

Jefferson

Philadelphia University + Thomas Jefferson University
College of Architecture and the Built Environment

Architecture Program Report

For 2018 NAAB Continuing Accreditation Visit

Bachelor of Architecture [164 credits]

Year of the Previous Visit: 2012

Current Term of Accreditation: six-year term of accreditation

Submitted to:

The National Architectural Accrediting Board

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[2015 NAAB Procedures | 2014 NAAB Conditions]

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INTRODUCTION

For over twenty-five years, the Bachelor of Architecture Program at Philadelphia University has been educating future leaders, innovators, and successful practitioners for the architecture profession. On July 1, 2017, Philadelphia University and Thomas Jefferson University combined to become a single post-secondary educational institution under a common governance structure. The combined institution is named Thomas Jefferson University with “Jefferson” often used for branding and other common reference purposes. During an initial one-to-two-year integration period, the “Jefferson” logo and brand mark will be sub-headed by “Philadelphia University + Thomas Jefferson University.” The Bachelor of Architecture Program as previously operated by Philadelphia University will continue to be a highly regarded professional program within Thomas Jefferson University.

From its inception, the Bachelor of Architecture Program has received strong institutional administrative leadership and support from the President, Provost, Admissions office, Academic Success Center, University Registrar, as well as the Executive Dean in the College of Architecture and the Built Environment (CABE). This support has fostered a program that is one of the most competitive and successful in the region; in 2016, within one year after graduation over 97% of graduates were employed or in graduate studies. Alums are found in cutting-edge design firms, cutting-edge research and design schools, and in cutting-edge community-based socially responsible architecture and urban design non-profits. They can be found in large firms specializing in corporate health care as well as in small firms specializing in sustainable residential design. They are “Powered to Do.”

The central location of architecture programs, the Architecture and Design Center (A+D), houses the offices of Executive Dean, Associate Dean, Architecture Programs Director, and now the M.Arch Program Associate Director, as well as studios for B.Arch and M.Arch students in addition to the CABE exhibitions gallery. In 2015, a major interior retrofit was completed in A+D that included the installation of multiple 3-D printers, upgraded studio furniture that comprises computer monitors for each student workspace, electrical upgrades to allow all students to run their laptop computers and desk-mounted large-screen monitors simultaneously, and a repainting of the building interior.

At the University level, two new Active Learning Spaces “Nexus Learning Hubs” have been recently added in addition to the two launched in 2015. The *Active Learning Space Initiative* is the institution's commitment to providing learning environments that enhance Nexus Learning teaching approaches. In a survey of more than 500 students using the two inaugural Nexus Learning Hubs, students self-reported significant gains in class participation, ability to focus, instructor feedback opportunities, learning through multiple means, physical movement, stimulation, and comfort level (in addition to other gains) in classes taught in Nexus Learning Hubs compared to traditional classrooms. Using other assessment tools such as class observations and faculty surveys and discussions, it was discovered that these learning spaces are highly valued as environments where space and technology optimize the teaching experience for our faculty and learning experience for our students. It is fully expected that our B.Arch students will take at least one if not several courses in an Active Learning Space.

In preparation for a Middle States Commission on Higher Education (MSCHE) visit during the 2015-16 academic year, the B.Arch program prepared a program assessment plan that will assist the program administrators and faculty to more easily evaluate and refine the program on an annual basis. This assessment plan is a key to maintaining the program's currency and success. More critical still, are NAAB's continuing accreditation visits—assessment visits that offer greater program scrutiny and invaluable feedback. We welcome the continuing accreditation visiting team, and look forward to receiving their observations, comment, and guidance.

SECTION 1: Program Description

I.1.1 History and Mission

History of Philadelphia University

Philadelphia University was founded in 1884 as the Philadelphia Textile School in the wake of the 1876 Centennial Exposition. Led by Theodore Search, a group of textile manufacturers noticed a sizable gap between the quality and variety of American textile products and those displayed by European mills. To address this, the group established the School to educate America's textile workers and managers. The Philadelphia Textile School entered a period of growth at the outset of World War II, when it was granted the right to award baccalaureate degrees and changed its name to the Philadelphia Textile Institute. Following the war, it moved to its present site in the East Falls section of Philadelphia. Continued growth led the institute to become the Philadelphia College of Textiles & Science (PCT&S) in 1961. Over the decades, the campus grew through the acquisition of adjacent properties, and academic offerings expanded to include programs in the arts and sciences, business administration, and architecture and design. Reflecting the institution's breadth and depth, in 1999 the College was granted university status by the Commonwealth of Pennsylvania and became Philadelphia University. The more recent academic reorganization of the University in July 2011 resulted in the creation of three colleges: the College of Architecture and the Built Environment (formerly the School of Architecture); the now Kanbar College of Design, Engineering and Commerce (formerly the Schools of Design + Media, Engineering and Textiles, and Business Administration); and the College of Science, Health and the Liberal Arts (formerly the Schools of Science and Health and of Liberal Arts). The University mission is presented in the *Employee Handbook*:

"Philadelphia University is a student-centered institution that prepares graduates for successful careers in an evolving global marketplace. By blending the liberal arts and sciences, professional studies, interdisciplinary learning, and collaborations in and out of the classroom, students learn to thrive in diverse and challenging environments. Our students are encouraged to form supportive relationships with each other as well as faculty, staff, and alumni in an academically rigorous setting that is focused on intellectual and personal growth. Philadelphia University is an experiential learning community where integrity, creativity, curiosity, ethics, responsibility, and the free exchange of ideas are valued."
Employee Handbook 2015, section 1.2 (Link to [Employee Handbook](#)).

