NAAB National Architectural Accrediting Board

2025 Visiting Team Report

Rensselaer Polytechnic Institute (B.Arch., M.Arch.)

Type of Visit: Continued Accreditation, B.Arch. and M.Arch.

Date of Visit: March 29 - April 2, 2025

Contents

A. Summary of Visit

Instructions: *Please provide a narrative in third person voice, i.e. "the team found...."*

a. Acknowledgments and Observations

Acknowledgements: The team would like to thank the entire RPI School of Architecture faculty, and specifically the B.Arch. Chair Rhett Russo, and M.Arch. co-directors Lonn Combs and Yael Erel, for the preparation they provided for the 2025 site visit. The Architecture Program Report (APR), supplemental documentation, assessment evaluation and continued improvement narratives, were provided in a timely and professional manner. The effort made prior to the visit allowed the visiting team and program to proactively and efficiently address questions related to the NAAB Conditions for a full and constructive review.

Observations:

- **History.** When one arrives at the Greene Building on campus, you are immediately reminded of the deep history of both the Institute, founded in 1824, and the architecture program which graduated its first class in 1933. This long-standing commitment to architectural education is evident in the dedicated faculty and student work.

- **Leadership.** In 2022 Marty Schmidt became the 19th president at RPI. The following year, Rebecca Doerge became RPI's first female provost. These administrative changes have been celebrated and welcomed by many as they have removed barriers, increased efficiency and transparency, and built trust across the campus. This change in culture and process has made a noticeable impact on the Institution. Many of the visiting team's observations are related to this positive institutional shift coupled with the consistency of the School of Architecture's leadership being freed to implement their vision.

  Dean Evan Douglis' steady and focused leadership make him a strong asset for the school as he continues to recruit exceptional faculty and cultivate powerful and beneficial relationships with alumni and professionals. His fundraising success and open door policy are noteworthy.

- **Mission.** The Institute and School closely align their missions to educate the leaders of tomorrow for technological based careers. The school strikes a powerful balance of broad education and specialized innovation while cultivating a new generation of socially conscious architects.

- **Innovation.** Both the B.Arch. and M.Arch. programs thrive in the context of the three architectural science concentrations, Architectural Acoustics, Built Ecologies, and Lighting. As a R1 research institution, RPI and the school of architecture provide students the opportunity to study and collaborate with Master of Science students, PhD candidates, and expert faculty who are actively working on innovative projects on the subject of energy and the built environment.

- **Preparing for the Profession.** The B.Arch. program equips students with a strong foundation in both technical expertise and design thinking. The curriculum excels at integrating rigor with creative exploration. Students benefit from a curriculum enriched by professionals, hands-on internships, and a clear pathway toward architectural licensure. Nearly all students reported a strong intention to pursue their license.

- **Travel Opportunities.** The school integrates immersive travel and practical learning experience through the combination of several well-established programs. The semester-

long study abroad programs include Italy and Latin America, with plans to return to multiple parts of Asia. Students can also participate in the Center for Architecture Science and Ecology (CASE) program in Brooklyn, New York. Finally, students have the opportunity to travel with the Bedford Workshop, where architecture students and engineering students travel to specific locations where concentration of best practices and projects can be found.

- **Assessment**: The School demonstrates excellence in continuous improvement through a well-structured assessment and planning process that aligns with institutional priorities and accreditation standards. The Curriculum Committee plays a pivotal role in maintaining curricular relevance and compliance. The structured evaluation system streamlines data collection and presentation for faculty and students, enhancing transparency and accountability. The school proactively addresses strengths and challenges, reinforcing faculty support and infrastructure while maintaining a commitment to innovation and excellence. Engagement with professionals and external reviewers further strengthens curriculum development and student learning.

- **Culture.** It is clear that the School of Architecture fosters a close-knit and supportive academic culture. Despite the program's known rigor and high expectations, a culture of respect, support, collaboration, and academic excellence prevails across cohorts and develops into lasting relationships among students, faculty, and alumni, creating a generational network of mentorship and encouragement.

- **M.Arch. Program.** The Master of Architecture (M.Arch.) program is relatively small and distinctly different from the B.Arch. program. From 2020 to 2024 the program had a sharp reduction in applicants which has led to low enrollment. In response to these challenges, the program has taken strategic steps to reposition the M.Arch. for sustained growth and excellence.
    - First, at the School level, the expansion of administrative leadership grew with the appointment of co-directors.
    - Another important development is the reinstatement of the Graduate Student Services Administrator after a three-year vacancy.
    - At the Institute level, one of the key challenges the program faced in recent years was the lack of dedicated staff for graduate programs within the Office of Graduate Education (OGE). The vacancy has since been filled and the Office has made a clear emphasis on increasing graduate enrollment across the Institute.
    - One key factor to support the M.Arch. program and its intentional difference from the B.Arch. will be the rollout of the newly redesigned curriculum, which includes the final year taking place at CASE, in Brooklyn.
    - Lastly, the School is optimistic about the potential for expanded student aid and merit-based scholarships, which will bolster the program's competitive position both domestically and internationally.

  The results of these changes are already becoming evident. For the Fall 2025 admissions cycle, which is currently underway, the M.Arch. program has already observed a substantial rebound in applications.

b. Conditions with a Team Preliminary Finding as Not Achieved

SC.5 Design Synthesis
The visiting team found evidence that the Design Synthesis criterion is **Not Met** for the **M.Arch.** program only. Specifically the sub-criterion of site conditions has not been consistently demonstrated, at an ability level, in the evidence provided.

Due to the aforementioned recently low enrollment in the M.Arch. program, a limited amount of evidence was provided. The visiting team feels confident the noted deficiency is already in the process of being addressed through the assessment process and continual improvements identified to the M.Arch. curriculum, specifically moving the Comprehensive Design studio to the third year and adding the new course Bridge to Practice at the final semester.

The other sub-criterion for SC.5 Design Synthesis including, user requirements, regulatory requirements, accessibility, and measurable environmental impacts has been met throughout the Comprehensive Design sequence.

B. Progress Since the Previous Site Visit

There were four conditions for both the B.Arch. and the M.Arch. previously not met during the 2016 visit. These include 2014 Condition/Criterion:

- A.7 History and Culture
- A.8 Cultural Diversity and Social Equity
- B.1 Pre-Design
- B.3 Codes and Regulations

The 2025 visiting team found each of these conditions to now be met.

B.ARCH.

2014 Condition/Criterion (Not Met): A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

Previous Team Report (2016): The visiting team found evidence that the History and Culture criterion is **Not Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 2150 The Ethos of Architecture, ARCH 4100 An Architectural Genealogy 1, and ARCH 4110 An Architectural Genealogy 2. This was indicated in the SPC Matrix provided by the program. Issues of indigenous, vernacular, and regional settings regarding political, economic, social, and technological factors other than American and European canons were not sufficiently addressed.

2025 Team Analysis: The visiting team found this condition to be **Met.** Refer to PC.4 History and Theory. The program has taken steps to address the previous deficiency in meeting the History and Culture criterion. Since the last visit, the school has revised and improved the History, Theory, and Criticism (HTC) sequence, ensuring that course content reflects a broader understanding of architectural histories across diverse cultural and regional contexts. A focused effort has been made to incorporate non-Western traditions, indigenous practices, and vernacular architecture into the curriculum.

2014 Condition/Criterion (Not Met): A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

Previous Team Report (2016): The visiting team found evidence that the Cultural Diversity and Social Equity criterion is **Not Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 2820 Architectural Design Studio 3, ARCH 4100 An Architectural Genealogy 1, and ARCH 4110 An Architectural Genealogy 2. This was indicated in the SPC Matrix provided by the program. Traditions and cultures of the indigenous peoples of the Western and Southern hemispheres were not addressed. Islamic, Indian, and Chinese traditions and cultures were acknowledged in some faculty presentations, but not reflected in student work.

2025 Team Analysis: The visiting team found this condition to be **Met.** Refer to PC.8 Social Equity and Inclusion. The School of Architecture has adopted the new 2024 Rensselaer Plan, which emphasizes that diversity and inclusion are fundamental to academic excellence and innovation. To assess cultural diversity and social equity, the program offers several courses: ARCH 4100 Architectural Genealogy, ARCH 4050 Cities and Their Territories, ARCH 4150 Contemporary Design Approaches, along with ARCH 2820 Architectural Design Studio 3.

2014 Condition/Criterion (Not Met): B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Previous Team Report (2016): The visiting team found evidence that the Pre-Design criterion is **Not Met** at the level of ability in the B. Arch program in student work prepared for ARCH 2820 Architectural Design Studio 3, ARCH 4300 Design Development, and ARCH 4110 An Architectural Genealogy 2. This was indicated in the SPC Matrix provided by the program. Through these courses, students demonstrated an ability to prepare most of the elements of a comprehensive program listed for the SPC, with the exception of relevant sustainability requirements.

2025 Team Analysis: The visiting team found this condition to be **Met.** Refer to SC.5 Design Synthesis. Since the last accreditation cycle, the program has made revisions to ensure that students are able to demonstrate the abilities outlined in the Pre-Design criterion. Through multiple points of curricular integration, students now engage in activities that involve stakeholder engagement, spatial programming, and contextual site analysis. Specific focus for pre-design is located within ARCH 2820 Architectural Design Studio 3, ARCH 2830 Architectural Design Studio 4, and ARCH 4820 Comprehensive Design Studio 1.

2014 Condition/Criterion (Not Met): B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

Previous Team Report (2016): The visiting team found evidence that the Codes and Regulations criterion is **Not Met** at the level of ability in the B. Arch program in student work prepared for ARCH 4300 Design Development, Arch 4540 Professional Practice 1, and ARCH 4963 Integrated

Design Schematic. This was indicated in the SPC Matrix provided by the program. The ability to consistently design using accessibility standards was not demonstrated in student work.

2025 Team Analysis: The visiting team found this condition to be **Met.** Refer to SC.5 Design Synthesis. The ability to design both site and building to accommodate individuals with varying physical abilities (Legacy 2004 Criterion 13.14 Accessibility) has not been met during each of the previous three site visits (2004, 2010, and 2016). This condition is now met for the B.Arch. program. The school has embedded multiple touch points to ensure the codes and regulations learning outcomes are introduced, reinforced, and demonstrated the level of ability for work provided in ARCH 4540 Professional Practice 1 as a co-requisite with ARCH 4820 Comprehensive Design Studio 1.

M.ARCH.

2014 Condition/Criterion (Not Met): A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

Previous Team Report (2016): The visiting team found evidence that the History and Culture criterion is **Not Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 4100 An Architectural Genealogy 1, ARCH 4130 Modernity in Culture, Civilization, and Architecture 2, ARCH 5100 History, Theory, and Criticism 1 (composed of ARCH 4110 An Architectural Genealogy 2 and ARCH 4120 Modernity in Culture, Civilization, and Architecture). This was indicated in the SPC Matrix provided by the program. Issues of indigenous, vernacular, and regional settings regarding political, economic, social, and technological factors other than American and European canons were not sufficiently addressed.

2025 Team Analysis:
Similar to the B.Arch. The visiting team found this condition to be **Met.** Refer to PC.4 History and Theory. Since the last visit, the school has revised and improved the History, Theory, and Criticism (HTC) sequence, which is the same for both the B.Arch. and M.Arch. programs, ensuring that course content reflects a broader understanding of architectural histories across diverse cultural and regional contexts. A focused effort has been made to incorporate non-Western traditions, indigenous practices, and vernacular architecture into the curriculum. Strides were made within the M. Arch program to augment the curriculum by including more diverse content in addition to that which focuses on American and European canons.

2014 Condition/Criterion (Not Met): A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

Previous Team Report (2016): The visiting team found evidence that the Cultural Diversity and Social Equity criterion is **Not Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5100 History, Theory, and Criticism 1 (composed of ARCH 4100 An Architectural Genealogy 1 and ARCH 4130 Modernity in Culture, Civilization, and Architecture 2), and ARCH 5200 Graduate Architecture Design 1. This was indicated in the SPC Matrix provided by the program. Traditions and cultures of the indigenous peoples of the Western and Southern hemispheres were not addressed. Islamic, Indian, and Chinese traditions and cultures were acknowledged in some faculty presentations, but not reflected in the student work.

2025 Team Analysis: Similar to the B.Arch. The visiting team found this condition to be **Met.** Refer to PC.8 Social Equity and Inclusion. The School of Architecture has adopted the new 2024 Rensselaer Plan, which emphasizes that diversity and inclusion are fundamental to academic excellence and innovation. To assess cultural diversity and social equity, the program offers several courses: ARCH 5110 History Theory and Criticism 2 (Architectural Genealogy), and ARCH 5200 Graduate Architecture Design (GAD) 1.

2014 Condition/Criterion (Not Met): B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Previous Team Report (2016): The visiting team found evidence that the Pre-Design criterion is **Not Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design Development, ARCH 5200 Graduate Architecture Design 1, and ARCH 6610.8 Graduate Architecture Design 3 (CASE). This was indicated in the SPC Matrix provided by the program. Through these courses, students demonstrated an ability to prepare most of the elements of a comprehensive program listed for the SPC, with the exception of relevant sustainability requirements.

2025 Team Analysis:
Similar to the B.Arch. The visiting team found this condition to be **Met.** Refer to SC.5 Design Synthesis. Since the last accreditation cycle, the program has made revisions to ensure that students are able to demonstrate the abilities outlined in the Pre-Design criterion. Through multiple points of curricular integration, students now engage in activities that involve stakeholder engagement, spatial programming, and contextual site analysis. Specific focus for pre-design is located within ARCH 6630 Graduate Architecture Design (GAD) 5 Comprehensive Design Studio.

2014 Condition/Criterion (Not Met): B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

Previous Team Report (2016): The visiting team found evidence that the Codes and Regulations criterion is **Not Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design Development and ARCH 5380 Professional Practice 1. This was indicated in the SPC Matrix provided by the program. The ability to consistently design using accessibility standards was not demonstrated in student work.

2025 Team Analysis: Similar to the B.Arch. The visiting team found this condition to be **Met.** Refer to SC.5 Design Synthesis. The ability to design both site and building to accommodate individuals with varying physical abilities (Legacy 2004 Criterion 13.14 Accessibility) has not been met during each of the previous three site visits (2004, 2010, and 2016). This condition is now met for the B.Arch. program. The school has embedded multiple touch points to ensure the codes and regulations learning outcomes are introduced, reinforced, and demonstrated the level of ability for work provided in ARCH 5380 Professional Practice 1 as a co-requisite with ARCH 6630 Graduate Architecture Design (GAD) 5 Comprehensive Design Studio and the new course ARCH 6635 Bridge to Practice.

