



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

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**State Board for Architecture
Board Meeting**

1411 Broadway (between 39th & 40th Streets) - Tenth Floor – Regents' Room – Manhattan

Thursday, February 5, 2026
10:00 am (*start time for meeting*)

Members of the public may attend and observe the meeting outside of the Executive Session

AGENDA

1. Executive Session
 - Disciplinary Cases
 - Practical Exam Candidate in May – Architect Volunteers
2. Public Session
 - Approval of Minutes
 - Board Chair Report
 - Board Office Report
 - Old Business
 - ICOR Practice Overlap Guidance Document
 - Licensure Trends in New York
 - Project Construction Cost Estimates – NYC
 - Architecture as STEM Profession
 - Possible Future Regulatory Amendments
 - Architect's Seal
 - Endorsement Pathway with UK
 - Women in Architecture Series
 - New Business
 - Private Design Build
 - Education / Experience Question
 - Professional Degrees
 - Professional Member Search
 - 2026 NCARB Annual Meeting – June 25-27
 - 2026 NCARB MBC/MBE Meeting – Oct. 9/10
 - Election of Chair and Vice Chair
 - Changes to the ARE Coming in 2026

7. Other Board Member Topics for Future Meetings
8. Adjournment

Next Meeting – *Wednesday, May 20, 2026 – NYC*

Minutes of the Meeting
State Board for Architecture
1411 Broadway; Regents' Room
New York, NY 10018

Present: Carol Bentel, Vice Chair
Greg Canaras
Giuseppe Lauro
Fred Mosher, Jr.
Anik Pearson
Joel Peterson
Talisha Sainvil

Absent: Nicole Dosso, Chair

Staff: Robert Lopez, Executive Secretary
Gina Sacco, Assistant in Professional
Education

November 13, 2025

OPEN SESSION

1. **Motion:** *Pearson/Mosher:* That the Board enter Executive Session.
2. The Board resumed Open Session.
3. **Approval of Minutes**
Motion: *Pearson/Peterson:* That the minutes of the August 6, 2025 meeting of the State Board for Architecture be approved.
PASSED UNANIMOUSLY.
4. **Board Chair Report**
In the Chair's absence, Vice Chair Bentel commented on the impact that losing foreign students has been having on collegiate institutions and architecture programs and will continue to have in the future.
5. **Board Office Report**
The Executive Secretary delivered the Board Office Report, which included updated statistics, recent activities, and proposed legislation. He noted that the bill to modernize continuing education (CE) requirements for landscape architects had passed both the Senate and Assembly but still has not yet been sent to the Executive. Board office staff met with NCARB representatives and discussed possible options for future NCARB transmittals and the upcoming competency changes.
6. **Old Business**
Project Construction Cost Estimates - NYC
In August, the Executive Secretary, Chair Dosso, and Member Pearson attended a virtual meeting with AIA NY staff and stakeholders. They discussed challenges with architects being asked to certify costs for NYC projects. Some solutions were discussed and the group felt it may be best to wait for the administration change that will occur shortly. It was suggested that AIA NY draft a letter outlining concerns related to this issue, and possibly other issues facing

architects who practice in NYC. The Board suggested other options, including some that may be proposed to solve the issue, including certified estimators, or scale-based costs that are transparent to architects and their clients.

Architecture as STEM

The profession of architecture does not have its own CIP Code Title in the Department of Homeland Security (DHS) STEM Designated Degree Program List. Architecture is included as its own CIP series and is designated as 04. The Executive Secretary described the efforts to date to remedy this and challenges related to ensuring that architecture have its own CIP code. He has discussed the matter with AIA NYS and with NCARB, and the matter appears to fit within AIA's purview. Member Peterson mentioned that the Deans of the Schools of Architecture will be meeting later this month at the Center for Architecture, and he may be able to discuss this at that meeting, as he will be attending. The Executive Secretary will share the materials collected to date with Member Peterson.

Endorsement Pathway with UK

This effort is currently paused, as the Department focuses on other high-priority initiatives, and will resume when capacity allows.

2025 NCARB Regional Summit – March 20/21, 2026 Architect Volunteer

The Executive Secretary requested an architect volunteer to attend the NCARB Regional Summit. The volunteer should notify the Executive Secretary of their ability to attend by January 2026.

Women in Architecture Series

Member Pearson shared her experience with the Women in Architecture series; upcoming session will occur next week, with additional sessions in January, March, May, and over the summer. Member Pearson and Peterson will connect regarding the series. Most of the events occur virtually, given that attendees come from around the US.

7. New Business

September 2025 NCARB Board of Directors' Recap

Region 2 members met to discuss the September NCARB Board of Directors meeting. Topics included a code of conduct for volunteers, theft of architect seals, NCARB changes to the AXP and the ARE, and statistics related to Member Boards' satisfaction of NCARB services.

Changes to the AXP Coming in November 2025

Specific changes discussed and will go into effect on November 18.

Licensure Trends in New York

The Executive Secretary reviewed statistics shared in NCARB's Jurisdictional Report. The Executive Secretary pointed out several statistics that stood out in the report, including demographics, the increased number of new architects identifying as a person of color, and that women were shown to earn their architectural license faster than men. Member Pearson noted that a comparison of these statistics to prior years, especially as it concerns demographics and pass rates, may be important to understand their meaning. The Executive Secretary will contact Jennifer Kawecky to see if historical data can be shared with New York.

Expansion in Use of Fraudulent Seals

The Executive Secretary reviewed an article related to the creation and use of fraudulent architectural stamps. He also shared that a prior complaint submitted to OPD has been sent to the

FBI. The Board discussed how other states are trying to address this issue, including the viewing of a short video of a seal verification company. Ohio may be looking for a process to verify a licensee's seal when submitting it to public officials.

The Department met with NYS Department of State (DoS) officials to raise their awareness of the issue that is occurring throughout the US. To date, DoS officials have not heard of any such occurrences in New York. The Board acknowledged that this issue is important and should be monitored, and there may need to be a change to the signing/sealing process when submitting working drawings for permit.

Other Board Member Topics for Future Meetings

The Executive Secretary reviewed the OnSite program that was presented to Member Sainvil and himself on November 6th by the founders of the program. He explained how New York would view such experience as it pertains to licensure. The experience would be a great opportunity for candidates to get AXP credit, especially within the Construction and Evaluation area. However, given that it would most likely be less than one month in duration in total, it would not count towards the experience duration requirement.

The Executive Secretary asked the Board if it would be beneficial to have this program presented at a future meeting. The Board felt that they have solid understanding of the program but would be interesting to review statistics related to the number of participants in the future.

Motion: *Mosher/Canaras:* Moved to adjourn.

PASSED UNANIMOUSLY.

The next meeting of the Board will be held on Thursday, February 5, 2026 in NYC.

Respectfully submitted,

Robert Lopez, RA
Executive Secretary

Minutes of the Meeting
State Board for Architecture
1411 Broadway; Regents' Room
New York, NY 10018

Present: Carol Bentel, Vice Chair
Greg Canaras
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Absent: Nicole Dosso, Chair

Staff: Robert Lopez, Executive Secretary
Gina Sacco, Assistant in Professional
Education

EXECUTIVE SESSION

1. **Practical Exam:**

The Board conducted a practical exam. After discussion, the Board voted unanimously that the candidate passed the practical exam and recommended that the Department license the candidate.

Member Peterson provided commentary to the Board on his observations of the practical exam.

2. **Motion:** *Mosher/Pearson:* That the Board resume the Open Session.
PASSED UNANIMOUSLY.

Respectfully submitted,

Robert Lopez, RA
Executive Secretary

NEW YORK STATE BOARD FOR ARCHITECTURE
BOARD OFFICE REPORT

Registered Architects (RA)

Current Resident Registered Architects	12,039
Current Non-Resident Registered Architects	9,589
<u>Foreign Registered Architects</u>	<u>440</u>
Total Number of RA as of 1/1/26	22,068

Licenses Issued

2025 – 891; **2024** – 870; **2023** – 905; **2022** – 940; **2021** – 804; **2020** – 681

ARE Candidates	(October 16, 2025 – January 15, 2026)	-
Early Admit ARE Candidates	(October 16, 2025 – January 15, 2026)	171
NCARB Certification	(October 16, 2025 – January 15, 2026)	84
Endorsement	(October 16, 2025 – January 15, 2026)	4
Via Educ, Exp & Exams	(October 16, 2025 – January 15, 2026)	11

Candidate Admissions to ARE

2025 - 876; **2024** – 1,031; **2023** – 1,030; **2022** – 770; **2021** – 875; **2020** – 889

OP/Staff Activities

The Executive Secretary virtually attended the *Alliance for Responsible Professional Licensing (ARPL's) Insights from 2025 and Look-Ahead to 2026* webinar. Key takeaways from the webinar immediately follow the Board office report.

Legislative / Regulatory Activity

The Executive released the proposed 2026 NYS Budget. Key items for the Board's consideration will be discussed during the Board meeting.

The NYS Legislature is in its second year of a two-year session that will run from January 2025 December 2026. Although early in the session, legislation of interest follows:

A7561 / S7220 – Relates to continuing education requirements for landscape architects

Relates to continuing education requirements for landscape architects; provides that adjustments to such requirements may be granted for health reasons, active duty, or other good cause; limits the number of credit hours that may carry over to the next registration period.

Bill was signed Ch. 529 of the Laws of 2025 on November 21, 2025.

S3268 / No Same as – Relates to comprehensive delivery of infrastructure delivered between a public entity and a development entity

Relates to comprehensive delivery of infrastructure delivered between a public entity and a development entity consolidating at least two or more of design, construction, finance, operations and/or maintenance work, including construction manager or construction manager at risk; authorizes a public entity to pursue certain authorized projects; provides for project funding and authorizes the public entity to accept from any source any grant, donation, gift or other form of conveyance of land, money; provides for labor and public interest protections; makes related provisions.

Bill is referred to Procurement and Contracts in the Senate.

A5838 / No Same as – Relates to pre-approved construction documents

Requires municipalities which issue building permits to provide pre-approved construction documents at no cost for the types of residential building permitted to be constructed in such jurisdiction.

Bill is referred to Governmental Operations in the Senate.

S1834 / No Same as – Relates to the licensing of landscape architects

Relates to certain licensing exemptions for landscape architects.

Bill is committed to Higher Education in the Senate.

S3287 / A4942 – Relates to an engineering technology degree

Provides that an applicant with a bachelor's degree or higher in engineering technology and an applicant with a bachelor's degree or higher in engineering shall have the same number of education and experience credit requirements, shall have the same eligibility for an identification card as "an engineer in training", as well as examination and examination eligibility requirements.

Bill is referred to Higher Education in the Senate and is referred to Higher Education in the Assembly.

A483 / S5392 – Permits certain not-for-profit corporations engaged in engineering for certain conservation efforts to do business or provide professional engineering, land surveying or professional geology services in the state

Relates to permitting certain not-for-profit corporations engaged in engineering for certain conservation efforts to do business or provide professional engineering, land surveying, or professional geology services in the state.

Bill died in the Assembly and is referred to Higher Education in the Senate.

S1141 / A4840 – Relates to the requirements for certification for certified interior designers

Relates to the educational and examination requirements for certification as a certified interior designer; provides an exemption from the education requirements for architects licensed under Article 147 of the NYS Education Law.

Bill is not active in the current session in the Senate and is referred to Higher Education in the Assembly.

A2571-A / S620-A – Relates to the practice of geology

Adds the practice of geology to legacy corporations.

Bill died in the Assembly and is referred to Higher Education-A in the Senate.

S2146-A / A4907-A – Repeals and reenacts provisions on time limitations on certain actions against professional engineers, architects, other designers and construction contractors

Repeals and reenacts statute of limitation provisions on wrongful death, personal injury and property damage actions against professional engineers, architects, landscape architects, land surveyors and construction contractors to provide for a limitations period of ten years after completion of improvement to real property; "completion", which constitutes the accrual date for the limitations period, is defined; provides for a one year extension for injuries to person or property or wrongful death which occur during the tenth year after completion.

Bill is committed to Judiciary in the Senate and is referred to Higher Education in the Assembly.

A4680 / S8840 – New York Emergency Responder Act

Enacts the New York emergency responder act limiting the liability of certain emergency responders.

Bill is referred to Governmental Operations in the Assembly and is referred to Veterans, Homeland Security and Military Affairs in the Senate.

S4577 / A5520 - Requires public authorities to negotiate with most qualified architectural, engineering, geological, landscape architectural and/or surveying professional firms before negotiating with other firms

Requires public authorities and public benefit corporations to negotiate with professional firms providing architectural, engineering, geological, landscape architectural or surveying services in order from the most qualified to the least qualified with regard to the provision of services to the authority or corporation

Bill is reported and committed to Corporations, Authorities and Commissions in the Senate and is referred to Corporations, Authorities and Commissions in the Assembly.

S4877 / No Same as – Relates to the establishment of the water-based fire protection licensure act

Establishes water-based fire protection licensure act, setting forth licensure requirements for contractors engaged in the business of the layout, installing, repairing, inspecting, testing, or maintaining of water-based fire protection systems and components.

Bill is referred to Consumer Protection in the Senate.

S7104 / No Same as – NYC DoB False Documents

Relates to false statements in documents submitted to the department of buildings of the city of New York.

Bill is referred to Cities in the Senate.

A5678 / No Same As – Increases to \$50,000 for cost of construction threshold

Increases to \$50,000 the cost of the construction of a building, structure or public work, above which a professional engineer, land surveyor or architect must be.

Bill is referred to Higher Education in the Assembly.

S7217 / A7675 – Relates to building permits

Authorizes a city, town or village to establish a program whereby a building permit may be issued based upon certification by a registered architect or professional engineer.

Bill is referred to Local Government in the Senate and is referred to Local Governments in the Assembly.

Bills Not yet Introduced

S / A – Relates to public employees’ supervision, examination, review, and determination of acceptability of public works projects performed by contractors

Requires certain public employees to be on the site for the duration of public works projects completed by contractors; requires such certain public employees to review a contractor’s work on public works projects and determine whether the work performed is acceptable.

*Bill passed in the Senate and passed in the Assembly but was vetoed by the Executive in 2024.
Bill is not yet introduced this session.*

S / A – Relates to licensure requirements for professional geologists

Provides that the education requirements to be licensed as a professional geologist may be partially substituted by practical experience; relates to the issuance of an identification card as a geologist in training.

Bill is not yet introduced.

S / A– Establishes a program where a municipal department of buildings may accept certain construction documents for code compliance

Establishes a program where a municipal department of buildings may accept construction documents required to be filed in relation to code compliance prior to issuance of a certificate of occupancy with less than a full examination by such municipal department of buildings based on a professional certification of an applicant who is an architect or professional engineer; makes related provisions.

Bill is not yet introduced.

S / A – Requires certain engineering plans that could pose a material risk to public safety to bear a stamp of approval of a professional engineer

Requires certain engineering plans or specifications for engineering work or services that could pose a material risk to public safety to bear a stamp of approval of a professional engineer and authorizes the public service commission to promulgate rules and regulations relating to such requirement.

Bill is not yet introduced.

S / A – Interior Design/State Contracting

Adds interior design services as a type of contract that can be entered into and negotiated by the state

Bill is not yet introduced.

S / A - Licensing consequences for serious abuse of self-certification privileges

Relates to licensing consequences for architects or engineers who seriously abuse their self-certification privileges.

Bill is not yet introduced

Office of Professional Discipline

GOART Architecture DPC

Paul Gregory

Steven Richard Alessio

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

To: Architecture Board Members
From: Robert Lopez
Subject: ARPL Insights from 2025 and Look-Ahead to 2026
In reply to:

Date: December 1, 2025

The Executive Secretary virtually attended the *Alliance for Professional Responsible Licensing (ARPL's) Insights from 2025 and Look-Ahead to 2026* webinar on December 1, 2025. James Cox (AICPA) and Joshua Twitty (NCEES) and Amal Mahrouki (AIA) presented.

Below are the key items discussed during this webinar:

Agenda

- Legislative trends and observations from 2025
- Look-ahead to 2026 and ARPL expectations
- ARPL upcoming messaging research

AIA has rejoined ARPL

Policy Trends in 2025

- ARPL professions not listed on the US DOE list
- Difference between occupations vs. professions
- Looking for answers now – was this an oversight?
- Back to position of needing to justify licensing in certain respects

2025 Legislative Trends Overview

- Legislation continues to focus on:
 - Deregulation in general
 - Reciprocity/mobility
 - Board reform; oversight, structure and composition
 - Review committee
 - Fees/revenue
 - Military community
 - Sunset/sunrise
 - Criminal history
- Deregulation is a continuum of issues
- 2025 Bills that Threatened Boards
 - Nevada SB78 – intended to merge 20 boards into 6 larger entities, stripping them of autonomy
 - Alabama SB193 – sought to consolidate 19 boards, reducing their independence
 - Florida HB991/SB110 – proposed eliminating all Florida licensing boards and removing CPE requirements

Look-ahead to 2026 and ARPL expectations

- It is expected that all of these bills will be brought up again
- Be prepared for impacts when one of these bills is passed and signed
- Boards are being targeted as budgets become tighter into the near future

ARPL Messaging Research Preview

- ARPL commissioned new research to understand how the public views:
 - Value of licensing on public HSW
 - Role of licensing boards
 - Licensing and workforce shortages
 - Licensing and AI emergency
- Data driven to fight against narratives that have no evidence
- Survey
 - 75% of American voters say licensing is critical for guaranteeing qualifications
 - 72% of American voters say licensing protects the public
 - 77% of American voters say licensed professionals should oversee AI use within their profession
 - More than 90% value duties of boards
 - Ensuring qualifications
 - CE oversight
 - Ethics enforcement
 - Public safety protection
 - Strong support (50%) for proposals to consolidate, reconstitute, or otherwise reform licensing boards
 - 50% support board consolidation
 - 48% support board composition changes
- Upcoming Research
 - DOGE-efying of regulation
 - ARPL believes there is a story to tell about how licensing boards are the most cost-effective way to ensure rigorous standards are maintained, and the findings from the current research will inform that messaging.
 - ARPL expects this information to be available early next year

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

To: Architecture Board Members

Date: December 8, 2025

From: Robert Lopez

Subject: ICOR Webinar

In reply to:

The Executive Secretary attended *the ICOR Practice Overlap Membership webinar* on December 8, 2025. Maurice Brown (NCARB), Wendy Ornelas, AnnMarie Jackson, Stacey Crumbaker, Chris Knotts, Jerany Jackson, Phil Meyer, Brett Foley, Judith Stapley, Bob Calvani presented. Approximately 128 people attended.

