. All students, as Brooklyn residents, engage with the city's urban landscape, shaping their approach to sustainable and inclusive design. B.Arch. courses build knowledge through collaborations with civic organizations like NYC Parks and Public Libraries. Students tackle design challenges in studios, participate in industry-sponsored research, and explore topics such as affordable housing and modular construction. By their final year, they synthesize leadership and design skills through independent research and faculty mentorship. The M.Arch. program emphasizes creative leadership through collaboration with industry experts and community stakeholders. Students engage in team-based research, fabrication projects, and real-world design challenges.
Pratt mapped the NAAB Values to the B.Arch. and M.Arch. programs in a spreadsheet (starting on pages 108 and 118 of the APR) that notes stakeholders and the activities that demonstrate this aspect. While the APR was not clear on how these NAAB values were advanced in long-range planning, at the site visit, the visiting team confirmed the above and found that the students were engaged within student government and organizations. Students felt they were well supported by faculty and administration with significant opportunities for leadership, internal & external collaboration and community engagement.

Lifelong Learning:
On page 23 of the APR, Pratt explains that Critical Thinking in the B.Arch. Program Ethos responds to the shared value of Lifelong Learning. Asked to think critically to address various issues in each project, students see the program's faculty of architects, designers, scholars, researchers, artists, and engineers to model lifelong learning in their role as educators. Additionally, there are opportunities for students to study abroad, either through semester abroad programs to Rome or Berlin, or travel to Asia or South America during the summer, expanding students' worldviews and encouraging them to pursue a wider base of knowledge in their studies. Other complementary activities, such as Directed Research Framework, independent studies, the Teaching Incubator, and teaching fellowships create additional opportunities to develop skills that will guide learning throughout a career.
While long-range planning goals addressing the NAAB Value of Lifelong Learning were not specifically identified, the program stressed that the students are provided with lifelong learning on a continuous basis as a part of their interaction in the program.

3—Program and Student Criteria (_Guidelines_, p. 9)
These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (_Guidelines_, p. 9)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths
How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

B.ARCH.
Team Findings: Not Met

2025 Team Analysis:
Pratt explains that *ARC 363: Professional Practice*, a required third-year course, introduces students to licensure, career paths, and practice management (APR, page 33). Led by NCARB's AXP coordinator and the internship coordinator, it includes guest speakers, site visits, and support for AXP registration. Students explore careers in firms, planning, consulting, NGOs, and more. The STEM designation allows international students to have the opportunity to work in the United States. However, documentation shows limited direct evidence of learning about career paths–mainly a reading list from the AIA Handbook of Professional Practice and a document that included a list of careers that did not seem connected to assignments or assessments.

On page 34 of the APR, the program assesses this criteria through faculty questionnaires each semester. The program sets an 85% benchmark for positive responses on meeting this criterion, achieving 100% in the latest assessment. Faculty recommend improving cross-section communication and refining benchmarks and questionnaires for more detailed insights, ensuring continuous curriculum improvement. By reviewing the provided materials from the school, the team determined that "the range of available career opportunities that utilize the discipline's skills and knowledge" of this program criterion was not met for the B.Arch. program. The team found that instructional materials are not effectively covering or assessing this criterion component.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 61 of the APR, the program outlines how it ensures students understand licensure and career opportunities through core courses, workshops, lectures, and events. In the first semester, *ARCH 601: Design 1 Media and Methods* introduces licensure through the workshop "The Position of an Architect: Academy to Practice." In the fourth semester, *ARCH 861: Professional Practice*, led by the Practice Coordinator and Architect Licensing Advisor, explores contemporary practice issues. A lecture and assignment require students to research licensure in New York State and another jurisdiction. Beyond coursework, lectures, alumni panels, and portfolio reviews expose students to careers in corporate firms, small practices, fabrication, forensic architecture, and hybrid fields. The GAUD Alumni Flashtalks and Career Day, featuring 50+ architecture firms, help students network and secure jobs.

On page 62 of the APR, the program details its assessment of career path learning through *ARCH 861: Professional Practice* assignments and planned *ARCH 601: Design 1 Media and Methods* assessments. In *ARCH 861: Professional Practice*, 90% of students met the benchmark, with a goal of 95% next year and enhancements in the first assignment. Following 2016 accreditation, this course moved to the fourth semester of the program for better alignment with *ARCH 704: Design 4 Integrated Contexts and Mediums* and consultant collaboration. A 2020

review standardized the *ARCH 861: Professional Practice* syllabus. Future plans include a licensure assessment in *ARCH 601: Design 1 Media and Methods*. The team found evidence that this condition was met, by reviewing the provided material from the school, and through discussion with faculty, staff, and students during the site visit.

PC.2 Design
How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
The first three years of the program introduce core design skills, as noted on page 35 of the APR. The first year focuses on formal and visual language, exploring design fundamentals and scale. The second year reinforces this yet adds visualization software, precedent, typology, and site analysis–especially that of the urban condition. The third year addresses design synthesis and building integration, asking students to assimilate building and environmental systems, structures, construction documentation, health, safety, and welfare concerns, and sustainable requirements. In the fourth and fifth years, mastery of design skills is pursued. Students select studio options that enable deeper design investigation of critical thinking, digital fabrication, computer visualization, or programming to prepare for a fifth-year degree project.

The assessment consists of faculty and student surveys, which are both indirect measures. Individual aspects of the criterion are not identified in the assignment and no rubric is provided. The survey questions and responses are general in nature, without clear understanding of improvements to be introduced. However, in discussions with the administration and faculty when the team was on campus, a bottom-up review of work feeds to course improvements. Faculty engage in evaluations of studio work on an annual basis, with this understanding used for the development of syllabi for the next year.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
M.Arch. students learn core design skills in the first two years of the program, as noted on page 62 of the APR. The first four studios address media and methods, interiorities and contexts, urban qualities and materialities, and integrated contexts and mediums. The second year of the core design skills includes building construction and systems. The studios include residential projects, mixed use, mid- to high-rise, and markets and other facilities. All projects are sited in the region, allowing students to visit the sites and study the contexts.

Faculty review the design assignments, evaluating them for the ability to learn design thinking. Improvements to assignments such as structuring the work to increase the ability of students to analyze the site, study the scale, or understanding the context has been identified. However, the link between the specific elements of the criterion and the specific elements of the assignment are not clearly connected and assessed. While the assessment and improvement plans seem to lack specifics, the team was able to verify that the administration and faculty engaged in careful review and improvement efforts through rigorous evaluation of the studio work, which then informed advancement plans for the studios.

PC.3 Ecological Knowledge and Responsibility
How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
As explained on page 39 of the APR, the B.Arch. program integrates environmental stewardship and sustainability into core and reinforcement courses, encouraging students to consider their role in shaping the built and natural environment. Courses emphasize research, real-world precedents, and current issues. The curriculum is structured sequentially, with key courses including *ARCH 261: Materials*, *ARCH 262: Assembly Systems*, *ARCH 361: Building Environments*, and *ARCH 362: Building Services*. Students engage in hands-on projects like designing a resilient community center with RISE, climate adaptation work through RAMP, and projects such as the Ice-Box Challenge and Gowanus Canal restoration. Partnerships with the RETI Center and IDC Foundation support experience-based learning and innovation.

The B.Arch. program conducts regular assessments of this criterion each semester, with results documented in reports. The benchmark is 85% positive responses; the most recent results showed 89% "yes" and 11% "partially." Courses like *ARCH 261: Materials* and *ARCH 361: Building Environments* scored above 85%, while *ARCH 262: Assembly Systems* and *ARCH 362: Building Services* fell below. The school identified areas for improvement, such as expanding sustainability content and enhancing technical analysis in *ARCH 362: Building Services*. Plans for follow-up assessments and targeted improvements are in place, with documentation provided. On-site verification confirmed that advocacy is embedded in the program through community engagement and sustainability initiatives. The team found evidence that this condition was met through reviewing the provided material and discussions with faculty, staff, and students at the site visit.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
As explained on page 64 of the APR, the M.Arch. program provides a holistic understanding of the built and natural environments, integrating ecological knowledge, building performance, and resilience throughout its curriculum and advocacy. Courses like *ARCH 761: Technology 1 Environmental Control Systems*, *ARCH 762: Technology 2 Materials and Assemblies*, *ARCH 763: Technology 3 Integrated Building Systems*, and *ARCH 704: Design 4 Integrated Contexts and Mediums* cover sustainable systems, material assemblies, site strategies, and high-performance facades. Shared assignments and lectures deepen students' knowledge of energy efficiency, climate adaptation, and carbon-conscious design. Students engage with NYC waterfront projects, addressing rising sea levels, urban infrastructure, and waste-to-energy issues. Design studios focus on practical, climate-resilient solutions, such as composting systems and localized energy use, while building advocacy skills for local communities. Extracurriculars, including partnerships with the NY Climate Exchange and the Center for Climate Adaptation, and public events further connect students to environmental challenges. The program fosters advocacy through symposia, partnerships, and projects on housing, waste, and climate resilience, with collaborations like the Billion Oyster Project and CCA focusing on water solutions.