All faculty are evaluated annually on their contributions to the University's seven strategic initiatives, ensuring that the initiatives are integrated into the daily life of the University community. The strategic initiatives are:

- Formalize the "Signature Learning" (now called "Nexus Learning") to distinguish the University's educational experience.
- Promulgate an academic learning community that will embrace the key elements of the design, engineering, and commerce curricula where constant collaboration and teamwork are the keys to creating successful leaders.
- Advance applied research to serve signature learning, industry, and societal needs.
- Invest in academic strengths to create leaders in the professions.
- Provide, increase, and enhance distinctive opportunities for graduate and professional students.
- Develop innovative facilities to enhance 21st century learning.
- Integrate student coursework with purposeful and intentional learning outside the classroom.

The University is accredited by the Middle States Commission on Higher Education and other discipline-specific organizations such as the National Architectural Accrediting Board, and is a member of the American Council on Education, the College Entrance Examination Board, and the Pennsylvania Association of Colleges and Universities.

Philadelphia University and Thomas Jefferson University

In December 2015, Philadelphia University and Thomas Jefferson University announced their intent to combine into a single academic institution. On Sept. 9, 2016, the Boards of Trustees of Philadelphia University and Thomas Jefferson University (TJU) entered into a University Combination Agreement pursuant to which all colleges, schools, programs, courses, locations and clinical entities of Philadelphia University would become part of Thomas Jefferson University following the receipt of all necessary third-party, regulatory, and accrediting agency approvals. The overarching goal of the transaction was to become create a comprehensive university centered on professional education. With an integrated mission dedicated to preparing students for the careers of the 21st century with an emphasis on scientific and applied research, design thinking and discovery, the combined university would focus on the future of education, the future of health and the future of work. On July 1, 2017, following receipt of all required third-party, regulatory and accrediting agency approvals, the two institutions combined to become a single post-secondary institution named Thomas Jefferson University, with “Jefferson” often used for branding and other common reference purposes. All previous Philadelphia University faculty, staff and students are now Thomas Jefferson University faculty, staff and students. The combined institution remains authorized as a degree-granting institution by the Pennsylvania Department of Education and institutionally accredited by the Middle States Commission on Higher Education. The combined institution has a total undergraduate and graduate student population of close to 8,000.

During an initial one-to-two-year integration period, the “Jefferson” logo and brand mark will be sub-headed by “Philadelphia University + Thomas Jefferson University.” The College of Architecture and the Built Environment (CABE) at Philadelphia University is now the College of Architecture and the Built Environment at Thomas Jefferson University, and will also continue its tradition of being an important part of the broader institution. Moreover, it will be elevated as a result of being part of a larger, comprehensive university devoted to the current and emerging professions of the 21st century. In addition, all CABE programs that are currently accredited will continue to be accredited in the combined University, in addition to pursuing additional accreditations for other programs (BS Construction Management, M.Arch, and MS Interior Architecture). CABE and the B.Arch program will also remain headquartered on what is now Jefferson’s East Falls Campus. For clarity, this APR will use “Philadelphia University” when referring to events and documents before July 1, 2017; for all anticipated events, curricular changes, organizational charts, policies and procedures, or other documents proposed or in use after July 1, 2017 in this APR will use “Jefferson.” In some instances, documents prior to and after July 1, 2017, will be included together for comparison or to convey greater clarity.

History of Thomas Jefferson University

Founded in 1824, Thomas Jefferson University includes the Sidney Kimmel Medical College (formerly known as Jefferson Medical College) and the Colleges of Biomedical Sciences, Health Professions, Nursing, Pharmacy and Population Health. Its nationally recognized faculty, who lead a number of programs with *U.S. News & World Report* recognition, educate more than 4,000 students and set standards of healthcare education to prepare them to lead change and succeed throughout their careers. Thomas Jefferson University is fully accredited by the Middle States Association of Colleges and Schools. For a more comprehensive history see: <http://www.jefferson.edu/university/about/history.html>

Jefferson Health, the University’s clinical arm which includes the recently integrated Abington Health and Aria Health, provides a range of primary and complex, highly specialized care. Through nine hospitals (three Magnet®-designated for nursing excellence), 32 outpatient and urgent care locations, and NCI-designated Sidney Kimmel Cancer Center, Jefferson Health delivers health care to nearly two million patients annually. *U.S. News & World Report* has ranked Thomas Jefferson University Hospital among the best in the nation in 11 specialties, second in the Philadelphia metro area and third in Pennsylvania for the quality of care provide. As of 2016, Jefferson employed more than 23,000 employees on five regional campuses.

History and Mission of the Architecture Program

Traditionally strong in textile engineering and science, Philadelphia University, then PCT&S, began expanding its design programs based on the technical foundations within those fields. The Architecture Program evolved from a single interior design course started in 1980 as a service to the textile-related

programs. Eventually this led to the Interior Design Program as a full-time day program leading to a Bachelor of Science degree in 1985. The College introduced the Bachelor of Architecture Program in 1991 under the leadership of Program Director Gary Crowell, AIA. Over the next 14 years, Prof. Crowell served as the chair of the Department of Architecture and Interior Design, then Dean of the School of Architecture + Design, and until 2007, Dean of the School of Architecture. With Prof. Crowell as Architecture Program Director, the program received its initial NAAB accreditation in 1997 and subsequent renewals in 2000, 2006, and under the leadership of Program Director David Breiner, in 2012.

In 2007 the positions of Dean and Architecture Program Director were divided between two people and over the next four years additional administrative positions were created: Associate Dean, Assistant Dean for Graduate Programs, and Manager of Academic Operations. Those changes were partly in response to the NAAB self-study process and site visit team observations and reflect the growth in program size, the number of related programs, and the continued evolution of the institution and campus-wide strategic planning. The Interior Design and Architecture programs' progeny are undergraduate programs in Architectural Studies, Landscape Architecture, and Construction Management, in addition to programs now housed in the Kanbar College: Graphic Design, Industrial Design, and Digital Design. Graduate programs include Architecture, Construction Management, Geospatial Technology, Interior Architecture, Real Estate Development, and Sustainable Design. The School of Architecture was elevated to a College of Architecture and the Built Environment as part of an institutional restructuring in 2011, and is now headed by Executive Dean Barbara Klinkhammer who was appointed after an international search in 2012. In December 2010, the full-time faculty of the architecture program approved the mission statement, which is included in the 2017-18 academic catalog:

"The Architecture Program prepares students to engage critically in the complex discourse of architectural practice and theory. In keeping with the University's legacy of craft, materials, and technology, the curriculum balances the creative and technical aspects of making architecture. Through research, analysis, and exploration, students discover that design is found at the dynamic intersection of our social and physical environments. Faculty with diverse perspectives guide students in their investigations of contemporary issues that supersede trends. Encouraged by interdisciplinary study, they craft varied ideas for the environment, finding passion and delight in the consideration of architecture."