Below are the key items discussed during this webinar:

Agenda

- Background and Process
- Guidance Resource
- Anticipate benefits and implications
- Next steps
- Breakouts

Background and process

- Problem and approach
 - Confusion for the public
 - Questions from code officials
 - Consternation between professionals
 - Friction among licensing boards
- 2020-2022 – NCARB launched task force to study incidental practice
- Realized that ICOR was better vehicle to look at the issue

Rigor of the process

- 38 SME's with 1,000 years of experience from 5 professions
- 27 jurisdictions formed 6 workgroups and contributed 800+ hours of work
- Rigorous, fair, balanced process

Inputs created 128 practice areas

- Model definition of practice
- Education curriculum used by accreditation bodies
- Exam domains
- Experience areas
- Membership survey

Guidance Resource

- Analysis – 128 practice areas were funneled down to 52 practice areas
 - Group 1 – not regulated, no hsw, no overlap – 13 practice areas

- Group 2 – acceptable overlap – 20 practice areas
- Group 3 – practice boundaries – 19 practice areas
- Deep Analysis by Sub-Committees
 - Developed general and profession specific definitions of each practice area
 - Identified where each practice area is found with the inputs
 - Sub committee discussions to review justification/inputs for each practice area
 - Consensus on where acceptable overlap and practice boundaries occur
- Practice Areas
 - Group 1
 - Group 2
 - Group 3
- Guidance resource Outline
 - About ICOR
 - Background
 - Executive summary
 - Instructions for use
 - Common terminology
 - Group 1 practice areas
 - Group 2 practice areas
 - Group 3 practice areas
- Scenario Example – Engineering Design
 - Went through retaining wall example
- Why this matters for regulators
 - Provides a consistent framework across professions
 - Reduces reliance on interpretation or ad-hoc decisions
 - Grounded in national standards / Builds credibility and fairness across jurisdictions
 - Helps resolve disputes with building officials on plan stamping
 - Strengthens licensure defense while protecting HSW
- Next Steps
 - February 2026 – joint presentation to professional society leaderships
 - February – June 2026 – Individual professional society presentations
 - Early 2026 and beyond – share with broader professions, ICC discussions, User feedback collected
 - After 2026 – resource refined – they will be building toward Version 2.0
 - Survey to collect feedback on initial resource open now through 2026
 - By topic area or general comments
 - Examples of use
 - Do not share the resource outside of ICOR members for now
 - Resource will be sent to Member Boards tomorrow, December 9th.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

LICENSURE
TRENDS IN NEW
YORK

To: Architecture Board Members
From: Robert Lopez
Subject: Licensure Trends in New York
In reply to:

Date: January 21, 2026

At its November 13, 2025 meeting, the State Board reviewed licensure trends that were provided by NCARB via jurisdictional reports. The Executive Secretary noted those statistics that stood out in the report, including demographics, the increased number of new architects identifying as a person of color, and that women were shown to earn their architectural license faster than men. Member Pearson noted that a comparison of these statistics to prior years, especially as it concerns demographics and pass rates, may be important to understand their meaning.

The Executive Secretary contacted Jennifer Kawecky at NCARB after the November Board meeting to see if historical data could be shared with New York. Ms. Kawecky was able to provide the jurisdictional reports 2022-2025, which immediately follow this memo, for the Board's consideration.

JURISDICTIONAL DATA

NEW YORK

2022



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INTRODUCTION

NCARB regularly analyzes and shares data highlighting current trends along the path to licensure, including program completion time, pass rates, and demographics. This information, which is gathered from customers' NCARB Records, enables NCARB and our key stakeholders to make strategic decisions, educate policymakers and the public, and guide changes to our programs and services.

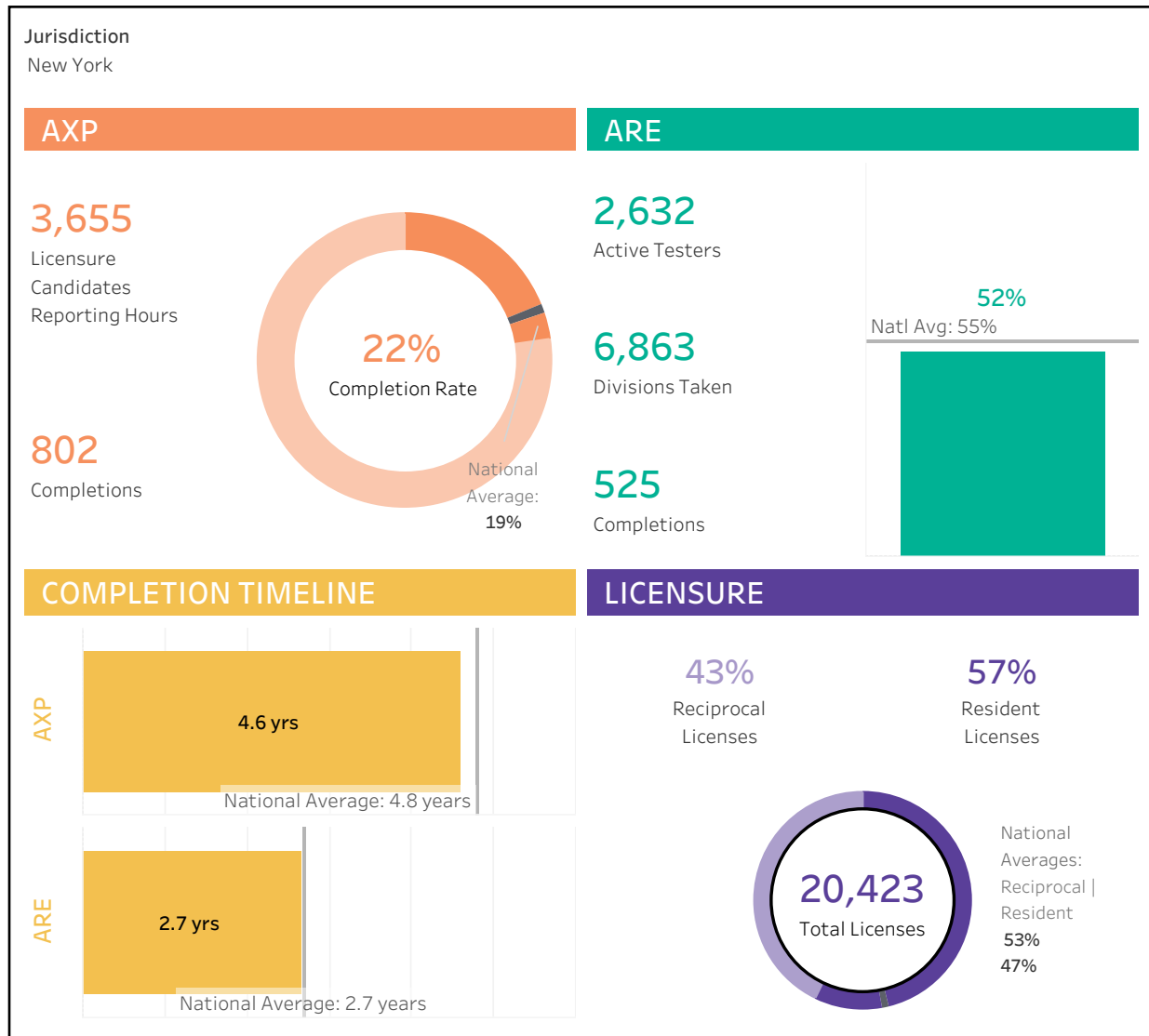
As a leader of your licensing board, you can use this data to guide discussions at the jurisdictional level. The information included in this packet has been filtered to share data gathered from licensure candidates and architects in your jurisdiction only. Each chart includes a basic explanation of what data is being shared, as well as an overview of the trends NCARB has seen at the national level for comparison.

As you review the data, here are a few key things to keep in mind:

- Your jurisdictional data may not align with national trends.
- Not all NCARB Record holders submit their demographic data. However, the majority do self-report their demographic data.
- Not all licensees in your jurisdiction are NCARB Record holders.
- Depending on the number of licensure candidates and architects in your jurisdiction, you may see a much higher degree of fluctuation over time compared to the fluctuation seen at the national level. Jurisdictions with a smaller pool of candidates/architects are more likely to see dramatic change from year to year.
- NCARB will not share demographic data publicly if there are fewer than 30 individuals in a designated group (our threshold for a valid sample size). However, we have shared all data with you regardless of this sample size to ensure you have the most complete picture of your jurisdiction.
- If no information is shown for a specific field or demographic, it is because no individuals in your jurisdiction fit that field or demographic.
- The timeframe for the data reflected in a chart varies by chart. Refer to the chart description for each chart to find this information.

If you have questions about the data presented in this packet, please feel free to reach out to Jenny Kawecky at jkawecky@ncarb.org and Katherine Matthews at kmatthews@ncarb.org.

ARCHITECTURAL LICENSURE OVERVIEW



This chart provides an overview of progression along the path to licensure for candidates in your jurisdiction during the calendar year 2021. The report provides insights into the number of candidates working toward completing two of the core requirements for architecture licensure:

- Gaining professional experience through the Architectural Experience Program® (AXP®)
- Completing the nationally accepted Architect Registration Examination® (ARE®)

The chart also includes:

- An overview of their collective progress toward completing these programs
- The length of time candidates in your jurisdiction typically take to complete the experience and examination requirements
- The total number of licensees in your jurisdiction during the calendar year (this information is self-reported by your Board each year)

National Trends

- The average AXP completion rate in the United States fell from 23% in 2020 to 19% in 2021.
- The average ARE pass rate rose from 54% in 2020 to 55% in 2021.
- The average time to complete the AXP rose by approximately 4 months (.3 of a year) in 2021, and the average time to complete the ARE rose by approximately 1 month.
- The average ratio of in-state to out-of-state licenses held steady, with 53% reciprocal and 47% resident licenses.

JURISDICTIONAL DEMOGRAPHICS

Racial, Ethnic, and Gender Diversity

This table shows the approximate racial, ethnic, and gender diversity of individuals at each career stage for individuals who were seeking licensure or were licensed in this jurisdiction during the calendar year 2021. Individuals can be represented in multiple career stages.

Note: NCARB uses the same categories for race and ethnicity as the U.S. Census Bureau.

New York

	Female	Male	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Is..	Other	White	Total for Group
All Certificate Holders	1,004	4,464	1	404	98	201	7	157	4,302	6,102
New Architects	208	271		124	10	41	2	32	272	538
Taking the ARE	1,191	1,209	4	683	122	339	9	223	1,125	2,648
Reporting Experience	1,041	1,051	6	569	96	314	3	266	1,018	2,312
New NCARB Record Holders	362	378	3	197	53	148	1	107	345	809

Career Stage Definitions

New NCARB Record Holders: This stage includes all individuals who started an NCARB Record in 2021. Starting an NCARB Record is an approximation for beginning the path to licensure, as all candidates need an NCARB Record to document the education, experience, and examination requirements for licensure.

Reporting Experience: This stage includes all individuals who documented experience toward the AXP in 2021, based on the work date of the experience report.

Taking the ARE: This stage includes all individuals who took an exam division in 2021.

New Architects: This stage includes all individuals who finished their final “core requirement” for licensure in 2021. Core licensure requirements include education, experience, and examination, although some jurisdictions do have additional requirements. This stage is an approximation for individuals who received an initial license in 2021.

All Certificate Holders: This stage includes all individuals who hold an NCARB Certificate, which can be used to approximate the makeup of the architect population in this jurisdiction.

National Trends

In 2021, racial, ethnic, and gender diversity continued to increase in early career stages, especially for Asian and Hispanic or Latino candidates. The population of new Asian and Hispanic or Latino architects rose slightly in 2021; however, the proportion of new architects who identify as Black or African American has remained relatively stable over the past five years.

ARE 5.0 PASS RATES

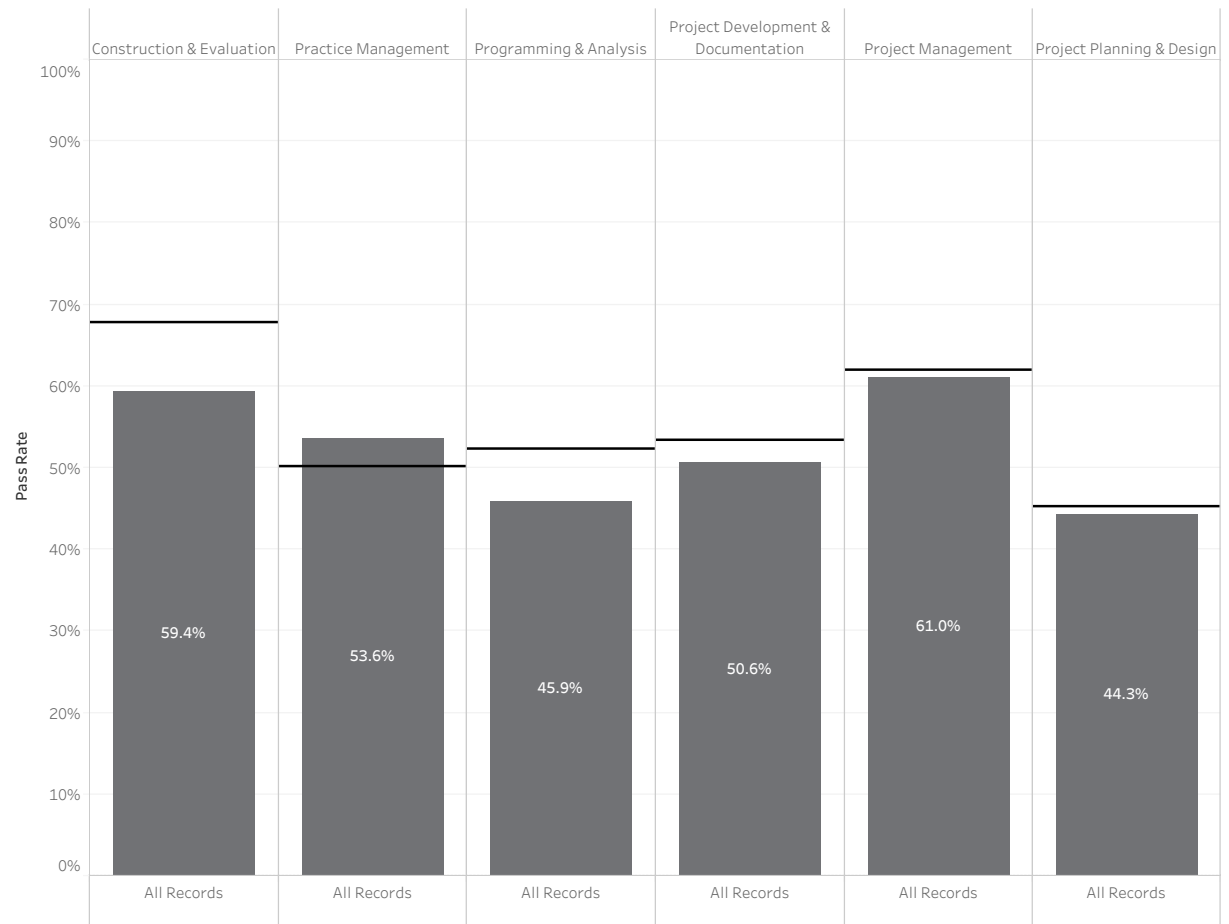
NCARB tracks pass rates to understand candidate performance across the exam’s six divisions. A “pass rate” reflects the proportion of division attempts that scored at or above the cut score for that division. “Overall pass rate” refers to the average pass rate across all six divisions. Thanks to enhanced data science capabilities, NCARB has been able to segment and analyze pass rates by demographic information, including race and ethnicity, gender, and age.

The charts below include information about pass rates in your jurisdiction during the calendar year 2021, including pass rates segmented by race, ethnicity, and gender.

Overall ARE 5.0 Pass Rates

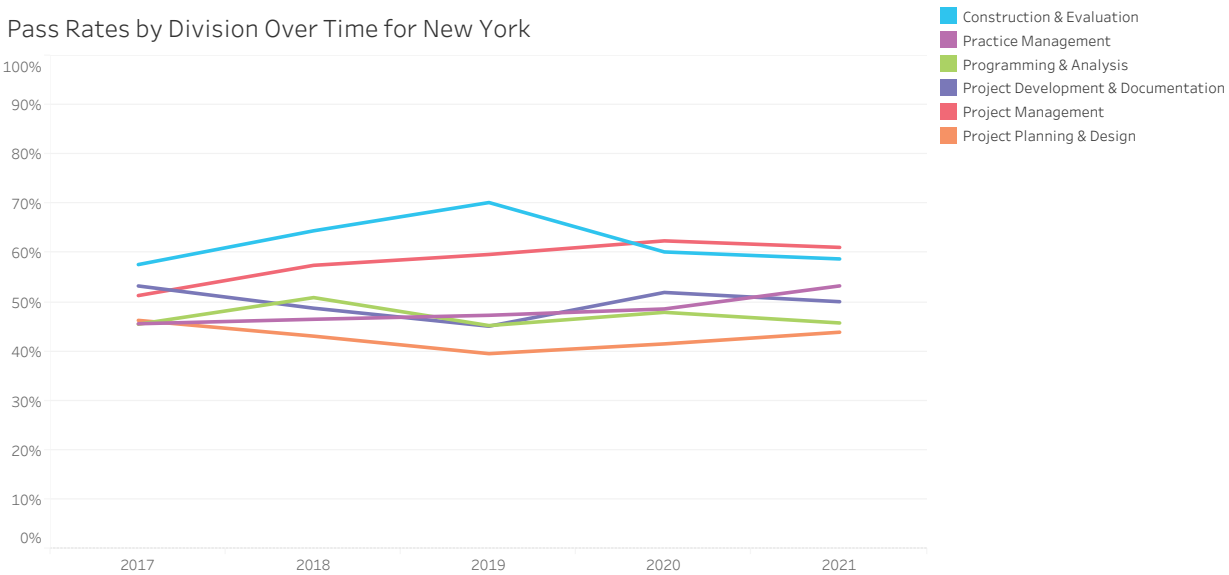
This chart shows each division’s pass rate for all candidates in your jurisdiction, including all division attempts in the calendar year 2021. The black line indicates the national pass rate for all candidates on each division.

ARE 5.0 Pass Rates Overall for New York



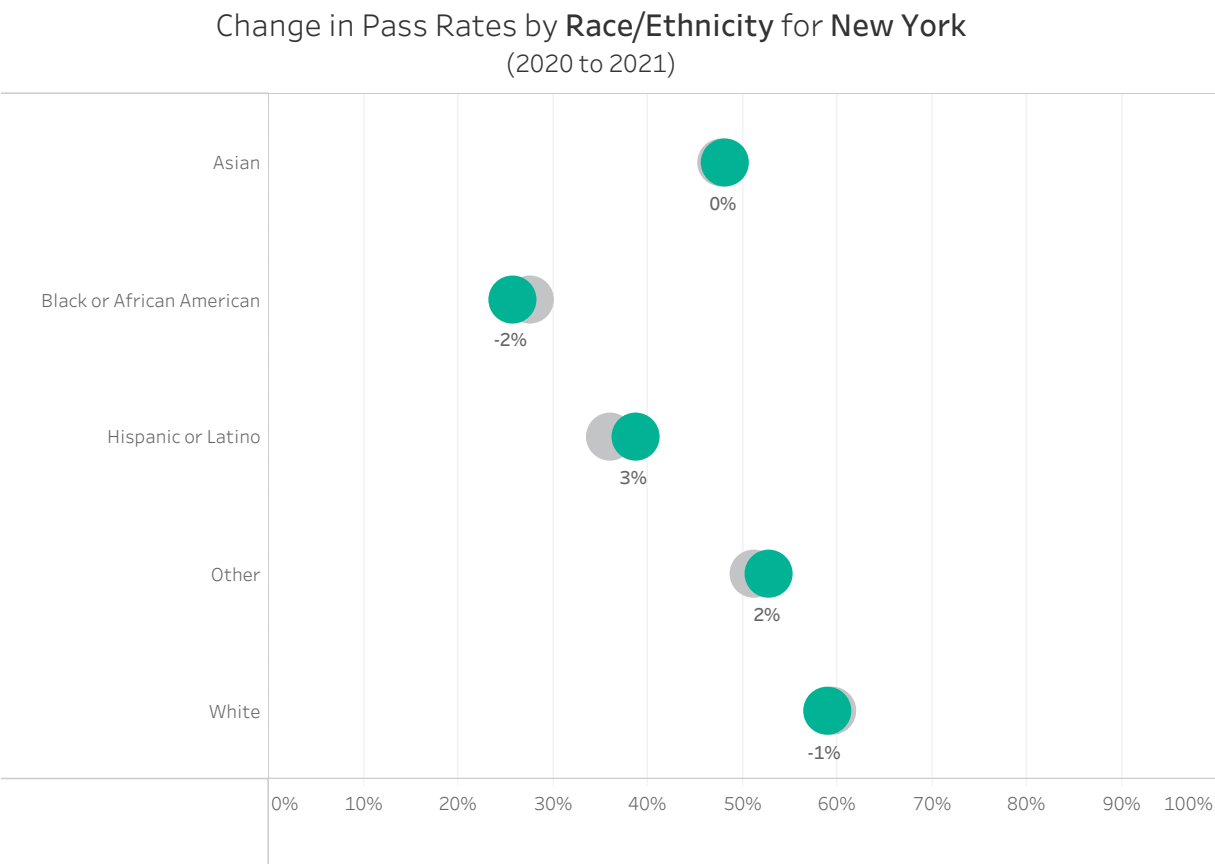
Shift in Pass Rates by Division

This chart shows the change in ARE 5.0 pass rates for candidates from your jurisdiction over the last five years. At the national level, a review of divisional pass rates over time shows that candidate performance across all six divisions continued moving toward a more consistent pass rate.