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 There are two notable changes that have taken place since the previous site visit which occurred in 2016. Refer to Part A Summary of Visit, Observations, for **Leadership** and **Assessment** summary.

B.ARCH. A change to the curriculum began during the academic year 2024-25. With a change at the institutional level, the undergraduate all-Institute required ARCH-AWAY program has become more flexible, allowing for improved alignment within the B.Arch. curriculum. Previously the Comprehensive Design studios (both 1 and 2) were offered in both the 3rd and 4th year of the B.Arch. program, and in many years, both being offered in both the fall and spring semester in order to catch all students. With the adjustment of the ARCH-AWAY program now being permitted during the summer, the B.Arch. program has recently adjusted their Comprehensive Design sequence to only be offered during the 4th year, aligned with co-requisite courses.

M.ARCH. There are many notable changes that have taken place since the previous site visit which occurred in 2016. Refer to Part 1 Acknowledgments, **M.Arch. Program** summary. Furthermore, the M.Arch. curriculum began during the academic year 2024-25 where a single Comprehensive Design studio is being moved to the third year, and a new course, Bridge to Practice, is being added to the final semester of study.

D. Compliance with the 2020 Conditions for Accreditation

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

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.
- 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.
- 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).

Team Findings: Met

2025 Team Analysis:

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.

Rensselaer Polytechnic Institute, founded in 1824, holds the distinction of being the nation's oldest technological research university. Located in Troy, NY, a mid-sized city in upstate, the main campus of the private institution can be challenged at times from its geographic setting. RPI serves approximately 7,000 students on its main campus roughly 350 of which are in the school of architecture. The first architecture students graduated in 1933. B.Arch. and M.Arch. programs have been continually accredited since 1945 and 1979 respectively. The Center for Architecture Science and Ecology (CASE) began in 2008, giving the school an urban presence in Brooklyn, NY.

There is impressive alignment and clarity of the mission between the Institute and School. The Institute as a whole embraces innovation as a cornerstone with initiatives and resources aimed at technological and practical advancement. This cornerstone suits the School of Architecture well, providing them with a bearing from which they continue to advance their mission.

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.

The School aligns with the Institute's mission by focusing on architectural experimentation, innovation, and community engagement through direct projects and special initiatives. The School's active research programs such as the Lighting Research Center (LRC), Architectural Acoustics, and CASE further their opportunities for interdisciplinary collaborations that advance both aspects of this mission. Focusing on built issues gives the school a particular strength in practical applications of advanced research in architecture. This advancement of experimentation, both in practical applications and through speculative projects, in classrooms and through scholarship, reinforces the school's role and impact. This mission gives the school an identifiable quality on which it is capitalizing.

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).

Students and faculty are encouraged to engage outside the classroom through research and community-based projects. They participate in several projects related to research centers that engage other departments, professionals, and communities. Professors are active in professional societies and conferences furthering and sharing their work. 37% of faculty are licensed and/or practicing architects.

Besides activities linked to classes and research centers, students participate in honors societies and student organizations such as AIAS and NOMAS that connect them to the profession and the community through service opportunities. An active series of lectures, events, exhibitions, and publications further opportunities of connection outside of the program. Students engage in community service projects, field trips, study abroad and travel programs, and internships. The Robert S. Brown '52 Fellows Program helps students gain international practice experience. The Individualized Learning Experience (ILE) includes civic engagement, fostering partnerships with nearly two dozen community service organizations.

Program Summary Statement of 1 – Context and Mission
Rensselaer Polytechnic Institute (RPI), founded in 1824, is the nation's first technological research university, dedicated to advancing science and technology for societal betterment. Our mission to educate leaders for technologically based careers and to enhance global prosperity shapes the School of Architecture's B.Arch. and M.Arch. programs.

Located in Troy, New York, Rensselaer's School of Architecture benefits from its vibrant, post-industrial city environment and its proximity to Albany, the capital of New York State. This unique context serves as a living laboratory for architectural experimentation and community engagement.

The School of Architecture has continually evolved since its formal establishment in 1929, reflecting Rensselaer's commitment to integrating technological expertise with creative disciplines. Our curriculum emphasizes interdisciplinary integration through advanced research programs in Lighting, Architectural Acoustics, and Built Ecologies. The Lighting Research Center (LRC) and the Center for Architecture Science and Ecology (CASE) are pivotal to this approach, driving industry collaborations and translating cutting-edge discoveries into practical solutions. This commitment to research excellence ensures that our educational programs are not only innovative but also deeply connected to real-world applications.

Our mission is to engender a new generation of pioneering, technologically advanced, and socially conscious architects, ready to champion sustainable stewardship of natural and built environments while empowering diverse communities worldwide. To achieve this, our esteemed faculty engage students in cutting-edge research across digital design, renewable materials, and ecological sustainability, ensuring they are equipped to tackle complex social and environmental challenges with discernment and integrity in a rapidly changing global environment.

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

As part of its long-range planning, the School conducts biennial assessments of design-related activities during academic retreats (next scheduled: Spring 2026), supported by annual data collection from students and faculty. Curriculum revisions are informed by these assessments and reviewed through the Curriculum Committee, Dean's Leadership Council, and External Peer Review Committee for Comprehensive Design.

Design:

The School places design at the core of its educational mission, aligning with the shared value that architects design better, safer, more equitable, resilient, and sustainable built environments. Design is approached as a process of critical inquiry and social responsibility, with the design studio serving as the cultural and pedagogical center of the programs. The design curriculum organizes around different modes of learning, inquiry based, project based, and research based, to emphasize integrated design solutions across multiple scales and contexts. The core of the curriculum is the Comprehensive Design sequence. Design studios - culminating with the Comprehensive Design studio, final projects, and the CASE NY semester equip students to address complex global challenges such as climate change, housing, and social equity through informed and responsible design.

Environmental Stewardship and Professional Responsibility:

The School continues to model its leadership around the stewardship of the built environment through collaborations with members of their community, the School's graduate research centers, and the research and scholarship of their faculty and students. Students benefit from a curriculum enriched by professionals, hands-on internships, and a clear pathway toward architectural licensure. Nearly all students reported a strong intention to pursue their license.

The School integrates research, design, and environmental stewardship through centers like the Center for Architecture, Science and Ecology (CASE) and the Lighting Research Center (LRC). CASE focuses on sustainable innovation, carbon impact, and material research, using data-driven design and real-world projects. Students engage in adaptive reuse, such as the Guild House project, using digital twins to analyze embodied and operational carbon. The Bedford Architecture/ Engineering initiative brings engineers into the studio, promoting cross-disciplinary learning.

Equity, Diversity, and Inclusion:

The University created a Bias Assessment and Response Team (BART) to nurture a multiculturally sophisticated living and learning environment where individuals and groups feel welcomed and supported. RPI provides ''Safe Zone'' training to faculty and staff several times yearly, which the school sponsor and the dean require all faculty to attend. The University hosts several diversity events annually, such as Hispanic Heritage Month, Women's History Month, Black Family Technology Awareness Day, Safe Zone Training, Asian Awareness Week, and Cultural Pride Night. The School's strategic plan considers diversity as a foundation and is taking action to increase diversity among students, staff, and faculty. The School's commitment to equity, diversity, and inclusion is displayed through its studio curriculum and history theory sequence. The program revised the learning outcomes throughout the History and Theory sequence to explore the emergence of capital, institutional frameworks, environmental and disability justice, socially just spaces, gentrification, preservation, and authenticity.

Knowledge and Innovation:
The programs contribute to this mission by integrating design, technology, and sustainability through multidisciplinary collaborations with faculty, students, and industry partners. The programs advance knowledge through interdisciplinary research, immersive technologies, and pedagogical experimentation. Students and faculty engage in inquiry across areas such as building performance, robotics, lighting, acoustics, and sustainability through initiatives like the CRAIVE Lab, and CASE NY. Design studios integrate research and technology, supported by specialized labs and digital resources. Programs like the Undergraduate Research Program (URP), Bedford Studio, Seminar and Traveling Workshop, CNC Weather Room, and Robotic Lab connect students with evolving architectural challenges and promote the generation of new knowledge.

Leadership, Collaboration, and Community Engagement: The B.Arch. program embeds leadership and collaboration principles into its curriculum through structured coursework, research opportunities, interdisciplinary engagement, and real-world applications. The design studio serves as the central platform for teaching leadership and collaboration. Students engage in inquiry-based, project-based, and research-based learning environments that emphasize creative thinking, problem-solving, and teamwork. Within the curriculum key elements serve to support leadership and collaboration.

The M.Arch. program prioritizes leadership and collaboration through its design research studio sequence, interdisciplinary CASE-involved coursework, and professional practice integration. The program fosters leadership in diverse stakeholder environments and promotes collaboration through advanced research, team-based projects, and engagement with global challenges. Notably, the integration of Bridge to Practice course further enhances leadership development by increasing faculty engagement and providing targeted expertise to support comprehensive design projects.

Lifelong Learning: The School supports lifelong learning by equipping students with creative and critical thinking skills that evolve through increasingly complex studio projects. The curriculum equips students with a strong foundation in both technical expertise and design thinking. The core studio sequence teaches students to speculate on their designs from multiple viewpoints. Vertical studios provide a pathway for immersive learning opportunities through study-abroad programs and options studios that challenge students to develop specific knowledge and apply it to address complex problems in the built environment. The Comprehensive Design sequence is robust and utilizes external peer review both during the development of the design work, as well as at the final review process.

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: Met

2025 Team Analysis:
The B.Arch. program prepares students for professional practice through a clear emphasis on career development and licensure readiness. A culture of continual improvement supports this commitment, reinforced by regular assessments and four required professional development courses. Benchmark data confirms students consistently meet or exceed performance thresholds, and assessment data for PC.1 Career Paths reflected measurable gains in student awareness of licensure pathways and career planning and enhancing transparency and informing changes to advising models. During the student meeting, nearly all students reported a strong intention to pursue their license. Key Course highlights include:

- Career development pathways are evident in the following sequences: ARCH 4200 (5th semester) Portfolio Development 1, at an ability level builds professional readiness through portfolio development, resume design, and career preparation. The course introduces the ARCH AWAY experience while also providing lectures by the NCARB Advisor on a Blast off and Path to Licensure Lecture, and AXP mentoring and registration. Assessment methods are based on template development of a portfolio, and integration of case studies analyses. Further providing evidence is ARCH 4550 (8th semester), Professional Practice, at an ability level includes ethics, and legal structures. Covers AXP and ARE requirements, business operations, project delivery, marketing, and financial planning. Emphasizes collaboration, and working with multidisciplinary teams and consultants. Assessment methods are based on tests, homework, and quizzes.
- Rensselaer All-Institute ARCH AWAY Individualized Learning Experience-ILE (co-curricular, time varies) provides a professional pathway for students to experience how different cultures and societies define and shape the practice of architecture internationally. This experience can be either an internship, civic engagement with a not-for-profit organization, or research opportunity with a lab.

Assessment Note: Targeted improvements were made to ARCH AWAY ILE placements, Career Fair preparation, Undergraduate Research Program access, and study abroad advising. Annual review of these efforts—presented at the faculty retreat—includes analysis of student and faculty survey results, review of course learning outcomes, evaluation of student work, and proposals for refining content delivery and engagement. Further evidence this criteria was met was found in student, alumni, and staff feedback during the team visit.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
The criterion is introduced and reinforced through the program's professional practice curricular and co-curricular activities. Students are introduced to the paths to licensure as well as available career opportunities through Rensselaer School of Architecture Annual NCARB meetings where the program delivers required lectures with Q&A modules to students during their 4th and 5th semester. Students are subsequently introduced to and reinforced of the full breadth of career paths oriented topics in Professional Practice 2 in the 6th semester. Students further understand the range of available careers paths through the All-School Career Fair with external professional participants.

- ARCH 5390 Professional Practice 2, 6th semester, reinforced, benchmark of 80% has been met. Students are introduced to the path of licensure as well as career opportunities with topics such as requirements of AXP and the ARE.

Assessment Note: In Spring 24, Professional Practice 2 tested a new learning module of ''Bridge to Practice'', and it will become a new course, ARCH 6635 Bridge to Practice in Spring 2027 in the 6th semester where topics that span between architectural development and professional practice with emphasis on technical knowledge in allied fields of specialist expertise will be introduced to students. Beginning in academic year 2024-25, Professional Practice 2 has been moved to the 4th semester of the M.Arch. curriculum. The assessment data should be approached with caution due to the small student population of the M.Arch. program.

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 Design curriculum has four units that reflect the program's core design values through the principles of art, research, practice, and scholarship. The studio sequence consists of four Core Design Studios ADS 1- 4 during the first 2 years of study. Over the course of the following three years of study a mixture of three Option (Vertical) Design studios ADS 5, 6, & 7, two Comprehensive Design Studios CDS1 & 2 are required. The program engages the students in real-world projects. Students experience how design processes influence buildings and urban spaces, learning to address spatial, social, and environmental challenges. The program teaches students to work across different scales, from individual buildings to entire urban landscapes, reinforcing how design principles apply across contexts. Students explore how economic, environmental, cultural, and technological factors intersect in design, displaying the complexity of real-world architectural solutions. Through case studies, site visits, and international perspectives, students understand how design processes adapt to different geographic and cultural conditions.

The School of Architecture's lecture series offers students an essential perspective on how architectural practices vary across different cultures, climates, and educational backgrounds. The series features prominent architects and firms worldwide, with select students engaging in informal discussions with the speakers before each lecture. Brown's Traveling Fellowship and Study Abroad & Experiential Learning support travel experiences for students and faculty at Rensselaer's School of Architecture. It fosters cultural exploration through visits to significant architectural sites and institutions across various continents.