Currently, the Architecture Program, with approximately 300 undergraduate and graduate students, is one of the larger programs on campus and is housed in multiple buildings. Aligned with the University's traditions, the Program focuses on providing a solid professional education for the next generation of architects aided by its associations with the Center for Teaching Innovation and Nexus Learning, study abroad programs, the internship program, service learning studios, and other opportunities, most notably the interdisciplinary opportunities provided by its context within in the new College.

In the fall of 2012, Executive Dean Barbara Klinkhammer and architecture program faculty began discussions on the feasibility of graduate degree programs in architecture. In June 2013, a report prepared by Hanover Research presented favorable evidence that Philadelphia University could support a post-professional M.S. Architecture program and a professional M.Architecture program. In 2013, Professor James Doerfler was recruited and appointed to Director of Architecture Programs. In 2014, he then expanded C.A.B.E graduate offerings with a M.S. Architecture program that fuses design, engineering and industry, emphasizing market-driven innovation. Also in 2014, Professor Doerfler named Prof. Carol Hermann Assistant Director of the Bachelor of Architecture Program and Prof. Donald Dunham as M.Arch Associate Director; Prof. Hermann's primary tasks have centered around student advising, course coordination, and the general management and administration of the B.Arch program; Prof. Dunham was tasked with assisting in the development and University approvals of curricula, student recruitment, and coordination of the accreditation process for a Master of Architecture program. In 2016 NAAB granted Initial Candidacy status to the M.Arch program and it is on track for an Initial Accreditation visit in the fall of 2018.

The Five-Year Bachelor of Architecture (B.Arch)

The five-year Bachelor of Architecture (B.Arch) program, accredited by the National Architectural Accrediting Board (NAAB), is committed to an interdisciplinary approach at all levels of the curriculum. In the first semester, it shares an integrated curriculum with landscape architecture, architectural studies and interior design, providing students with opportunities for collaboration and time to experience aspects of allied design disciplines. The studio, which is considered the core of the architecture program, is the center of activity where course material and learning are synthesized. Opportunities are provided for professional internships, study abroad, elective enrichment, specialization and independent pursuits.

The B.Arch degree will prepare students for professional architectural practice, through the development of sustainable design and technology skills, knowledge of project management, and collaborative experiences in an interdisciplinary environment. Specific program objectives and outcomes include:

- Recruiting, admitting, and retaining highly motivated, academically capable degree candidates with a diversity of cultural and life experience backgrounds.
- Maintaining and enhancing a curriculum based on CABE core values of collaboration, innovation, and sustainability.
- Applying an integrated design process that synthesizes ecological and social responsibility, cultural significance, design excellence, and economic viability.
- Learning and incorporating innovative technologies including Building Information Modeling (BIM), GIS/advanced spatial modeling, Integrated Project Delivery (IPD), and digital fabrication methods into the planning and design process.
- Participating in applied research to expand the knowledge of the discipline.
- Engaging in experiential community-based projects to find strategies that result in creative solutions that will positively impact communities.
- Pursuing partnerships with industries, state and local agencies, community entities, and professional organizations for possible joint projects, grant opportunities, and sponsorships.
- Preparing graduates who will be responsible professionals and become leaders in the field. This degree allows graduates to be eligible to sit for the Architect Registration Exam, a key component along with the architectural internship that leads to professional licensure.

The University and the Architecture Program

The B.Arch Program has had a significant impact on the University community. The studio-centered curriculum and attendant work habits of the students have permanently affected the academic culture on campus. Today, due in part to the several design programs which grew out of Architecture and Interior Design, nearly one-half of Jefferson's East Falls Campus student population is studying in a design-centered program. The Architecture faculty has collaborated with colleagues across the University to initiate and foster interdisciplinary activities. In addition, the College engages the University and adjacent neighborhood communities through exhibitions, lectures, and various studio-based research and design projects. Architecture faculty and students are among the leaders of the campus community.

The Program benefits from the University's legacy of craft and technology. Our emphasis on exploring process and the making of architecture, and the potential to intersect with the Textile, Fashion, Industrial, Graphic, and other design programs, some of which are recognized internationally, as well as programs in Disaster Management, Sustainable Design, and Construction Management, place us in a unique situation. The Program also benefits from the University's strategic goal of nurturing thoughtful and creative citizens: the Office of Student Engagement houses the First Year Experience as well as provides programs committed to diversity and social justice; the Office of Community Service Learning works to increase student access to community service opportunities; and the Office of Spiritual Development sponsors activities to provide community and support for interested students. These programs address issues of transitioning to college life, creating curricular and co-curricular links, honing leadership skills, and promoting community service, self-awareness, and intercultural exchanges. This is an excellent environment in which to educate young architects who we are preparing to be creative and independent thinkers as members of a sustainable society.