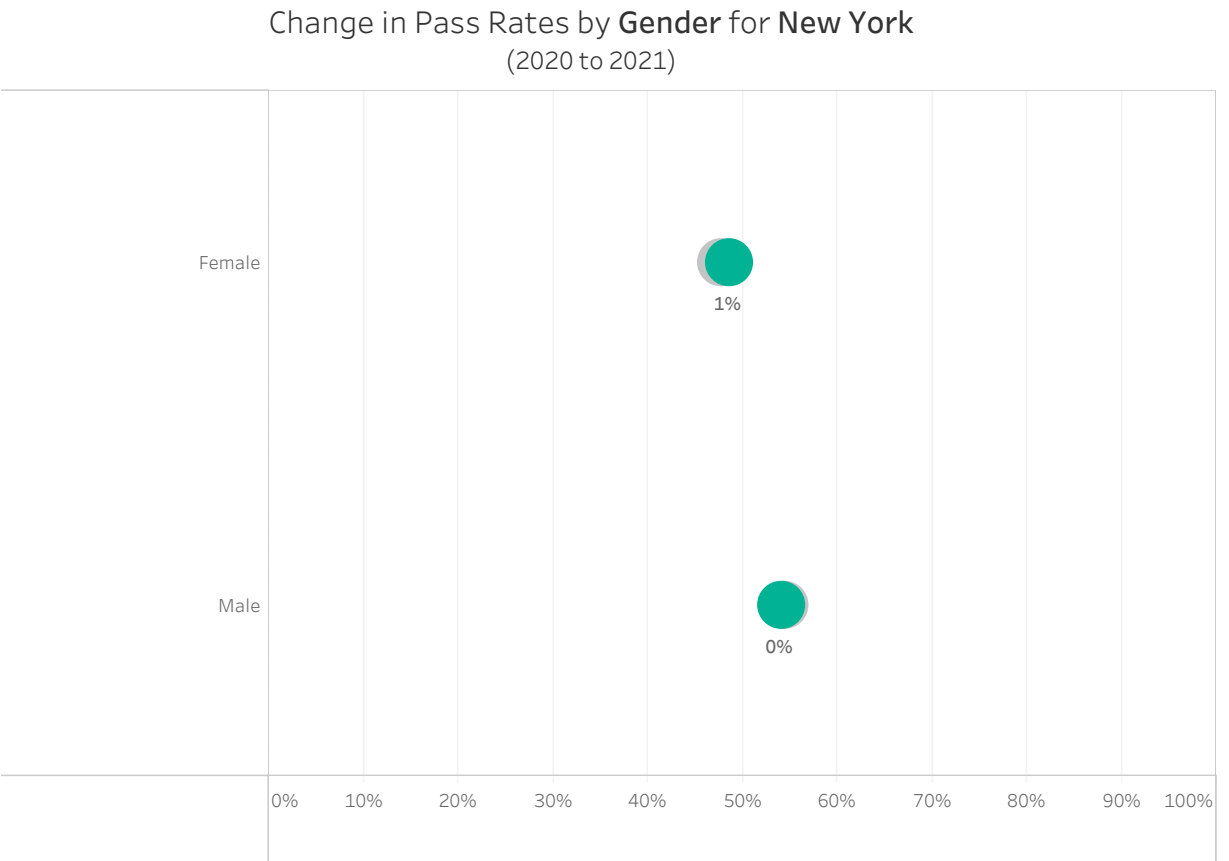
Shift in Overall Pass Rates by Race and Ethnicity

This chart shows the positive or negative shift in overall pass rates by racial and ethnic group for candidates in your jurisdiction in 2021. The green dot represents overall pass rates for 2021, and the gray dot represents overall pass rates for 2020. At the national level, Asian candidates typically saw the most positive shift in pass rates in 2021, with Black or African American candidates seeing the least positive change.



Shift in Overall Pass Rates by Gender

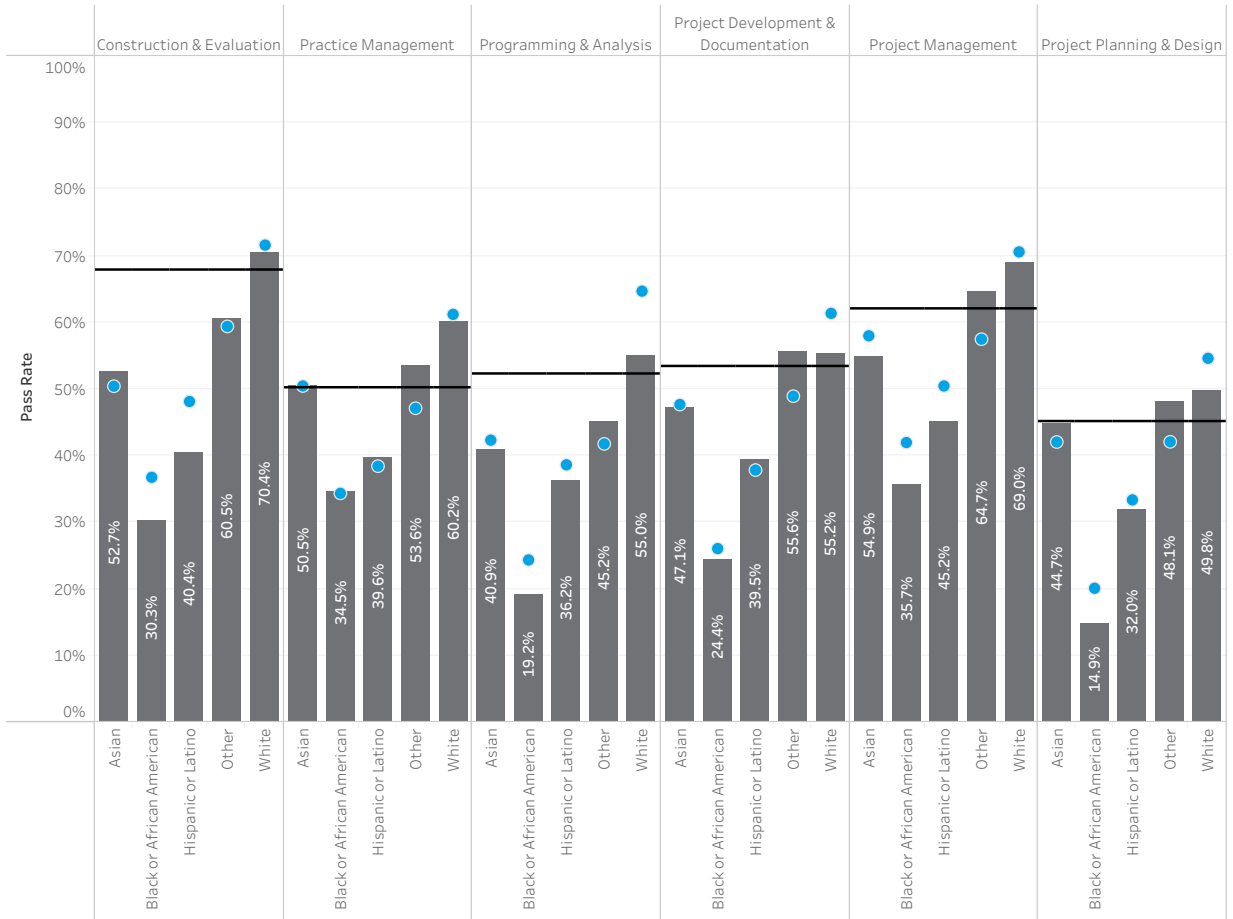
This chart shows the positive or negative shift in overall pass rates by gender for candidates in your jurisdiction in 2021. The green dot represents overall pass rates for 2021, and the gray dot represents overall pass rates for 2020. At the national level, men and women saw similar shifts in overall pass rates.



ARE 5.0 Divisional Pass Rates by Race and Ethnicity

This chart shows each division's 2021 pass rate for candidates in your jurisdiction segmented by the candidate's race and ethnicity. The black line indicates the national pass rate for all candidates on each division. The blue dot represents the national pass rate for all candidates from the indicated demographic.

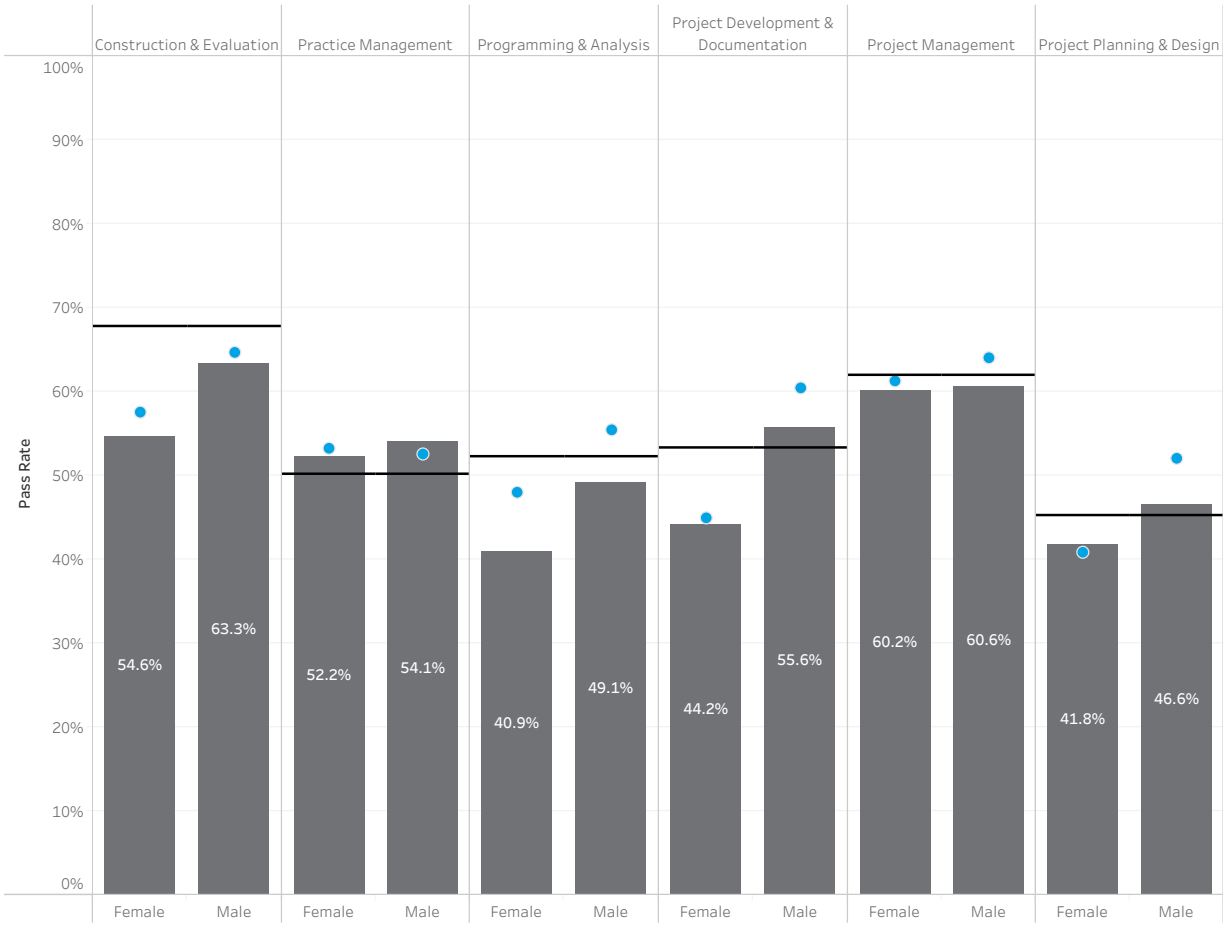
ARE 5.0 Pass Rates by Race/Ethnicity for New York



ARE 5.0 Divisional Pass Rates by Gender

This chart shows each division’s 2021 pass rate for candidates in your jurisdiction segmented by the candidate’s gender. The black line indicates the national pass rate for all candidates on each division. The blue dot represents the national pass rate for all candidates from the indicated demographic.

ARE 5.0 Pass Rates by Gender for New York



ARE 5.0 Pass Rates by Demographic (Detailed)

This table shows detailed breakdowns of each division's 2021 pass rate for candidates in your jurisdiction segmented by the candidate's race/ethnicity or gender. A black arrow indicates the pass rate for the demographic is at least 2 percentage points below the national pass rate of all candidates. A blue arrow indicates the pass rate for the demographic is at least 2 percentage points below the national pass rate for all candidates from the same demographic group.

ARE 5.0 Pass Rates for New York

	Construction & Evaluation	Practice Management	Programming & Analysis	Project Development & Documentation	Project Management	Project Planning & Design
All Records	59.4% -8% vs overall ▼ 956 total exams 824 total candidates	53.6% +3% vs overall 1,368 total exams 1,187 total candidates	45.9% -6% vs overall ▼ 1,098 total exams 875 total candidates	50.6% -3% vs overall ▼ 1,083 total exams 846 total candidates	61.0% -1% vs overall ▼ 1,131 total exams 974 total candidates	44.3% -1% vs overall ▼ 1,264 total exams 957 total candidates
Asian	52.7% -15% vs overall ▼ +2% vs group overall 258 total exams 222 total candidates	50.5% +0% vs overall +0% vs group overall 374 total exams 317 total candidates	40.9% -11% vs overall ▼ -1% vs group overall 323 total exams 245 total candidates	47.1% -6% vs overall ▼ -1% vs group overall 280 total exams 210 total candidates	54.9% -7% vs overall ▼ -3% vs group overall 337 total exams 281 total candidates	44.7% -1% vs overall +3% vs group overall 304 total exams 233 total candidates
Black or African American	30.3% -38% vs overall ▼ -6% vs group overall 33 total exams 26 total candidates	34.5% -16% vs overall ▼ +0% vs group overall 58 total exams 51 total candidates	19.2% -33% vs overall ▼ -5% vs group overall 52 total exams 40 total candidates	24.4% -28% vs overall ▼ -2% vs group overall 41 total exams 33 total candidates	35.7% -26% vs overall ▼ -6% vs group overall 42 total exams 33 total candidates	14.9% -30% vs overall ▼ -5% vs group overall 67 total exams 45 total candidates
Hispanic or Latino	40.4% -27% vs overall ▼ -8% vs group overall 104 total exams 86 total candidates	39.6% -11% vs overall ▼ +1% vs group overall 192 total exams 160 total candidates	36.2% -16% vs overall ▼ -2% vs group overall 138 total exams 111 total candidates	39.5% -14% vs overall ▼ +2% vs group overall 86 total exams 69 total candidates	45.2% -17% vs overall ▼ -5% vs group overall 124 total exams 103 total candidates	32.0% -13% vs overall ▼ -1% vs group overall 128 total exams 94 total candidates
Other	60.5% -7% vs overall ▼ +1% vs group overall 38 total exams 33 total candidates	53.6% +3% vs overall +6% vs group overall 56 total exams 49 total candidates	45.2% -7% vs overall ▼ +3% vs group overall 42 total exams 37 total candidates	55.6% +2% vs overall +70% vs group overall 45 total exams 37 total candidates	64.7% +3% vs overall +70% vs group overall 34 total exams 30 total candidates	48.1% +3% vs overall +6% vs group overall 52 total exams 40 total candidates
White	70.4% +3% vs overall -1% vs group overall 388 total exams 343 total candidates	60.2% +10% vs overall -1% vs group overall 503 total exams 444 total candidates	55.0% +3% vs overall -10% vs group overall ▼ 398 total exams 329 total candidates	55.2% +2% vs overall -6% vs group overall ▼ 482 total exams 381 total candidates	69.0% +70% vs overall -2% vs group overall 442 total exams 387 total candidates	49.8% +5% vs overall -5% vs group overall ▼ 534 total exams 412 total candidates
Female	54.6% -13% vs overall ▼ -3% vs group overall ▼ 414 total exams 351 total candidates	52.2% +2% vs overall -1% vs group overall 602 total exams 524 total candidates	40.9% -11% vs overall ▼ -7% vs group overall ▼ 504 total exams 397 total candidates	44.2% -9% vs overall ▼ -1% vs group overall 455 total exams 343 total candidates	60.2% -2% vs overall -1% vs group overall 500 total exams 425 total candidates	41.8% -3% vs overall ▼ +1% vs group overall 546 total exams 407 total candidates
Male	63.3% -5% vs overall ▼ -1% vs group overall 452 total exams 398 total candidates	54.1% +4% vs overall +2% vs group overall 647 total exams 556 total candidates	49.1% -3% vs overall ▼ -6% vs group overall ▼ 497 total exams 399 total candidates	55.6% +2% vs overall -5% vs group overall ▼ 522 total exams 420 total candidates	60.6% -1% vs overall -3% vs group overall ▼ 533 total exams 458 total candidates	46.6% +1% vs overall -5% vs group overall ▼ 577 total exams 447 total candidates
18 to 29	58.8% -9% vs overall ▼ -5% vs group overall ▼ 311 total exams 270 total candidates	55.8% +6% vs overall -3% vs group overall ▼ 443 total exams 384 total candidates	49.8% -3% vs overall ▼ -10% vs group overall ▼ 303 total exams 245 total candidates	54.5% +1% vs overall -5% vs group overall ▼ 224 total exams 183 total candidates	61.0% -1% vs overall -5% vs group overall ▼ 374 total exams 318 total candidates	48.4% +3% vs overall -3% vs group overall ▼ 279 total exams 223 total candidates
30 to 39	59.8% -8% vs overall ▼ -2% vs group overall ▼ 483 total exams 413 total candidates	57.3% +70% vs overall +3% vs group overall 646 total exams 566 total candidates	49.0% -3% vs overall ▼ -4% vs group overall ▼ 535 total exams 432 total candidates	53.6% +0% vs overall 0% vs group overall 588 total exams 465 total candidates	63.6% +2% vs overall -1% vs group overall 560 total exams 486 total candidates	48.1% +3% vs overall -1% vs group overall 632 total exams 480 total candidates
40 and above	60.4% -7% vs overall ▼ +0% vs group overall 144 total exams 127 total candidates	40.9% -9% vs overall ▼ -1% vs group overall 259 total exams 218 total candidates	35.3% -17% vs overall ▼ -6% vs group overall ▼ 241 total exams 182 total candidates	41.4% -12% vs overall ▼ -4% vs group overall ▼ 256 total exams 188 total candidates	51.9% -10% vs overall ▼ -3% vs group overall ▼ 181 total exams 155 total candidates	33.4% -12% vs overall ▼ -6% vs group overall ▼ 335 total exams 240 total candidates

KEY PERFORMANCE INDICATORS

The following charts provide data on NCARB's key performance indicators (KPIs), filtered for your jurisdiction. This is data that NCARB uses at the organizational level to measure success in meeting our strategic and financial goals. Unlike previous charts in this packet, the following charts are current to September 2022.

Three years are included for each chart to account for 2020 being substantially different from “normal” historical patterns. Each chart shares month-by-month figures for your jurisdiction, giving you a sense of the overall trends. The darkest blue line is 2022, the medium blue is 2021 and the lightest line is 2020. The quantity for the most recent month is labeled in each.

If no data shows for a given month, there were no instances of the activity in that period for your jurisdiction.