The program demonstrates a process for assessing student learning, incorporating feedback, and changing its curriculum. By combining studio critiques, coursework analysis, final projects, and external evaluations. Students design undergo regular critique sessions (mid-term and final reviews) with faculty and external professionals. Studio evaluations happen each semester, with feedback that contribute to refining studio instruction. Faculty review student performance at the end of each term, identifying differences in understanding. Accordingly, course content is adjusted to strengthen conceptual clarity, integrate contemporary case studies, or introduce new analytical tools. Evidence was found throughout the Architecture Design Studio sequence in ARCH 2820 & 2830, and the Comprehensive Design Studio sequence ARCH 4820 & 4830.

Assessment Note: Previously, the Comprehensive Design Studio sequence, ARCH 4820 & 4830, could be taken in both the third or fourth year of the curriculum, in either the spring or fall semesters. During the academic year '24-25, the B.Arch. curriculum implemented a change to focus the Comprehensive Design Studio sequence, ARCH 4820 & 4830, to be only during the fourth year of the curriculum taken sequentially. The CDS sequence will now also align with co-requisite courses in building integration and professional practice.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
The program uses practical and tectonically detailed projects at increasing levels of intricacy to advance its students' design abilities. A strong focus on design is prevalent in both studio and non-studio courses as a core tenant for RPI. The studios issue projects that integrate site, program, and building design principles delivering projects that are both intellectually experimental and critical and technically sound. Course sequences and connections are tightly choreographed to build student experience and ability progressively through the program. Site visits, internships in schools and municipalities, and other experiences expand both the professional and social capabilities of students.

The program has a rigorous and regular system of assessment and feedback through faculty and administrative meetings and committees as well as through external, advisory panels and student inclusion. Each stakeholder group gives input in various forms and through an extensive web of feedback loops. It appears that such a system keeps assessing and refining how course content relates to criterion and evolves the curriculum according to need and feedback. RPI's focus on data dexterity and digital design are examples of evolving portions of their curriculum fed by this assessment feedback system. The reevaluation of the M. Arch sequence and development of the "Bridge to Practice" class are prime examples of the curricular benefits that come from this assessment process. Evidence was found throughout the Graduate Architecture Design sequence in ARCH 6610 & 6620, and the Comprehensive Design Studio ARCH 6630 (GAD 5). The assessment data should be approached with caution due to the small student population of the M.Arch. program.

The onsite site visit included tours at CASE in Brooklyn, the Studio-B Panorama, the acoustics labs, the robotics suite, fabrication labs, school shop and other spaces for innovation. Team meetings with administration, faculty, staff, students, alumni, institute leadership and assessment office, among others, all addressed assessment and its impact on the curriculum course evolution. It is abundantly clear that the concerted assessment work done by the school of architecture has paid dividends and led directly to the quality of instruction through both accredited programs.

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:

The B. Arch program prepares students to mitigate climate change through a concentrated effort throughout the environmental technology sequence. The school has a culture of continual improvement that addresses the importance of ecological thinking in design and environmental technology. Together and in tandem with the design studios, these courses provide a critical awareness, historical perspective, and analytical skills that emphasizes the urgent need for ecologically responsible practice and design innovation.

- ARCH 4090 Architectural Case Studies - 2nd semester - introduction - benchmark of 85% has been met. Through the use of case studies, the course introduces ecological principles and the dynamic between the built and natural environments at the scale of the single-family house. Students understand how different settings, cultures, and climates use vernacular elements, building orientation and spatial strategies to control the environmental performance of a building. Assessment methods are based on a group booklet and individual essay assignment.
- Building Integration Sequence - ARCH 4560 Materials & Enclosure - 5th semester and ARCH 4740 Building Systems and Environment - 6th semester are both taught at an ability level with a benchmark of 80% which has been met or exceeded. The courses emphasize understanding materials, their applications, and the integration into building systems, with the objective of formulating meaningful technological responses to critical environmental and societal issues such as resource depletion, and environmental degradation. As well as climate literacy and the design analysis and performance characteristics of building environmental systems, emphasizing heating, cooling, ventilation, and lighting systems. Assessment methods are based on labs, quizzes, assignments and exams.
- ARCH 4820/4830 Comprehensive Design 1 & 2 - ability - benchmark 80% has been met. SC 5.5 Measurable Environmental Impacts, SC 6.3 Environmental Control Systems and SC 6.5 Measurable Building Performance is integrated into studio design work. Assessment methods are based on technical poster assignments and detailed design synthesis and integration.

Assessment Note: Through continual improvement to student learning outcomes, this criterion will see a notable change to the curriculum. Beginning in 2024-25 academic year, ARCH 4560 Materials and Enclosures and ARCH 4740 Building Systems and Environment are being sunset, and new ARCH 4320 Building Integration 1 (design) and ARCH 4325 Building Integration 2 (practice) are now a co-requisite with ARCH 4820 Comprehensive Design 1 and ARCH 4830 Comprehensive Design 2, respectfully. These changes will provide further improvements to the integration of LEED daylighting criteria and thermal performance as iterative tools being applied to the studio design work. Similarly, ARCH 4090 Architectural Case Studies has undergone improvements since the previous NAAB site visit, moving from 4th year to 1st year to ensure that our students are introduced to exemplary works of ecological design early in the curriculum. The team was able to confirm compliance through review of the evidence provided within the digital team room.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
The M.Arch. program distinguishes itself by offering unique exposure to environmental research as all students in the M. Arch spent a semester at the Rensselaer Center for Architecture, Science, and Ecology (CASE) in Brooklyn, NY. All courses taken at CASE are interwoven addressing the question of sustainability, resiliency, and environment.

- ARCH 5360 Building Systems and Environment - 4th semester - reinforcement - benchmark 80% has been met. The course learning outcomes focus on climate literacy and the design analysis and performance characteristics of building environmental systems, emphasizing heating, cooling, ventilation, and lighting systems. Assessment methods are based on labs and quizzes.
- CASE 5th semester sequence - ability - benchmark 80% has been met.
    - ARCH 6320 Built Ecologies 1. Course learning outcomes include carbon emissions, thermal comfort, daylighting, climate analysis, and energy code compliance. Assessment methods are based on assignments and a final project.
    - ARCH 6380 Graduate Environmental Parametrics. Assessment methods are based on assignments and a final project.
    - ARCH 6810 Research Design Seminar. The course provides students with the opportunity to learn the fundamentals of research design, specifically addressing technical research problems in the built environment. Assessment methods are based on assignments, literature review, report, poster, and presentation.
    - ARCH 6630 Graduate Architecture Design 5. The studio course focuses on Research, Environment, Urbanism, and Ecology. Assessment methods are based on technical assignments and design synthesis.

Assessment Note: Following the 2016 NAAB site visit, RPI made curriculum adjustments where all M.Arch. students are required to attend CASE for a single (5th) semester. This change has produced strong results. Building on this success, beginning in the 2024-25 academic year all M.Arch. students will be required to spend a full-year at CASE. The culture at CASE is interwoven where Ph.D. students work side by side with faculty, M.Arch. and B.Arch. students to deepen and further the collective understanding of climate challenges, and ultimately incorporate the research into their studio design work. M.S. and PhD students at CASE are researching the latest in material technologies and advancements. M.Arch. students are not required to take part in the high-level material research taking place, however the collaborative work space for all students and researchers at CASE allows for continual learning through osmosis. Furthermore, as part of the M.Arch. curriculum changes implemented in 2024-25, ARCH 6320 Built Ecologies 1 (CASE) will no longer be required, but becomes an elective course. This will give the M.Arch. students more freedom to control the focus that their research at CASE will take and weave that focus into their final project.

Assessment benchmarks were met and exceeded. The assessment data should be approached with caution due to the small student population of the M.Arch. program. Continual improvements were generated and evaluated at the faculty academic retreat. The team was able to confirm compliance through review of the evidence provided within the digital team room.

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. program ensures a deep and sustained engagement with architectural and urban history and theory through the History Theory and Criticism (HTC) sequence where coursework challenges students to analyze architecture through critical, global, and inclusive perspectives,

connecting historical understanding to contemporary design issues. Students are introduced to historical analysis as early as the first year and revisit these themes through progressively advanced electives and required courses.

Student learning is evaluated through diverse methods such as midterm exams, research treatises, group booklets, and essay submissions. Benchmark data confirms students consistently meet or exceed performance thresholds of 80%, and improvements have been implemented—such as revising the student-to-faculty ratio and diversifying content—to enhance discourse. Key course highlights include:

- History Theory and Criticism (HTC) sequence ARCH 2150, ARCH 4100, ARCH 4050, and ARCH 4150. Through this sequence of courses over the first 4 semesters of study, students are introduced to architecture's spatial, formal, and societal dimensions, establishing core conceptual frameworks. They expand this foundation by exploring the cultural histories of architecture across global civilizations and examine key themes in urban theory, global city development, and non-Western architectural discourse. By the fourth semester, students are learning about issues of equity and sustainability in shaping urban form and how to synthesize historical and theoretical frameworks to address modern concerns such as environmental justice and social equity.

- ARCH 4090 Architectural Case Studies (2nd Semester, Introduction level) Enables students to evaluate and articulate the historical and social context of architectural artifacts.

- ARCH 4120 Architecture & Modernity (3rd Semester, Reinforcement Level) Explores modern movements, theories, and cultural conditions shaping 20th-century architecture.

The program has taken steps to address the previous deficiency in meeting the History and Culture criterion. Since the last visit, the school has revised and improved the History, Theory, and Criticism (HTC) sequence, ensuring that course content reflects a broader understanding of architectural histories across diverse cultural and regional contexts. A focused effort has been made to incorporate non-Western traditions, indigenous practices, and vernacular architecture into the curriculum.

The School monitors student performance through course-level KPIs and shares the results at academic retreats. Continuous improvements include: diversifying course content (e.g., non-Western architecture in treatise assignments), reducing student-to-faculty ratios to improve discussion-based learning, and installing new leadership in the HTC sequence. Faculty retreat records, course materials, and benchmark tracking confirm that assessment is conducted on a recurring basis and guides curriculum evolution. These findings were substantiated during the site visit through review of artifacts, schedules, syllabi, and team discussions with faculty and students.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
M.Arch. students have access to much of the content the longer B. Arch. program includes and shares a narrative focus on challenging students to think and work analytically and critically with a deep historical understanding and global/inclusive perspective that applies to and informs contemporary architecture.

The M.Arch. HTC sequence has a core of three classes in its first two years. It consists of 12 required hours that attempt to include a wide series of topics both ancient and modern time periods, western and non-western areas, built/building issues as well as those of social and cultural import. Classes deliver a variety of content through various assignments and mediums, using varying means of assessment. While more condensed than the longer B. Arch HTC sequence, many additional courses, beyond the 12 required hours, are available as electives. Improvements in the HTC content have been noted in recent NAAB reports. It appears that the strengths built over that time have continued as the sequence shows varied and deep content providing students with a diverse body of content.

- ARCH 2150/ 5100 History Theory and Criticism 1 (The Ethos of Architecture) and ARCH 4100 ARCH 5110 History Theory and Criticism 2 (An Architectural Genealogy). See B.Arch. for course information. Note the graduate distinction an additional 1 cu to that of the undergraduate level course and a highly individualized assignments and one-on-one mentoring they receive from the faculty accompanied with weekly development of critical response essays to course materials both Western and non-Western topics.

- ARCH 6680 History Theory and Criticism 3 (4 cu) is the final history-theory course in the sequence required for M.Arch. students. This course is available only for graduate students. This course, taught by Prof. Bennett, is lecture and discussion based, with an emphasis on independent learning, individual leadership, and participation in student and faculty lead discussions. Taught in the format of a graduate mixed format seminar blending lecture with instructor and student led discussion that encourages independent thought and initiative that demands a deeper understanding of the content. In Spring 21 the course was revised to include additional DEI content with a new goal of a minimum 50% BIPOC+ and female authors each week/topic of the course. The course evolved its format through increased workshops and student lead discussions (S22). To reinforce professional responsibility and further discuss environmental responsibility an Ethical Contracts assignment was introduced in S23.

Assessment benchmarks of 80% were met or exceeded. The assessment data should be approached with caution due to the small student population of the M.Arch. program. Continual improvements were generated and evaluated at the faculty academic retreat. The team was able to confirm compliance through review of the evidence provided within the digital team room.

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:
The program integrates research and design innovation across various curricular, extracurricular, and co-curricular experiences, where students actively test and refine new ideas in architecture. The program incorporates design studios, such as Optional (Vertical) Studios ADS 5, 6, and 7, which emphasize the use of advanced technologies, research methods, and ethical considerations. These studios address architectural robotics, adaptive reuse, and virtual environments. The curriculum is aligned with the Degree Qualifications Profile (DQP), guiding students in specialized knowledge, intellectual skills, applied learning, and civic engagement.

Students' learning outcomes are assessed regularly through faculty evaluation. Each course has specific Course Learning Outcomes (CLOs) that align with the research criteria, including specialized knowledge, applied learning, and collaboration. The program uses the DQP rubric to evaluate these outcomes. Feedback from faculty assessments at academic retreats informs curricular adjustments. The program tracks student involvement in research-related exhibitions, conferences, and papers, with around 23% of students engaged annually. Outside the classroom, the school offers opportunities for hands-on experience in cutting-edge research, such as through the Undergraduate Research Program, workshops, and exhibitions. The school's Robotic Lab and the CRAIVE Lab provide students with exposure to robotic automation and immersive design technologies.

Assessment Note: Beginning in 2024-25 academic year, ARCH 4560 Materials and Enclosures is being sunset, and new ARCH 4320 Building Integration 1 (design) is now a co-requisite with ARCH 4820 Comprehensive Design 1. The team was able to confirm compliance through review of the evidence provided within the digital team room. Evidence was found in ARCH 4090 Architectural Case Studies, ARCH 4050 Cities and Their Territories, ARCH 2830 Core Design Studio 4, and ARCH 4560 Materials and Enclosures.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
The criterion is introduced, reinforced, and applied through the program's curricular, extra-curricular, and co-curricular activities. CASE is an integral part of the M.Arch. program, where students are required to complete one semester of coursework at CASE. This allows students to develop their own research as well as the possibility to work with faculty and PhD students on advanced architecture research in design and technology. Students also have the opportunity to work with all program faculty on faculty guided independent research.