THE UNIVERSITY STRATEGIC PLAN AND THE ARCHITECTURE PROGRAM

The seven initiatives that provide the outline of the University's strategic plan are provided below with summaries describing how the Bachelor of Architecture builds upon these themes (Note: a new Jefferson strategic plan should be in place by January 1, 2018).

i. Formalize the Nexus Learning Approach: Nexus Learning is the University's signature learning approach with engaged, collaborative, active learning that is infused with real world issues. The design studios and core courses support the Nexus objective of Active Learning; the keystone learning objective supported by this program is Collaborative Learning. Every year several B.Arch design studios in the sequence participate in collaborative projects with students working in other majors across the College as well as the University. Students in the B.Arch program may take advantage of elective courses from the graduate MS Architecture, Geospatial Technology, Construction Management, and Sustainable Design programs as well as undergraduate Construction Management, Interior Design, and Landscape Architecture programs; this is in addition to the many elective options in the other Colleges. Consequently, students interact with a range of disciplines. In general, there is a strong potential for interdisciplinary research and design opportunities across Colleges under the umbrella of the program.

ii. Achieve innovation: The Bachelor of Architecture Program practices innovation through the CABA mission of innovation, collaboration, and sustainable practice. Collaborative, interdisciplinary think-tank programs such as "Nexus Maximus" spawn innovation. This program is the embodiment of inter-college collaboration.

iii. Advance Applied Research: The Bachelor of Architecture Program provides opportunity for students (and faculty) to participate in a broad range of applied research with both agency and industry-sponsored support. Students along with their studio faculty are able to work on both theoretical/basic and applied research.

iv. Invest in Academic Strengths: The Bachelor of Architecture program is strengthened by continuing to further connections and research partnerships to local and regional industry. In addition, it will also provide more reciprocal relationships with local, regional, national, and international academics, architects and innovative research and development think tanks as our graduates enhance and expand their professional and academic networks.

v. Build Graduate and Professional Programs: The Bachelor of Architecture program is the direct benefactor and foundation of the University M.Arch and MS Architecture programs. The B.Arch program and its graduate progeny also fit the University strategic plan initiatives that support regional leadership in career-oriented graduate programs. This program supports the following six key areas:

- a. Multidisciplinary, integrated, differentiated, quality-focused and globally-oriented.
- b. Professional education in fields that need graduates and involves interactions with the professions.
- c. Grounded in scholarship, research, and practice that is basic and applied, professional and practical, and linked directly the professional world.
- d. Program leaders are responsible for the impacts of investments and their responsibility is consequential.
- e. Delivered in a student-centered framework where academic life, student life and University services are integrated.
- f. Delivered in the context of the nexus learning model that is dynamic and evolving as the professions change and develop.

vi. Develop Innovative Facilities: The Bachelor of Architecture Program benefits from the deep interdisciplinary academic model at the University. The facilities and technological requirements of the program will continue to develop and evolve as the program continues to mature. In addition, the nature of the program demands a real-time response to the needs of the building industry, the architectural profession, and the individual student. This dynamic will influence the physical and technological requirements of the program over time.

vii. Integrate Curricular and Co-Curricular Learning: The Bachelor of Architecture Program is an undergraduate program with a professional bias and outcome. The courses are structured to support integrated and experiential learning combined with the students' academic experience. The Hallmarks and Nexus opportunities coupled with a diverse and professional adjunct and visiting faculty, provide an engaged and dynamic community for students.

I.1.2 Learning Culture

Location

The University's East Falls Campus (Jefferson East Falls), offers an intimate setting located on the edge of Philadelphia's Fairmount Park while also being in close proximity to the University's main campus in center City, Philadelphia. Both the natural and urban settings provide "living laboratories" for students' academic growth, which is a large draw for students applying to an architecture program.

Teaching + Advising

Although Jefferson East Falls is a relatively small campus, it prides itself on high quality teaching. Class sizes are kept small to encourage interaction between faculty and students, and among students themselves. In the B.Arch program, classes are capped at 30 students, foundation studies courses at 15 and upper level studios typically at 12-15. Every student is assigned an academic advisor upon arrival to the University. The advisors are full time architecture faculty, with a breadth of knowledge not only about the Architecture Program, but the university at large. Advisors are encouraged to become acquainted with the students, learn their backgrounds, follow their academic performances, discuss and assist in charting their progress through the University by counseling them regarding the courses they are to take each semester, as they progress towards graduation. For a description of student support services, including academic and personal advising, career guidance, and internship placement where applicable, see: **SECTION 3 Part I.2.1 Human Resources**, Academic Learning and Advising.

Participation

The Architecture Programs' administrators, faculty, staff, and students are involved in the ongoing policy initiatives of the University. They populate the membership of groups from standing committees to task forces. For example, in July 2013, Susan Frostén, Associate Professor in the College of Architecture and the Built Environment, became Philadelphia University Associate Provost. Susan is a central participant in major academic planning efforts at the University, including the Academic Growth Plan, new program development, online initiatives and serving as liaison with the deans, faculty, and faculty governance bodies to support and advance academic planning efforts.

Learning

STUDIO

Experiences within the studio are the backbone to the B.Arch degree program. The culture that is encouraged and maintained in the studio supports the academic goals set out by each studio instructor. The current College of Architecture and the Built Environment's *Studio Culture Document* is the result of a student-faculty collaboration that began in the fall of 2010 through spring 2011. A student-faculty committee was chaired by the Architecture Program Director and included two students, three full-time faculty – representing Architecture, Interior Design, and Landscape Architecture – and one adjunct faculty. The Studio Culture document has since been reviewed on a regular basis to assess its effectiveness and provide an opportunity for improvement. The most recent review during the spring of 2017 was led by CABE Associate Dean David Breiner, and included faculty and approximately twelve student editors of the College's annual journal *Spacework*. This review was the most comprehensive critical examination of the document's validity and effectiveness to-date. The 2017 edition of *Spacework* was organized around the theme of studio culture; this group of diverse students seemed to be a ready-made committee to review the document. The conclusion was the 2011 *Studio Culture Document* (with some modest updating) continued to express the foundational tenets of CABE studio culture: a professional and creative community built upon respect. The document is handed out to students at the

beginning of each semester, as well as posted in studio locations and on the College's website. See **SECTION 4 Supplemental Materials, ii. Studio Culture Policy** for the CABA *Studio Culture Document*.