The final page shows a table view of the data that is shown in the charts.

Exam Candidates

The total number of licensure candidates who have open eligibilities for testing in your jurisdiction

NCARB Record Holders

The total number of NCARB Record holders who have a current, verified license on file for your jurisdiction

Exams Taken

The total number of exam divisions administered to candidates testing in your jurisdiction. Both test center and online proctored exams are included. Any invalidated exams are excluded.

Candidates Completing Core Requirements

The total number of candidates who have now completed both the experience and examination requirements for licensure. Candidates appear in the month of the second program completion, e.g. if a candidate completed the AXP in April of 2019 and the ARE in June of 2021, they would appear in June of 2021 only.

Initial Transmittals

The total number of initial licensure request transmittals sent to your jurisdiction in the given month. Any canceled transmittals are excluded.

Reciprocal Transmittals

The total number of reciprocal licensure request transmittals sent to your jurisdiction in the given month. Any canceled transmittals are excluded.

New NCARB Records Opened

The total number of NCARB Records opened in the given month if the Record holder is either testing in your jurisdiction, has a verified license in your jurisdiction, or resides in your jurisdiction.

NCARB Records Renewed

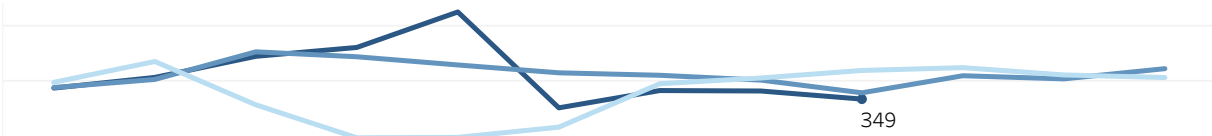
The total number of NCARB Records renewed in the given month if the Record holder is either testing in your jurisdiction, has a verified license in your jurisdiction, or resides in your jurisdiction.

September 2022 NCARB Data for New York

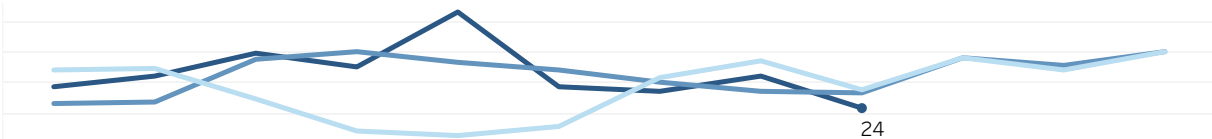
Exam Candidates
6,789

NCARB Record Holders
6,715

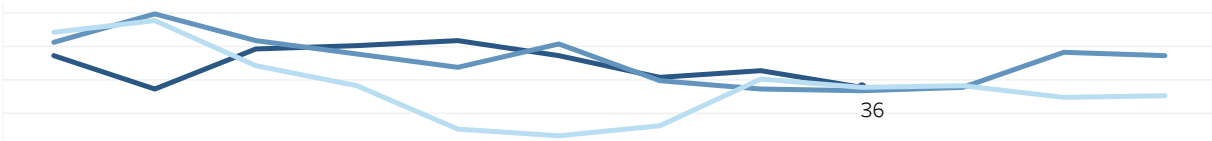
Exam Divisions Taken



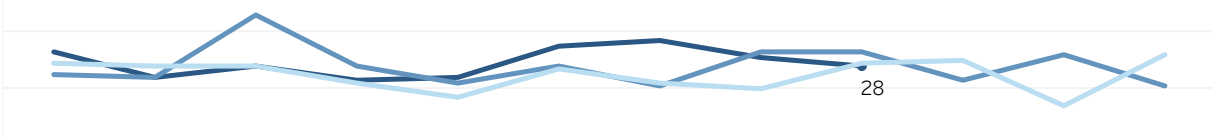
Candidates Completing Core Requirements



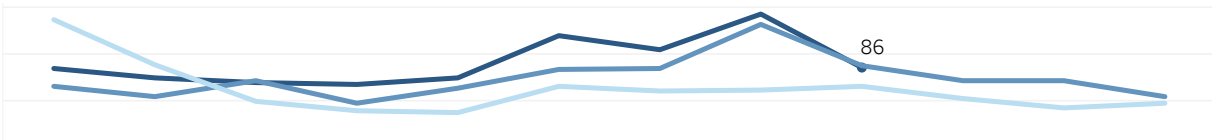
Initial Transmittal Requests



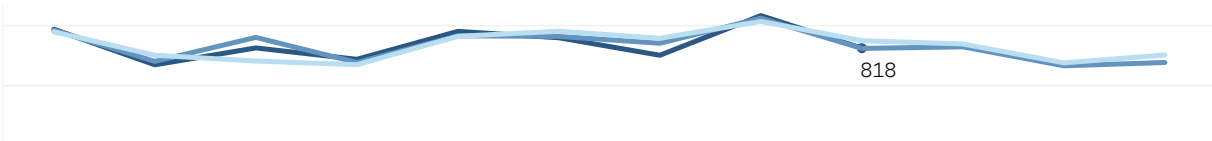
Reciprocal Transmittal Requests



New NCARB Records Opened



NCARB Records Renewed



September 2022 NCARB Data for New York

Exam Candidates
6,789

NCARB Record Holders
6,715

Exam Divisions Taken

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2020	498	684	298	4	8	99	486	537	604	629	564	541
2021	452	524	770	726	653	583	561	518	405	557	529	620
2022	447	542	730	809	1,125	271	425	421	349			

Candidates Completing Core Requirements

2020	49	50	30	9	6	12	44	55	36	57	49	61
2021	27	28	56	61	54	49	41	35	34	57	52	61
2022	38	45	60	51	87	38	35	45	24			

Initial Transmittal Requests

2020	69	76	49	37	11	7	13	41	36	37	30	31
2021	63	80	64	56	48	62	40	35	34	36	57	55
2022	55	35	59	61	64	55	42	46	36			

Reciprocal Transmittal Requests

2020	29	28	28	22	17	27	22	20	29	30	14	32
2021	25	24	46	28	22	28	21	33	33	23	32	21
2022	33	24	28	23	24	35	37	31	28			

New NCARB Records Opened

2020	137	89	50	40	38	66	61	62	66	53	43	48
2021	66	55	72	48	64	84	85	132	88	72	72	55
2022	85	75	70	68	75	120	105	143	86			

NCARB Records Renewed

2020	952	760	713	683	915	956	899	1,036	879	852	698	762
2021	966	710	906	701	919	914	858	1,063	816	829	674	701
2022	973	682	820	727	955	903	760	1,084	818			

JURISDICTIONAL DATA

NEW YORK

2023



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INTRODUCTION

NCARB regularly analyzes and shares data highlighting current trends along the path to licensure, including program completion time, pass rates, and demographics. This information, which is gathered from customers' NCARB Records, enables NCARB and our key stakeholders to make strategic decisions, educate policymakers and the public, and guide changes to our programs and services.

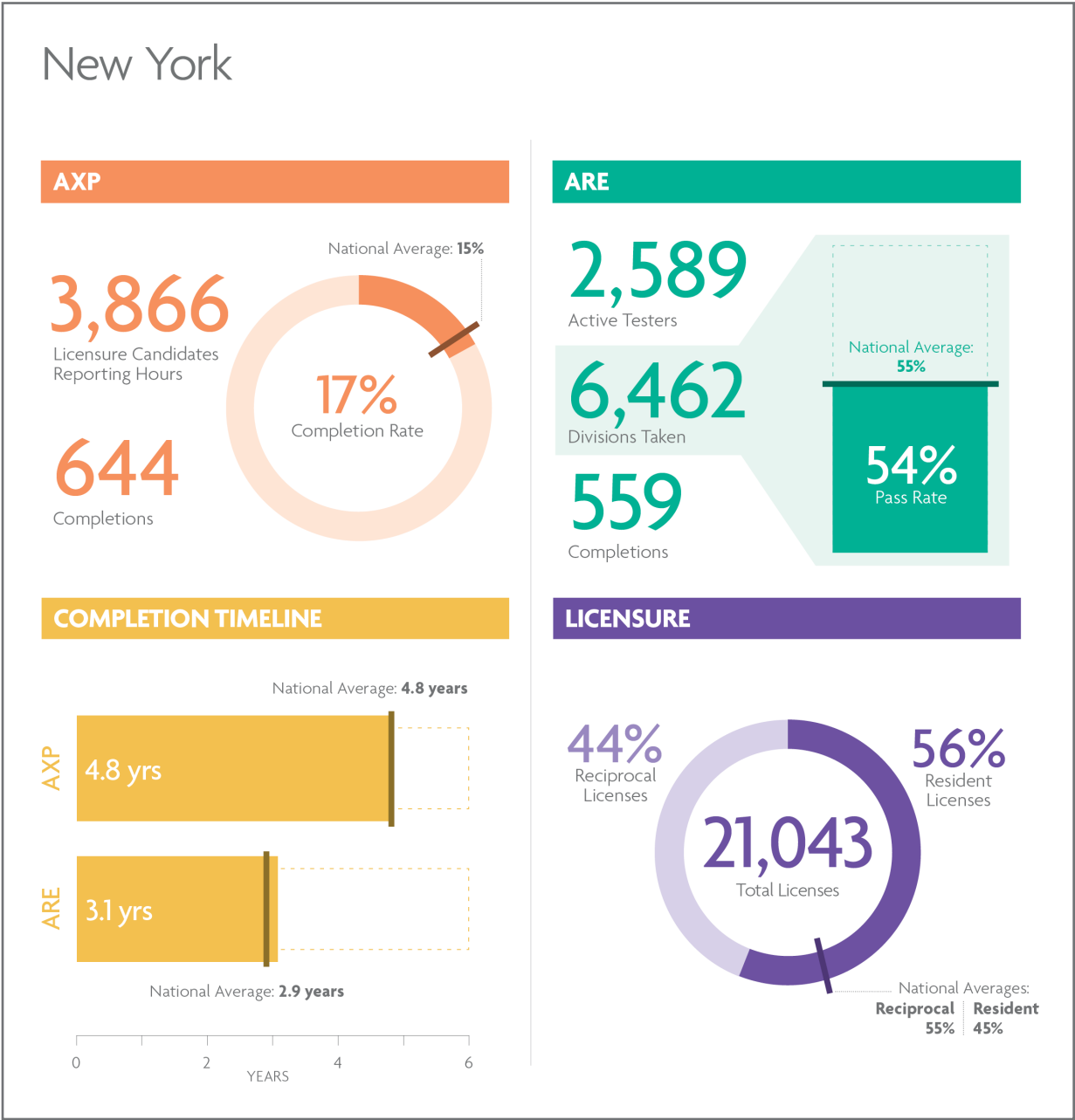
As a leader of your licensing board, you can use this data to guide discussions at the jurisdictional level. The information included in this packet has been filtered to share data gathered from licensure candidates and architects in your jurisdiction only. Each chart includes a basic explanation of what data is being shared, as well as an overview of the trends NCARB has seen at the national level for comparison.

As you review the data, here are a few key things to keep in mind:

- Your jurisdictional data may not align with national trends.
- Not all NCARB Record holders submit their demographic data. However, the majority do self-report their demographic data.
- Not all licensees in your jurisdiction are NCARB Record holders.
- Depending on the number of licensure candidates and architects in your jurisdiction, you may see a much higher degree of fluctuation over time compared to the fluctuation seen at the national level. Jurisdictions with a smaller pool of candidates/architects are more likely to see dramatic change from year to year.
- NCARB will not share demographic data publicly if there are fewer than 30 individuals in a designated group (our threshold for a valid sample size). However, we have shared all data with you regardless of this sample size to ensure you have the most complete picture of your jurisdiction.
- If no information is shown for a specific field or demographic, it is because no individuals in your jurisdiction fit that field or demographic.
- The timeframe for the data reflected in a chart varies by chart. Refer to the chart description for each chart to find this information.

If you have questions about the data presented in this packet, please feel free to reach out to Jenny Kawecki at jkawecki@ncarb.org and Katherine Matthews at kmatthews@ncarb.org.

ARCHITECTURAL LICENSURE OVERVIEW



This chart provides an overview of progression along the path to licensure for candidates in your jurisdiction during the calendar year 2022. The report provides insights into the number of candidates working toward completing two of the core requirements for architecture licensure:

- Gaining professional experience through the Architectural Experience Program® (AXP®)
- Completing the nationally accepted Architect Registration Examination® (ARE®)

The chart also includes:

- An overview of their collective progress toward completing these programs
- The length of time candidates in your jurisdiction typically take to complete the experience and examination requirements
- The total number of licensees in your jurisdiction during the calendar year (this information is self-reported by your Board each year)

National Trends

- The average AXP completion rate in the United States fell from 19% in 2021 to 15% in 2022.
- The average ARE pass rate in 2022 was 55%.
- The average time to complete the AXP rose by approximately 1 month in 2022, and the average time to complete the ARE rose by approximately 3 months.
- The average ratio of in-state to out-of-state licenses shifted slightly, with 55% reciprocal and 45% resident licenses.

JURISDICTIONAL DEMOGRAPHICS

Racial, Ethnic, and Gender Diversity

This table shows the approximate racial, ethnic, and gender diversity of individuals at each career stage for individuals who were seeking licensure or were licensed in this jurisdiction during the calendar year 2022. Individuals can be represented in multiple career stages.

Note: NCARB currently uses the same categories for race and ethnicity as the U.S. Census Bureau. However, changes are coming to My NCARB's demographic selections that will provide race additional options and the ability to multi-select. These changes will be reflected in reports for the 2023 calendar year.

New York

	Female	Male	American Indian Or Alaska Native	Asian	Black Or African American	Hispanic Or Latino	Native Hawaiian Or Other Pacific Islander	Other	White	Total
All Certificate Holders	1,210	4,994	1	487	120	254	11	194	4,806	6,949
New Architects	212	289	2	125	8	37	2	31	279	561
New NCARB Record Holders	444	483	4	275	63	169		138	418	1,055
Reporting Experience	1,143	1,159	8	608	131	374	3	291	1,127	2,518
Taking the ARE	1,180	1,214	4	667	125	324	9	239	1,114	2,611

Career Stage Definitions

New NCARB Record Holders: This stage includes all individuals who started an NCARB Record in 2022 and have received exam eligibility from your jurisdiction. Starting an NCARB Record is an approximation for beginning the path to licensure, as all candidates need an NCARB Record to document the education, experience, and examination requirements for licensure.

Reporting Experience: This stage includes all individuals who documented experience toward the AXP in 2022, based on the work date of the experience report.

Taking the ARE: This stage includes all individuals who took an exam division in 2022.

New Architects: This stage includes all individuals who finished their final “core requirement” for licensure in 2022. Core licensure requirements include education, experience, and examination, although some jurisdictions do have additional requirements. This stage is an approximation for individuals who received an initial license in 2022.

All Certificate Holders: This stage includes all individuals who hold an NCARB Certificate, which can be used to approximate the makeup of the architect population in this jurisdiction.

National Trends

In 2022, racial, ethnic, and gender diversity continued to increase in early career stages, especially for Asian and Hispanic or Latino candidates. The population of new Asian and Hispanic or Latino architects rose slightly in 2022; however, the proportion of new architects who identify as Black or African American has remained relatively stable over the past five years.

ARE 5.0 PASS RATES

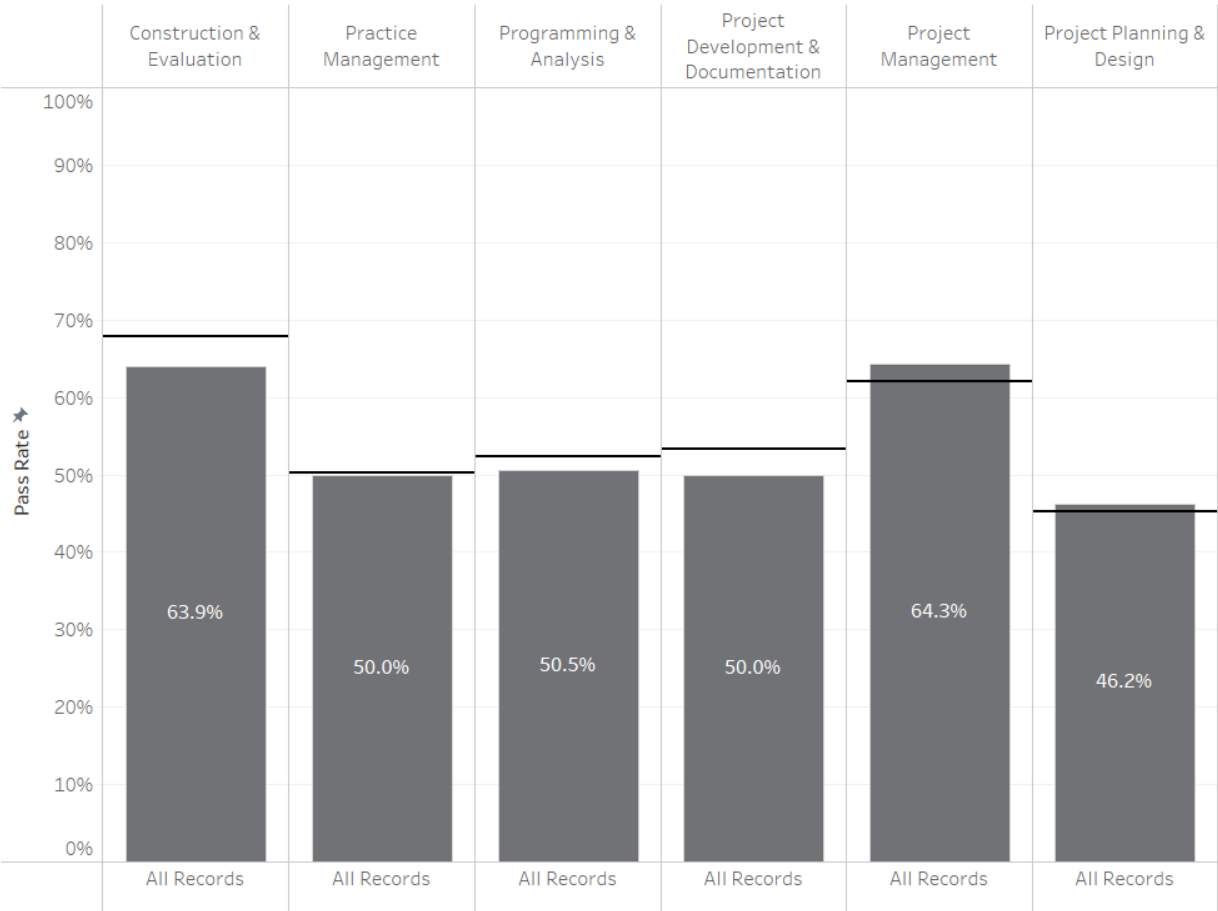
NCARB tracks pass rates to understand candidate performance across the exam’s six divisions. A “pass rate” reflects the proportion of division attempts that scored at or above the cut score for that division. “Overall pass rate” refers to the average pass rate across all six divisions. Thanks to enhanced data science capabilities, NCARB has been able to segment and analyze pass rates by demographic information, including race and ethnicity, gender, and age.

The charts below include information about pass rates in your jurisdiction during the calendar year 2022, including pass rates segmented by race, ethnicity, and gender.

Overall ARE 5.0 Pass Rates

This chart shows each division’s pass rate for all candidates in your jurisdiction, including all division attempts in the calendar year 2022. The black line indicates the national pass rate for all candidates on each division.