The program regularly assesses student learning in ecological design and refines the curriculum based on results. In *ARCH 761: Technology 1 Environmental Control Systems*, a 92% proficiency rate led to plans for a more interactive lecture to reach 95%. In *ARCH 762: Technology 2 Materials and Assemblies*, where 79% demonstrated understanding of sustainable materials, an added lecture and interdisciplinary pinups aim for 90%. In *ARCH 704: Design 4 Integrated Contexts and Mediums* and *ARCH 763: Technology 3 Integrated Building Systems*, 100% proficiency in ecologically performative facades prompted the addition of an in-person presentation to enhance integration. Ongoing evaluations and updates ensure continuous improvement in ecological education. The team found evidence that this condition was met through reviews of the course materials and discussions with faculty, staff, and students at the site visit.

PC.4 History and Theory

How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

B. ARCH
Team Findings: Met

2025 Team Analysis:
The B.Arch. curriculum includes a sequence of courses that begins with introducing students to architectural history through the exploration of Western, Greek, Roman, Asian, and Indigenous American architecture as well as the role of the architect and the impacts of land, materials, and technology. An exploration of global architectural developments from the 15th to 19th centuries focuses on the influence of Western colonial empires on architecture, including garden design, city planning, and cultural, economic, and artistic impacts in Africa, East and South Asia, and the Americas, while a final course deepens students' analytical skills, examining how architecture responded to the rise of industrialization and empire expansion. Topics include urbanization, communication media, and their influence on architectural development. Students engage in lectures, discussions, research papers, and weekly assignments.

The program conducts semester-end assessments based on faculty evaluations and has identified areas for improvement, including refining assessment benchmarks to collect more detailed data. While benchmarks currently rely on student survey responses (with an 85% threshold), a more structured framework for long-term curriculum evaluation is under way and supporting documents show evidence of evaluation with suggested improvements and timelines. The visiting team reviewed course materials, implementation plans, and development plans Outcomes and improvements included direct and indirect assessment documentation.

M. ARCH
Team Findings: Met

2025 Team Analysis:
Students complete a core sequence that includes *ARCH 651: Six Crises of Representation* in Architecture, which examines the history of canons and counter-canons of architectural representation from the Renaissance to the present, *ARCH 652: Knowledge, Design, and Context*, which investigates architecture's connection to the natural and living environment and considers the design of the built environment in connection with life systems, ecologies, human and non-human worlds, and broad biological, technological, and political processes, and *ARCH 753: Materiality and Cities*, discovering how histories and theories of architecture and urbanism are intertwined with histories of social, cultural, economic, and political processes, both in global and local contexts. The course fosters historical understandings of contemporary urban-scale challenges around equity, diversity, inclusion, public health, and social and environmental

justice. These courses develop students' ability to analyze texts and projects, ask critical questions, and synthesize new ideas through research and discussion. Following the core sequence, students complete two History and Theory electives in the final two semesters, focusing on independent critical thinking and architectural theory related to urbanism.

Faculty-led assessment of final course grades, combined with peer review during curriculum workshops, serves as the primary evaluation method for these courses. In core courses, student knowledge is assessed through reading responses, class assignments, and faculty evaluations. The program has set benchmark goals at 85% proficiency, with recent assessments indicating student performance between 85% and 89%. The target for the next academic year is 91% and like the B. Arch program, a more structured framework for long-term curriculum evaluation is underway. Supporting documents show evidence of evaluation with suggested improvements and timelines. The visiting team was provided with course materials, implementation plans, development plans, outcomes and improvements that include direct and indirect assessment documentation, course rubrics, and assessment documents.

PC.5 Research and Innovation
How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 43 of the APR, the B.Arch. program emphasizes architectural research, equipping students with the skills to engage in both independent and collaborative inquiry. Research and innovation are primarily integrated into the final two studio sequences. In *ARCH 401: Advanced Design*, faculty incorporate their own research into the curriculum, exposing students to experimental design, emerging technologies, and contemporary architectural discourse. This commitment to research was reinforced by a $500,000 grant in 2018 for Advanced Fabrication Education at the Institute for Design and Construction (IDC). The sequence of *ARCH 501: Degree Project Research* and *ARCH 503: Degree Project Studio* deepens the abilities of the students to conduct design research through analytic, synthetic, discursive, and speculative methods. They develop research-driven design methodologies, integrating historical and contemporary discourse to construct a strong theoretical position. Their final projects explore new representational techniques and push the boundaries of architectural inquiry. Beyond required coursework, students can further engage in research through *ARCH 562: Research Topics*, collaborating with faculty on grants and conference presentations. The B.Arch. concentration in morphology, housed in the Center for Experimental Structures, advances research in computational fabrication, materiality, and geometry, fostering interdisciplinary exploration and innovation.

The program consistently assesses research and innovation learning outcomes, exceeding its 85% benchmark with 93% approval. Faculty recommend fewer lecture examples and deeper investigation, along with refining assessment methods. While *ARCH 501: Degree Project Research* scored 100%, *ARCH 401: Advanced Design 1* and *ARCH 503: Degree Project Studio*, along with *ARCH 402: Advanced Design 2* and *ARCH 403: Advanced Design 3* will enhance design methodologies and interdisciplinary integration to further improve student learning. The team found evidence that this condition was met through the provided material from the school and discussion with faculty, staff, and students.

Team Findings: Met

2025 Team Analysis:

On page 68 of the APR, the M.Arch. program describes how students engage in architectural research through core courses that integrate research with professional application. *ARCH 761: Environmental Control Systems* and *ARCH 762: Materials and Assemblies* introduce innovative design tools, alternative energy systems, and building performance analysis. *ARCH 704: Design 4 Integrated Contexts and Mediums* and *ARCH 763: Technology 3 Integrated Building Systems* further develop research skills, exploring integrated architectural solutions. A joint lecture by faculty across technology disciplines enhances students' exposure to cutting-edge materials, facades, and systems. Beyond coursework, lectures, exhibitions, and events deepen students' engagement with research. Guest speakers, symposia, and the "Pratt Sessions" discussion series connect students with leading scholars and practitioners. The "Critic at Large" position fosters year-long conversations on emerging architectural ideas, with Lydia Kallipoliti leading discussions on waste research in the upcoming year. Pratt also co-sponsors major research-focused events and faculty contribute to national conferences, reinforcing the school's commitment to innovation in architectural education.

The program exceeds research and innovation benchmarks, refining its curriculum to enhance learning. *ARCH 761: Environmental Control Systems* and *ARCH 762: Materials and Assemblies*, with 100% proficiency, will expand lectures on water management, facades, and construction systems. *ARCH 704: Design 4 Integrated Contexts and Mediums* and *ARCH 763: Technology 3 Integrated Building Systems*, at 92%, will add an assignment and lecture on architectural innovation. These updates ensure continuous improvement. The team found evidence that this condition was met through review of the provided material from the school and discussions with faculty, staff, and students at the site visit.

PC.6 Leadership and Collaboration
How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
The program reinforces core design skills in second-year studios by balancing research, critical thinking, and practical application. Partnering with the NYC Department of Parks and Recreation and the Brooklyn Public Library, students gain real-world insights through site tours, lectures, and critiques. Additionally, symposia provide broader discussions on civic institutions. In the third year, students develop leadership and collaboration skills through team-based projects. They engage directly with community organizations, addressing real-life challenges. In the fall, students partner with Amber Wave Farms to design a market and community center tackling food insecurity. In the spring, they collaborated with NYC's Department of Housing Preservation and Development on housing solutions that address gentrification and affordability. These experiences cultivate students' ability to navigate diverse stakeholder needs and apply leadership principles in complex social contexts.

The program assesses leadership and collaboration through recurring evaluations, exceeding its 85% benchmark with 93% positive feedback. *ARCH 201: Intermediate Design I*, at 70%, will

address team leadership clarity. Initiatives like the Fall 2023 Symposium enhance collaboration, with ongoing refinements to assessment methods for continuous improvement. The team found evidence that this condition was met through the review of the provided material from the school and discussion with faculty, staff, and students.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
The APR highlights how the M.Arch. program fosters leadership and collaboration through both coursework and extracurricular activities. Core courses like *ARCH 762: Technology 2 Materials and Assemblies*, *ARCH 763: Technology 3 Integrated Building Systems*, and *ARCH 704: Design 4 Integrated Contexts and Mediums* use case studies, design projects, and technical coordination to teach students how architects collaborate with multidisciplinary teams. Students assume leadership roles as lead designers, managing complex projects that integrate various systems. *ARCH 861: Professional Practice* further develops leadership through industry lectures and collaborative assignments. Outside the classroom, students engage in public symposia, community projects, and grant-funded initiatives, gaining hands-on leadership experience in social challenges. Collaborations with allied disciplines, such as the ULI Hines Student Competition, promote cross-disciplinary problem-solving. Students also lead through the Graduate Student Council (GSC), influencing department planning, DEI initiatives, and faculty meetings, reinforcing real-world leadership and collaboration skills.