NEXUS LEARNING

Over the past six years, the University defined and developed Nexus Learning, a campus-wide program to promote interdisciplinary work that integrates active, collaborative, real-world learning with a strong liberal arts foundation. The energy and collaboration sparked by Nexus Learning greatly affects the student academic experience. Collaboration with other College and University programs is commonplace and is routinely incorporated into the B.Arch curriculum. See section **I.1.4 Defining Perspectives: COLLABORATION AND LEADERSHIP** for specific examples.

ORGANIZATIONS + PROFESSIONAL SOCIETIES

Through the Student Government Association (SGA) and other co-curricular efforts, students have multiple ways of creating a larger sense of community and of impacting University policies and practices. The B.Arch Program has maintained a strong chapter of the AIAS, which offers opportunities for all architecture students (B.Arch, Architectural Studies, M.Arch and MS Architecture) to engage in conversation with fellow students of Architecture throughout the country. For other student co-curricular organizations and opportunities, see **PART ONE/I: SECTION 2: Resources 2.1 Human Resources and HR Development: Resources to Support Student Learning**.

Harassment and Discrimination

"Philadelphia University complies with Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and all other applicable federal, state, or local laws regarding unlawful discrimination. Philadelphia University prohibits discrimination on the basis of ethnicity, national origin, ancestry, race, color, religion, creed, sex, marital status, sexual orientation, gender identity, age, disability, veteran status, and any other characteristic protected by state law, federal law, or local ordinance in hiring, employment opportunities, education programs, and any other activities sponsored by the University. Furthermore, the University does not tolerate or condone any form of sex discrimination, sexual harassment or sexual violence. Any unlawful employment discrimination, sexual harassment or sexual violence perpetrated by administrators, faculty, staff, students, employees, independent contractors, vendors, or any other third-parties involving members of the Philadelphia University Community is a violation of this policy. Once the University has notice of an incident involving unlawful discrimination, the University will take prompt and appropriate steps to investigate the incident. Thereafter, the University will take remedial action to address confirmed incidents of unlawful discrimination a, and will use measures reasonably calculated to end any harassment, eliminate a hostile environment (if one was created), and prevent any future harassment."
Employee Handbook section 2.5.1.D.

The 2017-2018 *Student Handbook (SH)* also refers to the non-discrimination policy and can be read here: <http://www.philau.edu/studenthandbook/2017-2018/nondiscrimination.html>.

Students wishing to file a grievance against faculty, staff, or administrator for a non-academic and/or non-harassment issue are encouraged to communicate directly with the office(s) or person(s) with whom they have the grievance in order to resolve the issue; however, CABA policy also encourages students to go to the College Associate Dean, who provides the Dean of Students with a record of complaints and their resolution. If a student feels that the issue has not been adequately resolved or if they need additional support or feel threatened, they may seek counsel from directly from the Office of the Dean of Students which investigates the matter and works toward a solution. The Office of the Dean of Students is responsible for the administration of the University Judicial System and coordinates crisis management.

Since harassment threatens a professional learning and working environment because it compromises institutional integrity and negates traditional academic values, it is University policy to investigate promptly and attempt to resolve any allegations of harassment. The grievance procedures (informal and formal complaints) for students are explained in the *Student Handbook* and can be accessed at the following link: <http://www.philau.edu/studentgrievances/index.html>. Informal, confidential counseling by suitably

trained individuals is available to students, staff or faculty members who feel they are a victim of harassment. The University requires all full-time and adjunct faculty and staff to complete an online harassment course specific to the academic environment every three years.

Academic Integrity

The community Code of Conduct (with explanation of Disciplinary Action) and the Code of Ethics are presented in the *Employee Handbook* section 2.5.12. The University's Community Standards seek the promotion of a civil and safe environment for all community members and the University Judicial System enforces that through various means: professional staff members of the Division of Student Life, Dean's Committee, faculty, and the Student Conduct Committee.

Specifically with regard to academic integrity, the *2017-2018 Student Handbook*, Undergraduate Student Academic Policies and Procedures states:

"Academic Integrity and honesty is the foundation of the Philadelphia University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the Philadelphia University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at Philadelphia University, the following policy has been developed and ratified by students, faculty, and staff."

All University syllabi include a section on academic integrity. The University has adopted policies that both emphasize the imperative of academic integrity, and also protect the rights of all members of the University community. More information may be found at the following:

<http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AcadInt>

To graduate, students must fulfill the University's residency requirements (if applicable), pass all required courses in the B.Arch curriculum and have a cumulative grade point average of 2.00 or better.

I.1.3 Social Equity

Thomas Jefferson University is fully committed to making diversity an integral part of its mission. Creating a truly pluralistic community requires continuous effort. To make it happen, each member of the community must strive to work and learn together in an atmosphere of understanding and acceptance. Today's University community is founded upon multicultural opportunity. It is committed to cultural diversity, and the principles of openness, positive self-identity and fair play. The Jefferson community respects the uniqueness and worth of each member, based on mutual sensitivity, responsiveness and civility. Our vision sees enlightened students, faculty, administrators, staff, alumni and trustees living together in harmony, in ways that set an example of a just and humane society." (*2017-2018 Student Handbook, Commitment to Diversity*, <http://www.philau.edu/studenthandbook/2017-2018/diversity.html>).

Co- and extra-curricular activities have a role as well in this regard. The Student Development Office has several programs that address diversity and social justice, including: LEAD (Leadership, Engagement, Assessment, Development), a co-curricular certificate program designed for upper-class students looking for leadership development opportunities that will contribute to their personal development and help achieve their leadership potential; a Safe Zone program for gay, lesbian, bi-sexual, and transgendered (GLBT) students and their allies.

Achieving diversity within the Architecture Program is a goal bolstered by efforts to bridge the College with local organizations dedicated to minorities in design. In the Spring of 2011, working with Elizabeth Bramwell, the Northeast region's University Liaison for the National Organization of Minority Architects (NOMA), the Program Director was able to identify a core group of minority students interested in helping to resurrect our program's involvement after several years of inactivity. In the Fall of 2014, Philadelphia

University was the Official Host and Chapter Party Sponsor for the NOMA Conference, which further highlighted the commitment from the college to recruit and maintain minority students.