- ARCH 6680 History Theory and Criticism 3 (4 cu) is the final history-theory course in the sequence required for M.Arch. students. This course is available only for graduate students. This lecture and discussion-based seminar course introduces students to scholarly writing as one of the tools in architectural research.
- CASE 5th semester sequence - ability - benchmark 80% has been met.
    - ARCH 6380 Graduate Environmental Parametrics. This course introduces students to research methods in environmental simulation and sustainable design through parametric modeling. Assessment methods are based on assignments and a final project.
    - ARCH 6810 Research Design Seminar. Students are introduced to the fundamentals of architectural research including the workflow from identifying research opportunities to designing the research program for carrying out the research. Assessment methods are based on assignments, literature review, report, poster, and presentation.
    - ARCH 6630 Graduate Architecture Design 5. This studio focuses on environmental and ecological issues at multiple scales and allows students to work with other allied architectural research courses at CASE to engage in advanced research with architectural consequences. Assessment methods are based on technical assignments and design synthesis.

The assessment data should be approached with caution due to the small student population of the M.Arch. program. Continual improvements were generated and evaluated at the faculty academic retreat. The team was able to confirm compliance through review of the evidence provided within the digital team room. In an attempt to strengthen the students' engagement with architecture research, the program has expanded its one semester requirement at CASE to a full year during their final year, which will also allow students to develop their own research in preparation for the 6th semester final project.

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 B.Arch. program ensures that all students develop leadership and collaboration skills through a sequence of coursework, immersive studio experiences, and real-world engagement. Collaborative practice and multidisciplinary problem-solving are introduced in early Core Design Studios, developed through upper-level technical and theoretical courses, and reinforced in the Comprehensive Design Studio sequence.

Outside the classroom, students are encouraged to participate in leadership-building opportunities such as the Dean's Student Advisory Council, AIAS, NOMAS, the Robotics Club, and co-led field trips and events. These experiences allow students to practice interpersonal collaboration and stakeholder engagement in real contexts. Course benchmarks (which vary in percentage) confirms students consistently meet or exceed performance thresholds, and improvements have been implemented or noted.

- Design Studio Sequence:
    - ARCH 2830 Architectural Design Studio 4 (4th Semester, Reinforcement Level) Introduces students to collaborative workflows through team-based housing projects. Emphasizes peer communication, consensus-building, and shared authorship.

    - ARCH 4820/4830 Comprehensive Design 1 & 2 - ability - benchmark 80% has been met. Provides students with leadership roles in collaborative teams addressing complex urban, environmental, and structural design challenges. Students also engage with external consultants, stakeholders, and technical experts. Peer coordination is central to documentation and design development.

- Professional Practice Sequence:
    - ARCH 4590 Entrepreneurship and Architecture (5th Semester, Ability Level) Focuses on entrepreneurial leadership. Students form teams to solve architectural challenges through innovation, business planning, and interdisciplinary thinking.
    - ARCH 4550 Professional Practice 2, (10th Semester, Ability Level) Covers professional roles and responsibilities, ethical leadership, team structures, and project management workflows. Encourages reflection on real-world collaboration.

Assessment Notes: Leadership and collaboration are evaluated through both formative and summative assessments in the Comprehensive Design Studios and related coursework. The shared CLO assessment matrix for CDS1 and CDS2, combined with faculty reviews and peer evaluations, confirm that students demonstrate competence in team dynamics, role distribution, communication, and leadership under professional constraints. Peer and external reviewers specifically noted students' capacity to take initiative in group settings and articulate decisions in interdisciplinary critiques. In response to data collected during the 2023–2024 academic year, the Faculty Retreat highlighted a need for earlier scaffolding of collaborative leadership skills. As a result, collaboration workshops were introduced into ARCH 2830, and consultation requirements in CDS1 were formalized to include documentation of stakeholder feedback.

During the visit, the team confirmed PC.6 integration through direct observation of studio culture and review practices. Class observations and interviews with students & faculty verified their experiences working with engineers and consultants. Visits to the EMPAC building further reflected the school's robust technological resources, including the innovative and growing CRAIVE lab. Student leaders described participation in student organizations as formative leadership experiences.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
The M.Arch. program integrates leadership and collaboration through interdisciplinary coursework, applied research, and CASE-based experiences. The curriculum emphasizes multidisciplinary teamwork, stakeholder engagement, and leadership in complex architectural challenges. Through co-listed courses, collaborative projects, and interdisciplinary research at CASE, students develop critical skills in leadership and teamwork.

- CASE 5th semester sequence - ability - benchmark 80% has been met.
    - ARCH 6810 Research Design Seminar. Develops student leadership in technical, multi-disciplinary teams through applied research and critical inquiry. Assessment methods are based on assignments, literature review, report, poster, and presentation.
    - ARCH 6630 Graduate Architecture Design 5. This studio focuses on interdisciplinary collaboration and leadership in applied research. Assessment methods are based on technical assignments and design synthesis.
- Professional Practice Sequence:
    - ARCH 5330 Entrepreneurship and Architecture (2nd Semester, Ability Level) Reinforces leadership development in business models and collaborative innovation.
    - ARCH 5390 Professional Practice 2, (6th Semester, Ability Level) The Bridge to Practice module ensures students gain experience working with industry professionals in diverse collaborative settings.

Assessment Note: Student projects, faculty evaluations, and peer assessments confirm leadership development across multiple platforms. Faculty reviews highlight the program's effectiveness in preparing students for leadership in practice. In AY 24'-25' ARCH 6635 Bridge to Practice (CASE) will be added to the required M.Arch. curriculum, first being instructed in spring 2027. Faculty Retreat Assessment notes the assessment data should be approached with caution due to the small student population, only minor adjustments to course content are anticipated

moving forward. The team was able to confirm compliance through review of the evidence provided within the digital team room.

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:
The B.Arch. program fosters a positive and vibrant learning environment through a culture of continual improvement, reinforced by both structured academic experiences and a network of co-curricular and extracurricular opportunities. Despite the program's known rigor and high expectations, optimism, respect, sharing, engagement, and innovation are embedded throughout the curriculum beginning with first-year orientation and continuing through advanced studios. Initiatives such as CRAIVE Days, field trips to institutions like MASS MoCA and the High Line in NYC, and studio-wide Awards Juries celebrate creativity and provide platforms for students to present and debate their ideas in professional forums. Studio culture is further supported by regular community events hosted by the Dean, where faculty, staff, and students are acknowledged and welcomed. These events, alongside the participation of NOMAS, AIAS, the Robotics Club, and a wide array of multicultural organizations, promote inclusivity and student leadership within a diverse academic environment.

Learning and teaching culture indicators are evaluated through 30 distinct metrics (17 curricular, 13 non-curricular) tracked annually. In AY23–24, 85% of these indicators showed improvement, with data informing changes discussed at regular faculty retreats. The School utilizes student climate surveys, the 5th-Year Exit Survey, Teaching and Learning Culture Survey (38% response rate), and the Institute-wide Assessment Committee (IAC) to evaluate program culture. In response to survey data and advisory council input, several improvements have been implemented, including the installation of two new plotters and preparation of new plotting video resources and an increased transparency & equity in field trip funding and study abroad waitlists.

Academic support systems such as the Early Warning System (EWS), CDS 1 & 2 tutoring, and the centralized CLASS structure (Clustered Learning, Advocacy, and Support for Students) are reviewed and refined based on regular self-assessment and student feedback. Faculty advisors, ALAC staff, and professional architects support students in maintaining a healthy and productive academic environment.

Assessment Notes: Recurring academic retreats have led to key cultural and curricular adjustments. In Fall 2023, faculty prioritized improving student access to leadership opportunities, refining course messaging for assistantship and URP positions, and enhancing the studio culture through more equitable resources. Additionally, the ARCH-AWAY requirement was successfully relocated to the summer, reducing the overall curricular burden on students and simplifying degree progression. This shift also aligned CDS 1 and CDS 2 with fourth-year Building Integration corequisites, creating a more cohesive design sequence and allowing students who do not pass CDS courses in the 4th year a clear path for retaking them.

Values and culture were confirmed during the site visit. The atmosphere at RPI was described as lively and collegial, with a strong sense of community among students, faculty, and staff. When visiting studio spaces, the team observed an environment that fostered meaningful collaboration and creative engagement. The studios reflected a culture of mutual respect and academic rigor,

where students appeared deeply invested in their work and supported by both their peers and instructors. The vibrancy of the learning environment stood as a testament to RPI's commitment to maintaining a positive and dynamic educational culture.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
The M.Arch. program fosters a close-knit academic environment that emphasizes individualized instruction, one-on-one mentorship, and ample cross-collaboration with the larger B.Arch. program. While many of the findings and cultural elements identified in the B.Arch. program are relevant to the M.Arch. as well, the program has also implemented distinct actions to cultivate a strong sense of belonging and professional engagement specific to its graduate students. Events such as the new student orientation, the CASE open house, and other community-building activities are designed to strengthen peer connections, foster inclusivity, and establish meaningful ties between students, faculty, and the broader institutional culture.

The M.Arch. program curriculum and structure actively support this positive learning culture. The sequential nature of the coursework challenges students progressively, aligning with the institution's mission to advance technological fluency and design innovation. Signature experiences, such as the Research Design Seminar and the residency at CASE in Brooklyn, provide M.Arch. students with multidisciplinary, collaborative learning environments that deepen their engagement with emerging practices and research opportunities. Faculty-led mentorship and personalized academic support are notable strengths, offering students tailored guidance that fosters both academic success and professional development.

During the visit, the team confirmed the program's self-assessment through direct interactions with faculty, students, and administrators. Across all meetings, there was clear evidence of a culture of support, respect, and engagement. Students consistently cited the accessibility of faculty, and the opportunities for independent research as key contributors to their positive experience.

Assessment Note: The program demonstrates a commitment to assessing and enhancing its learning and teaching culture on a recurring basis. Structured assessments, routine faculty-student dialogues, and external reviews inform ongoing improvements. Recent adjustments include the integration of additional digital literacy workshops. The M.Arch. learning environment is supported, providing a positive and innovation-driven atmosphere that prepares students for professional practice.

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:
Social equity and inclusion are expressed throughout the History, Theory, and Criticism (HTC) sequence which engage students in a variety of social and cultural contexts. The School of

Architecture has adopted the new 2024 Rensselaer Plan, which emphasizes that diversity and inclusion are fundamental to academic excellence and innovation. The diversity scholarships, design advocacy, lecture series, student clubs, study abroad programs, outreach initiatives, community-based collaboration, and student mentorship further deepen students' understanding of diverse cultures.

To assess cultural diversity and social equity, the program offers several required courses within the HTC sequence: ARCH 4100 Architectural Genealogy, ARCH 4050 Cities and Their Territories, and ARCH 4150 Contemporary Design Approaches. A focused effort has been made to incorporate non-Western traditions, indigenous practices, and vernacular architecture into the HTC curriculum. Furthermore, this criterion is reinforced in Core Design Studios ADS 3 & 4 (ARCH 2820 & 2830), and Comprehensive Design Studio 1 (ARCH 4820).

The program conducts an annual evaluation of Social Equity and Inclusion through three anonymous surveys. Faculty and staff take part in a broader institutional climate survey, with results shared with the School's Leadership. Students contribute to two surveys: an Institute-wide assessment reviewed by the Institute Assessment Committee (which includes two architecture faculty, and the program's Teaching and Learning Culture (TLC) survey. The curriculum committee regularly reviews TLC survey results to guide improvements. Additionally, in fall 2024, the school collaborated with NOMAS to introduce an annual assessment survey for their organization.

Faculty use KPI tables to assess student learning outcomes in each course. At the end of each year, during the faculty retreat, these tables are evaluated, and recommendations are made to make any improvements to the curriculum or the KPIs. Evidence was found in the above listed courses benchmarks of 80% were met or exceeded.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
Similar to the B.Arch., this criterion is introduced and reinforced throughout the design studio curriculum and the History, Theory, and Criticism (HTC) sequence. This criterion is further reinforced by co-curricular activities such as lecture series and outreach initiatives. These efforts are translated into an understanding into the built environments through the studio sequence.

- ARCH 5110 History, Theory, & Criticism 2 An Architectural Genealogy - 2nd semester - introduced - 80% benchmark has been met. Students are introduced to diverse cultural social contexts through the history of architecture of selected Western and non-Western examples from the pre-modern world.
- ARCH 6610 Graduate Architecture Design 3 - 3rd semester - reinforced - 80% benchmark has been met. The course provides the opportunity for students to apply their understanding of a socially and economically diverse community along with the research of its social and political history into the design of a new social and cultural hub which will emerge as a critical community facility.
- ARCH 6680 History, Theory, & Criticism 3 - 4th semester - reinforced - 80% benchmark has been met. This course is M.Arch. only. The subjects of landscapes and urbanism are used as lenses to reinforce professional and environmental responsibilities with expanded readings from a more diverse field of authors.
- ARCH 6630 Graduate Architecture Design 5 (Research Studio) - 5th semester - understanding - benchmark of 80% has been met. Students apply their understanding

from their research using urban environment data which applied a sharper focus on the definition of a neighborhood.

Assessment Note: The program conducts an annual evaluation of Social Equity and Inclusion through three anonymous surveys. Faculty and staff take part in a broader institutional climate survey, with results shared with the School's Leadership. Students contribute to two surveys: an Institute-wide assessment reviewed by the Institute Assessment Committee (which includes two architecture faculty, and the program's Teaching and Learning Culture (TLC) survey. The curriculum committee regularly reviews TLC survey results to guide improvements. Additionally, in fall 2024, the school collaborated with NOMAS to introduce an annual assessment survey for their organization.

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:

The B.Arch. program integrates health, safety, and welfare across studios and technical coursework. Early studios address public infrastructure and environmental resources, while advanced studios focus on site response, accessibility, and civic-scale resilience. Structural and environmental systems are introduced through hands-on learning and applied in studio projects, including modeling, daylighting analysis, and comfort studies. Professional practice courses reinforce zoning, code, and life safety, preparing students to design healthy, resilient environments. Benchmark data confirms students consistently meet or exceed performance thresholds. Key Course highlights include:

- ARCH 4740 (7th semester) Building Systems & Environment at an ability level, introduces thermal and visual comfort through hands-on analysis of indoor conditions. ARCH 4540 (7th semester) Professional Practice 1 at an ability level, addresses health, safety, and welfare, as they relate to life safety, egress, site plan development, zoning, estimating, building codes, and fire safety at the scale of buildings and cities. Assessment methods include quizzes and assignments.
- ARCH 2330 (3rd semester) Structures 1 and ARCH 4330 Structures 2 (5th semester) are at an ability and reinforcement level, respectively, and focus on structural principles, introducing statics, load paths, and the behavior of systems under gravity and lateral forces. In the upper-level course, students analyze load transfer, consider seismic and complex forces, and explore innovative systems and optimization strategies under real-world design constraints. Assessment methods include midterms, homework, and a final exam.
- ARCH 4820 (8th semester) Comprehensive Design 1 at an ability level focuses on applying programmatic standards and planning strategies to meet user needs. Assessment methods include technical posters.