The M.Arch. program assesses leadership and collaboration through key courses, meeting or exceeding benchmarks. *ARCH 762: Technology 2 Materials and Assemblies*, at 85%, will add a lecture on team structures to reach 90%. *ARCH 704: Design 4 Integrated Contexts and Mediums* and *ARCH 763: Technology 3 Integrated Building Systems*, at 90%, will introduce clearer guidelines to ensure balanced teamwork, aiming for 95%. *ARCH 861: Professional Practice*, at 88%, will add assignments connecting students with professional leaders to reach 95%. Ongoing assessments drive continuous improvement. The team found evidence that this condition was met through review of the provided material from the school and discussion with faculty, staff, and students.

PC.7 Learning and Teaching Culture
How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
In the first year of the program, cohorts of 12 to 15 students take their core courses together, creating a stable foundation for the demanding architecture program. This builds a fundamental learning and teaching culture and enables the student body, administration, faculty, to be involved in common goals in the delivery and the outcome of the learning culture in the school. Students attend lectures together and have open discussions involving faculty and other students in the program. The studio culture, which is formed by the three tenets of Creativity, Community and Commitment and is based on optimism, respect, sharing, engagement, and innovation, can be found on the school website at https://www.pratt.edu/architecture/studio-culture-policy/). The same learning culture structure also applies to the second year students as the program supports communication among area coordinators and the five faculty members, who work together to coordinate dates for

presentation and exams and observe, discuss and communicate students' progress and challenges and what improvements can be projected in the future for a better student outcome in the future. The program incorporates micro lectures into first- and second-year design studios to streamline a delivery of course materials and lectures benefits the students.

Current assessment of learning and teaching happens through surveys asking faculty and external reviewers whether the student work demonstrated that course goals and student learning objectives met this criteria. These indirect measures contribute to a general level of assessment. However, this is not a direct assessment as there are no clear connections between the assignments, evaluative measurements, and assessment. In addition, the potential improvements include parsing the survey question to obtain specific understandings of the learning, evaluating group work, and faculty communication before and after studio sessions. The team found evidence of a strong discussion of reviewing the learning, evaluation of this learning, and advancing this instruction at the site visit through discussions with the administration and faculty.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 72 of the APR, the learning environment for the M.Arch. program is described as one in which all participants–students, faculty, staff, and administration–are peers in the learning process. The Directed Research (https://www.pratt.edu/architecture/graduate-architecture/directed-research/) is noted as a way for students to play a role in guiding their learning. M.Arch. students also have the opportunity to serve as teachers in the Pratt Young Scholars program, which helps prepare motivated high school students for college study in design, and the Thom Mayne Young Architects program, which serves as introductory outreach for design careers to area high schools. Opportunities to participate in student publications such as *Tarp: Digital* and *In Process* contribute to a solid learning and teaching culture. Workshops, lectures, and other events open communication avenues between students, faculty, and guests, creating a setting in which support and learning through communication happens.

Current assessment of the M.Arch. Learning and Teaching Culture is described in a diagram noting that data is collected throughout the year for a Curriculum Review Workshop in May. Measures include faculty grading, peer course reviews, course evaluations, student course surveys, and the report from the Critic at Large. From the Curriculum Review Workshop, direction is given for the Syllabus Planning Workshop in June. Student Learning Outcomes are identified prior to the Course Coordination Meetings in August. While there is general assessment at a broad level, the student learning outcomes do not connect to evaluative points that enable clear assessment of the learning and teaching culture. Improvements such as adding a studio presentation assignment or requiring students to work in studio are noted, but these are suggestions and not connected to the identified learning outcomes of the syllabus, assignments, and assessment. At the site visit, the team found the assessment process to be thorough through faculty review of the work and meetings that established course improvements.

PC.8 Social Equity and Inclusion
How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
Community engagement and social responsibility are one of the school's critical areas of focus. *ARCH 251: History and Theory 3* and *ARCH 252: History and Theory 4* address the interaction between architectural history, recorded Western and non-Western cultural, social, political, environmental history, and the built and living environment. The fall semester studios explore projects dealing with problems dealing with socially discriminated communities and local projects such as access to parks, libraries so as to expand student understanding of the historical background of underserved communities. Students are also involved in non-curricular activities that celebrate diversity and inclusion of the student body, faculty, and community. NOMA, Femmes of the Future and LAAB are active student organizations in the program. Students are also involved in participating in events such as Engaging Communities_ Pedagogy and Practice Symposium and Black Live(s) & Black Space(s) Care, Community: Housing, which are discussions in the academy that address policies and possible solutions and include diverse community members and professionals.

Assessments of social equity and inclusion in courses are completed annually through a faculty review of the student work. The evaluation contributes to the development of syllabi, advancing the learning of these issues. While the assessment is general in nature, the team verified that the faculty engaged in the process with a high level of rigor.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
The program emphasizes social equity and inclusion, prioritizing these issues in its teaching and learning approach. Core courses such as *ARCH 753: Materiality and Cities* and *ARCH 861: Professional Practice* cultivate a collective commitment to social equity and inclusion through coursework that addresses urban problems and the possibilities of professional responses. The faculty also leads the DEI initiatives. Collaboration with New York City brings together diverse communities. Non-curricular lectures, exhibitions, and events are built into courses and are a big part of the core coursework. Students are encouraged to participate in opportunities that engage the local communities, such as the Pratt Young Scholars or the Thom Mayne Young Architects Program.

Assessment cycles show that a credible continuous process for direct and indirect measures are in place. On page 96 of the APR, the benchmarks for understanding social equity and inclusion issues are met in *ARCH 753: Materiality and Cities* and *ARCH 861: Professional Practice*. A syllabus development plan has assessed these courses, documenting deficiencies to be addressed for the next assessment cycle.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment
How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 50 of the APR, the program explains that a foundational understanding of environmental systems is gained in the prerequisite *MSCI 271: Ecologies for Architects*.

The architectural technology sequence begins in the second year with materials, assembly systems, and structures (statics, steel), then advances in the third year to the last course in the structures sequence(concrete), building envelopes, life-safety regulations, and passive/active systems.

ARCH 261: Architectural Materials covers sustainable practices, LEED certification, and material analysis through case studies and models. *ARCH 262: Architectural Assembly* focuses on the relationship between building envelopes and environmental factors, including curtain walls, rainscreen design, and performance metrics. In *ARCH 361: Building Environments*, passive and active systems are integrated to optimize human comfort in design projects. *ARCH 362: Building Services* examines mechanical, electrical, plumbing, and fire protection systems with a sustainability focus, and *ARCH 364: Construction Documents* develops professional documentation skills, integrating environmental, mechanical, and safety systems.

With a benchmark of 85% for all courses that address health, safety, and welfare, an assessment survey of faculty reflected that 86% responded that these issues were successfully addressed in these courses. The assessments are general in nature (see the B.Arch. SC.1 Assessment Report link on page 51 of the APR). Improvements included creating a more granular assessment process, emphasizing building codes and ADA compliance in *ARCH 261: Architectural Materials*, expanding sustainability focus in *ARCH 262: Architectural Assembly*, and better integrating system diagrams in *ARCH 362: Building Services*. These adjustments will help ensure all students meet each of the desired outcomes. At the site visit, the team found that the faculty and administration complete a rigorous review of the student work and use this reflection to improve syllabi for the upcoming term. While particular issues are not documented and analyzed individually, the overall assessment and improvement is successful.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 77 of the APR, the M.Arch. program describes that students understand the impact of the built environment on human health, safety, and welfare at multiple scales through various core courses that integrate practical assignments, technical knowledge, and theoretical understanding. In *ARCH 602: Design 2 Interiorities and Contexts*, students study health, safety, and welfare principles by conducting site research in flood-prone areas, analyzing infrastructure, zoning, and traffic, and diagramming egress and circulation. *ARCH 761: Technology 1 Environmental Controls* includes assignments on site analysis, fire protection, and daylighting, students develop skills in egress diagramming and thermodynamics of occupied spaces. *ARCH 703: Design 3 Medias and Methods* asks students to apply site analysis strategies to address traffic, noise, solar orientation, and define user groups and infrastructure needs. In *ARCH 704: Design 4 Integrated Contexts and Mediums*, students develop site plans and mechanical/facade systems that address program needs and access points. In *ARCH 861: Professional Practice*, students are introduced to regulations, zoning, and building codes while reinforcing the importance of public health and safety through assignments aligned with the design studio curriculum.

These courses are designed to ensure that students understand the multifaceted impact of the built environment on health, safety, and welfare, from the scale of individual buildings to larger urban contexts, and integrate user requirements into their design processes. The program continuously updates its curriculum to address these critical elements.