Furthermore, as part of academic planning, the Provost is working with the educational consulting firm Educational Advisory Board to analyze the current body of the faculty, its distribution, and faculty-student ratios. The University recognizes the pressing need to increase and diversify the number of full-time faculty in terms of age, race, gender, ethnicity, scholarship, and expertise. Since 2009, three of seven hired full-time Architecture Program faculty have been minority members, which is testament to the goal of increased diversity. When recruiting part-time faculty, the Program Director similarly seeks to increase diversity in terms of race, ethnicity, and gender. Adjunct faculty member Evan Pruitt worked closely with Associate Director of the M.Arch program, Donald Dunham, in developing the M.Arch curriculum as well as course syllabi and materials. She was also instrumental in preparing materials for the 2016 NAAB M.Arch candidacy visit in addition to teaching in the B.Arch and the M.Arch programs. Katie MacDonald, a recent adjunct B.Arch faculty member also worked on several exhibitions of B.Arch student work during 2016. We believe faculty diversity is fundamental to success in architectural education.

I.1.4 Defining Perspectives

As part of the College of Architecture and the Built Environment, the Bachelor of Architecture program is bound by the CABA pedagogical philosophy which aligns with NAAB's 2014 Conditions for Accreditation "perspectives." The College of Architecture and the Built Environment Guiding Principles, Vision, and Mission:

Guiding Principles: *With a commitment to educating the next generation of leaders for a sustainable future, the College of Architecture and the Built Environment's guiding principles include: Sustainability, Innovation, Interdisciplinary Collaboration, Social and Ethical Responsibility, Stewardship of the Environment, Design Excellence and Creativity, Global Perspective, Cultural Diversity*

Vision: *To be recognized as the educational leader in sustainable integrated design and practice.*

Mission: *Through innovation and interdisciplinary collaboration, the College of Architecture and the Built Environment is committed to educate the next generation of leaders for a sustainable future.*

We are committed to providing:

- The Nexus Learning approach that includes an active, collaborative, real-world experience, informed by applied research and critical inquiry infused with the liberal arts.
- An educational environment that encourages entrepreneurship and innovation.
- A unique combination of disciplines providing an unparalleled opportunity for interdisciplinary collaboration.
- A student-centered approach to a professional education taught by highly accomplished faculty.
- A balance between theory and practice with a focus on design excellence and making.
- Curricula structured to acquire the knowledge and skills necessary for global sustainable practice.
- Engagement with the professional community and industry partners in one of the greatest cities in North America.

COLLABORATION AND LEADERSHIP

Jefferson fosters collaboration across the entire University. This has been accomplished through the professional and liberal-arts-based realms so all members help develop new knowledge. Jefferson offers all its students a blend of professional and liberal education, crafted in such a way as to have the two strands reinforce one another. The undergraduate Hallmarks Program (formerly College Studies) helps prepare students to be leaders in their field. *The Hallmarks Program for General Education empowers students to:*

- Question, based on curiosity and confidence
- Adapt, based on contextual understanding and global perspective
- Contribute, based on empathy and collaboration
- Act, based on initiative and ethical reflection with the goal of imagining and realizing better futures.

For a detailed description of the Hallmarks Program: <http://www.philau.edu/hallmarks/>

Within that framework, undergraduate and graduate programs have leveraged this challenge. Collaborative, interdisciplinary, and individual self-directed projects have transformed the University learning environment. Architecture faculty are committed to the University's focus on quality teaching. In the last decade, several faculty have been awarded one of two competitive prizes – the President's Award for Teaching Excellence and the Lindback Distinguished Teaching Award. All full-time faculty consult with colleagues from across the University to ensure our course goals are appropriately connected to our students' learning experiences in other classes, as well as connected to work done by our students with writing tutors and others in the Learning Center. These practices have now become more structured due to the inauguration of assessment and Nexus Learning advocates for each College.

Architectural education, revolving around the studio experience, has traditionally been a dynamic, collaborative, hands-on, and (often) interdisciplinary activity. As University priorities have moved heavily in that direction (Nexus Learning), the design-based faculty and students have seen peers in other University programs move nearer to collaborative pedagogy in their teaching and learning methods. The Colleges foster this type of education (Nexus Learning), and Architecture faculty and students both mentor peers across the University and have been recruited as counterparts in multidisciplinary collaborations. Architecture faculty have served on the Signature Learning Action Team, which involved overseeing an ePortfolio pilot as well as chairing the DEC (Design, Engineering and Commerce) Research Innovation Grant Committee (later called the Nexus Grants); participating in the DEC Foundation and First Year Curriculum Working Group; and the in the SERVE-101 Learning Community. Current Associate Provost and architecture faculty, Prof. Susan Frostén, supervised a two-semester-long project on a fueling station of the future (Sustainable Station +), which involved faculty and students from graphic design, business, and economics of sustainability. Beginning Spring 2012 architecture professors David Kratzer and Donald Dunham collaborated with Library Director Karen Albert and an assembled design and planning team comprised of University faculty from two other Colleges, staff, and exhibition professionals on a proposed exhibit to highlight Pennsylvania Senator Arlen Specter's key role on the Warren Commission. During Spring and Fall 2013, student teams from architecture and graphic design designed and fabricated the exhibition entitled *Single Bullet: Arlen Specter and the Warren Commission Investigation of the JFK Assassination*. The exhibition, installed in the University Library, and which was supported with a \$100,000 grant from the PNC Foundation, won the 2014 Philadelphia University Nexus Learning Award. *Single Bullet* was subsequently acquired by the Battleship New Jersey American History Museum as a temporary exhibition that ran through 2016.

In another grant-funded design-build studio led by Prof. David Kratzer, students collaborated with industrial designers and occupational therapists to design an adaptable hygiene station for universal use. These and other instances help faculty become better instructors and help students learn about their field of study outside the conventional classroom format. As suggested above, Architecture Program faculty often assume leadership roles on College and University-wide committees, and are routinely elected by their peers across the institution to at-large positions on standing committees. Two of the last three chairs of the University Tenure Committee have been Architecture faculty.