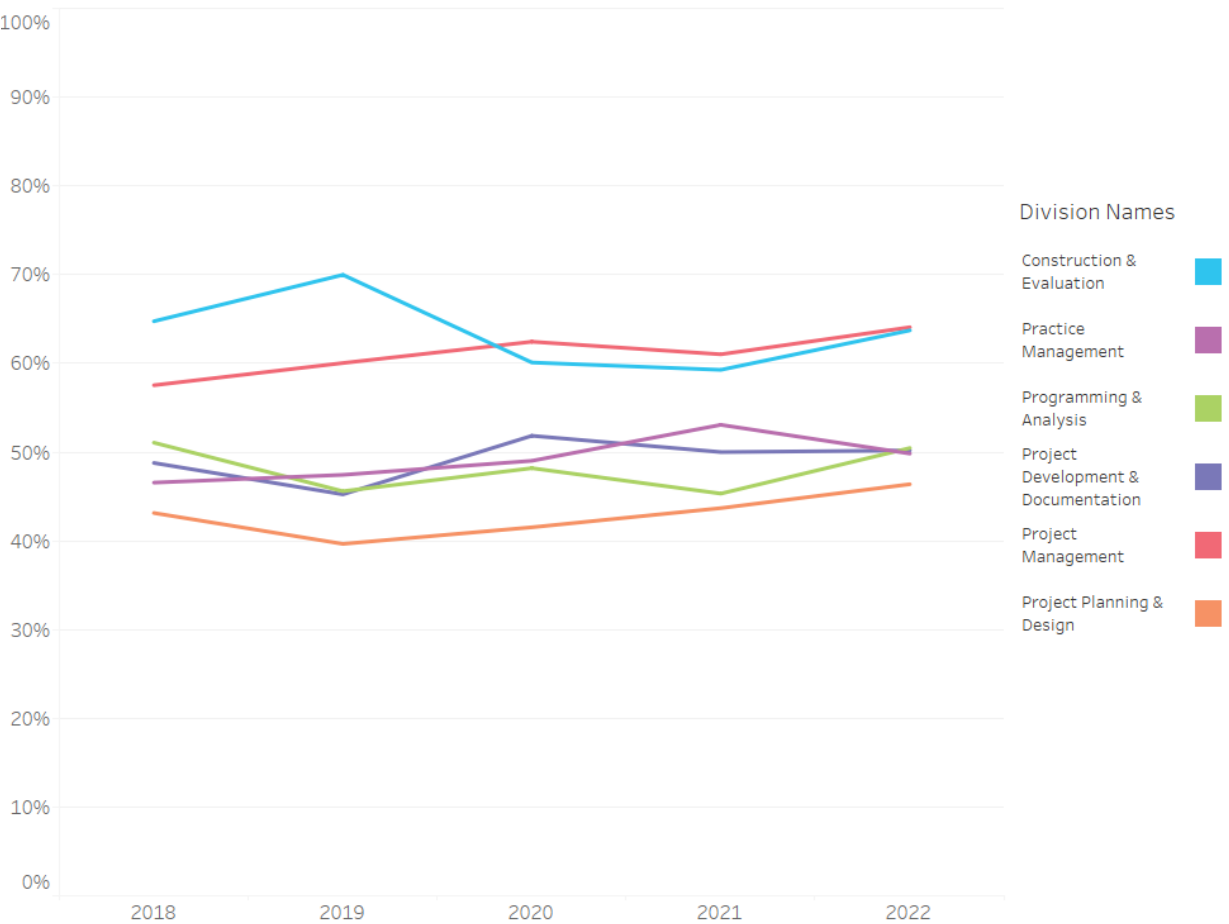
ARE 5.0 Pass Rates Overall for New York



Shift in Pass Rates by Division

This chart shows the change in ARE 5.0 pass rates for candidates from your jurisdiction over the last five years. At the national level, a review of divisional pass rates over time shows that candidate performance across all six divisions continued moving toward a more consistent pass rate.

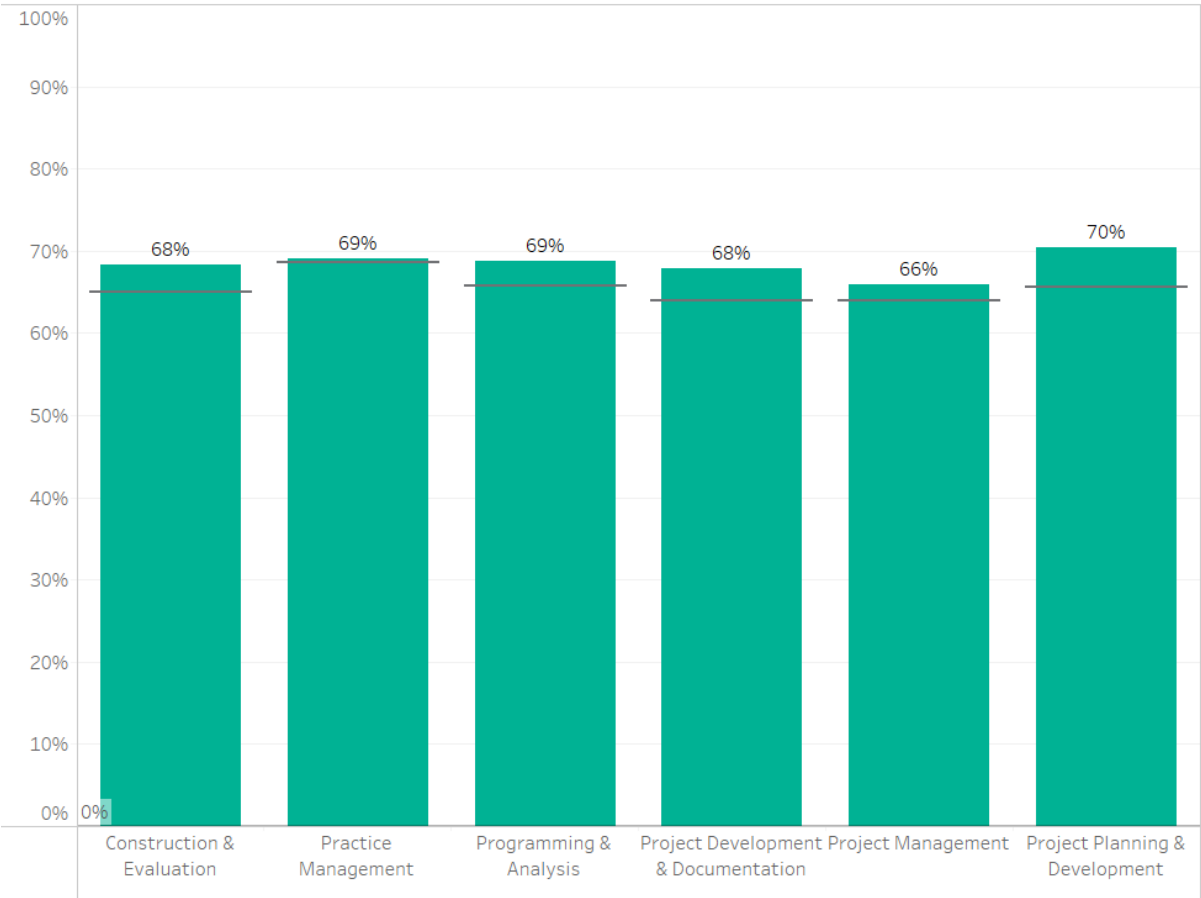
Pass Rates by Division Over Time for New York



Practice Exam Usage

This chart shows the average practice exam usage for candidates in your jurisdiction, sorted by race, ethnicity, and gender. Nation-wide, approximately 69% of candidates use NCARB's free practice exam before taking the related division.

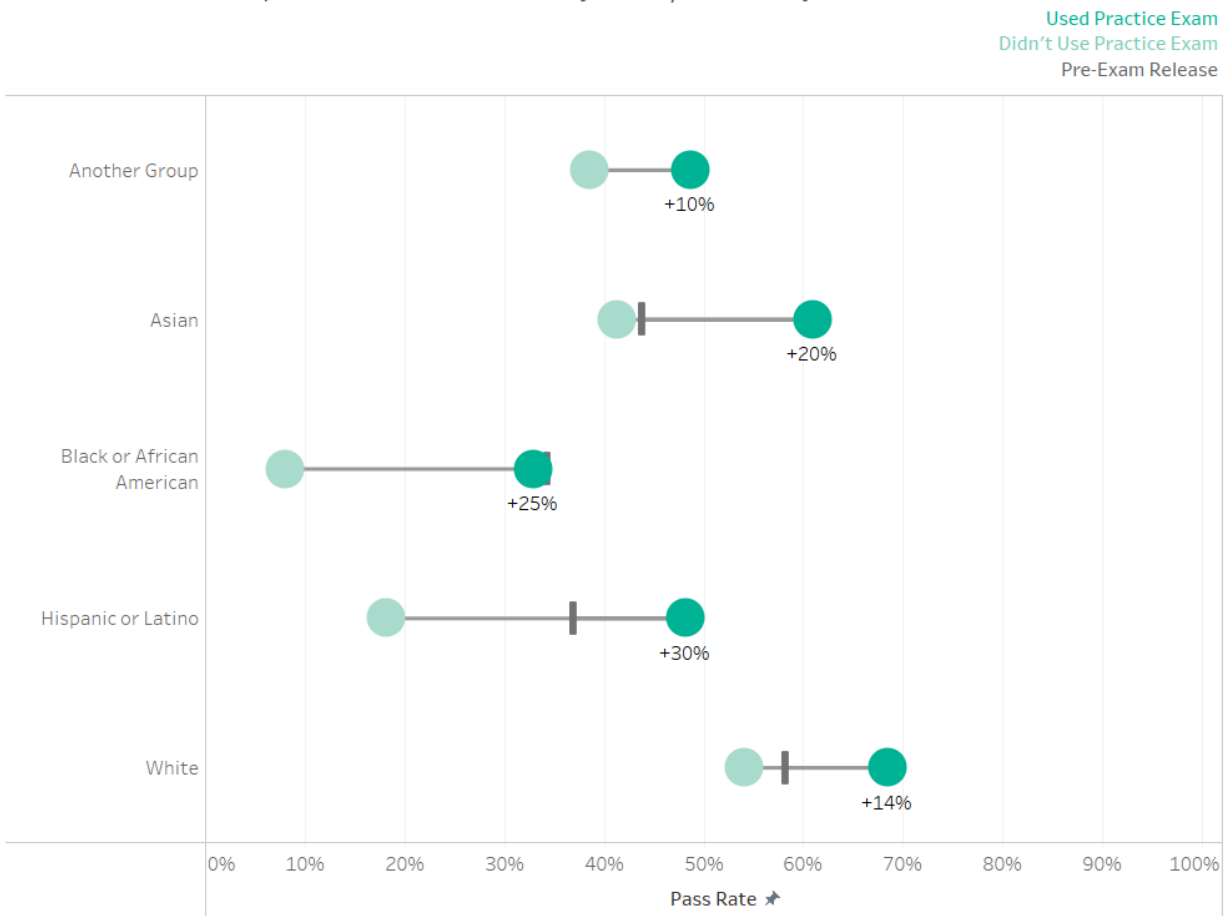
Practice Exam Usage by Division in New York



Practice Exam Impact by Race and Ethnicity

This chart shows the impact of the practice exams on pass rates for candidates in your jurisdiction, sorted by race and ethnicity. The gray dot represents the pass rate for candidates who did not use the practice exam, the green dot represents the pass rate for candidates who did use the practice exam, and the short vertical line represents the average pass rate pre-practice exam launch. At a national level, candidates of color saw a larger improvement in pass rates than white candidates.

Practice Exam Impacts on Pass Rates by Race/Ethnicity in New York



Practice Exam Impact by Gender

This chart shows the impact of the practice exams on pass rates for candidates in your jurisdiction, sorted by gender. The gray dot represents the pass rate for candidates who did not use the practice exam, the green dot represents the pass rate for candidates who did use the practice exam, and the short vertical line represents the average pass rate pre-practice exam launch. At a national level, men and women saw similar improvements in pass rates.

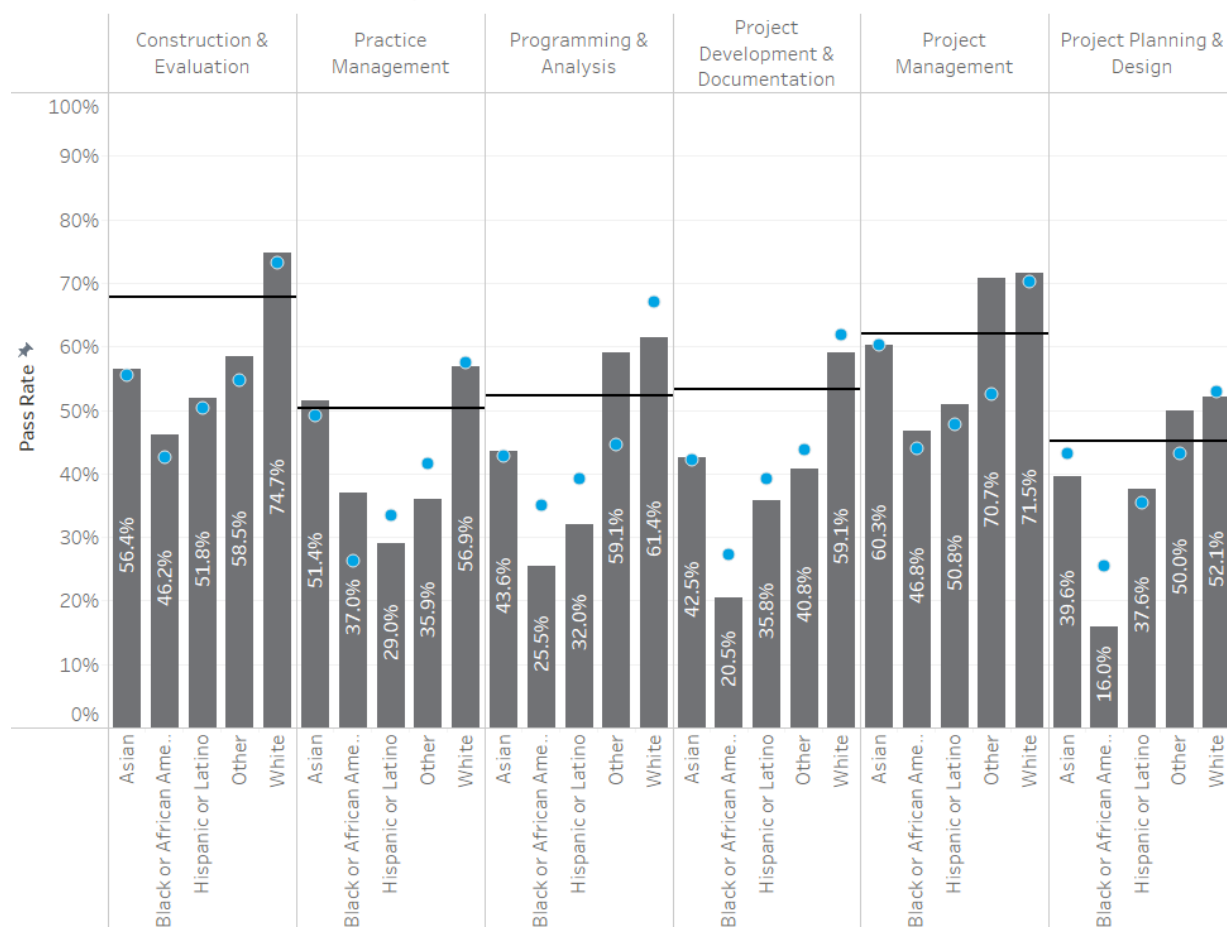
Practice Exam Impacts on Pass Rates by Gender in New York



ARE 5.0 Divisional Pass Rates by Race and Ethnicity

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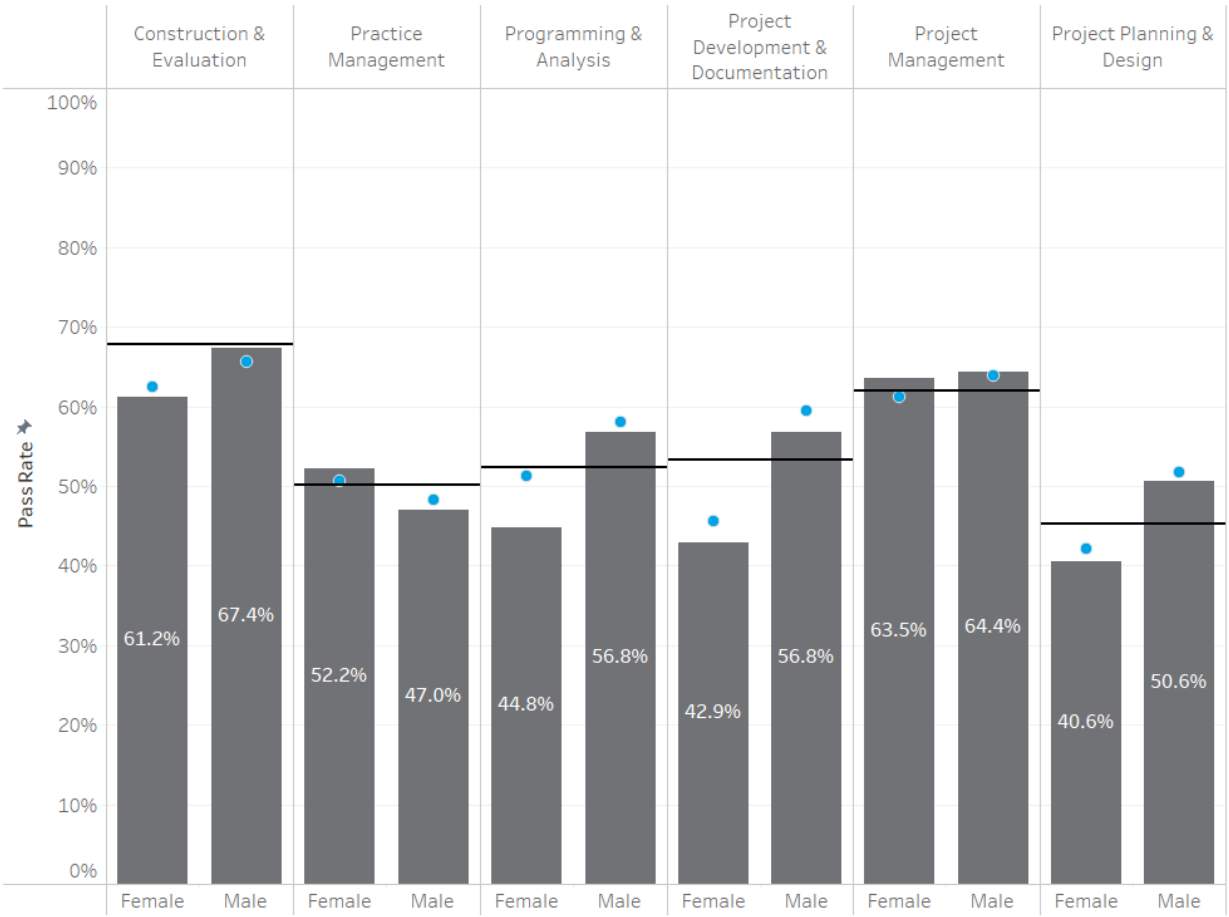
ARE 5.0 Pass Rates by Race/Ethnicity for New York



ARE 5.0 Divisional Pass Rates by Gender

This chart shows each division's 2022 pass rate for candidates in your jurisdiction segmented by the candidate's gender. The black line indicates the national pass rate for all candidates on each division. The blue dot represents the national pass rate for all candidates from the indicated demographic.

ARE 5.0 Pass Rates by Gender for New York



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The following charts provide data on NCARB's key performance indicators (KPIs), filtered for your jurisdiction. This is data that NCARB uses at the organizational level to measure success in meeting our strategic and financial goals. Unlike previous charts in this packet, the following charts are current to June 2022.

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The total number of candidates who have now completed both the experience and examination requirements for licensure. Candidates appear in the month of the second program completion, e.g. if a candidate completed the AXP in April of 2019 and the ARE in June of 2021, they would appear in June of 2021 only.