The M.Arch. program assesses health, safety, and welfare through core course assignments, setting benchmarks and adjusting the curriculum based on feedback. In *ARCH 602: Design 2 Interiorities and Contexts*, *ARCH 761: Technology 1 Environmental Controls*, *ARCH 703: Design 3 Medias and Methods*, and *ARCH 704: Design 4 Integrated Contexts and Mediums*, students are evaluated through site analysis, thermodynamics, and egress-related assignments, with improvements planned, including new assignments on sprinklers and egress. *ARCH 861: Professional Practice* emphasizes zoning regulations, with plans to connect students with design studios for better support on building codes. The link to the SC.1 Folder on page 78 of the APR connects to documentation of the faculty review process that assesses this criterion. Ongoing refinements of this process ensure continuous improvement in students' understanding of health, safety, and welfare in architecture. The team found evidence that this condition was met through reviewing through discussion with faculty, staff, and students.

SC.2 Professional Practice

How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (<u>p.10</u>)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 51, the APR describes how the B.Arch. program ensures that students understand professional ethics, regulatory requirements, business processes, and the evolving forces in architectural practice through a comprehensive educational approach. The Program Ethos emphasizes responsiveness and responsibility to communities, fostering a culture of respectful and inclusive dialogue. *ARCH 363: Professional Practice* serves as a foundation in this effort, providing students with knowledge of architectural practice and project management. This course covers project phases, standard services, code analysis, and legal, professional, and statutory responsibilities. By engaging with AIA contract documents, relevant laws, and management theories, students gain insight into the architect's ethical and contractual duties while developing a solid foundation in sound business practices and effective collaboration within the industry.

On page 52, the program describes how the above courses are being assessed. With a benchmark of 85%, 100% of respondents in the latest assessment confirmed the course met the criterion. Faculty suggested enhancing cross-sectional communication and sharing to further improve course goals. The link on page 52 of the APR connects to assessment documentation that is general in nature. Future improvements include refining assessments for more detailed feedback on how well the courses address leadership, collaboration, and problem-solving in dynamic physical and social contexts. The team found evidence that this condition was met, by reviewing the provided material from the school, and through discussion with faculty, staff, and students at the site visit.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 79, the APR describes how the M.Arch. program equips students with knowledge of professional ethics, regulatory requirements, business processes, and the evolving forces in architecture through core courses and experiential learning. In *ARCH 601: Design 1 Media and Methods*, students explore licensure pathways through workshops like "The Position of an Architect: Academy to Practice." *ARCH 761: Technology 1 Environmental Control Systems* covers regulatory requirements with assignments on zoning and FAR analysis. *ARCH 861: Professional Practice* focuses on key industry themes, including the AIA Code of Ethics, practice establishment, and future trends, with insights from guest speakers. Ongoing curriculum assessments ensure students stay aligned with contemporary challenges, preparing them to navigate the complex architectural landscape while maintaining ethical standards.

The M.Arch. program addresses professional practice through courses *ARCH 601: Design 1 Media and Methods*, *ARCH 761: Technology 1 Environmental Control Systems*, and *ARCH 861: Professional Practice*. In *ARCH 601: Design 1 Media and Methods*, follow-up surveys are planned on pathways to licensure. *ARCH 761: Technology 1 Environmental Control Systems,* which assesses zoning regulations, plans to add more examples in lectures. *ARCH 861: Professional Practice* covers architecture history, ethics, and licensure, with updates to assignments and guest speakers. The program aims for a 95% benchmark in future assessments of professional practice knowledge. The link to the SC.2 Folder on page 80 of the APR connects to documentation of the assessment process. While the assessment does not individualize learning outcomes, the process is thorough as the review of grading and syllabus workshop move from studio product to course improvements. The team found evidence that this condition was met and verified this through discussion with faculty, staff, and students.

SC.3 Regulatory Context

How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 52 of the APR, the program outlines how students learn and understand life safety, land use, and building regulations through structural, building services, and professional practice courses.

In the second year, *ARCH 232: Steel Structures* and *ARCH 331: Concrete Structures* introduced AISC and ACI manuals, preparing students for the Architect Registration Exam (ARE). *ARCH 362: Building Services* covers life safety codes, including egress, fire suppression, and mechanical systems, which students apply in ARCH 302: Comprehensive Design 2. In the third year, *ARCH 363: Professional Practice* teaches New York regulations, zoning, and contract documents. *ARCH 364: Construction Documents* guides students in assembling permit-ready drawings, integrating site conditions, regulatory requirements, and accessibility standards. In *ARCH 301: Comprehensive Design 1*, students write environmental impact statements, reinforcing their understanding of regulatory compliance.

The program regularly assesses student learning on this criterion through assignments in courses like *ARCH 232: Steel Structures*, *ARCH 331: Concrete Structures*, *ARCH 362: Building Services*, *ARCH 363: Professional Practice*, and *ARCH 364: Construction Documents*, which focus on structural codes, life safety regulations, zoning laws, and contract documents. Findings have led

to updates, such as deeper engagement with zoning in *ARCH 363: Professional Practice* and improved permit-ready construction sets in *ARCH 364: Construction Documents*. Future plans include better integration of regulatory content across studio and technical courses. On page 53 of the APR, the link to the B.Arch. SC.3 Assessment Report connects to documentation of assessment that is general in nature. The team found evidence that this condition was met through a review of the course materials and discussions with faculty, staff, and students.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 80 of the APR, the M.Arch. program outlines how students learn and understand life safety, land use, and building regulations through a structured curriculum that integrates these topics into design, technical, and professional practice courses. In *ARCH 602: Interiorities and Contexts*, students research zoning regulations and infrastructure in flood-prone areas as part of their site analysis. *ARCH 761: Technology 1 Environmental Control Systems* introduces zoning, egress, fire protection, and massing strategies, which are later applied in *ARCH 703: Design 1 Media and Methods*, where students analyze life safety, mixed land use, and ADA requirements within their design projects. In *ARCH 704: Integrated Contexts and Mediums*, students further develop these principles by designing a waste-to-energy facility that must comply with zoning, egress, and accessibility standards. *ARCH 861: Professional Practice* deepens this understanding through assignments on zoning history, land acquisition, and regulatory frameworks, complemented by lectures on architectural law and professional regulations. Through these activities, students gain a comprehensive understanding of compliance with U.S. laws and regulations in architectural practice.

The program assesses regulatory knowledge through key courses and refines the curriculum based on results. In ARCH 602, students research site and zoning, with a follow-up survey planned. *ARCH 761: Technology 1 Environmental Control Systems* shows 91% proficiency in massing and egress; improvements will raise this to 95%. *ARCH 703: Design 1 Media and Methods* has 89% proficiency in life safety; a new lecture on egress aims for 95%. *ARCH 704: Integrated Contexts and Mediums* has 97% proficiency in zoning and ADA, with earlier lectures to target 100%. *ARCH 861: Professional Practice* assesses zoning with 95% proficiency, and expanding assignments aims for 100%. These updates ensure strong regulatory understanding. The link for SC.3 Assessment Documents on page 82 of the APR connects to the documentation of the faculty meetings and workshops that assess this criterion, which show a general review of the issues. The team found evidence that this condition was met through the course materials and discussion with faculty, staff, and students.

SC.4 Technical Knowledge
How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 54 of the APR, the B.Arch. curriculum is noted to include courses such as *ARCH 231: Statics and Strength of Materials*, *ARCH 232: Steel Structures*, *ARCH 331: Concrete Structures*, *ARCH 261: Architectural Materials*, and *ARCH 262: Architectural Assembly Systems*. The statics course teaches the design of structural systems, including sizing of structural members. The steel

and concrete courses teach students about designing structures with those particular materials, while the materials course addresses the basic materials of wood, masonry, and concrete in design. The course on assemblies examines the connection between structural and non-structural materials, exterior building systems, and interior systems, including sustainable approaches and contemporary technological implementation. In *ARCH 361: Building Environments*, students learn to design for comfort with passive and active systems. *ARCH 362: Building Services* teaches mechanical, electrical, and plumbing systems, life safety, vertical transportation, acoustics, and lighting. *ARCH 364: Construction Documents* asks students to prepare construction documents for a studio project.

The assessment for the technical courses surveyed faculty and external critics. The link to the B.Arch. SC.4 Assessment Report is found on page 55 of the APR. The survey had few responses and are indirect measures of assessment. Assessment does not occur for specific learning objectives that address the criteria–collecting more detailed information is a planned improvement. While on site, the team found that the faculty had a thorough review of this criteria and addressed improvements in syllabi revisions.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 82 of the APR, the M.Arch. curriculum is explained as including *ARCH 761: Technology 1 Environmental Control Systems*, *ARCH 762: Technology 2 Materials and Assemblies*, *ARCH 704: Design 4 Integrated Contexts and Mediums*, and *ARCH 763: Technology 3 Integrated Building Systems*. The first technology course addresses established and emerging systems, technologies, and assemblies. Students complete a site analysis that includes sustainable approaches to solar orientation, winds, noise, and vehicular and pedestrian circulation. Students also engage in projects that include assessment diagrams of thermal comfort and diagrams of heating, cooling, stormwater, and plumbing. The second technology course addresses material and systems selection, with a project that includes a wall section for a studio project. The studio course and the third technology course work together to assign deliverables for both courses that include facade and structural diagrams, envelope and structural systems, mechanical, electrical, and plumbing systems, a wall section, egress diagrams, vehicular and pedestrian routes, zoning notation, ADA requirements, and facade materials.