Assessment Note: Through continual improvement to student learning outcomes, a new assessment matrix links CLOs, grading, and evaluation measures, and is now used across all syllabi submitted to Rensselaer's Heliocampus system.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
The M.Arch. program ensures students will understand how to design structures that balance the welfare of the public and the design of healthy environments with human safety throughout the design sequence. Specifically the student learning outcomes are addressed through the structures course sequence, which supports the ability for students to apply the knowledge learned into their design work, through the design studio sequence. The curriculum is designed to provide hands-on learning opportunities for students to analyze the characteristics of their environment both qualitatively through experience and quantitatively using data.

- Structures Sequence, 5140/5150 Structures 1 & 2 - 1st/2nd semester - ability - benchmark of 80% has been met. These courses' learning outcomes include structural principles, load paths, appropriate structural system selection, statics, material design within building structures, structural principles, gravity and lateral forces, load paths, appropriate structural system selection, materials (wood, steel, and concrete), material detail design, and serviceability. Assessment methods are based on homework assignments, mid-term exam(s) and a final exam.
- ARCH 6320 Built Ecologies (CASE) - 5th semester - ability - benchmark 80% has been met. Course learning outcomes include thermal comfort and daylighting. Assessment methods are based on assignments and a final project.
- Professional Practice sequence, ARCH 4540/4550 Professional Practice 1 & 2 - 6th/7th semester - ability - benchmark of 80% has been met. These courses focus on professional ethics, legal, code/regulatory, contracts, stakeholders, business, ethics, and the practice of architecture. Assessment methods are based on tests, quizzes, homework, and assignments.

Assessment: Note: The assessment data should be approached with caution due to the small student population. As part of continual improvement and further distinction of the graduate program, Structures courses coordinate with Graduate Architectural Design studios to incorporate structural consultation sessions as part of both courses specific to the graduate program students. As part of the improved M.Arch. curriculum, the Comprehensive Design sequence will be shifted to 3rd year of the graduate program consisting of ARCH 6630 Comprehensive Design Studio (GAD 5) and ARCH 6635 Bridge to Practice (3 cu). ARCH 4540 / ARCH 5380 Professional Practice 1 addressing life safety will be co-requisite with ARCH 6630 Comprehensive Design Studio (GAD 5) to ensure an integration of content between the two courses. ARCH 6635 Bridge to Practice will extend the Comprehensive Design sequence evolving the work developed in the Comprehensive Design studio with expert review, feedback and opportunity for further technical development. Moving forward, ARCH 6320 Built Ecologies (CASE) will no longer be a required course, but instead will be provided as an elective course.

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. (p.10)

B.ARCH.

Team Findings: Met

2025 Team Analysis:
The criterion is reinforced throughout the professional development sequence of the curriculum. All B.Arch. students are required to take part in the All-Institute ARCH AWAY - Individual Learning Experience (ILE) where students apply the knowledge they have acquired in the classroom to a practical experience (internship, co-op, civic engagement, or research opportunity).

- ARCH 4590 Entrepreneurship and Architecture - 5th semester - reinforced - benchmark of 80% has been met. The course provides techniques and methods to develop new business models. Assessment methods are based on weekly journal writing, and a business pitch presentation.
- ARCH 4540/4550 Professional Practice 1 & 2 - 6th/7th semester - ability - benchmark of 80% has been met. These courses focus on professional ethics, legal, code/regulatory, contracts, stakeholders, business, ethics, and the practice of architecture. Assessment methods are based on tests, quizzes, homework, and assignments.

Assessment Note: Though the assessment for this student learning outcome has continually remained strong, opportunities for continued improvement are always being considered. In 2023, coinciding with Institute-wide leadership change, the professional practice courses began being taught by professionals with 30+ years of professional experience. Similarly, in FY 24'-25' the Professional Practice 1 course became a co-requisite with ARCH 4820 Comprehensive Design 1 to further reinforce regulatory requirements, specifically code analysis, life safety, and accessibility requirements within the student design work. Faculty Retreat Assessment notes only minor adjustments to course content are anticipated moving forward. The team was able to confirm compliance through review of the evidence provided within the digital team room.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
M.Arch. students are not required to take part in the All-Institute ARCH AWAY - (ILE) program where students are exposed to practical experience outside the classroom (internship, co-op, civic engagement, or research opportunity). However, many of the M.Arch. students voluntarily pursue internships during summer breaks. Student learning outcomes are addressed through the two professional practice courses.

- ARCH 5380/5390 Professional Practice 1 & 2 - 4th/5th semester - benchmark of 80% has been met. These courses focus on professional ethics, legal, code/regulatory, contracts, stakeholders, business, ethics, and the practice of architecture. Assessment methods are based on tests, quizzes, homework, and assignments.

Assessment Note: The M.Arch. program has continued to advance the professional practice student learning objectives for its students. In FY 24'-25' the Professional Practice 1 course became a co-requisite with ARCH 4820 Comprehensive Design 1, at CASE. The relationship between the courses supports the design and review process for the development of a code-compliant institutional building, specifically code analysis, life safety, and accessibility requirements within the student design work. Furthermore, ARCH 6635 Bridge to Practice (CASE) will be added to the required M.Arch. curriculum, first being instructed in spring 2027. Faculty

Retreat Assessment notes the assessment data should be approached with caution due to the small student population, only minor adjustments to course content are anticipated moving forward. The team was able to confirm compliance through review of the evidence provided within the digital team room.

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:
The B.Arch. program introduces regulatory requirements—including accessibility, life safety, zoning, energy codes, and agency standards—through both design studios and technical courses. Early exposure begins in first-year environmental courses, with key concepts reinforced in upper-level systems and materials classes. Benchmark data confirms students consistently meet or exceed performance thresholds. Key Course highlights include:

- ARCH 2820 (3rd semester) Architectural Design Studio 3 and ARCH 2830 (4th semester) Architectural Design Studio 4 provide an understanding of reading and drawing of all aspects of an architectural site plan. Assessment methods are based on the drawing of a grading and accessibility plan and related assignments.
- ARCH 2360 (4th semester) Environmental & Ecological Systems at an ability level covers thermal comfort, daylight and glare, illumination and performance categories. ARCH 4740 (7th semester) Building Systems & Environment covering energy performance evaluation. Assessment methods are based on analysis and regulatory criteria.
- ARCH 4560 (8th semester) Materials and Enclosures at an ability level covers energy code, fire tests, and UL testing. ARCH 4540 (7th semester) Professional Practice 1 provides an understanding of the process, building code analysis and documentation, and zoning concepts. Assessment methods are based on examination, and technical posters.
- ARCH 4820 (8th semester) Comprehensive Design 1 at an ability level provides an understanding of accessible/universal design, and the ability to develop designs in response to ordinances, regulatory agencies, and zoning codes. ARCH 4830 (9th semester) Comprehensive Design 2 at an ability level provides demonstration of sufficient means of egress and life safety provisions as based on first principles, universal standards, provisions for universal access (accessibility), and governing codes. Assessment methods are based on technical posters.

Summary of Modifications: Curricular improvements have been implemented to the School of Architecture and the Institute's ARCH program allowing for the Comprehensive Design Studio sequence to be located in the 4th year. To better align the regulatory requirements related to thermal comfort, daylighting, and energy performance with Comprehensive Design Studios 1 and 2.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
This criterion is introduced, reinforced, and applied to student design work throughout the curriculum. Both the technical and professional practice sequences develop the understanding and knowledge of student learning outcomes that is then applied to studio design work. The M.Arch. program further distinguishes itself by providing additional required courses at CASE, NY, where students address design with regulatory requirements with a focus on energy codes, sustainability, and environmental standards.

- Building Integration Sequence ARCH 5340 (3rd semester) Materials & Enclosure and ARCH 5360 (4th semester) Building Systems and Environment - ability - benchmark of 80% has been met. These courses cover ASHRAE 90 energy code, ASTM fire tests & UL testing, Local Law 97, NYC Building Energy Efficiency Rating, NFRC, ASHRAE 62.2, LEED, WELL, IECC, Energy Star, Passive House and Plumbing code. Assessment methods are based on hand drawn diagram, labs, quizzes, mid-term and final exams.

- Professional Practice sequence, ARCH 4540/4550 Professional Practice 1 & 2 - 6th/7th semester - ability - benchmark of 80% has been met. These courses focus on professional ethics, legal, code/regulatory, contracts, stakeholders, business, ethics, and the practice of architecture. Assessment methods are based on tests, quizzes, homework, and assignments.

- Graduate Architecture Design studio sequence, ARCH 6610/6620 Graduate Architecture Design 3 & 4 (3rd & 4th) semester - ability - benchmark of 80% has been met. The research and design studio focuses on accessible/universal design, site conditions, regulatory requirements, life safety systems, and zoning requirements. Assessment methods are based on technical poster assignments and design synthesis.

Assessment Note: This content reinforces and tests the application of prior knowledge within the courses. In a further M.Arch. distinction, the module Bridge to Practice was incorporated into the CD sequence (spring 24) as part of the transition to the new M.Arch. curriculum and in response to NAAB 2020 conditions. Moving forward, ARCH 6320 Built Ecologies (CASE) will no longer be a required course, but instead will be provided as an elective course.

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:
This criterion is introduced and applied across the B.Arch. curriculum through a coordinated sequence of technical courses and design studios. The technical knowledge areas—structures, environmental systems, materials, construction, and digital design—are developed in parallel with studio work, allowing students to integrate learning directly into their design process. Benchmark data confirms students consistently meet or exceed performance thresholds. Key Course highlights include:

- ARCH 4740 (7th semester) Building Systems & Environment at an ability level, introduces thermal and visual comfort through hands-on analysis of indoor conditions. ARCH 4560 (8th semester) Materials and Enclosures at an ability level covers energy code, fire tests,

and UL testing. ARCH 4540 (7th semester) Professional Practice 1 provides an understanding of the process, building code analysis and documentation, and zoning concepts. Assessment methods are based on examination, and technical posters.

- ARCH 2820 (3rd semester) Architectural Design Studio 3 provides an ability level of understanding of reading and drawing of environmental systems, materials, and structures.
- ARCH 2330 (3rd semester) Structures 1 and ARCH 4330 Structures 2 are at an ability and reinforcement level, respectively, and focus on structural principles. Assessment methods are based on the quizzes and tests.

Assessment Note: As part of the continual improvement of the environmental technology sequence, and to better align the CLOs in BS&E with the Comprehensive Design Studios, the CLOs for Building Systems and Environment and Materials and Enclosures have been relocated in Building Integration 1 & 2. The team was able to confirm compliance through review of the evidence provided within the digital team room.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
The M.Arch. program has a maintained focus on technical knowledge reinforced through their sequence of classes that includes structures, environmental, construction systems, building systems & enclosures, and digital design & representation. Graduate studios work coincides with such technical courses to ensure application of skills and information gained in design projects. Such implementation was evident in student work and review of documents. The strength of this content in the programs exhibits alignment with the mission of the school and institute. Courses are assigned specific outcomes in accordance with the program matrix.

In response to assessment, the school has made and is making substantial changes to their technical sequence, developing an impressive multi-course sequence starting with building integration courses that prepare students for Comprehensive Design Studio and culminating in the new "Bridge to Practice" class that was previously a module in a larger course. It is expected that this change will pay noticeable dividends to students' understanding and application of building technology. Other classes that are included in this sequence or augment it are ARCH 6320 Built Ecologies 1, Environmental Parametrics, ARCH 5380 Professional Practice 1, ARCH 5360 Building Systems and Environment, ARCH 5340 Materials and Enclosures, ARCH 5140 Structures 1, ARCH 5150 Structures 2, and more.

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:
The B.Arch. program shows compliance with this criterion throughout the design studio sequence, culminating in *ARCH 4820 Comprehensive Design 1* where evidence was provided. RPI graduates are sought out due to their particular skills in critical thinking.

The program introduces concepts of design synthesis early in the design studio sequence, beginning in Semester 2 with *ARCH 4090 Architectural Case Studies*. In this course, students analyze single-family residential dwellings, exploring how various factors—including site conditions, programmatic requirements, environmental analysis, and structural considerations—influence design decisions. These foundational lessons are reinforced in Semester 3 through *ARCH 2820 Architectural Design Studio 3*, where students engage with more complex issues such as accessibility, diverse stakeholder needs, topography, and solar orientation, further integrating these factors into their design process.

In Semester 4, *ARCH 2830 Architectural Design Studio 4* advances these skills by pairing students to tackle multifamily housing projects. Here, students address zoning constraints, egress design, and daylighting analysis, with coordinated instruction alongside *ARCH 2360 Environmental and Ecological Systems* to strengthen understanding of building performance and environmental integration.

The culmination of this progression is *ARCH 4820 Comprehensive Design 1* in Semester 5, where the course learning outcomes are directly mapped to SC.5 Design Synthesis. Students individually develop a 40,000-square-foot branch library adjacent to the High Line in the Chelsea neighborhood of New York City. The studio is structured incrementally, guiding students to integrate complex layers of design decisions over the course of the semester. Key focus areas include:

- Site-specific challenges such as elevated ground conditions and flood resilience
- Compliance with New York City zoning and regulatory ordinances
- Program development responsive to diverse user needs
- Solar orientation and facade design to optimize energy performance
- Code-compliant egress strategies
- Barrier-free accessibility throughout the project

Students document their design process through comprehensive Technical Posters, effectively illustrating how they synthesize technical, regulatory, and conceptual information into cohesive architectural solutions.

During the visit, the team observed comprehensive students engaged with faculty during studio discussions, confirming a strong culture of iterative feedback and clear integration of technical and design considerations. The team also reviewed student work in the form of full-size drawing sets, posters, as well as physical models to confirm the presence of required deliverables mapped to the student learning outcomes.