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The total number of initial licensure request transmittals sent to your jurisdiction in the given month. Any canceled transmittals are excluded.

Reciprocal Transmittals

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New NCARB Records Opened

The total number of NCARB Records opened in the given month if the Record holder is either testing in your jurisdiction, has a verified license in your jurisdiction, or resides in your jurisdiction.

NCARB Records Renewed

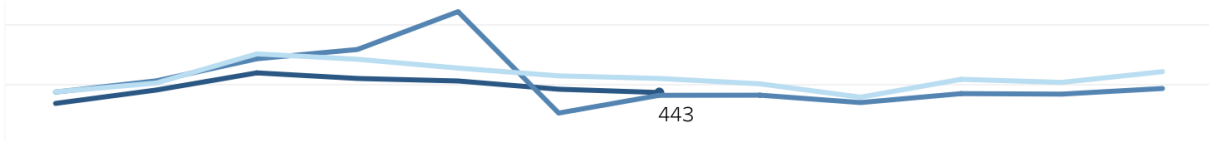
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July 2023 NCARB Data for New York

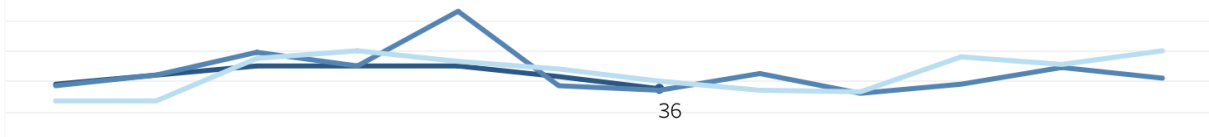
Exam Candidates
7,025

NCARB Record Holders
7,108

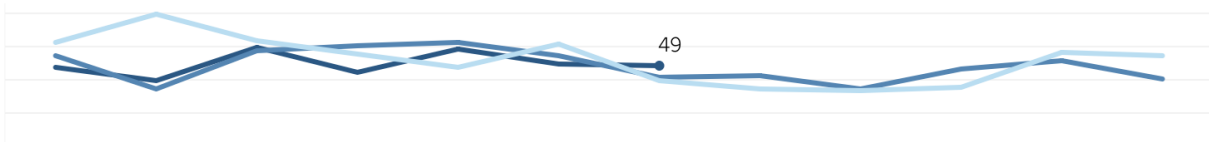
Exam Divisions Taken



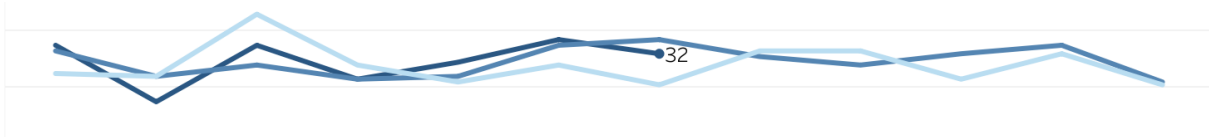
Candidates Completing Core Requirements



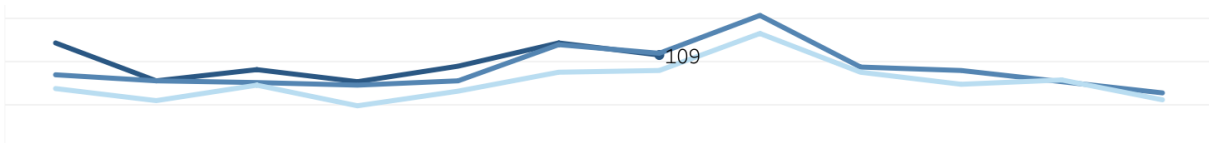
Initial Transmittal Requests



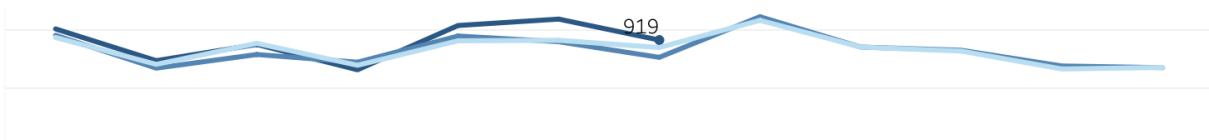
Reciprocal Transmittal Requests



New NCARB Records Opened



NCARB Records Renewed



July 2023 NCARB Data for New York

Exam Candidates
7,025

NCARB Record Holders
7,108

Exam Divisions Taken

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2021	449	523	767	722	648	583	561	516	404	554	528	618
2022	447	541	726	804	1,121	271	420	421	359	434	430	477
2023	352	464	608	561	540	471	443					

Candidates Completing Core Requirements

2021	28	28	56	61	54	49	41	35	34	57	52	61
2022	38	45	60	51	87	38	35	46	33	39	50	43
2023	39	45	51	51	51	44	36					

Initial Transmittal Requests

2021	63	80	64	56	48	62	40	35	34	36	57	55
2022	55	35	58	61	63	55	42	43	35	47	52	41
2023	48	40	60	45	59	50	49					

Reciprocal Transmittal Requests

2021	25	24	46	28	22	28	21	33	33	23	32	21
2022	33	24	28	23	24	35	37	31	28	32	35	22
2023	35	15	35	23	29	37	32					

New NCARB Records Opened

2021	70	56	74	50	67	89	91	134	89	75	80	57
2022	86	79	77	74	79	121	111	155	95	91	78	65
2023	123	79	92	78	96	123	109					

NCARB Records Renewed

2021	941	714	891	706	913	917	856	1,086	860	826	675	688
2022	959	682	797	732	953	905	773	1,116	860	833	700	686
2023	1,013	745	882	668	1,042	1,096	919					

JURISDICTIONAL DATA

NEW YORK

2024



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INTRODUCTION

NCARB regularly analyzes and shares data highlighting current trends along the path to licensure, including program completion time, pass rates, and demographics. This information, which is gathered from customers' NCARB Records, enables NCARB and our key stakeholders to make strategic decisions, educate policymakers and the public, and guide changes to our programs and services.

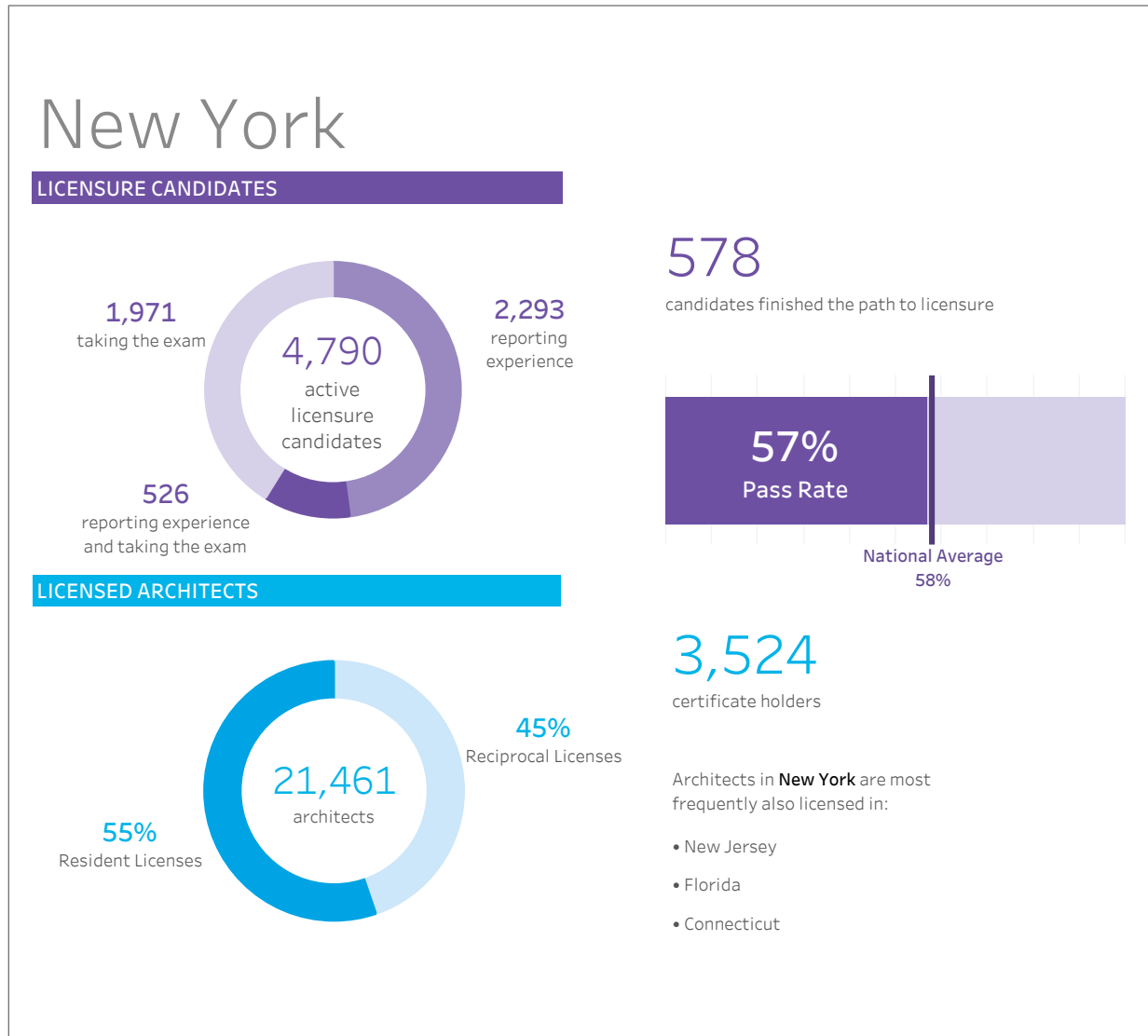
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As you review the data, here are a few key things to keep in mind:

- Your jurisdictional data may not align with national trends.
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- The timeframe for the data reflected in a chart varies by chart. Refer to the chart description for each chart to find this information.

If you have questions about the data presented in this packet, please feel free to reach out to Jenny Kawecki at jkawecki@ncarb.org and Katherine Matthews at kmatthews@ncarb.org.

ARCHITECTURAL LICENSURE OVERVIEW



This chart provides an overview of licensure candidates and licensed architects in your jurisdiction during the calendar year 2023, including:

- The number of candidates working to complete the Architectural Experience Program® (AXP®), Architect Registration Examination® (ARE®), or both
- The average ARE pass rate in your jurisdiction compared to the national average

- The number of candidates who completed the licensure path in your jurisdiction
- The states where architects in your jurisdiction are most likely to hold reciprocal licenses

National Trends

- In 2023, the number of active licensure candidates rose by 7%, to 37,000.
- There were 121,368 U.S. architects in 2023, a 1% increase from 2022.
- The number of new architects rose to just over 3,700, up 6%.
- In 2023, the average time to complete NCARB's programs was 7.5 years, including 4.9 spent completing the AXP and 2.5 spent completing the ARE—5 months shorter than the average time to complete the ARE in 2022.
- The average ratio of in-state to out-of-state licenses shifted slightly, with 54% reciprocal and 46% resident licenses.

JURISDICTIONAL DEMOGRAPHICS

Racial, Ethnic, and Gender Diversity

This table shows the approximate racial, ethnic, and gender diversity of individuals at each career stage for individuals who were seeking licensure or were licensed in this jurisdiction during the calendar year 2023. Individuals can be represented in multiple career stages.

New York

		All Certificate Holders	New Architects	Taking the ARE	New NCARB Record Holders	Submitting Experience
Gender	Men	2,328	242	1,160	480	1,244
	Women	777	245	1,111	487	1,305
Race/Ethnicity	American Indian Or Alaska Native	1	2	4	5	10
	Asian	305	129	624	246	701
	Black Or African American	62	18	118	57	167
	Native Hawaiian Or Other Pacific Islander	4	1	10	3	5
	White	2,264	263	1,069	428	1,182
	Another Group	122	57	233	97	313
	Hispanic, Latino, Or Spanish	144	51	345	183	435
	Total	3,524	578	2,497	1,096	2,819

Career Stage Definitions

New NCARB Record Holders: This stage includes all individuals who started an NCARB Record in 2023. Starting an NCARB Record is an approximation for beginning the path to licensure, as all candidates need an NCARB Record to document the education, experience, and examination requirements for licensure.

Reporting Experience: This stage includes all individuals who documented experience toward the AXP in 2023, based on the work date of the experience report.

Taking the ARE: This stage includes all individuals who took an exam division in 2023.

New Architects: This stage includes all individuals who finished their final “core requirement” for licensure in 2023. Core licensure requirements include education, experience, and examination, although some jurisdictions do have additional requirements. This stage is an approximation for individuals who received an initial license in 2023.

All Certificate Holders: This stage includes all individuals who hold an NCARB Certificate, which can be used to approximate the makeup of the architect population in this jurisdiction.

National Trends

NCARB has seen consistent growth in gender equity and racial diversity across all candidate stages over the past 5 years. In 2023, 47% of the licensure candidate population identified as a person of color, and 46% were women.

Women now make up 48% of the testing population, and typically earn their licenses faster than men—completing requirements a year sooner on average. In 2023, nearly half (43%) of candidates completing the AXP and over a third (35%) of candidates completing the ARE identified as a person of color.

In 2023, we also saw racial, ethnic, and gender diversity in the licensure candidate population beginning to make its way to the pool of licensed architects: in 2023, 1 in 5 architects identified as a person of color.

ARE 5.0 PASS RATES

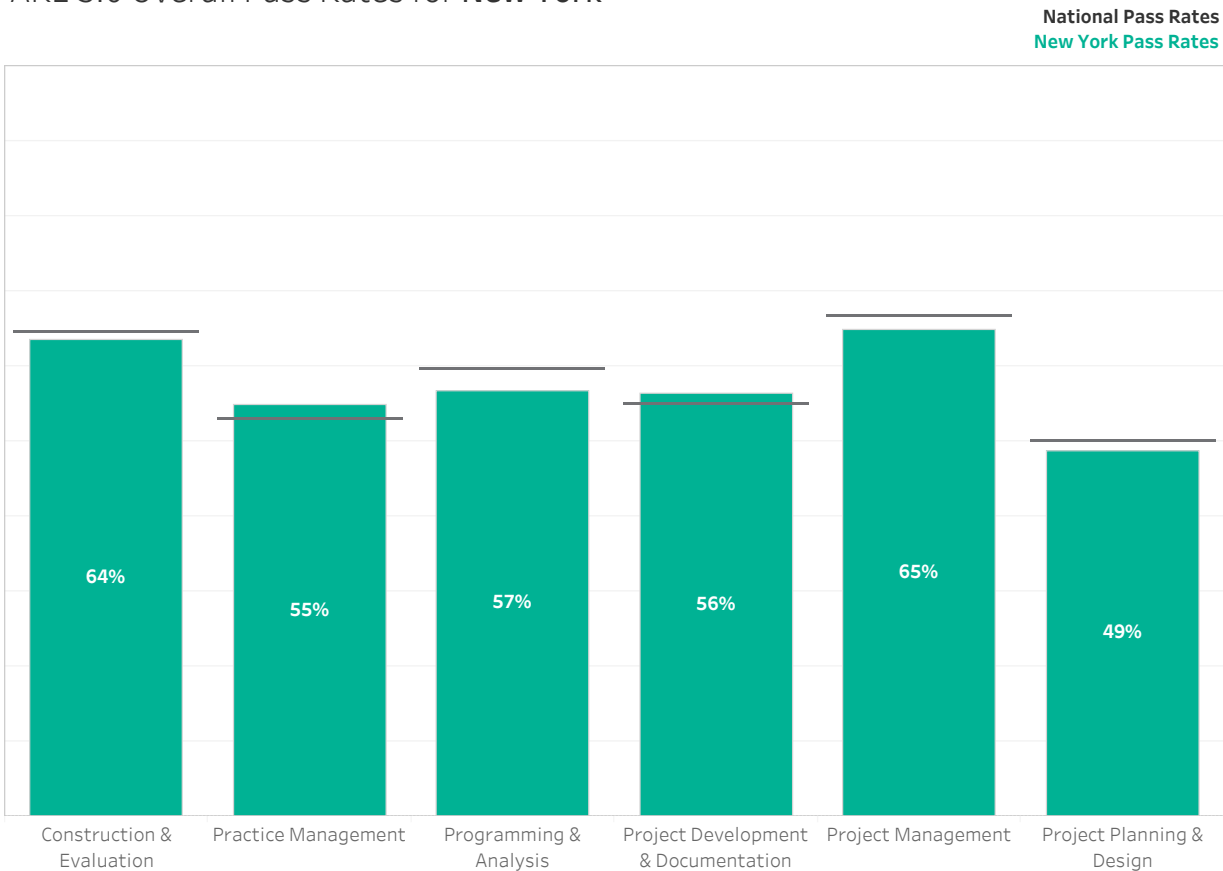
NCARB tracks pass rates to understand candidate performance across the exam’s six divisions. A “pass rate” reflects the proportion of division attempts that scored at or above the cut score for that division. “Overall pass rate” refers to the average pass rate across all six divisions. Thanks to enhanced data science capabilities, NCARB has been able to segment and analyze pass rates by demographic information, including race and ethnicity, gender, and age.

The charts below include information about pass rates in your jurisdiction during the calendar year 2023, including pass rates segmented by race, ethnicity, and gender.

Overall ARE 5.0 Pass Rates

This chart shows each division’s pass rate for all candidates in your jurisdiction, including all division attempts in the calendar year 2023. The grey line indicates the national pass rate for all candidates on each division.

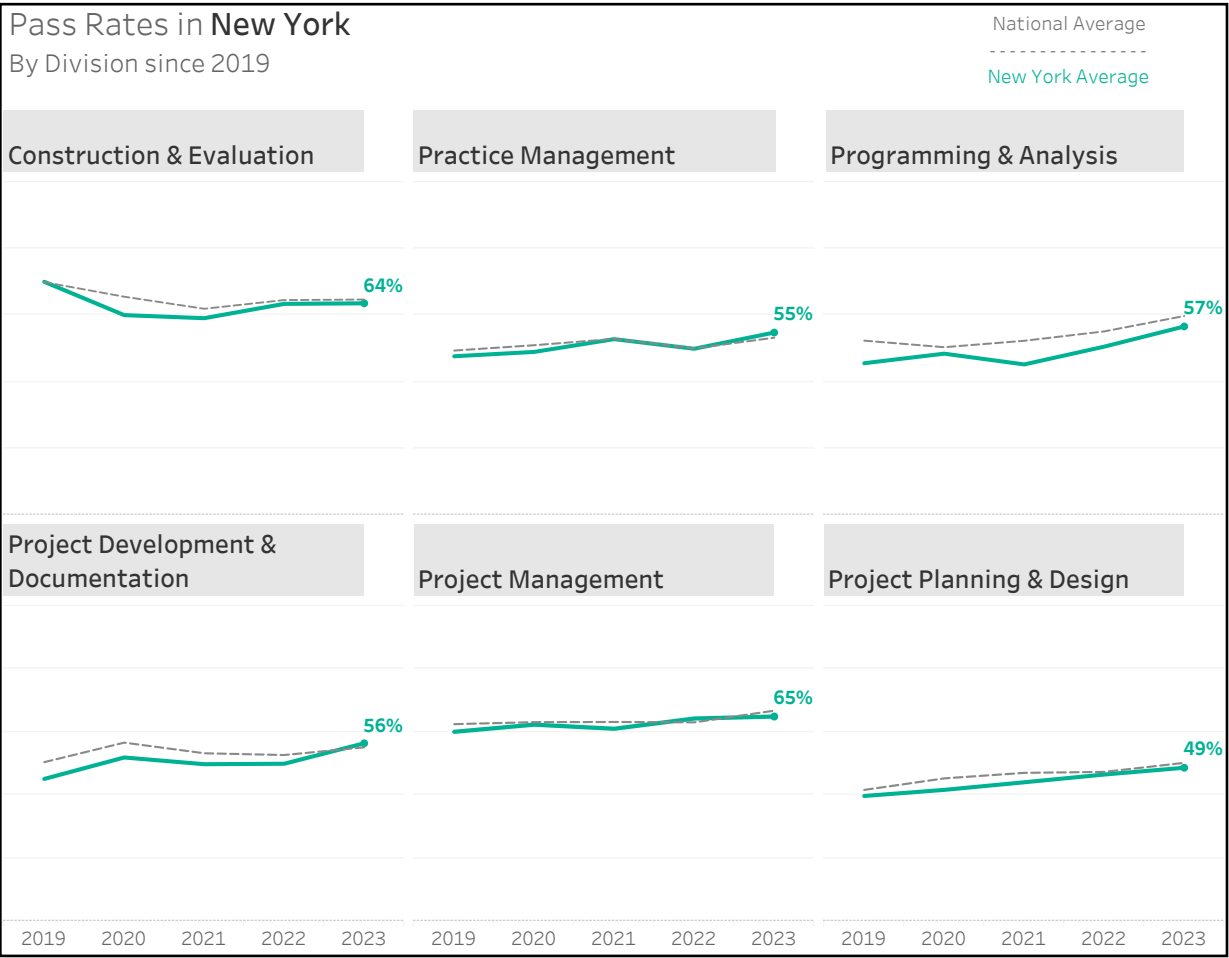
ARE 5.0 Overall Pass Rates for New York



Shift in Pass Rates by Division

This chart shows the change in ARE 5.0 pass rates for candidates in your jurisdiction across all six divisions over the last five years. The dashed grey line indicates the national pass rate for all candidates on each division.