The assessment for the technical courses collects evaluations for a Curriculum Review Workshop in May. These evaluations for technical knowledge seem to be based on grades. From the Curriculum Review Workshop, direction is given for the Syllabus Planning Workshop in June. Student Learning Outcomes are identified prior to the Course Coordination Meetings in August. While there is general assessment at a broad level, the student learning outcomes do not connect to evaluative points that enable clear assessment of the learning and teaching culture. Improvements such as adding a studio presentation assignment or requiring students to work in studio are noted, but these are suggestions and not connected to the identified learning outcomes of the syllabus, assignments, and assessment. However, at the site visit, the team found that the faculty evaluation of the courses and improvement plans helped to advance the learning.

SC.5 Design Synthesis
How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 56, the APR outlines how the program helps students develop design decision-making skills by integrating research, technical knowledge, and environmental factors. In the third-year design studio, students work on a fresh food market and learning center, conducting site visits, analyzing data, and engaging with stakeholders to understand user needs and site conditions. Faculty and consultants provide lectures on environmental systems, market typologies, and food insecurity. Students also take courses in building environments, professional practice, and structures, learning about systems like structural, mechanical, and life safety. These courses teach students to incorporate environmental strategies, zoning, and sustainability into designs. In the spring, construction documents and BIM training help refine technical skills. An assignment in professional practice further emphasizes the ecological impact of design decisions. Through this approach, students learn to balance user needs, regulations, and environmental impact in their designs. The learning outcome on environmental impact is addressed in *ARCH 363: Professional Practice* and *ARCH 361: Building Environments*.

The program assesses this criteria with 96% satisfaction, exceeding the 85% benchmark. *ARCH 361: Building Environments* scored lower but remained above the benchmark, with improvements suggested for integrating passive systems in *ARCH 302: Comprehensive Design 2*. Planned changes include restoring community partnerships and enhancing pre-design practices in *ARCH 301: Comprehensive Design 1*, where students engage in site analysis and zoning. *ARCH 363: Professional Practice* supports pre-design knowledge. Pratt recognizes that the inclusion of more measurable environmental impacts can be engaged and enforced. The team found sufficient evidence that this condition was met through a review of the materials and discussion with faculty, staff, and students. The initial review indicates a lack of evidence that each student learning outcome associated with this criterion is individually defined and assessed, but it has been verified that further assessment improvements are being considered.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 84, the APR explains how M.Arch. students develop informed design decision-making in *ARCH 704: Design 4 Integrated Contexts and Mediums* by integrating user requirements, regulatory standards, site conditions, and environmental impacts. Collaborating with peers and faculty, students work on high-technical-resolution projects, supported by technical instructors from *ARCH 763: Integrated Building Systems*. Building on previous coursework, students analyze geographic, demographic, zoning, and climatic factors through site visits, stakeholder interactions, and lectures by industry professionals. They conduct precedent research, create schematic designs, and evaluate client needs while integrating zoning, circulation, and environmental considerations. Deliverables such as site plans, sections, and facade drawings are assessed for accessibility and egress. Final submissions include mechanical and structural plans, demonstrating design synthesis. Students present their projects at the Wast[ED] symposium, receiving feedback from architects and stakeholders. This approach ensures graduates can manage complex projects effectively.

On page 85, the APR describes the assessment of design synthesis in *ARCH 704: Design 4 Integrated Contexts and Mediums*. A Faculty Graduate Mentor (FGM) review showed that 96% of students demonstrated high proficiency in design synthesis. Based on this, the Program Curriculum Review (PCR) recommended adding assignments focusing on user requirements to

further enhance student deliverables. The previous benchmark of 85% proficiency was surpassed, with the goal for the next academic year set at 100% proficiency in design synthesis. The team found sufficient evidence at the site visit, that this condition was met through a review of the provided material and with discussions with faculty, staff, and students. The initial review indicates a lack of evidence that each student learning outcome associated with this criterion is individually defined and assessed, but it has been verified that further assessment improvements are being considered.

SC.6 Building Integration

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

B.ARCH.
Team Findings: Met

2025 Team Analysis:
On page 58, the APR describes how the B.Arch. program ensures that students develop the ability to integrate building systems and make informed design decisions through courses like *ARCH 302: Comprehensive Design 2* and *ARCH 362: Building Services*. In the spring semester of the third year, students focus on cohousing projects in Bedford-Stuyvesant, addressing real-world challenges like gentrification and affordable housing. They apply concepts from previous coursework to integrate structural, mechanical, and facade systems, along with life safety and environmental controls. Collaborating with consultants, students demonstrate their understanding through schematic designs, detailed system integration, and measurable performance outcomes, documented in their *ARCH 302: Comprehensive Design 2* student portfolios.

The B.Arch. program assesses Building Integration outcomes through faculty and guest critic evaluations using end-of-semester questionnaires. Recent results showed that most courses exceeded the 85% benchmark, with 95% of respondents confirming student success. Future improvements may involve refining benchmarks, enhancing assessment questions for detailed insights, and introducing structural concepts earlier for stronger building integration. The team found sufficient evidence at the site visit that this condition was met through a review of the provided material from the school and in discussions with faculty, staff, and students. The initial review indicates a lack of evidence that each student learning outcome associated with this criterion is individually defined and assessed, but it has been verified that further assessment improvements are being considered.

M.ARCH.
Team Findings: Not Met

2025 Team Analysis:
On page 86, the APR describes how the M.Arch. program helps students develop integrated design decision-making through *ARCH 704: Design 4 Integrated Contexts and Mediums* and *ARCH 763: Technology 3 Integrated Building Systems*. These courses, taught collaboratively by design and technical faculty, mirror professional workflows. Students produce a design development drawing set that covers building systems, structural systems, environmental control, life safety, and performance. The program emphasizes real-world challenges, with projects focusing on New York City waterfront sites and waste-to-energy systems. Students

collaborate with structural, mechanical, and facade consultants, using knowledge from previous courses to make integrated design decisions. However, the assignment provided for demonstrating the measurable outcomes of building performance is mentioned in the student work provided files and called 'Assignment 1C - Climate Assessment'. This is focused on collecting and analyzing solar data and explores how this is affecting the architectural design. Additionally, in the student work we could find a Compost Production Calculation.

The M.Arch. program evaluates Building Integration through final project deliverables in *ARCH 704: Design 4 Integrated Contexts and Mediums* and *ARCH 763: Technology 3 Integrated Building Systems*. A recent review found that 94% of students showed strong integration skills, exceeding the 85% benchmark. To improve further, the program plans to introduce assignments focused on building performance assessment using tools from *ARCH 761: Technology 1 Environmental Controls*. The goal for the next academic year is 100% student proficiency. However, the initial review of the Assessment Report shows no evidence that each Student Criteria (SC) outcome is individually developed and assessed. Two assessors of SC.6 noted the absence of measurable outcomes for building performance in the instructional material, suggesting that additional assignments or exercises be added to demonstrate these outcomes. The team did not find sufficient evidence at the site visit that 'measurable outcomes of building performance' was met after reviewing the provided material from the school and student work. The initial review also indicates a lack of evidence that each student learning outcome associated with this criterion is individually defined and assessed, but it has been verified that further assessment improvements are being considered. A primary concern is that SC.6 encompasses multiple, diverse, and complex outcomes, and the program must clearly demonstrate that students develop the ability to meet each of these skills.

4—Curricular Framework (*Guidelines*, p. 13)
This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (*Guidelines*, p. 13)
For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Team Findings: Met

2025 Team Analysis:
On page 88 of the APR, there is a link to the most recent accreditation letter from the Middle States Commission on Higher Education (MSCHE) that confirms Pratt Institute's accreditation reaffirmation in 2024. The next evaluation visit is scheduled for the 2031-32 academic year. The accreditation process involved a self-study that assessed the institute's educational quality, alignment with its mission, and compliance with MSCHE standards. Key focus areas of the self-study included fostering an inclusive academic experience, supporting student and faculty success, promoting diversity and equity, and managing resources effectively. Relevant accreditation documents, including the self-study report, evaluation team report, and the official accreditation letter, are available for reference.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)

The NAAB accredits 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.

    4.2.1   **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

    4.2.2   **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

    4.2.3   **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

    4.2.4   **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

    4.2.5   **Master of Architecture**. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

    4.2.6   **Doctor of Architecture**. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional

studies, and the total number of credits for the degree.

B.ARCH.
Team Findings: Met

2025 Team Analysis:
The program offers the Bachelor of Architecture degree consisting of professional studies, general studies, and optional studies, which are fully integrated into the curriculum. The first three years of the B.Arch. program consists of a Core Curriculum, and total studies include 107 professional studies credits, 22 general education credits, and 41 optional studies credits, totaling 170 credits to qualify for the professional degree. On page 94 of the APR, there is the link to the AY 2023-24 Professional Studies Curriculum Table that shows the sequence of all the core design and advanced design courses.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
The M. Arch Program is a six-semester graduate program for students who have already completed an undergraduate degree per the APR, page 94. The curriculum consists of 66 credit hours of professional studies and 18 credit hours of optional studies for a total of 84 graduate semester credit hours. The remaining 84 semester credit hours are fulfilled by courses completed by the graduate students during their undergraduate degree(s), resulting in a total of 168 semester credit hours.