Assessment Note: The program maintains a rigorous assessment process for design synthesis. Individual criteria which align with and expand upon the NAAB sub-criterion SC5.1 - SC5.5 are carefully evaluated to ensure all students meet benchmark expectations at each stage of development. In addition to faculty evaluation, student work is reviewed by external practitioners, providing valuable professional perspectives and aligning academic outcomes with industry standards. Following these reviews, faculty convene with external jurors to discuss student performance and the evolving nature of the studio requirements. These dialogues inform iterative improvements to both studio content and assessment methods.

Through continual improvement to student learning outcomes, this criterion will see a notable change to the curriculum. Beginning in the 2024-25 academic year, rather than at multiple points throughout the curriculum, the 4th year of the B.Arch. program is now an intentionally focused

year, reinforcing the Comprehensive Design (CD) sequence. Each semester the lecture courses for professional practice and building integration are both co-requisite courses to the studio. Thus the design synthesis student learning outcomes introduced within the lecture course is then immediately applied to the design work in the studio. This approach occurs in both the fall and spring semesters.

ARCH 4560 Materials and Enclosures and ARCH 4740 Building Systems and Environment are being sunset, and new courses ARCH 4320 Building Integration 1 (design) and ARCH 4325 Building Integration 2 (practice) are now a co-requisite with ARCH 4820 Comprehensive Design 1 and ARCH 4830 Comprehensive Design 2, respectfully. These changes will provide further improvements to the integration of LEED daylighting criteria and thermal performance as iterative tools being applied to the studio design work. Similarly, ARCH 4540 Professional Practice 1 and ARCH 4550 Professional Practice will complement the comprehensive studio design sequence.

M.ARCH.

Team Findings: Not Met

2025 Team Analysis:
The criterion is not met for the M.Arch. program. Specifically the sub-criterion of site conditions has not been consistently demonstrated, at an ability level, in the evidence provided.

Due to recently low enrollment in the M.Arch. curriculum, the amount of evidence provided was limited to only two students. The visiting team feels confident the noted deficiency is already in the process of being addressed through the assessment process and continual improvements identified to the M.Arch. curriculum.

Where the B.Arch. program has its Comprehensive Design sequence focused in one year of the curriculum, the M.Arch. is strategically different. Previously the Comprehensive Design studio took part in the second year of the M.Arch. program and was nested within the B.Arch. program. Moving forward, beginning in the 2024-25 academic year, the M.Arch. students will have a Comprehensive Design (CD) sequence spread across 2 years, a total of 4 semesters, allowing more time to reinforce the student learning outcomes into the studio work.

The CD sequence begins in the second year where two courses, ARCH 5340 Materials and Enclosures and ARCH 5360 Building Systems and Environment,Brid are being sunset, and new courses ARCH 5320 Building Integration 1 (design) and ARCH 5325 Building Integration 2 (practice) are now a co-requisite with ARCH 6610 GAD-3 and ARCH 6620 GAD-4 while the M.Arch. students at the Troy, NY campus. ARCH 5390 Professional Practice 2 will remain as a course occurring during the second year of the M.Arch. curriculum.

During the third year, M.Arch. students will now attend CASE in Brooklyn, NY where they will take part in a single Comprehensive Design studio (ARCH 6630 GAD-5) and its co-requisite ARCH 5380 Professional Practice. In their final semester of study a new course, ARCH 6635 Bridge to Practice will further support the comprehensive design student learning outcomes while complimenting the final design studio.

The other sub-criteria, including user requirements, regulatory requirements, accessibility, and measurable environmental impacts, have been met throughout the Comprehensive Design sequence.

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:
The B.Arch. program builds toward building integration throughout the studio sequence, culminating in the Comprehensive Design semesters, where most of SC.6 learning objectives are identified in full. Building Systems including building envelope systems, structural systems, environmental control systems, life safety systems, and measurable outcomes of building performance are introduced progressively through much of the design studio sequence. CDS 2 focuses on envelope design in detail, environmental and building performance modeling, drawings, and tech sheets. Much assessment is paid to ensuring students can execute an adequate understanding of envelopes in their CDS 2 final project. This content is supported alongside studios by classes such as ARCH 4540 Professional Practice 1, ARCH 4560 Materials and Enclosures, ARCH 4740 Building Systems & Environments and others to varying degrees.

Evidence of student work shared within the team room included work demonstrating inclusion of environmental impacts, characteristics of materials and building enclosures, climate literacy, understanding of structural principles in layout and sizing, load transfer, different materials systems such as steel and concrete, advanced construction systems, seismic design, proper use of environmental control systems, understanding of active and passive systems, proper modes of egress and safety systems.

Assessment Note: The program maintains a rigorous assessment process for design integration. Individual criteria which align with and expand upon the NAAB sub-criterion SC5.1 - SC5.5 are carefully evaluated to ensure all students meet benchmark expectations at each stage of development. In addition to faculty evaluation, student work is reviewed by external practitioners, providing valuable professional perspectives and aligning academic outcomes with industry standards. Following these reviews, faculty convene with external jurors to discuss student performance and the evolving nature of the studio requirements. These dialogues inform iterative improvements to both studio content and assessment methods. Students who are struggling with the prescribed outcomes are assisted through the Early Warning System (EWS) and CDS tutoring programs as need is indicated through mid-term reviews.

Through continual improvement to student learning outcomes, this criterion will see a notable change to the curriculum. Beginning in the 2024-25 academic year, rather than at multiple points throughout the curriculum, the 4th year of the B.Arch. program is now an intentionally focused year, reinforcing the Comprehensive Design (CD) sequence. Each semester the lecture courses for professional practice and building integration are both co-requisite courses to the studio. Thus the design synthesis student learning outcomes introduced within the lecture course is then immediately applied to the design work in the studio. This approach occurs in both the fall and spring semesters.

ARCH 2360 Environmental & Ecological Systems and ARCH 4740 Building Systems and Environment are being sunset, and new courses ARCH 4320 Building Integration 1 (design) and ARCH 4325 Building Integration 2 (practice) are now a co-requisite with ARCH 4820 Comprehensive Design 1 and ARCH 4830 Comprehensive Design 2, respectfully. These changes

will provide further improvements to the integration of LEED daylighting criteria and thermal performance as iterative tools being applied to the studio design work. Similarly, ARCH 4540 Professional Practice 1 and ARCH 4550 Professional Practice will complement the comprehensive studio design sequence.

M.ARCH.

Team Findings: Met

2025 Team Analysis:
In the M.Arch. program, SC.6 is introduced through studios and technical course sequences. The integration of the sub-criterion is introduced, reinforced, and emphasized throughout the M.Arch. curriculum, culminating in ARCH 6630-GAD 5 Comprehensive Design (CD) Studio and ARCH 5390 Bridge to Practice module in the spring of the 3rd year.

In their last semester, students develop projects that address SC.6.1 through detailed façade strategies, envelope detailing, and analysis of building performance relative to site, climate, and technical systems. Structural models and digital modeling are made to demonstrate 6.2. Coursework in the structures sequence leads to application in the CD studio. The M.Arch. program fulfills SC 6.3 by emphasizing integrated design development that addresses construction, documentation, and the resolution of technological, material, regulatory, and environmental factors. SC 6.4, Life safety systems are drawn and analyzed in CD and Bridge to Practice. Measurable outcomes of building performance (SC 6.5) come into focus in Bridge to Practice where modeling and presentation of proven environmental impacts, characteristics of materials and building enclosures, and interpreted climate data are diagramed. All these aspects of SC 6 being clearly communicated in these courses makes the last semester, including CD and Bridge to Practice (currently in Pro Practice 2), a professional capstone that integrates what students have done in the Building Integration and Structures course sequences, ensuring students are technically and professionally prepared.

The effectiveness of points within SC 6 are assessed through many means, including studio reviews, the joint CDS a / CDS 2 Awards review, the External Peer Advisory Committee, the Faculty Assessment Survey, Internal Assessment Committee, the Faculty Retreat, SOA Teaching and Learning Culture Survey, and more. Students who are struggling with the prescribed outcomes are assisted through the Early Warning System (EWS) and CDS tutoring programs as need is indicated through mid-term reviews.

Assessment note: Beginning in AY ’24-25 the M.Arch. program will see a notable change to when and how Comprehensive Design will be introduced and reinforced throughout the 3 year curriculum. This is a unique approach to the M.Arch. program, significantly different from the B.Arch. program. During the second year, Building Integration (BI-1 and BI-2) sequences will now be taught as preparatory courses to the CDS sequence and use a case study rather than a studio project. The entire third year will now be taught at CASE in Brooklyn where detailed development of a single project will occur. During the fall, the CD studio will be taught with the co-requisite Professional Practice 1 course, and in the spring ARCH 6635 Bridge to Practice will incorporate focused technical vignettes that address key aspects of envelope integration. By spending the final year in Brooklyn, a significant focus of professional reviews by practicing engineers/architects will enable detailed critique and individualized feedback on technical design performance, particularly regarding envelope system integration.

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:
According to the RPI website, in early 2023, Rensselaer started a comprehensive self-study process for institutional accreditation by the Middle States Commission on Higher Education (MSCHE). A preliminary visit was held on October 17, 2024, and engaged with Rensselaer's Board of Trustees, senior leadership, faculty, staff, and students. A final team visit by MSCHE reviewers is scheduled for April 6-9, 2025 (less than a week following the NAAB visit). Later in 2025 a MSCHE Committee on Evaluation will meet to act on Rensselaer's Self-Study Report and a MSCHE ''action'' letter will be sent to the president of the Institute.

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.

Team Findings:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with this condition.

B.ARCH.
The B. Arch program is a five-year professional degree program requiring 172 credits.

- 40 credits in general studies
- 108 credits in core (professional) studies
- 12 credits in professional options
- 12 credits in general optional studies

Core studies are structured around a sequence of design studios, beginning with foundational skills and advancing to complex projects that culminate in a comprehensive final project or thesis. Courses in building systems, structures, and environmental controls ensure students gain technical proficiency, while architectural history and theory provide a critical understanding of the cultural and theoretical frameworks that shape architectural practice. Professional practice courses prepare students for the business aspects of the profession, covering ethics, project management, and contracts.

General and optional studies are closely connected to the professional curriculum, providing a well-rounded education. General education courses in the humanities, social sciences, mathematics, and natural sciences are integrated into the program to develop critical thinking, communication, and analytical skills. Optional studies, including minors, concentrations, and study abroad programs, allow students to tailor their education to their interests and career goals further enhancing their expertise and global perspective in architecture.

Through the Rensselaer's All-Institute ARCH AWAY Program, all B.Arch. students entering in fall '24 are required to complete (2) Individualized Learning Experiences, during the summers or during a semester, prior to graduation in the form of an Internship, Community Engagement opportunity, Research experience or Self Design experience. One way the B.Arch. curriculum supports these requirements is the flexible, yet structured 3rd year, where students can select from a range of optional studies to enhance the academic experience, including study abroad programs, vertical options studios, the CASE Program, and special seminars like the Bedford Chair program.

M.ARCH.

The M.Arch. program three-year professional degree program requiring 100 credits.

- 82 credits dedicated to core (professional) studies
- 10 credits in professional options
- 8 credits in general optional studies

The M.Arch. program is open to applicants with a bachelor's degree in any discipline or field of study. Students apply from diverse backgrounds, including liberal arts, design, science, and engineering disciplines. With the prior degree, the School of Architecture counts 120 credits towards general studies.

The M.Arch. program offers an Advanced Standing option for students with a pre-professional degree in architecture. If admitted with Advanced Standing, students can receive waivers for up to 33 credits, reducing the total required credits from 100 to 67, which allows them to start in the 2nd year and complete the program within 2 years (4 semesters) of full-time study.

Core studies include design studios, advanced technology, and history/theory courses. Though the curriculum is rigid, there remains flexibility for optional studies which allows for specialization through electives or research opportunities provided at CASE. Additionally, there are course offerings in Architectural Acoustics and Lighting for a more interdisciplinary experience.

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.

Team Findings:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with this condition.

B.ARCH.
4.3.1: The B.Arch. program has established a process for evaluating the preparatory education of incoming students. The evaluation process ensures that each student's prior academic experience aligns with NAAB accreditation criteria and provides a clear framework for identifying any gaps that may need to be addressed. Faculty and admissions staff collaborate to evaluate transcripts, portfolios, and course syllabi to determine the extent to which incoming students have satisfied required competencies. This evaluation is conducted equitably, ensuring that students from diverse educational backgrounds receive fair consideration based on their academic experiences and achievements.

4.3.2: The B.Arch. program commonly admits students into the second year of the program. Approximately 4-5 students a year transfer from Hudson Valley Community College. Each transfer student is reviewed on a case by case basis, there are no formal articulation agreements with other schools.
The admissions process for first-time applicants includes:

- Evaluation of academic performance, standardized test scores (optional), personal statement, and extracurricular involvement.
- High School Transcript.
- Portfolio showcasing creative work, assessed by the School of Architecture faculty.
- Recommendation letter from a teacher or counselor.
- Résumé documenting extracurricular activities, internships, and community involvement.
- A personal statement reviewed for writing style, content, and purpose.
- For international applicant Requirements, english proficiency tests and financial statements, is required.

This process and evidence was confirmed during on-site meetings with admissions staff.

4.3.3: The B.Arch. program communicates the evaluation process to applicants during the admissions cycle. Prospective students receive detailed information on how their previous coursework will be assessed and the potential impact on the duration of their professional degree program. This ensures that candidates fully understand their standing before accepting an offer of admission, allowing them to make informed decisions about their academic and professional trajectories.

M.ARCH.
4.3.1: The M.Arch. program has a similar approach to admissions to the B.Arch. program. The same equitable evaluation of applicants takes place, evaluating prior academic experience alignment with the NAAB accreditation criteria. The M.Arch. program encourages candidates to have within their undergraduate studies a course in free-hand or life-study drawing, 8 to 10 courses in humanities and social sciences, 1 year of mathematics with a course in calculus, a course in physics, and additional courses in the sciences. A portfolio of creative works and critical commentary on those works is required for admission. International applicants whose native

language is not English are required to provide minimum test scores for TOEFL, IELTS, Duolingo, or PTE.
4.3.2: The M.Arch. program allows students who have completed a pre-professional degree in architecture to be considered for Advanced Standing, receiving waivers for courses totaling up to 33 credits. Students entering the program with Advanced Standing begin their studies in the fall of the 2nd year of the curriculum and will be expected to complete their degree within 2 years (4 semesters) of full-time coursework.