At a national level, overall pass rates rose by 3% in 2023—the largest increase ARE 5.0 has ever seen. NCARB’s free practice exams have helped drive this positive change, providing candidates with greater insight into the testing experience. Overall, candidates who took one of NCARB’s free practice exams before attempting the related division were 15 percentage points more likely to pass.



ARE 5.0 Divisional Pass Rates by Demographic

This chart shows each division's 2023 pass rate for candidates in your jurisdiction segmented by the candidate's race/ethnicity and gender. The grey bar indicates the national pass rate for the related demographic group on each division.

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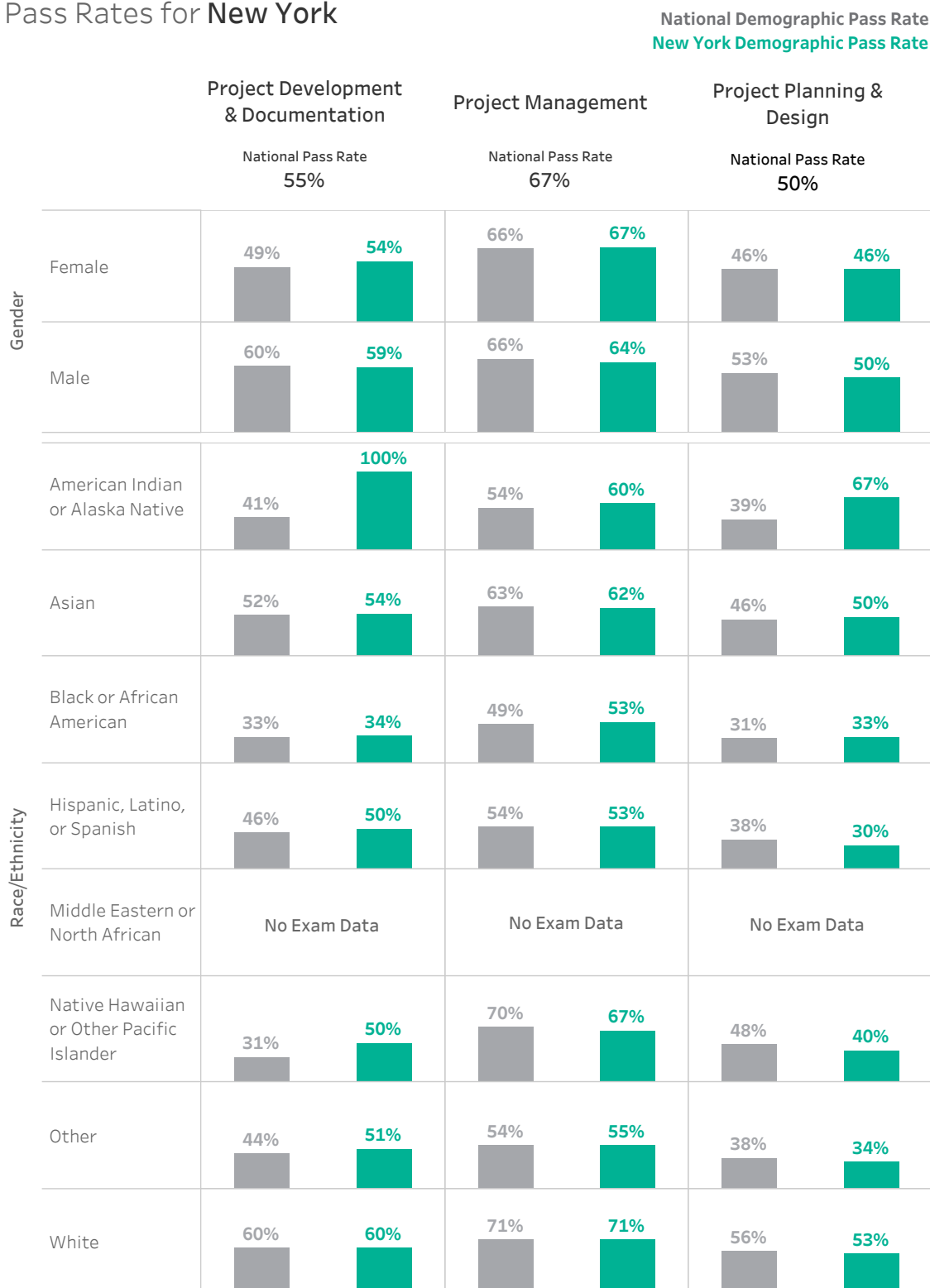
Pass Rates for New York



ARE 5.0 Divisional Pass Rates by Demographic

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Pass Rates for New York



JURISDICTIONAL DATA

NEW YORK

2025



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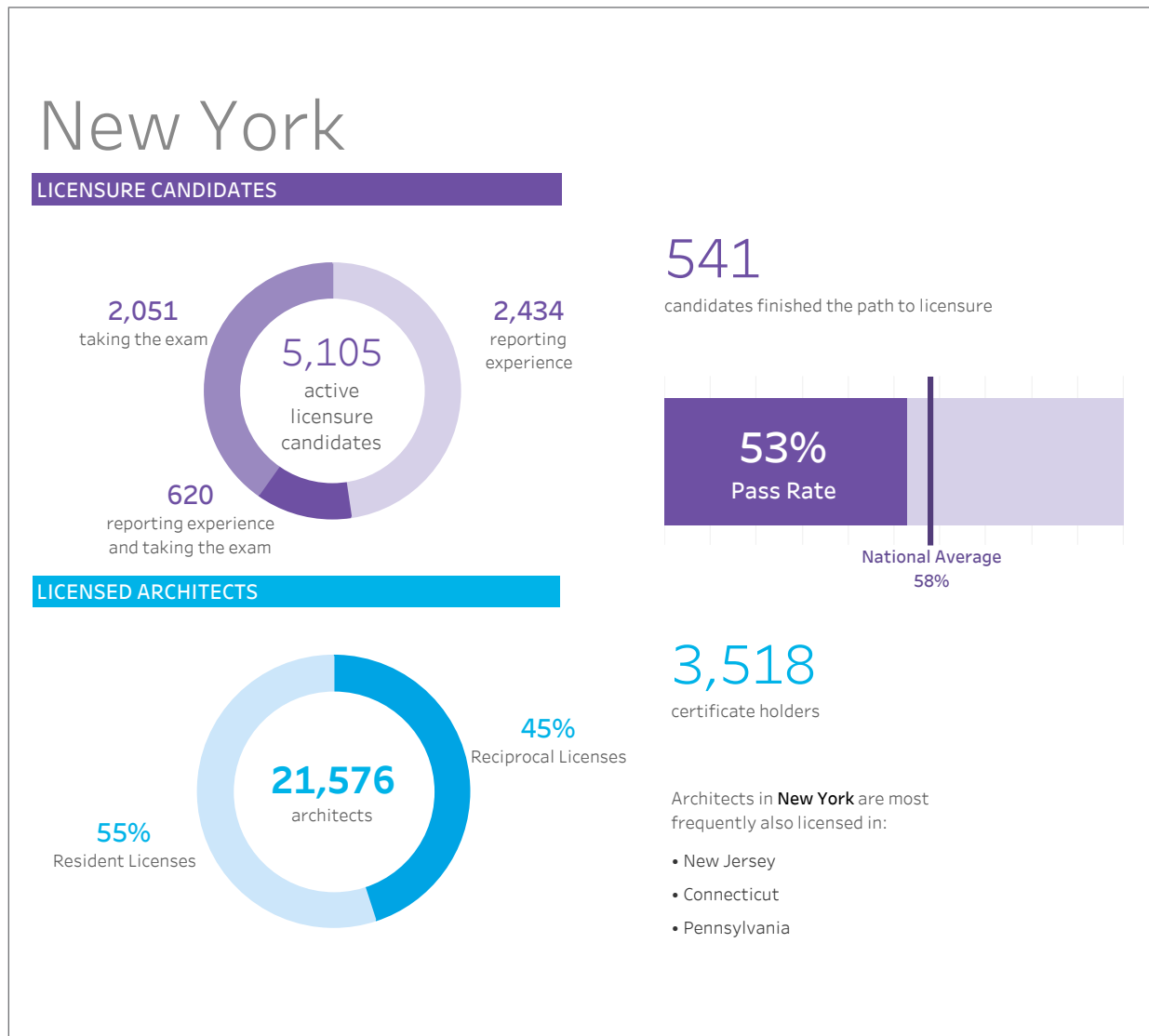
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- The number of candidates who completed the licensure path in your jurisdiction
- The states where architects in your jurisdiction are most likely to hold reciprocal licenses

National Trends

- In 2024, the number of active licensure candidates rose by 5% to 39,499.
- There were 116,005 U.S. architects in 2024, a 4% decrease from 2023.
- The number of new architects held steady at 3,606.
- In 2024, the average time to licensure fell to 12.9 years, the first time this number has decreased since the COVID-19 pandemic.
- The average ratio of in-state to out-of-state licenses shifted slightly, with 59% reciprocal and 41% resident licenses.

JURISDICTIONAL DEMOGRAPHICS

Racial, Ethnic, and Gender Diversity

This table shows the approximate racial, ethnic, and gender diversity of individuals at each career stage for individuals who were seeking licensure or were licensed in this jurisdiction during the calendar year 2024. Individuals can be represented in multiple career stages. To ensure data privacy around exam performance, NCARB will report “insufficient information” if your jurisdiction has fewer than 5 individuals in a given demographic group in the “Taking the ARE” category.

New York

		All Architects	New Architects	Taking the ARE	Submitting Experience	Opened NCARB Record
Gender	Female	1522	186	1155	1498	485
	Male	2769	268	1252	1562	461
Ethnicity	American Indian or Alaska Native	5		8	12	5
	Another Group	233	34	263	297	27
	Asian	715	104	664	814	279
	Black or African American	86	12	142	173	59
	Hispanic, Latino, or Spanish	329	47	384	453	174
	Middle Eastern or North African	8	3	14	38	38
	Native Hawaiian or Other Pacific Islander	11	2	6	8	3
	White	2759	273	1102	1508	424
	Total	4795	504	2671	3377	1022

*** values do not meet NCARB's data privacy condition

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Women now make up 47% of the testing population, and typically earn their licenses faster than men—completing requirements a year sooner on average. In 2024, nearly half (44%) of candidates completing the AXP and a third (33%) of candidates completing the ARE identified as a person of color.

In 2024, we also saw racial, ethnic, and gender diversity in the licensure candidate population beginning to make its way to the pool of licensed architects: in 2024, 1 in 3 new architects identified as a person of color..

ARE 5.0 PASS RATES

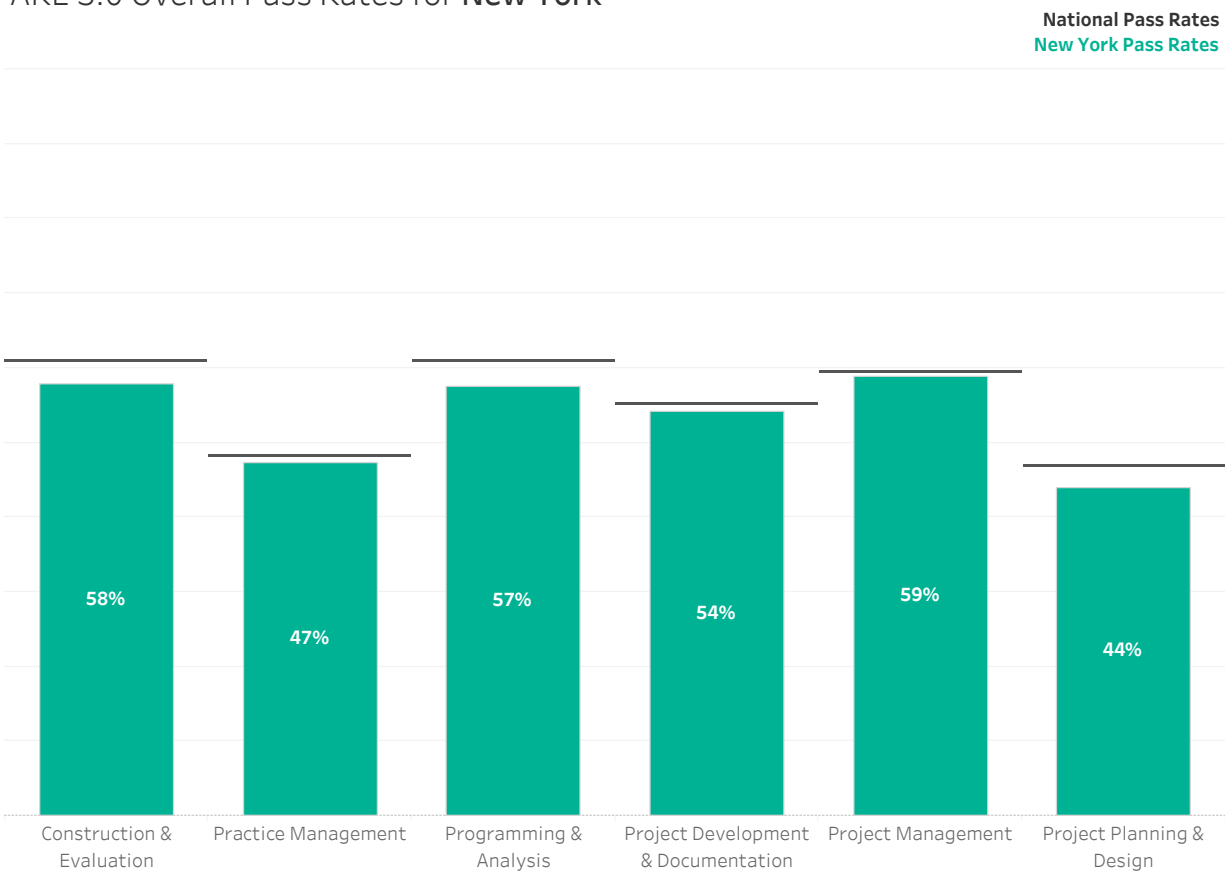
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ARE 5.0 Overall Pass Rates for **New York**

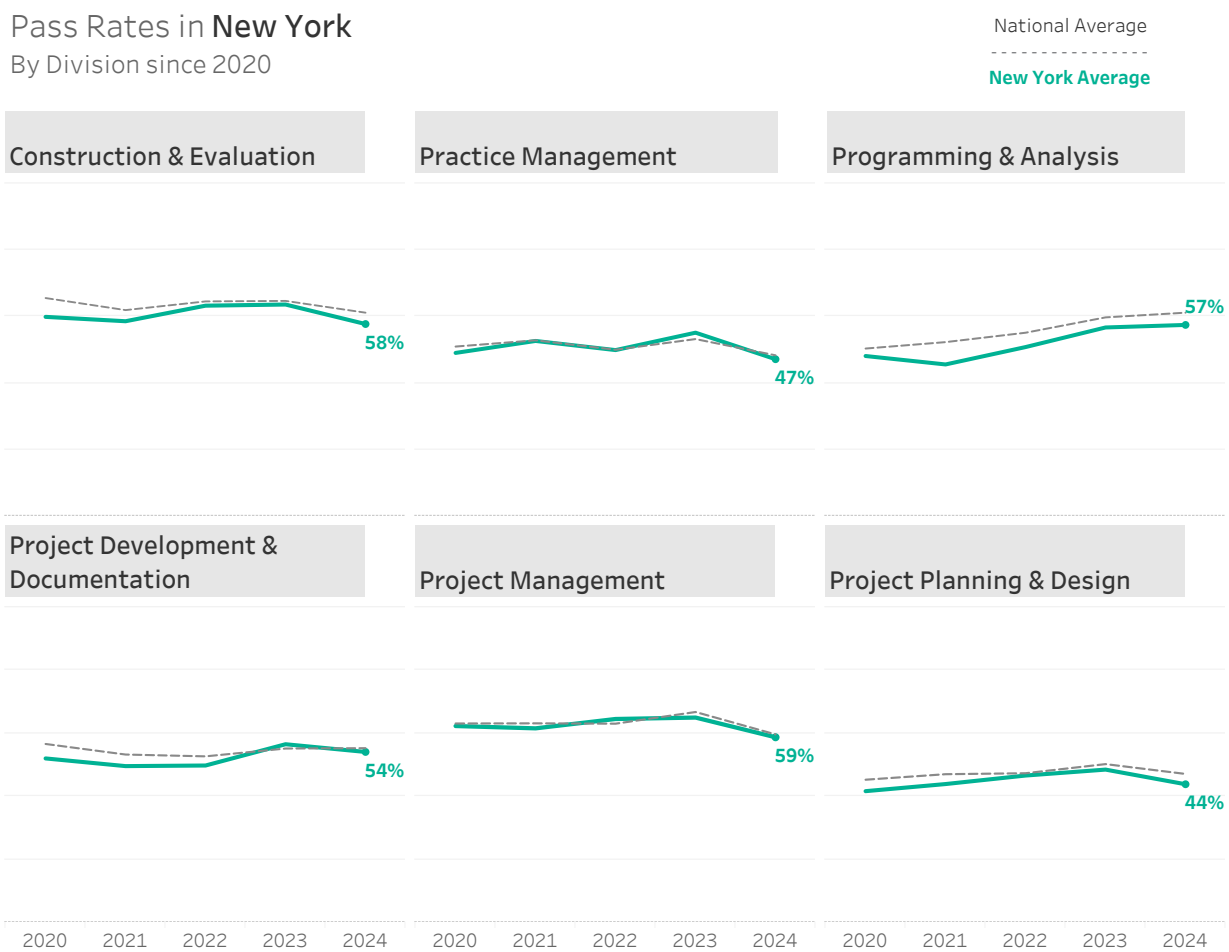


Shift in Pass Rates by Division

This chart shows the change in ARE 5.0 pass rates for candidates in your jurisdiction across all six divisions over the last five years. The dashed grey line indicates the national pass rate for all candidates on each division.

At a national level, overall pass rates fell by 3% in 2024—a return to average following last year’s increase. NCARB’s free practice exams have helped drive this positive change, providing candidates with greater insight into the testing experience. Overall, candidates who took one of NCARB’s free practice exams before attempting the related division were 16 percentage points more likely to pass.