The M. Arch Advanced Standing Program is a four-semester graduate program for students who have already completed architecture courses as undergraduates and demonstrate exemplary design capabilities per the APR, page 94. The curriculum consists of 44 credit hours of professional studies and 12 credit hours of optional studies for a total of 56 graduate semester credit hours. The remaining 112 semester credit hours are fulfilled by courses completed by the graduate students during their undergraduate degree(s), resulting in a total of 168 semester credit hours.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)
The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1   A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2   In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3   A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

B.ARCH.
Team Findings: Met

2025 Team Analysis:
4.3.1: Page 97 of the APR notes that applicants to the B.Arch. program at Pratt submit an application form and fee, high school transcripts or GED scores, college unofficial transcripts, an essay, English proficiency test scores, and a visual or writing portfolio. Letters of recommendation and standardized test scores are optional submission materials. If a student has any previous credits, the Undergraduate Architecture Chair reviews the documents to determine if the credit is equivalent to coursework at Pratt. At times, more documentation is requested by the Undergraduate Architecture Chair to make a determination on credit. All transfer students are required to take at least one first-year studio, one second-year studio, and both third-year studios.

4.3.2: The B.Arch. program at Pratt does not rely on preparatory education beyond a high school diploma or equivalent. As such, there is no preparatory education experience that is expected to meet accreditation criteria.

4.3.3: The APR does not state how students are informed of any transfer credits received for prior credit earned at other institutions but the visiting team met with the admissions teams for both the B. Arch. and was provided with additional evidence of the transfer credit policy and information provided to the prospective student on acceptance of transfer credits granted and the specific class credit(s) received for the B. Arch. program.

M.ARCH.
Team Findings: Met

2025 Team Analysis:
4.3.1: On page 97 of the APR, the admissions process for the M.Arch. program at Pratt is described. Applicants submit an application form and fee, official transcripts, two letters of recommendation, a statement of purpose, and a portfolio of design work. GRE scores are optional. A baccalaureate degree or international accredited equivalent is required. The application process is explained in further detail at:
https://www.pratt.edu/admissions/graduate-admissions/apply/application-requirements/. The APR describes the acceptance process as an admissions committee composed of faculty. Two faculty from the admissions committee each score one portfolio on a scale of 1 to 20. If the two scores differ by 3 points or more, the Graduate Chair, Assistant Chair, or Program Coordinator provides a third score that is averaged for a final score. According to the "Transfer Credits" on the "Application Requirements" website for graduate admissions, up to 33% of the coursework for the M.Arch. degree may be transferred. Credits for courses earning a B, or 80%, or better are eligible for transfer. Credit evaluations occur after acceptance. Official transcripts must be submitted to Admissions and no credit can be transferred after the completion of the first semester at Pratt, according to the application requirements posted on the graduate admissions website.

4.3.2: The M.Arch. program is described on the website (https://www.pratt.edu/architecture/graduate-architecture/master-of-architecture-m-arch-first-professional/) as a first-professional degree "training students to become leaders in the professional practice of architecture." The requirement for application for this program is a baccalaureate or international accredited equivalent. Beyond this requirement, no other preparatory education experience is required. As seen on the M.Arch matrix, all primary evidence for all NAAB criteria is met in the first two years of the program. Students who are granted advanced standing–those who have 33% of the coursework transferred–enroll in the final two years of the program. All NAAB criteria are satisfied in the courses they take in their first year (the

second year of the full program) and in the non-curricular activity they participate in as part of that second year of the full program.

4.3.3: The APR does not state how students are informed of any transfer credits received for prior credit earned at other institutions but the visiting team met with the M. Arch admissions team, and was provided with additional evidence of the transfer credit policy and information provided to the prospective student on acceptance of transfer credits granted and the specific class credit(s) received for the M. Arch. program.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.
> 5.1.1   **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.
> 5.1.2   **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Team Findings: Met

2025 Team Analysis:
5.1.1: The program provided an organizational chart, found on the institution website at https://www.pratt.edu/administrative-departments/office-of-the-provost/office-of-institutional-research-and-assessment/organizational-chart/. The chart notes the relationship between the Board of Trustees, the President, the Provost, Vice-Presidents, Associate Provosts, and Deans. The School of Architecture is served by Dean Quilian Riano, who reports to Provost Donna Heiland and President Frances Bronet.

5.1.2: On page 102, the APR notes that the institution has a Senate that represents the faculty, chairs and staff. Additionally, the faculty and some staff are also represented by United Federation of College Teachers (UFCT) Local 1460. Students are supported through the Student Government Association. Faculty, staff, and students in the School of Architecture are active in these governing bodies. These organizations serve the constituents well.

5.2 Planning and Assessment (*Guidelines*, p. 18)
The program must demonstrate that it has a planning process for continuous improvement that identifies:
> 5.2.1   The program's multi year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
> 5.2.2   Key performance indicators used by the unit and the institution.
> 5.2.3   How well the program is progressing toward its mission and stated multiyear objectives.
> 5.2.4   Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
> 5.2.5   Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Team Findings: Not Met

2025 Team Analysis:

5.2.1: Pratt's 2019 strategic plan emphasizes academic excellence, student success, diversity, global education, and civic engagement—principles integrated across the School of Architecture's ten programs, including B. Arch and M. Arch. The program's multi-year strategic objectives align with Pratt Institute's broader goals. Following its 2024 Middle States accreditation reaffirmation, Pratt will launch a new strategic plan in 2024–2025, with the School of Architecture updating its own plan in parallel, according to page 104 of the APR and the institute's website: https://www.pratt.edu/about/strategic-plan/. At the time of the visit, the visiting team could not determine whether this new strategic plan will address current NAAB conditions. The program has identified and described a process to collectively work on a renewed strategic plan incorporating, more directly, all shared values as described by NAAB. Evidence of achievement of this criterion was described in the APR, course syllabi, and discussions with administration and faculty at the site visit.

5.2.2: On page 107, the APR details how KPIs are developed in conjunction with departmental goals and NAAB's shared values with the curriculum. The B.Arch. program has mapped courses to NAAB's 2020 conditions, revised syllabi, and restructured the curriculum matrix. Faculty workshops identified pedagogical impact indicators, leading to the development of a Program Ethos, expanded quantitative sampling, and a faculty steering committee to refine KPIs. To collect actionable data, the steering committee held horizontal assessment meetings in fall 2023 for both programs, reviewing design studio finals for skill progression and course integration of the KPI's.

5.2.3: The B.Arch. and M.Arch. programs demonstrate strong progress toward their missions and long-term goals. B.Arch. faculty prioritize student success by fostering creativity and critical thinking while addressing contemporary issues like climate change and social justice. The program also integrates technological innovation, such as advanced 3D printing, and builds partnerships with civic institutions to enhance real-world learning. The M.Arch. program blends design thinking with professional training, emphasizing sustainability and community engagement. Recent updates incorporate sustainable practices across core courses, and interdisciplinary collaboration is being expanded to broaden student perspectives. While challenges persist, such as faculty and space limitations, both programs remain on track to meet their long-term objectives, equipping students to tackle complex architectural challenges.

5.2.4: The B. Arch and M. Arch programs continue to refine their curricula while addressing key strengths, challenges, and opportunities. On page 121 of the APR, the B Arch program describes strengths that include dedicated faculty fostering creativity and ethical architecture as well as creating an environment that encourages innovation and risk-taking. Within the M.Arch., experienced faculty and state-of-the-art facilities enable hands-on experimentation with advanced fabrication technologies and strong professional networks.

The school experiences challenges such as space constraints, which is a result of the growing enrollment, New York City's high cost of living, and concerns specific to the M.Arch. program, such as limited access to full-scale prototyping and a need for additional faculty in emerging research areas. The program also identified the continued opportunities of leveraging New York City's architectural resources for expanded collaboration, expanding the B.Arch. curriculum to include housing studies, exploring facility expansions at the Pfizer Building to address space constraints and increasing faculty numbers and improving infrastructure to support program growth.

5.2.5: Beginning on page 122 of the APR, both programs are described to actively integrate external feedback from practitioners, alumni, and academics to enhance curriculum and

student experiences. The B. Arch Final Design Review Week features guest critics including notable figures like Thom Mayne and Dora Epstein, who provide valuable feedback. This initiative encourages critical discussions, refines student work, and helps faculty improve teaching strategies. The M. Arch holds programs such as "Super Review" and the "Critic at Large," bringing in distinguished practitioners like Neil Denari and Gary Bates to engage with students, critique projects, and lead workshops. These sessions promote innovation and professional collaboration. Self-assessment remains central to continuous improvement with B. Arch faculty coordinators holding Cross-Core Reviews and Curriculum Retreats to adjust the design studio sequence and course content and M. Arch alumni feedback being collected through reviews, portfolio events, and seminars. Events like "Flashtalks" and the Real Estate Symposium engage practitioners to help shape curriculum updates. These initiatives ensure that both programs remain aligned with evolving student needs and architectural industry trends.