Most recently, Architecture Program Director James Doerfler, Finishing Trades Institute (FTI) Instructor Steve Metzger, and architecture Assistant Professor Jeffery Kansler, led architecture students from Jefferson and FTI in a collaborative design-build installation entitled 'MERGE' to showcase the integration of Philadelphia University and Thomas Jefferson University. MERGE began in January 2017 when The Architectural Glass Institute (AGI), FTI, and the Architecture Program teamed to host the 2017

Architectural Glass Student Design Competition. Third-year architecture students presented design-build proposals for glass pavilions. Jurors included David Murray of Bohlin Cywinski Jackson, Chris Boskey of KieranTimberlake Associates, in addition to other industry professionals. The monumental and predominantly all-glass MERGE installation will be installed on Sidney and Ethel Lubert Plaza, the largest concrete-to-green-space conversion in recent Philadelphia history, located in front of Jefferson University's Dorrance H. Hamilton Building at 1001 Locust Street in Center City, Philadelphia. MERGE will remain on temporarily on Lubert Plaza before moving to a permanent location on the Jefferson East Falls campus.

Faculty continue to deliver papers at academic conferences (at ACSA Annual Meetings and other venues), enter design competitions, engage in professional practice, and pursue grants and awards thereby remaining involved in their respective realms of scholarship and practice. In short, architecture faculty (as well as students) contribute significantly to the academic progress of the University. Administrators across campus seek their involvement in diverse ways from pedagogical initiatives to scholarship and practice to faculty governance.

In 2015, Philadelphia University's College of Architecture and the Built Environment received an NCARB Award to develop strategies for architectural textile composites for building envelopes. Principal investigator Professor Kihong Ku who spearheaded the proposal, received \$34,208 in funding for an interdisciplinary and experimental architecture design studio to explore innovative approaches to architectural textile composites. The "IDEA Studio" (Interdisciplinary Design and Experimental Architecture) included students and faculty from architecture, industrial and textile design and was led by Prof. Ku during the 2016-17 academic year. During the spring of 2017, in another iteration of the IDEA studio, ten fifth-year B.Arch students and 18 second-year medical students from Thomas Jefferson University collaborated to develop real-world improvements in healthcare delivery. Led by Prof. Kihong Ku, and Bon Ku M.D. associate professor in TJU's department of emergency medicine and director of JeffDESIGN, the students developed nine projects, two concentrating on cancer center redesign to improve patient experiences, a mobile care unit utilizing buses to deliver primary care and community health education, a redesign of the Jefferson emergency department, and five inpatient space improvement and façade retrofit projects.

An indication that our students are receiving a quality holistic education: as previously mentioned, over 97% of the 2016 B.Arch graduating class were employed or in graduate studies at the time of this writing. Alumnus Skylar Tibbets (B.Arch 2008, M.S. Design and Computation, MIT), is currently a Research Scientist in MIT's Department of Architecture and was awarded a TED 2011 Fellowship. The Architecture Program students are no less prominent on campus. Our students have been elected to top positions in student government, participate in many extra-curricular events, have a reputation for being thoroughly engaged in classes across the University, and are respected for their visible dedication to the profession they are preparing to enter. In 2012, a collaborative team consisting of interior design and architecture students from the architecture and interior design Design 6 interdisciplinary studio, took first-place overall in the ACSA/AISC Steel Student Design Competition. Interior design and architecture students again collaborated winning an honorable mention in the 2016 ACSA/AISC Timber in the City Student Design Competition. Additional collaborative and leadership teamwork is developed in the architecture student organizations: AIAS, Freedom by Design, NOMAS, and through participation in the many University volunteer opportunities. The Student Government Association enhances student life through advocacy, programming, leadership, and communication. Formal student positions with leadership potential include:

- Executive Members of Student Organizations
- Resident Assistants
- Orientation Leaders
- Student Athletes
- RAMbassadors
- Teaching Assistants & Tutors
- Commuter Leaders

- First-Year Experience (FYE) Coordinators
- Community Service Coordinators

For additional information on University leadership and collaborative student opportunities please see: <http://www.philau.edu/studentengagement/LeadershipPrograms/index.html>

DESIGN

It is our expectation that graduates of the Bachelor of Architecture program are ready to function in a global world and they wholly respect diversity, distinctiveness, self-worth, and dignity; to become academic and professional leaders; to make responsible choices; and to continue to learn. Learning to thrive in a multicultural environment is a lesson reinforced by curricular, co-curricular, and extra-curricular experiences. Staff and faculty take seriously the opportunity to expose all students to challenges abundant in and around the city. Philadelphia is a crucible of early 21st-century life in America, and a good springboard for students exploring the global context. With a plethora of experienced and diverse adjuncts teaching in the B.Arch program, students are exposed to a multiplicity of methods to approach design. Whether through experiential explorations, evidence-based design, or computational design strategies, students in the program have the opportunity to apply different approaches to a multitude of design problems—urban, rural, socially-responsible to high-performance building design and research, etc.—all considered through a sustainable filter. In addition, some studios rely on a greater use of technology, others offer a balance between digital and analog, while others employ hand-making/building as a pedagogical design tactic.

In the B.Arch program, design, history, technology, and other courses, students are simultaneously exposed to the wealth of architectural accomplishments, as well as to the shortcomings in the built environment around the globe. In 2007 the College established its first graduate program, the MS Sustainable Design, and this has subsequently made sustainable architecture and design an important front-and-center topic within the College. It has also led to the creation of the “CABE CORE” sequence of course offerings by the MS Sustainable Design Program that is a required CABE graduate programs’ keystone. More importantly, the thrust of MS Sustainable Design has had a profound impact on the College as a whole: sustainable design thinking and strategies have permeated all of CABE’s undergraduate and graduate programs. For the B.Arch students, ARCH-416 Technology 5, the technology capstone course and ARCH-412 Design 8, the comprehensive design studio, reinforce a sustainable approach to building. Our long-term goals are to make sustainable principles second nature to the students, helping them to be better architects and better citizens, and with the ability to intersect more fluidly with students, faculty, and courses in other design and related programs.