In all cases students applying for 'advance standing' in the M. Arch program must be admitted into the program through the admission requirements listed above (See 4.3.1. above). The process of evaluation is divided into two categories, design courses and technical + History Theory Criticism (HTC) courses. The application documents are reviewed at both the University and School levels. At the School, the admission committee comprises faculty member/ coordinator who are responsible for the evaluation of the applicants' documents, including transcript and additional course descriptions and syllabi provided. An M.Arch. Evaluation of Preparatory Education Assessment Matrix is utilized for fairness and equality purposes. In each case, the faculty member/coordinator responsible for the course reviews the incoming student's transcript and course description, syllabi information along with examples of work produced in the course where necessary. This process and evidence was confirmed during on-site meetings with admissions staff.

4.3.3: The M.Arch. program communicates the evaluation process to applicants during the admissions cycle through their website. Prospective students receive detailed information on how their previous coursework will be assessed and the potential impact on the duration of their professional degree 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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with this condition.

5.1.1: The program has demonstrated compliance with NAAB's Administrative Structure condition, evidenced on pages 117-118 of the APR.

The M.Arch. Program is administered by the Graduate Program Co-Directors who reports to the Graduate Associate Dean, and who in turn reports to the Dean and Institute's Vice Provost and Dean for Graduate Education. The School of Architecture Curriculum Committee proposes,

reviews, and approves all curricular changes, and its recommendations are forwarded to the Dean and if required to the Faculty Senate Curriculum Committee, Provost, President, and the New York State Education Department for approval.

The B.Arch. Program is administered by the Undergraduate Associate Dean, who reports to the Dean. The School's Curriculum Committee is co-chaired by the Undergraduate Associate Dean and the Undergraduate Chair, with 5-6 tenured and tenure-track faculty, addresses all curriculum related issues. The School of Architecture Curriculum Committee proposes, reviews, and approves all curricular changes, and its recommendations are forwarded to the Dean and if required to the Faculty Senate Curriculum Committee, Provost, President, and the New York State Education Department for approval. The Committee also establishes task groups and consults Dean's Student Advisory Council for complex issues and changes to the curriculum.

The School of Architecture is administered by the Dean and its leadership team includes Undergraduate Associate Dean, Graduate Associate Dean, Undergraduate Chair, and Graduate Program Co-Directors. All faculty report to the Dean directly, while Research Faculty and Specialists report to the Center Directors.

The Institute is a private university where the President sets the vision and mission along with the Board of Trustees where they oversee the governance of the Institute. The Trustees safeguards the Institute's mission and adheres with the public trust by overseeing strategic decisions. The President's cabinet consists of the Provost, 10 Vice Presidents, the Chief of Staff, the Secretary of the Institute, and the General Counsel. There are 5 schools in the Institute and are overseen by 5 Deans who report to the Provost, as the Chief Academic Officer of the Institute. The 5 Deans also forms the Provost's Dean Council along with the Vice Provost and Dean of Undergraduate Education, and the Vice Provost and Dean of Graduate Education. Each Dean oversees all reporting, planning, hiring, and short term and long term visioning of their respective school. The team has verified evidence through meetings with students, faculty and program directors.

5.1.2: Both the B.Arch. and M.Arch. programs have demonstrated compliance with NAAB's Governance condition, evidenced on pages 117-119 of the APR. A majority of full-time faculty are involved in the governance of the program as large number of tenured and tenure-track faculty participate in the school's leadership team as well as curriculum committee. Lecturers, Professors in Practice, and Adjunct faculty are regularly consulted related to specific to their respective area group.

The Dean and its leadership team meet with Administrative, IT, Library, and Shop staff to review and strengthen support to ensure the performance of the academic programs. The students participate in the program governance in the form of the Dean's Student Advisory Council. Its membership is made up of student-selected representatives from each undergraduate and graduate class, and the leaders of AIAS and NOMAS.

In addition to the School Curriculum Committee, there are several other committees where faculty engages in the program's governance. In the Faculty Search Committee, faculty can review the program faculty search needs and procedures. In the Pedagogical Innovation Committee, faculty review ongoing technological changes in teaching and make recommendations to the Dean. In the Library Committee, faculty and students review literature requests as well as other information resources related concerns. Lastly, other committees or task groups are organized as needed, for example, the NAAB Preparation Committee or the Tenure and Promotion Standards Committee. The team has verified evidence through meetings with students, faculty and program directors.

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 multiyear 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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:

Both the B.Arch. and M.Arch. programs have demonstrated compliance with this condition.

5.2.1: Both the B.Arch. and M.Arch. programs ensures continuous improvement through a structured planning process that integrates multiyear strategic objectives with institutional strategic planning and assessment efforts. The annual performance planning moves from the school level to the Institute level, aligning strategic objectives with RPI's highest priorities. Budget plans, faculty hiring, and new initiatives are developed in coordination with the Dean's Council, President's Cabinet, and Provost. The Curriculum Committee meets bi-weekly to oversee curricular revisions, new program proposals, accreditation compliance, and internal policy changes. Ongoing comprehensive reviews assess the program against professional trends, accreditation standards, and institutional goals. The program employs outcome-based learning, supported by the Institute's Assessment Committee and HelioCampus, a centralized learning outcomes tracking system. Faculty assess course effectiveness each semester through HelioCampus, ensuring alignment with NAAB standards. Data sources informing learning outcomes include NAAB Conditions, peer institution curricula, student advisory feedback, ARE pass rates, and faculty expertise. Through these mechanisms, the program ensures continuous alignment with institutional goals, NAAB accreditation requirements, and evolving professional standards.

5.2.2: Both the B.Arch. and M.Arch. programs has identified 30 specific indicators to evaluate the PCs. Through strategic refinements in scheduling, coordination, and communication, these activities have been streamlined to set benchmarks and track progress. Significant planning and effort have gone into creating a structured process for gathering data each semester and visually presenting it in an accessible format for faculty, staff, and students. A comprehensive list of courses, outcomes, and indicators associated with the PCs and SCs is available for reference.

5.2.3: To fulfill accreditation criteria for showcasing a structured approach to ongoing enhancement, the school is responding to its advantages, obstacles, and potential growth areas. Continuous initiatives to strengthen faculty support, administrative infrastructure, and campus amenities demonstrate our commitment to advancing educational quality and responding to changing demands. This forward-thinking strategy guarantees compliance with accreditation expectations while reinforcing our core mission of excellence and innovation in academia.

5.2.4: Administrative support has declined due to staff departures, creating operational challenges. Filling key vacancies is essential to sustain efficiency and manage increasing administrative demands. Facility upgrades, including classrooms, faculty offices, and studio workstations, have improved the learning environment. However, space shortages and the need for ongoing technological investments persist. The institutional backing for faculty expansion, administrative staffing, and infrastructure development will be critical to maintaining academic excellence and continuous improvement.

5.2.5: The school actively seeks input from professionals and experts to refine its curriculum and improve educational outcomes. Faculty and administrators engage with industry leaders through various initiatives, ensuring continuous self-evaluation and the integration of best practices. The Dean receives feedback from the Dean's Leadership Council, which consists of experienced practitioners nationwide, who contribute insights on curriculum design, career development, student organizations, and fundraising to meet accreditation standards. The school has established an external peer review system, where both practitioners and academics evaluate student work in Comprehensive Design Studios. Additionally, guest reviewers participate in midterm and final public critiques, offering diverse perspectives on student projects and teaching methods. The Dean remains engaged with evolving trends in architectural education. His regular meetings with university leadership, including the Provost and the Board of Trustees, ensure the school remains responsive to institutional priorities and industry developments.

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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with this condition.

5.3.1: The assessment of the curriculum employs a comprehensive, multi-layered approach that integrates both direct and indirect evaluation methods to measure student learning outcomes, particularly in alignment with NAAB standards. This process has interconnected components, each occurring at designated intervals. Examples are in CD1 and CD2. The process includes the following:

- External Evaluation is conducted by the Dean's Leadership Council, which is composed of alumni and industry leaders and provides critical insights into evolving trends and curriculum development. Their engagement includes reviewing school-wide updates, accreditation progress, and student work in relation to NAAB criteria, ensuring the program reflects current professional practices. Additionally, all design studios participate in public reviews by guest critics and peers at midterm and finals. A peer

review panel evaluates student work using structured rubrics to assess design integration and pedagogical effectiveness, ending in discussions on program improvements.

- Faculty Senate Curriculum Committee reviews the curriculum and oversees course development, modifications, and assessment methodologies to maintain alignment with broader academic standards.
- The Program Curriculum Committee meets regularly to produce findings from internal and external assessments to identify gaps and recommend curriculum updates. It plays a pivotal role in maintaining program relevance and ensuring compliance with NAAB accreditation standards.
- Student and Faculty Assessments conduct internal evaluation each semester where faculty assess course effectiveness and students provide self-reflections on learning outcomes. The collected data informs targeted curricular improvements.
- The Internal Assessment Committee focuses on reviewing borderline student work and applies consistent grading measures across critical courses like Comprehensive Design Studios 1 & 2, confirming fairness and academic rigor.
- Academic Retreat is held at the end of each term, faculty convene to review assessment data, leading to discussions on curricular adjustments. These retreats ensure continuous refinement of the program, with biennial benchmark reviews guiding long-term development.

5.3.2: Directors, Co-Directors, and Coordinators play key roles in bridging communication between the Curriculum Committee and the faculty teaching specific courses or years in the program. Each year has an assigned coordinator who provides the committee with valuable feedback on issues like student performance, faculty concerns, and student responses. This feedback informs the committee's decisions and influences changes to the curriculum. In return, the committee shares its decisions with the coordinators, ensuring that any modifications are effectively communicated and implemented across the program. Some members of the Curriculum Committee also serve as coordinators, establishing a direct link between the committee's decisions and the practical execution of the curriculum.

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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with this condition.

5.4.1: Both the B.Arch. and M.Arch. programs have demonstrated compliance with NAAB's faculty workload balance condition, evidenced on pages 126-127. Tenured/tenure-track faculty and teaching faculty are supported by course assistants to ensure a rich exchange between students and faculty. Tenured and tenure-track faculty have a 4-course load per year and this can be adjusted based upon release time granted by the Dean. Studio instructors typically teach one studio course and one seminar course per semester, while non-studio instructors typically teach 2-3 courses per semester. Faculty workload is reviewed and adjusted each year based on time demand from administrative roles, service related responsibilities, or research obligations. The team has verified evidence through meetings with students, faculty and program directors.

5.4.2: Both the B.Arch. and M.Arch. programs have demonstrated compliance with NAAB's Architect Licensing Advisor condition, evidenced on page 127. As the school's Architect Licensing Advisor, Prof. Lonn Combs organizes mandatory meetings with 1st year professional program students to review necessary information regarding licensure, including NCARB record, Intern Development Program, and the Architecture Registration Exam. Prof. Combs also provides optional meetings to upper level students regarding any professional advising and internship questions. The team has verified evidence through meetings with students, faculty and program directors.

5.4.3: Both the B.Arch. and M.Arch. programs have demonstrated compliance with NAAB's faculty and staff professional development condition, evidenced on page 127. The school provides opportunities for faculty to remain current with the professional development with an explicit understanding of their active employment commitment of 9 months per year. Faculty may choose the remaining time to pursue professional advancement via scholarly research and or professional practices. The team has verified evidence through meetings with students, faculty and program directors.

5.4.4: Both the B.Arch. and M.Arch. programs have demonstrated compliance with NAAB's student support services condition, evidenced on pages 127-128. The school provides a collection of support services beginning with a dedicated faculty academic advisor for each undergraduate student to provide support for academic, personal, and career guidance. Graduate students received guidance from their M.ARCH. Co-Directors. In addition, the school also provides support in the form of Electronic Warning System, CLASS Deans (Clustered Learning, Advocacy and Support for Students) in Student Life, and the ALAC (Advising & Learning Assistance Center). Graduate students also receive additional support from the Office of Graduate Education. The school's annual Career fair and its career development program, ''Blast-Off'', provide opportunities for students to meet prospective employers as well as personal discussions with faculty mentors regarding career paths, graduate schools, and international opportunities. The team has verified evidence through meetings with students, faculty and program directors.

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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with this condition.

5.5.1: The Office of Multicultural Programs works to promote cultural awareness and inclusion across the campus, offering DEI (Diversity, Equity, and Inclusion) training, hosting events such as the Diversity and Inclusion Speaker Series, and supporting underrepresented groups. The Institute also has 25 multicultural student clubs and 10 religious organizations, furthering its commitment to diversity through various annual events. The Latin American Study Abroad Initiative seeks to expose students to the cultural and architectural traditions of South America, enriching their educational experience and improving the School's global presence. Additionally, Safe Zone Training is conducted annually to raise awareness about the LGBTQ+ community among faculty and staff.

5.5.2: The Institute and School have made notable strides towards improving a diversity of faculty that more closely represents the program's mission. The School continues to have success in attracting strong faculty. However, retaining faculty remains a challenge as key departures over recent years have impacted the overall makeup of the faculty.

At the time of the visit, the School of Architecture faculty demographics are approximately 22% women and 34% underrepresented minorities, compared to the student body, which is approximately 60% women and 58% underrepresented minorities. The School's goal is to better align faculty demographics with those of the students and relevant benchmarks. The School is committed to establishing a diverse and inclusive environment that supports the academic and professional growth of all members of the School of Architecture.

To increase student diversity, the School's recruitment efforts target diverse high schools across the country, such as DASH High School, Brooklyn Tech, and Bronx Science. Building strong relationships with these schools is essential to creating pathways for diverse students to join the School of Architecture. The American Institute of Architecture Students (AIAS) and the National Organization of Minority Architects (NOMAS) are supported by the School and play an active role in promoting diversity.

RPI supports increasing the representation of underrepresented and female students in architecture through initiatives like the Harlem Academy. This program introduces high-potential 7th and 8th graders to architecture, engineering, and technology, with School of

Architecture students mentoring and guiding participants. The program aims to provide underserved children with educational opportunities and help them engage with higher education and STEM fields.