5.3 Curricular Development (*Guidelines*, p. 19)
The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1   The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2   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.

Team Findings: Met

2025 Team Analysis:
5.3.1: Pratt Institute demonstrates a complex protocol for assessing its curriculum and making adjustments through a structured, multi-level review system, as documented on pages 125 to 127 of the APR. The process involves departmental, school, and institute-level committees, ensuring academic quality and continuous improvement. Faculty and administration collaborate to evaluate student learning outcomes, using detailed feedback from course assessments, student evaluations, and external reviewers.

In the School of Architecture, assessment occurs through regular meetings with faculty, course coordinators, and external critics. The B.Arch. program uses assessment questionnaires to gather feedback on student work, comparing results against benchmarks. Similarly, the M.Arch. program conducts grading meetings and an annual Curriculum Review Workshop (CRW) to analyze student performance, faculty input, and external factors. Recommendations from the CRW are refined at syllabus planning workshops and course coordination meetings, leading to curriculum adjustments.

This iterative process, aligned with NAAB program and student criteria, ensures the curriculum remains rigorous, responsive, and reflective of evolving architectural practices. Additionally, the Institute maintains a clear timeline for assessments, with continuous evaluation each semester and comprehensive annual reviews.

5.3.2: The curriculum development and review process involves multiple levels of oversight to ensure quality and continuous improvement. Faculty, committees, coordinators, chairs, and deans collaborate on curricular changes. Department and School Curriculum Committees review proposals and recommend changes, with major revisions evaluated by the Institute Curriculum Committee and approved by the provost.

At the School of Architecture, the School of Architecture Curriculum Committee, with representatives from all departments, reviews proposals after departmental vetting. Both undergraduate and graduate curriculum committees focus on course improvements, aligning content with academic and professional standards. This collaborative structure ensures curricular changes are thoughtful, transparent, and responsive to student and industry needs.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)
The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

  5.4.1   Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
  5.4.2   Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
  5.4.3   Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
  5.4.4   Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Team Findings: Met

2025 Team Analysis:
5.4.1: Both full and part-time faculty are members of the United Federation of College Teachers (UFCT), the teachers' union, as noted on page 128 of the APR. Full-time faculty are responsible for 12 contact hours a semester, met in four three-contact hour courses or two six-contact hour studios. Part-time faculty are responsible for 6 to 9 contact hours a semester. This load and configuration allows faculty to teach a reasonable load and to build connections to student cohorts, which aids the learning of the students. While the faculty is clearly dedicated, the low number of full-time faculty creates a situation in which part-time and contract faculty may be vulnerable to being over-extended.

5.4.2: On page 129 of the APR, Pratt states that the B.Arch. and M.Arch. programs each have an NCARB Architectural Licensing Advisor (ALA). The ALA for the B. Arch. program is served by Adjunct Associate Professor Nicholas Agneta, AIA, who also coordinates the Professional Practice and Construction Documents course for the B. Arch. Program. The ALA for the M.Arch. program is served by Adjunct Associate Professor Carisima Koenig, AIA, LEED AP, who also coordinates the Professional Practice course for the M. Arch Program. The visiting team was able to meet with both ALA's for the M. Arch. and B. Arch program to confirm their respective engagement and the attendance to the Bi-annual NCARB ALA Conference. In addition, the ALA team coordinated on-site meetings with a national NCARB representative and the Executive Secretary of the New York State Education Department for the students to discuss licensing and the path to licensure.

5.4.3: On page 130 of the APR, Pratt lists the range of support provided for faculty and staff. This includes a Center for Teaching and Learning, which offers a supportive community that shares best practices in teaching. The Faculty Development Fund and the Academic Initiatives Fund both provide financial support for events, publications, collaborations, workshops, and symposia, and the Taconic Fellowship supports collaborations with local communities. Mentoring for new

full-time and part-time faculty is available through the Office of the Provost. The Office of the Provost also houses the Office of Research and Strategic Partnerships, which offers assistance with grant writing. The School of Architecture also provides funded research opportunities with the Research Yard and within the program in general. A Staff Council was instituted in 2020 to support staff. There is also an annual review that allows staff to be connected to training and professional development, and they are eligible to take Pratt courses for free.

5.4.4: On page 131 of the APR, Pratt explains the Division of Student Affairs, which includes an office that helps students address obstacles and concerns, a counseling center, a center dedicated to helping those with disabilities, an academic support center, a health services center, an Office of Institutional Equity and Title IX, a Center for Career and Professional Development, an Office of International Affairs, a fitness center, the Residential Life and Housing Office, a campus safety office, and three undergraduate advisors that serve the B.Arch. students.

5.5 Social Equity, Diversity, and Inclusion (_Guidelines_, p. 20)
The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:
- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Team Findings: Met

2025 Team Analysis:
5.5.1: Pratt supports students, staff, and faculty through the Office of Diversity, Equity, and Inclusion and the Center for Equity & Inclusion. The Office of Diversity, Equity, and Inclusion has the purpose of ensuring every person at Pratt is valued and respected. The Pratt School of Architecture extends this work in both the B.Arch. and M.Arch. programs as faculty committees work to expand faculty searches to reach as many individuals as possible as well as include a wide array of world architecture. Student organizations also strive to reach a wide range of individuals.

5.5.2: Pratt has increased diversity in its faculty and staff since the last accreditation. Harassment training and voluntary diversity training as well as developed strategies to cast a wide net for recruiting support contribute to building a strong faculty and staff.

5.5.3: Pratt has increased diversity in its student population since the last accreditation. The development of a pipeline and a plan for reaching a wide range of applicant pools is a planned strategy aimed to continue to increase the student breadth.

5.5.4: Pratt's DEI Strategic Plan aims to increase underrepresented students, staff, and faculty and better support these members of the Pratt community. The plan includes fostering an inclusive culture, providing a safe, non-discriminatory environment, providing anti-bias training, increasing support for students who are financially challenged and first-generation students, and enhancing faculty and staff options, onboarding, and orientation. In addition, Pratt's Community Standards outlines the respectful behavior expected of students, staff, and faculty. The values and standards to uphold the mission and vision of the institution are further defined by a Code of Ethics, a Conflict of Interest and Commitment Policy, a Non-Discrimination and Anti-Harassment Policy, a Title IX and Sexual Misconduct Policy, an Alcohol and Illicit Drug Policy, the Computer Users Rights and Responsibilities Policy, the Smoking on Campus Policy, the Service and Emotional Support Animal Policy, the Student Code of Conduct, and the Academic Integrity Code. The Community Standards also outline how reporting, resolving, and the appeals process for addressing any complaints regarding the community standards. Both President Bronet and former President Schutte have issued statements upholding the policies addressing a supportive, inclusive community.

5.5.5: Pratt's Learning/Access Center provides guidance for enabling individuals with disabilities to participate fully in campus life. Students with disabilities register with the Learning/Access Center to arrange for reasonable accommodations in academics, housing, and other areas of campus. This Center provides information on legal compliance and universal design, assisting with services and tools enabling individuals with disabilities. The Learning/Access Center includes the Veteran Resource Center and works with the Accessibility Committee to improve accessibility on campus.

5.6 Physical Resources (*Guidelines*, p. 21)
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:
    5.6.1   Space to support and encourage studio-based learning.
    5.6.2   Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
    5.6.3   Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
    5.6.4   Resources to support all learning formats and pedagogies in use by the program.
    5.6.5   Plans for disaster and recovery of information.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Team Findings: Met

2025 Team Analysis:

5.6.1: Pratt Institute has stated that The School of Architecture is housed in Higgins Hall, a 120,000-square-foot space constructed in 1850 with an addition constructed in 2004. The building is approximately 1 block off the main Pratt Institute campus and home to undergraduate and graduate architecture, city and regional planning, sustainable environmental systems, and historic preservation.

The Institute notes that it provides design studios for the B. Arch and M. Arch with allocated spaces with the building being accessible 24 hours a day, seven days a week, in a secure and safe building. The school also provides dedicated individual spaces to each student in a studio course. The visiting team, through meetings with faculty and students received feedback that

the studio spaces were tight but functional for the current admissions level. Additional student feedback noted the studio space(s) were also used for crit space, and during review, midterms or finals the circulation and noise levels from one studio space to the adjoining space is compromised or difficult to work in or circulate. The Institute, with support from the President, Dean, and faculty, is actively planning for expansion, including new building(s). The visiting team was briefed in different meetings at several levels on the planning for a new school of architecture on the adjoining Navy Yard site, but nothing was confirmed to a timeline due to development negotiations and fundraising.