Pass Rates in **New York**
By Division since 2020



ARE 5.0 Divisional Pass Rates by Demographic

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Pass Rates for New York

National Demographic Pass Rate
New York Demographic Pass Rate



ARE 5.0 Divisional Pass Rates by Demographic

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Pass Rates for New York

National Demographic Pass Rate
New York Demographic Pass Rate



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

NEW BUSINESS

EDUCATION /
EXPERIENCE
QUESTION

To: Architecture Board Members
From: Robert Lopez
Subject: Education/Experience Review
In reply to:

Date: January 16, 2026

At its February 2025 meeting, the State Board recommended changes to the education and experience requirements for licensure to add flexibility and to modernize New York's licensure requirements.

Included within those changes was a recommendation to permit one-half of a typical licensure candidate's experience to be within New York's Category J (*experience related to architecture*). These typical candidates would need to have the other half of their experience within New York's Category I (*the diversified practice of architecture*).

The exception would be candidates with no college education whatsoever. For such candidates, they would need to have a minimum of 7 years of their experience in Category I, maintaining the current requirement.

A question has arisen about candidates who have earned a related master's degree (Category E) in addition to a degree from an NAAB-accredited program (Category A). Such a combination allows the State Board to reduce the amount of experience required for licensure by 1 year.

An example of this type of candidate is below:

■ Rensselaer Polytechnic Institute – Bachelor of Architecture – Category A	9 units
■ <u>Columbia University – MS Advanced Architectural Design – Category E</u>	<u>+1 unit</u>
Total education award	10 units

The question before the State Board is should candidates receiving 10 units as noted above be permitted the same flexibility in permitting one-half of their experience to be in Category J? If so, it would allow such a candidate to have 1 year, maximum in Category J (*experience related to architecture*) and would require a minimum of 1 year in Category I (*diversified practice of architecture*).

The Board's recommendation regarding the above is requested.

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OPINION

The Department of Education Has Classified Architects as “Non-Professional.” Why This Matters.

11.26.2025

By Michael J. Crosbie

T

he U.S. Department of Education (DOE) recently announced that the “professional” status of “terminal architecture degree programs” is to be eliminated as of July 2026. This action could have significant impact on architecture students enrolled in

“professional” degree programs (known as terminal degrees, as they are required in many states to qualify for architectural licensing exams) who receive federally backed loans from the DOE. The decision regarding architecture’s status as a “profession” primarily affects student loan programs; it doesn’t appear to have an effect on architectural registration and licensure. (The U.S. Department of Labor continues to classify architecture as a professional occupation in compiling labor statistics.) This DOE action is focused not just on architects, as several other occupations will be “delisted” as well, among them: nursing, physician assistants, physical therapists, audiologists, accountants, educators, and social workers.

According to the DOE, the crux of this action is student debt. The administration’s **One Big Beautiful Bill Act**, passed by Congress and signed into law this past July, placed new limits on federal student loans for graduate degree programs—which, according to the DOE, account for half of the \$1.7 trillion in federal student loans. The department is charged with “identifying ‘professional degree’ programs that will be eligible for higher federal lending limits,” **according to the DOE website**. “[A] negotiating committee convened by the agency has proposed a consensus definition that designates Medicine (M.D.), Dentistry (D.D.S./D.M.D.), Law (L.L.B./J.D.), and several other high-cost programs as eligible for a \$200,000 borrowing limit. Students who pursue a degree in other graduate or doctoral programs would be capped at \$100,000 in federal loans.” However, both “professional” and “nonprofessional” degree programs have new caps, which potentially cuts financial aid for all students.

Under the DOE’s new Repayment Assistance Program, loans for new borrowers will have an annual cap of \$20,500 for grad students, while loans to “professional students” will be capped at \$50,000. Many students in professional graduate architecture degree programs will need to find other sources for loans to cover the difference. Prior to this change, loan amounts could cover the full cost of degree programs. It should be obvious, but many of the occupations delisted don’t have the earning power of medicine, dentistry, and law. The DOE points out that reducing loan caps for students seeking degrees for these lower-earning professions would reduce an unmanageable student debt burden. But certainly not if students must seek out non-federal loan programs with higher interest rates. The result could mean fewer students from non-affluent backgrounds entering the architectural profession.

The reaction of architecture organizations to the DOE’s delisting of architecture has been swift. The American Institute of Architects (AIA) **stated that it strongly opposes** “any proposal or policy that fails to recognize architects as professionals, particularly when designating which degrees qualify for student loan caps.” The AIA points out that the legal designation of

a registered architect “is earned through years of rigorous education, extensive professional examinations, and a demanding licensing process. To classify otherwise dismisses the expertise, professional standards, and dedication that define the profession. Lowering the loan cap will reduce the number of architects who can afford to pursue this professional degree and harm American leadership in this field.” The AIA expressed the institute’s desire to engage with policymakers “to ensure that the essential role and professional standing of architects are properly recognized in federal policy. We remain steadfast in our commitment to protecting the integrity and value of the architectural profession.”

The Association of Collegiate Schools of Architecture (ACSA), the professional body that represents some 7,000 architectural educators and 40,000 architecture students, notes that DOE’s actions will limit access to student loans, according to ACSA President José L.S. Gámez. *In a statement to The Architect’s Newspaper*, Gámez said, “Architecture has long been understood to be a profession built upon rigorous education, licensure requirements, and life-long learning that prepare architects for the responsibilities of protecting the health, safety, and welfare not only of their clients but of the public at large.” ACSA’s position is that the DOE’s proposed changes will stifle educational opportunities for would-be architects and “risks our collective public interest. ACSA will advocate for a more considered approach to the needs of the public and reaffirm the importance of professional programs in architecture and design.”

Ed Marley, president of the National Council of Architectural Registration Boards (the boards that grant architectural licensure through the states), points out: “The advanced knowledge and skills necessary to provide competent architectural services reinforces it as a ‘profession’ that serves the public’s interest.” Marley notes that while NCARB advocates for multiple paths to licensure, the council “acknowledges that higher education is the most common path to licensure. Limiting federal assistance for students enrolled in architecture programs will impede access for many who desire to serve the public interest by delivering a built environment that improves our physical and mental well-being. Shrinking educational access will do a great disservice to current public interest and to future generations desiring to be architects.”

When I asked former University of Minnesota architecture dean Thomas Fisher for his perspective on DOE’s actions, he saw it as a product of “economic fundamentalism: the belief that the marketplace, rather than experts with knowledge of these disciplines, should determine the value of their degrees.” Limiting the amount of money students can borrow to fund their education makes it more difficult, Fisher contends, for “less-affluent

students in need of loans to enter the field, at a time when the demand for most of them has never been higher. It should also remind us of why we have professional education at all. Letting the marketplace decide what a professional should know will likely end up endangering a lot of people, as happened in the past, before we had professional schools. Let the buyer beware.”

Featured image via WorkBC.

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"NON PROFESSIONAL" ARCHITECTS

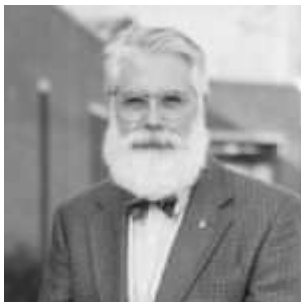
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DEPARTMENT OF EDUCATION

STUDENT LOANS

AUTHOR BIO



Michael J. Crosbie is a Connecticut-based architect and writer who teaches at the University of Hartford and is Association of Collegiate Schools of Architecture Distinguished Professor. The

author of and contributor to some four-score books, he studied architecture at The Catholic University of America in Washington, D.C.

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Press

NCARB's Statement on the Department of Education's Professional Degree List

11/26/2025

Washington, DC—Recent communication from the U.S. Department of Education regarding the implementation of recent budget decisions omitted the study of architecture from its list of professional graduate degrees that qualify for a higher level of federal student lending. This understandably raises concern that access to federal loans will be limited for graduate students working toward gaining a professional degree in architecture. This would likely increase costs by pushing students toward higher interest private loans and could reduce the appeal of pursuing an education path toward licensure.

The National Council of Architectural Registration Boards (NCARB) works with 55 state and jurisdiction-appointed boards of architecture to facilitate the licensure and credentialing of architects. State-level regulation of the practice of architecture was established in the early 1900s, is incorporated into most states' law, and most often prefers or requires a professional degree (5+ years) to obtain a license (37 states currently have this requirement). This legal reality, as endorsed by the governments authorized to bestow licensure, argues for the inclusion of architecture in the Department of Education's list of acknowledged professions. This is especially true given the heightened awareness of protecting public health and safety in the built environment.

NCARB is actively working to expand paths to licensure through its Pathways to Practice initiative, increasing opportunities for candidates to gain a license without incurring the high costs required for professional study. However, the significant majority of candidates (85%) enter the profession with an accredited degree in architecture, due to the specialized nature of the work and the deep knowledge base required to practice. Given that reducing access to federal funding will therefore have a detrimental impact on the public, NCARB urges the U.S. Department of Education to include architecture within the Department of Education's list of professional study areas.

“For many centuries, the role of the architect has incorporated a unique blend of art, science, and technical skills that delivers public protection through design that is thoughtful and practical as well as effective and safe. The advanced knowledge and skills necessary to provide competent architectural services reinforces it as a “profession” that improves the built environment and advances our collective physical and mental well-being. Shrinking educational access will do a great disservice to current public interest and to future generations desiring to be architects.” - Edward T. Marley, 2025-26 NCARB President, FAIA, NCARB, LEED AP

About NCARB

The National Council of Architectural Registration Boards' membership is made up of the architectural licensing boards of the 50 states, the District of Columbia, Guam, the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands. NCARB, in collaboration with these boards, facilitates the licensure and credentialing of architects to protect the health, safety, and welfare of the public.

To achieve these goals, NCARB works with its Member Boards and volunteers to develop and facilitate standards for licensure, including the national examination and experience program. NCARB also recommends regulatory guidelines for licensing boards and helps architects expand their professional reach through the NCARB Certificate. Connect with NCARB on [Twitter](#), [Instagram](#), [LinkedIn](#), [Facebook](#), and [YouTube](#).

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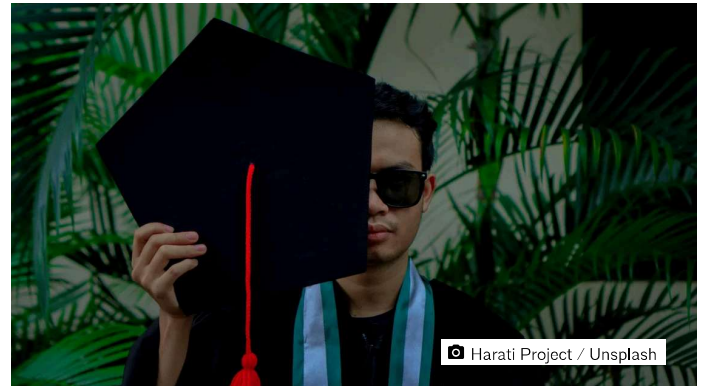
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AIA's advocacy efforts on the federal definition of "professionals"

AIA is working with partner organizations and legislators to make progress towards both including architects in the federal definition of "professionals" and passing legislation on student loan caps to ensure affordable education.



The Department of Education's narrow interpretation of "professional programs" under the One Big Beautiful Bill Act threatens to exclude architecture students from higher federal loan limits—limiting access to graduate education in our field. AIA is working to ensure that architecture maintains its rightful place among recognized professional programs and that future architecture students can afford the education path that's best for them.

To-the-date timeline

July 2025: The One Big Beautiful Bill Act (OBBBA) is signed into law, establishing new annual and lifetime loan limits for graduate students at \$20,500 annually and \$100,000 in aggregate, with higher limits for "professional" programs, which the bill left to the Department of Education to define. The Department of Education announces RISE and AHEAD negotiated rule-making panels to implement the OBBBA provisions.

October 2025: The RISE Committee completes its first negotiated rule-making session on financial aid-related program changes.

November 2025: The RISE Committee finishes negotiations. The Department of Education interprets "professional program" narrowly, limiting the designation to only the ten legacy fields and excluding architecture and many other professions. This interpretation excludes approximately 93% of all graduate programs from higher borrowing limits.

November 21 & 24, 2025: AIA issues a statement and a member briefing on the issue, opposing the Department of Education's restrictive interpretation and calling for architecture to be recognized as a professional program.

Coming Soon: Sometime before the final rule is released, there will be a period for public comment on the definition of "professional degree."

July 31, 2026: The rule will go into effect, barring delays.

Why this matters for architecture

Students pursuing advanced architecture degrees typically face substantial educational costs amidst the higher education cost crisis in America. Under the department's narrow interpretation, **architecture students would be limited to borrowing only \$20,500 annually** for graduate degrees in architecture. For many students who lack personal or family resources, these limits would make graduate architecture education financially out of reach, and/or force them into high-interest, low-flexibility private loans, which would only exacerbate the student loan crisis.

Architecture has long been recognized as a professional field requiring specialized education and state licensure. The National Architecture Accrediting Board (NAAB) accredits professional architecture programs, and all 50 states require candidates to earn a NAAB-accredited degree before pursuing licensure. Excluding architecture from the professional program designation ignores this reality and contradicts Congressional intent to support workforce-critical fields.

The bottom line: The cost of higher and post-graduate education is a well-known crisis in America. **This policy will do**

pocket; it will limit their choices of institutions to attend; and it will force them into high-interest private loans, which **will only worsen the student debt crisis in this country.**

How AIA is responding

Legislative action

AIA is supporting two pieces of legislation. First, Rep. Torres (NY-15)'s Professional Degree Access Restoration Act cleanly repeals the changes to student loan limits, thus reverting them back to "full cost of attendance."

Rep. Lawler (NY-17)'s Professional Student Degree Act designates several degrees, including the master's in architecture, as professional for purposes of loans. This legislation would provide clear statutory language directing the Department of Education to use objective criteria—such as accreditation requirements, state licensure mandates, and workforce necessity—when determining which fields qualify as professional programs, and therefore, for higher limits on federal loans to pursue post-graduate degrees of study (\$50,000 per year).

For the time being, AIA is pursuing both legislative avenues as we work with coalition partners to try to advance them through Congress. You can contact your member of Congress and ask them to support both pieces of legislation.

Engaging in the regulatory comment period

AIA is actively partnering with organizations inside and outside the AEC industry to engage with the public comment period, which will open sometime this spring. It's hard to say exactly when that public comment period will open, but we'll be ready when it does.

AIA will submit a formal comment, explaining why architecture meets every reasonable criterion for professional program status and why the Department's interpretation contradicts both the statutory text and Congressional intent. We'll work with some related groups to submit formal comments from different corners of the architecture ecosystem. **We'll also be organizing architecture schools, students, and practitioners** to submit their own comments demonstrating the real-world impact of this policy.

Public comments provide an important record that can influence the final rule and support potential legal challenges or legislative action if the Department proceeds with its narrow interpretation.

What you can do

Contact your Congressional Representatives: Tell your Representatives and Senators that architecture should be recognized as a professional program, and that you support the Lawler and/or Torres legislation. Share your own experience with graduate architecture education costs and the importance of accessible federal loans.

Prepare to submit public comments: Think about how this rule would've affected you, other architects you know, or future architects. Plan to submit a public comment and share this article with your fellow architects, and encourage them to do the same.

Share your story with us: We are seeking architects with personal experience using federal loans to pay for MArch or DArch degrees to inform our advocacy. If you're a recent graduate, current student, or faculty member, share how reduced loan limits of \$20,500 per year would impact the ability to pursue an advanced architecture degree. Email your story to govaff@aia.org.

Engage your school: Encourage your architecture school dean and university leadership to join the advocacy effort and coordinate with other affected institutions.

For questions about AIA's advocacy work on this issue, please contact govaff@aia.org.

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NEW BUSINESS**CHANGES TO
THE ARE
COMING IN 2026**

Blog

Understand the Upcoming ARE Changes

11/04/2025 by CARSON BEAR



Effective April 27, 2026, NCARB is making several changes to the Architect Registration Examination® (ARE®) to align the program with the [NCARB Competency Standard for Architects](#).

These updates focus on minor adjustments to some exam objectives and formatting adjustments to case studies. The changes will not impact the ARE's overall division structure, number of items per division, or testing time per division. Candidates' passed divisions, including divisions reinstated through the retirement of the former rolling clock policy, will not be impacted.

An updated version of the *ARE 5.0 Guidelines* that reflects these upcoming changes to the exam will be available in

January 2026. NCARB will release updated practice exams that reflect these changes in early 2026.

Exam Objective Adjustments

NCARB will make minor adjustments to 12 of the 91 exam objectives identified in the ARE 5.0 Guidelines. These adjustments are limited to small clarifying updates and, in some cases, narrowing the competency expectations assessed in the exam to align with the *Competency Standard*. NCARB does not expect that these changes will affect how you prepare for the exam.



Learn About NCARB's Competency Standard

Understand how the Competency Standard was developed and how it will shape the future licensure process for architects.

[Read More](#)

The objectives being narrowed are:

- **Practice Management Objective 3.3:** Currently, this objective assesses both the risks and rewards of a potential project. The *Competency Standard* has removed project rewards as a knowledge area for initial licensure.
- **Programming & Analysis Objective 4.5 and Project Planning & Design Objective 5.2:** Currently, these objectives assess the ability to create a project budget, schedule, and cost estimate. The *Competency Standard* has narrowed expectations for initial licensure to the ability to review budgets, schedules, and cost estimates as prepared by others.

The objectives being updated to clarify and strengthen their alignment with the *Competency Standard* are:

- Practice Management Objectives 4.1 and 4.2
- Project Management Objectives 4.1, 4.3, 5.2, 5.3, and 5.4
- Project Planning & Design Objective 5.3
- Construction & Evaluation Objective 1.1

The updated language for each objective is:

- **Practice Management Objective 3.3:** Understand potential project risks and how a practice can mitigate those risks
- **Practice Management Objective 4.1:** Identify and compare practice and business structures relevant to an architectural practice
- **Practice Management Objective 4.2:** Identify and compare processes, policies, and resources used in the design, coordination, and documentation of different project types
- **Project Management Objective 4.1:** Monitor the project throughout its design and documentation for compliance with the construction budget
- **Project Management Objective 4.3:** Implement appropriate policies and procedures to document a project for a specified delivery method
- **Project Management Objective 5.2:** Identify processes, policies, and resources for quality control and risk reduction in the project
- **Project Management Objective 5.3:** Implement quality control processes to ensure project coordination and constructability
- **Project Management Objective 5.4:** Implement quality control processes to maintain integrity of design objectives
- **Programming & Analysis Objective 4.5:** Review and assess the feasibility of the project budget and schedule to meet the project scope
- **Project Planning & Design Objective 5.2:** Evaluate cost estimates based on the project design
- **Project Planning & Design Objective 5.3:** Evaluate the project design based on cost considerations
- **Construction & Evaluation Objective 1.1:** Understand the architect's role and responsibilities in advising the client during the

bidding process based on project delivery method

Refreshed Case Studies

The format of the exam's case studies will also be refined, with an end goal of making case studies more efficient for candidates. Effective April 27, case studies will feature fewer total resources and fewer items per individual case study—reducing exam loading times as well as time spent reviewing case study resources during the exam. You should still expect to see the same total number of case study items per exam division.

AXP Changes

As a reminder, NCARB is also making updates to the Architectural Experience Program® (AXP®) on November 18, 2025, including:

- Refreshed descriptions of each of the program's six experience areas
- Replacing the reporting requirement with a more flexible reporting policy
- Expanding the setting opportunity that allows candidates to gain AXP experience by completing professional development courses

[Learn more about changes to the AXP.](#)

More About the *Competency Standard for Architects*

The [NCARB Competency Standard for Architects](#) is a document that establishes 16 knowledge areas, skills, abilities, and behaviors—called competencies—necessary for initial licensure as an architect. Rather than being a program on its own, like the AXP or ARE, the Competency Standard creates a shared foundation for NCARB's programs.

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