Looking ahead, the School aims to further strengthen their diversity and inclusion initiatives through outreach strategies that attract a diverse pool of candidates for faculty and staff positions and expand partnerships with organizations serving underrepresented communities. Through these ongoing efforts, the School is committed to establishing a diverse and inclusive environment that supports the academic and professional growth of all members of the School of Architecture.

5.5.3: In 2020, the Dean's Leadership Council established the Diversity and Inclusion Student Scholarship Fund, aimed at providing financial support to underrepresented minority students. This initiative underscores the School's commitment to diversity and inclusion by addressing financial barriers. Additionally, the Dean's Leadership Council launched the City of Chicago Internship Program, offering a competitive opportunity for 3-5 B.Arch. students annually. This program, a collaboration with the City of Chicago's Department of Planning and Development, selects candidates based on their passion for urban design and commitment to serving diverse communities. Final selection of candidates is made by the Department of Planning and Development.

5.5.4: Both the B.Arch. and M.Arch. programs abides with the RPI policies that no one is excluded from participation or benefits due to characteristics such as race, color, religion, sex, gender identity, disability, military status, genetic information, or other legally protected statuses. This includes safeguarding against discrimination, harassment, and sexual misconduct, such as sexual harassment, violence, intimate partner violence, and stalking, which may limit an individual's ability to fully engage with the Institute's programs and activities. The Institute also upholds equal employment and educational opportunities for everyone, which applies to recruitment, admissions, employment, and the operation of its programs. The Institute provides avenues for reporting incidents of discrimination, harassment, or sexual misconduct, including the option for anonymous complaints. Reports can be filed through the website or by contacting Title IX Coordinators or the Department of Public Safety. The program demonstrates its inclusive and adaptable space for everyone in our community through the accessible features to support diverse needs within classrooms and work areas. The Office of Disability Services (DSS) is instrumental in providing tailored support, offering assistance with specialized equipment, collaborating with faculty, and directing individuals to external resources when necessary. Title IX compliance link provides information about the Institute's policies and procedures.

5.5.5: Both the B.Arch. and M.Arch. programs demonstrates its inclusive and adaptable space for everyone in the community through the accessible features to support diverse needs within classrooms and work areas. The Office of Disability Services (DSS) is instrumental in providing tailored support, offering assistance with specialized equipment, collaborating with faculty, and directing individuals to external resources when necessary. The Counseling Center offers mental health services, including both individual and group therapy, to help students manage personal and academic challenges. The Student Health Center provides a range of healthcare services, from urgent care to specialty referrals. Their systems meet the diverse needs of the community, with availability of accessible academic tools and support.

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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with this condition.

5.6.1: The school occupies the Greene Building on the RPI main campus in Troy, where most of their classes take place. While nearly 100 years old, the building provides acceptable studio spaces for both programs. Studios are open and shared by sections in given levels, creating an active setting of sharing and visible collaboration. Studio-related activities that include specialized studies and making, such as those for fabrications, lighting, acoustic and/or environmental research and instruction, are in proximity to studio spaces providing access and integration of specialized work into the design curriculum.

Some of the advanced studio-based learning related to specific technologies occur in spaces elsewhere and off-campus as needed. For example, spaces at EMPAC and CRAIVE Lab host studios using the immersive environments they house.

The M.Arch. program has a required semester (moving to a full year) at CASE in Brooklyn, NY. Select B.Arch. students also spend a semester at CASE. The space is supportive of studio-based learning and encourages collaboration. If desirable, there is additional space to expand with relative ease at the Industry City building complex.

5.6.2: The school and its faculty use its spaces well. Seminar spaces are located throughout Greene Hall and adjacent buildings provide other viable classroom spaces. Specialized labs facilities encourage didactic, interactive, and topic-specific learning. Spaces in Greene such as the CASE Lab, the acoustics lab, and more as well as those outside of the building like the CRAIVE Lab and EMPAC spaces, along with CASE in Brooklyn, are examples of such spatial resources and uses. The shop and fabrication spaces are well-appointed and active. While Greene does not hold a large lecture hall, EMPAC and other buildings on campus do.

5.6.3: Faculty offices are located throughout Greene Hall and provide adequate spaces for faculty to accomplish their many roles. Several of the offices have been updated recently with plans to continue renovating others over time. Private conversations for advising and mentoring take place in faculty offices.

5.6.4: The school helps faculty acquire the space and resources necessary for their research and teaching. Each corner seems to be specially fitted as best as possible to provide for such activities presenting a wide variety of options for formats and pedagogies. In particular, the school provides space and resources to advance work linked to its technological mission.

5.6.5: Security services to ensure the protection of data include the Rensselaer Enterprise Spam Interdiction Technology, or REPSITE, server that scans all email addressed to @rpi.edu and @lists.rpi.edu to detect possible spam and viruses. Rensselaer requires CrowdStrike Falcon, a next-generation antivirus product, to be used on all Institute-owned devices. Faculty and staff access to the School of Architecture's wireless networks, student advising records, human resources information, tele-conferencing, grading, cloud storage and email require multi-factor authentication, or MFA. Secure file sharing for their entire community is managed using BOX cloud storage. All faculty and staff laptops are encrypted using BitLocker to prevent ransomware attacks and are designed to protect data on lost or stolen devices. All departmental files, the School's publication archives, and financial records are backed up daily in the cloud.

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:
B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:

Both the B.Arch. and M.Arch. programs have demonstrated compliance with this condition. The program operates on an annual financial plan primarily funded through Education & General (E&G) allocations. Most of this budget (about 92%) is committed to full-time staff and faculty salaries and benefits. A smaller portion is allocated for other operational needs like software, travel, and supplies managed at the discretion of the Dean and Business Manager. Temporary funding is often granted to address short-term teaching needs caused by faculty absences or vacancies. These needs are assessed annually and submitted to the Provost for consideration. Capital improvement proposals undergo an institutional review process, with funds distributed based on alignment with key institutional goals and projected impact. The program oversees funding for facilities, student workers, lectures, publications, and recruiting. These make up a small percentage of the budget and may be supplemented with short-term funds to support adjunct and non-tenure faculty appointments. Endowment income supports various activities and positions, including global programs, teaching innovation, public lectures, and artist residencies. Specific named funds support targeted initiatives or are directed by the Dean for strategic purposes. Gifts to the School vary each year and can include support for interdisciplinary workshops, lecture series, and general funds.

Faculty compensation is managed through an annual merit process based on teaching, research, and service performance. Equity adjustments can be proposed to address salary disparities not necessarily linked to rank. Requests for tenure-track faculty lines are made through a planning process tied to long-term academic and university strategies. Scholarships and awards are available for need-based and merit-based purposes, supported by endowments, corporate sponsorships, and alumni contributions. Financial aid for undergraduate students is largely need-based and administered through FAFSA. RPI provides institutional aid considering academic and personal factors. The small number of graduate students is primarily a result of the university cap of 40% on graduate scholarships, adversely affecting enrollment. The School is optimistic about the potential for expanded student aid and merit-based scholarships, which will bolster the program's competitive position both domestically and internationally.

Financial resources were described in the APR. Evidence of adequate resources to support students' education, professional development, and program operation was verified through meetings with the dean, program directors, faculty, and students.

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:
B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with NAAB's information resources condition, evidenced on page 143-145, by providing equitable access to architecture literature and digital resources through both the Folsom Library and the dedicated Architecture Library in the Greene Building. The dedicated Architecture Library offers spaces and resources tailored to architectural education, including study areas, scanning & printing equipment, and access to key journals and visual materials. Its online guide supports users in navigating available resources.

Folsom Library houses over 400,000 volumes and provides access to more than 200 architecture-related databases such as JSTOR, Avery Index to Architectural Periodicals, and Artstor. Both libraries are supported by knowledgeable staff who offer in-person and online research consultations, instructional sessions, and tailored services. The library system is well-supported, including high-resolution scanners, printers, and software needed for architectural research, and staffed by professionals with expertise in architecture. The team has verified evidence through meetings with students, faculty and program directors.

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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch**.** programs have demonstrated compliance with NAAB's public information transparency requirements by ensuring that the NAAB-accredited degree statement is clearly available to students, faculty, and the public. The statement is prominently displayed on the program's Accreditation Information webpage, as well as within the Online Rensselaer Course Catalog, in the following locations:

- Course Catalog Architecture Page
- Course Catalog B.Arch. Page
- Course Catalog M.Arch. Page

The program website includes the full accreditation statement from the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, confirming compliance with publication requirements.

The School of Architecture provides clear details regarding the Bachelor of Architecture (B.Arch.) and Master of Architecture (M.Arch.) degree programs, including credit requirements and the date of the next accreditation visit in 2025. These details are accessible through institutional publications, ensuring transparency regarding program structure and accreditation status.

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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with NAAB's public access requirements by ensuring that all required accreditation documents are publicly available on the School of Architecture's Accreditation Information webpage. The webpage provides direct links to the NAAB website and all required accreditation documents, including:

- Conditions for Accreditation, 2020 Edition
- Conditions for Accreditation, 2014 Edition (in effect at time of last visit)
- Procedures for Accreditation, 2020 Edition
- Procedures for Accreditation, 2015 Edition (in effect at time of last visit)

These documents are accessible to students, faculty, and the public, ensuring transparency in accreditation policies, procedures, and historical accreditation standards.

The School of Architecture's website facilitates compliance by maintaining updated information and ensuring accessibility. This approach ensures that stakeholders, including prospective students and external reviewers, can easily locate and reference the necessary accreditation documentation.

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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
Both the B.Arch. and M.Arch. programs have demonstrated compliance with NAAB's career development and placement service requirements by ensuring that students and graduates have convenient access to career resources and employment planning tools. The Career Development webpage (https://www.arch.rpi.edu/career-development/) provides direct access to multiple institute-level career services, including:

- The Center for Career and Professional Development (CCPD) – Provides advising, career coaching, and employer networking opportunities.
- RPI Handshake – A job search and networking platform that connects students with employment and internship opportunities.
- RPI Alumni Career and Professional Development – Supports graduates with ongoing career guidance, networking, and employment assistance.

These resources equip students with the tools to develop, evaluate, and implement career and educational plans while fostering industry connections. The School of Architecture also facilitates professional engagement through career fairs, portfolio reviews, guest lectures, and employer networking events, further reinforcing career preparedness.

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:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:
The B.Arch. program has demonstrated compliance with NAAB's transparency requirements by providing online access to all required accreditation-related documents. The Accreditation Information webpage includes links to the most recent NAAB Decision Letter, Architecture Program Report (APR) submitted for the last visit, and NCARB ARE pass rates.

The M.Arch. program has demonstrated compliance with NAAB's transparency requirements by providing online access to all required accreditation-related documents. The Accreditation Information webpage includes links to the most recent NAAB Decision Letter, Architecture Program Report (APR) submitted for the last visit, and NCARB ARE pass rates.

6.5 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:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships

Team Findings:

B.ARCH.: Met

M.ARCH.: Met

2025 Team Analysis:

The program has made its admissions policies, requirements, and procedures publicly accessible via the Rensselaer School of Architecture website. The admissions information includes details for both first-time, first-year students and transfer students, as well as guidance on financial aid, scholarships, and diversity considerations.

For the B.Arch. program, the admissions process and requirements are outlined in multiple locations:

- Undergraduate Admission Requirements (b, e): https://www.arch.rpi.edu/apply/how-to-apply/
- Undergraduate Transfer Student Guidelines: https://www.arch.rpi.edu/apply/transfer-student-guidelines/
- Portfolio Guidelines (b): https://www.arch.rpi.edu/apply/portfolio-guidelines/

The program also provides direct links to institute-wide admissions policies:

- Undergraduate Admissions (a): https://admissions.rpi.edu/undergraduate/apply
- High School Preparation (b): https://admissions.rpi.edu/undergraduate/high-school-preparation
- Undergraduate Transfer Admissions (a): https://admissions.rpi.edu/undergraduate/transfer
- Financial Aid and Scholarship Requirements (d): https://admissions.rpi.edu/aid

For the M.Arch. program, the admissions process is similarly documented through the following links:

- Graduate Admission Requirements (b, e): https://www.arch.rpi.edu/apply/graduate/
- Master of Architecture Program Page: https://www.arch.rpi.edu/academic/graduate/master-of-architecture-professional/
- M.Arch. Advanced Standing Application Process (b, c): https://www.arch.rpi.edu/apply/march-advanced-standing-application/
- Course Equivalency Request Form (b, c): https://www.arch.rpi.edu/wp-content/uploads/CourseEquivalency_RequestForm_v2.pdf
- Portfolio Guidelines (b): https://www.arch.rpi.edu/apply/portfolio-guidelines/

Additionally, institutional admissions and financial aid information is publicly available:

- Graduate Admissions (a): https://admissions.rpi.edu/graduate/masters-and-phd-applicants
- International Students Additional Requirements (e): https://admissions.rpi.edu/graduate/masters-and-phd-applicants
- Financial Aid and Scholarship Requirements (d): https://admissions.rpi.edu/aid

A comprehensive review of all evidence included in these links is available at: https://www.arch.rpi.edu/apply.

6.6 Student Financial Information (*Guidelines*, p. 24)

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 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 demonstrated that students have access to comprehensive financial aid resources, ensuring transparency and guidance in financial planning. The Rensselaer School of Architecture website provides direct links to financial aid resources, including:

- Cost of Attendance
- Net Price Calculator
- Apply for Financial Aid
- Graduate Financial Aid
- Required Hardware and Software

The Financial Aid Office's webpage (https://admissions.rpi.edu/aid) serves as a centralized source of information for both prospective and current students, covering financial aid application processes, available grants and scholarships, and general tuition-related guidance.

For B.Arch. students, additional details regarding grants and scholarships are available on the Student Guide to Financial Aid page (https://admissions.rpi.edu/aid/guide). Similarly, M.Arch. students have access to a dedicated Graduate Student Financial Aid page (https://admissions.rpi.edu/aid/guide/graduate).

Additionally, the program ensures compliance with 6.6.2, which requires providing students with an initial estimate for all tuition, fees, books, supplies, and specialized materials. This information is available through the Institute Financial Aid webpage (https://admissions.rpi.edu/aid), giving students clear expectations regarding financial obligations throughout their degree program.

E. The Visiting Team

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F. Report Signatures

Respectfully Submitted,

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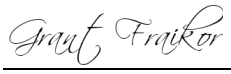

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