5.6.2: Higgins Hall also provides teaching spaces consisting of classrooms, seminar rooms, studios, large and small meeting rooms, public exhibition and review spaces as well as an auditorium. Since the last accreditation the following changes have taken place: a) the school's production facilities have grown, adding a second six-axis robot and creating a new materials innovation lab, b) a reading room that holds the William "Bill" Menking book collection was created in the lower level, c) the lower level was renovated to accommodate the new Master of Landscape Architecture program, d) the studios in the central bays (HH 230, 231, 330, 331) have been renovated to better accommodate studios and students, and e) the south stairwell has been turned into a gallery to permanently display the winning
entries for the annual Michael Hollander Drawing Excellence Award.

5.6.3: The school provides office space in Higgins Hall and Thrift Hall (on the main campus) for all full-time faculty and as many faculty with CCE status can also be accommodated and include the DRA Lab (Design Research in Architecture). Office sizes and locations vary, with some shared by two or three faculty members. However, due to non-simultaneous use, advising can usually be conducted in private. Advising for B. Arch occurs in dedicated, private, advising offices and not in faculty offices. Additionally, informal spaces throughout Higgins Hall and the main campus provide areas for faculty to prepare for classes, collaborate, advise, and mentor students. Since the last accreditation, some B. Arch and M.Arch. faculty also have space in the newly opened Pratt Research Yard, a 20,000-square-foot facility that consolidates the research activities of Pratt Institute.

5.6.4: As described in 5.6.1, Higgins Hall contains a range of spaces required for a thriving architecture program, including studio spaces for all architecture students, classrooms, galleries, an auditorium, multi-media services, plotting and digital classrooms, production facilities, faculty and administrative offices, café and meeting spaces, and student lounges, offices, and nurse's station.

5.6.5: The request for this condition was introduced late in the APR preparation cycle for this visit. Because of this timing, it is recognized that the program has the option to provide information on disaster and recovery plans after the visit.

5.7 Financial Resources (*Guidelines*, p. 21)
The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Team Findings: Met

2025 Team Analysis:
The institution's audited financial information was provided and included the statements of financial position as of June 30, 2022, and 2023 Upon review by the visiting team, Pratt's financial position appears stable and balanced, as outlined in its strategic program and oversight.

The budget process and oversight are managed by the Deans of various programs, the Provost and Vice Presidents, who prioritize strategic budget requests. The Vice President for Finance and Administration presents a budget draft to the Trustees' Finance Committee, ensuring proper checks and balances. Each program ultimately manages its own budget under the supervision of the department chair for each program. The Architecture program annually adjusts its expenses based on anticipated expense categories in collaboration with the governing program body and also includes hiring full-time and part-time faculty, as well as staff and interns to meet expected needs. Additionally, the School of Architecture offers faculty opportunities for teaching and research grants through various initiatives, along with application support and more information about this program is found at: Faculty Development Fund Policies and Procedures - Pratt Institute.

Recognizing future growth challenges and aging facilities, the Institute, with support from the President, Dean, and faculty, is actively planning for expansion, including new buildings. To support this growth, the school acknowledges the need for an innovative capital campaign, which may involve collaborating with developers, fundraising initiatives, and outreach efforts to ensure long-term financial sustainability and the institution seems very committed to achieving these goals of additional outreach.

5.8 Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Team Findings: Met

2025 Team Analysis:
The program ensures that all students, faculty, and staff have convenient and equitable access to architecture literature and information through its extensive library resources and services. The Brooklyn campus library, housed in a historic landmark building, contains over 200,000 print volumes, 600 periodicals, rare books, archives, and a large collection of digital images and slides, with a particular emphasis on architecture and related fields.

The library actively supports the curricular goals of the School of Architecture by maintaining comprehensive resources on architectural history, theory, criticism, construction methods, urban design, sustainability, and emerging technologies. Faculty members contribute to collection development by recommending relevant materials, and the architecture librarian ensures the collection aligns with course syllabi and new curriculum offerings.

Additionally, students and faculty have virtual access to the library's catalog, and cooperative agreements with other major libraries in New York City, such as the Avery Architecture and Fine Arts Library and the New York Public Library, further expand resource availability. Audiovisual equipment, including cameras and projectors, is accessible through the library's loan office, while dedicated AV support in Higgins Hall provides multimedia assistance for classes, events, and lectures. This integrated system ensures equitable and efficient access to resources that support professional education in architecture.
The program also ensures that all students, faculty, and staff have access to architecture librarians and visual resource professionals through dedicated library liaisons. These librarians,

who hold advanced degrees in library science, work closely with the School of Architecture to provide tailored research support and instruction. The liaison librarian coordinates specialized services for architecture students, offering customized sessions that enhance research skills and support course assignments. This structure ensures that all members of the architecture community have expert guidance and resources for their academic and professional needs.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

Team Findings: Met

2025 Team Analysis:
The statement on the NAAB-Accredited degrees appears on the program's website. The exact language can be found at this link: https://www.pratt.edu/architecture/naab/.

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)

The program must make the following documents available to all students, faculty, and the public, via the program's website:
   a) *Conditions for Accreditation, 2020 Edition*
   b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
   c) *Procedures for Accreditation, 2020 Edition*
   d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Team Findings: Met

2025 Team Analysis:
The visiting team was able to verify general public access to the following NAAB Conditions and Procedures of the following at:
   a) The *Conditions for Accreditation, 2020 Edition* are available to students, faculty, and the public via the program's website https://www.pratt.edu/architecture/naab/.
   b) At the time of the last visit in 2016, the *Conditions for Accreditation, 2014* were in effect. Pratt notes this on the program's website at https://www.pratt.edu/architecture/naab/ and links to these Conditions.
   c) The *Procedures for Accreditation, 2020 Edition* are available to students, faculty, and the public via the program's website https://www.pratt.edu/architecture/naab/.
   d) At the time of the last visit in 2016, the *Procedures for Accreditation, 2015* were in effect. Pratt notes this on the program's website at https://www.pratt.edu/architecture/naab/.

6.3 Access to Career Development Information (*Guidelines*, p. 23)
The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Team Findings: Met

2025 Team Analysis:
The program has an ongoing career development and information center which provides lifelong learning access to activities which link the students with professionals and other career path opportunities outside the classroom. The Center for Career and Professional Development (CCPD) produces a newsletter that lists several prominent guidelines for application for the Fulbright U.S. Student Program abroad. The program also provides avenues for paid student internships at Pratt open to all students. The CCPD seems to be a vital part of student, alumni and Pratt community life as a resource for all types of professional development as well.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)
To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:
    a) The most recent decision letter from the NAAB awarding accreditation or candidacy
    b) The Architecture Program Report submitted for the last visit
    c) NCARB ARE pass rates

Team Findings: Met

2025 Team Analysis:
The team reviewed page 147 of the APR and the programs' publicly available website, https://www.pratt.edu/architecture/naab/, and were able to verify the presences of the most recent decision letter from the NAAB (2016), the most recent Architecture Program Report (APR 2016), and the NCARB Architectural Registration Examination (ARE) pass rates.

Admissions and Advising (*Guidelines*, p. 24)

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:
    d) Application forms and instructions
    e) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
    f) Forms and a description of the process for evaluating the content of a non-accredited degrees
    g) Requirements and forms for applying for financial aid and scholarships

Team Findings:
B.ARCH.: Met

M.ARCH.: Met
2025 Team Analysis:
The program publicly documents all policies and procedures governing the evaluation of applicants for admission, including for first-time, first-year students and transfer students from within and outside the institution, through clear and accessible online resources.

a. Application Forms and Instructions: Prospective students can access application forms and instructions on the Undergraduate and Graduate Admissions pages.

b. Admissions Requirements and Procedures: The program provides comprehensive details on admissions requirements, including the evaluation of transcripts and portfolios, on dedicated application requirement pages for both undergraduate and graduate programs. Policies regarding remediation and advanced standing are also clearly outlined. For M.Arch. applicants, prior coursework is evaluated by the admissions committee and department chair, with a focus on whether general studies requirements have been met. Applicants with relevant architecture coursework may apply for advanced standing, a competitive process based on the overall strength of the application, including design capabilities.

c. Evaluation of Non-Accredited Degrees: The M.Arch. program outlines the process for evaluating non-accredited degrees during the admissions process, including requirements for international transcripts to be translated and, if necessary, credential evaluations. These details are available on the Pratt Application Requirements page.

d. Financial Aid and Scholarships: Requirements and forms for financial aid and scholarships are available on the respective undergraduate and graduate financial aid pages.

e. Diversity Goals in Admission Procedures: Pratt's admission procedures reflect a commitment to diversity by considering a wide range of backgrounds, experiences, and perspectives. The review process is holistic, evaluating applicants not only on academic and creative preparedness but also on their potential contributions to a diverse campus community. This approach ensures that the student body is inclusive and represents a variety of personal histories and viewpoints.

6.5 Student Financial Information (*Guidelines*, p. 24)
   6.5.1   The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
   6.5.2   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.

Team Findings:
B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
The program has shown that students have access to resources and advice for making decisions about financial aid at: https://www.pratt.edu/admissions/undergraduate-admissions/finance-your-education/

The estimated cost of attendance and participation for both programs are provided to students with a personalized video that is further described on page 150 of the APR.

E. The Visiting Team

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F. Report Signatures

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