As we are located in Philadelphia, with its diversity of urban and suburban settings, the B.Arch program offers multiple studio projects that present students with ethical issues, especially in the ARCH-311 Design 5 studio that concentrates on urban issues and architectural programming. Past examples from the B.Arch studio courses had students participating in an exercise to design a new facility for Habitat for Humanity’s Re-Store, a prototypical shelter for survivors of the Haiti earthquake, and working with the Archdiocese of Philadelphia’s homeless services coordinator to address the city’s acute housing shortage in low-income neighborhoods.

The B.Arch program is also competitive in regional, national, and international architectural design competitions. Since January 2017, there has been over \$32,000 in awards given to our students and alums. In 2017 B.Arch students and alums have won places in the following competitions:

HOK Philadelphia Future Design Challenge
Shannon McLain and Anna Ayik, First Place, \$6500.

116th Stewardson Memorial Fellowship in Architecture (open to all architectural students and alums in Pennsylvania; the third time in four years that a PhilaU student or graduate won the award) Melanie Whedon, First Place, \$10,000.

See: <http://wordpress.philau.edu/today/2017/03/07/philau-alumna-wins-john-stewardson-memorial-fellowship-in-architecture/>

Architectural Glass Student Competition (Architectural Glass Institute and the Finishing Trades Institute)
Ryan Mann, First Place, \$6200; Julie Carbone (Runner-up).

The Schuco Building Healthy Buildings Student Competition (\$10,000, held in conjunction with the Building Healthy Buildings conference in Bielefeld, Germany)
Abbie Gall and Mina Bellare (Third Place)

Our Studio Culture Policy reiterates the word “respect” (a student’s suggestion) to reinforce a healthy attitude in all learning experiences (see “Learning” in **PART ONE/I: SECTION I: Identity and Self-Assessment: Learning Culture**). The challenge and intellectual stimulation of “constructing knowledge” and the rewards of student learning delineate the signature of an architectural education. Often the pedagogical strategy in architecture is described as “architectural training.” Architects are educated not trained; in addition to a broad humanities education, the architectural student is immersed into a study of the built environment through case studies, building visits (and ideally study “away”), and studio work. At the nexus of these often complex and esoteric pursuits, is studio culture. This foundation signature is unique to every student and school; like a bar-code, studio culture is the personal signature of the architect’s design education.

Other opportunities exist beyond the studio for students to engage design: design/build, service learning in collaborative architecture and landscape architecture studios, study abroad in post-apartheid South Africa – are options graduate and undergraduate students have recently chosen which expose them to the breadth of professional opportunities. The University’s Strategic Plan spotlights lifelong learning; by presenting architecture as an enjoyable path of discovery, we hope to reinforce that attitude. Our undergraduate alumni are increasingly choosing to enter graduate programs in architecture, planning, social work, and other fields. While this points to an obvious indication of lifelong learning, faculty are equally proud of the more informal educational experiences our alumni partake in whether they remain in the architectural profession or choose other careers.

Consequently, it is our belief that through varying yet rigorous pedagogical narratives, students will develop design skills and motives that provide agency to architectural innovation. It will be critical for future architects to be complicit in solving complex socio-spatial problems—problems that we have yet to realize.

PROFESSIONAL OPPORTUNITY

Our Bachelor of Architecture Program attempts to provide opportunities for students to experience architecture as a real-world activity. Most design projects in the B.Arch curriculum are assigned on sites readily accessible to students with site visits mandatory and integral to the design process. When feasible, “clients” are involved in the process so students do not work in a complete theoretical vacuum. Sharing studio facilities and support courses with students in the Interior Design, Landscape Architecture, Construction Management, and other degree programs, our students are exposed to the collaborative roles and responsibilities of related disciplines on a regular basis. As in other C.A.B.E programs, many B.Arch courses are taught by adjunct faculty holding full-time positions in firms; they bring current experience to the classroom/studio, serve as role models to students in ways full-time faculty cannot, and often facilitate students in their search for internships or other employment. Professional management courses are also taught by adjunct faculty with full-time positions at respected local firms (Kieran Timberlake and C2 Architecture, for example) provide in-depth information about the complexities of architectural practice.

Architecture students routinely interact with professionals besides their instructors, whether through the fall and spring lecture series – which strive to present a spectrum of viewpoints about contemporary practice – or through the many jurors who participate in mid-term and final critiques semester after semester. These are among the advantages of studying architecture in a large city, and also a city within

easy reach of New York and Washington, DC. Students have also come to know local architects through events such as internships, the annual multi-university exhibition of student work at the local AIA headquarters, and the annual BIG EVENT Benefit hosted by the Associate Committee of the American Institute of Architects, Philadelphia Chapter and the AIA Philadelphia Young Architects Forum. Our student chapter of the AIAS has found multiple ways to introduce themselves and their classmates to the profession through firm visits, conferences, architectural tours, and other AIAS activities at the local, regional, and national level.

In addition, a cohort of young alumni now practicing in the region regularly attend critiques or have taught as adjunct faculty where they meet and begin forming mentorships with students. One indication of the program's success in this regard was 1998 B.Arch alumna Karen Blanchard, AIA, a recipient of the 2010 AIA Philadelphia Young Architect Award who has taught 5th-year studio.

Annual presentations by NCARB representatives have been well attended and provide students with a good overview of the professional concerns of students and young alumni. Faculty encourage students to enroll in the Architecture Experience Program (AXP) at an appropriate time. Professor Carol Hermann, AIA, is a full-time faculty member and registered architect who serves as our Architecture Licensing Advisor and remains active in the Philadelphia AIA chapter. She has served as a moderator at AIA Philadelphia panel discussions and events, and is instrumental in getting our students to attend these events.

Also see **SECTION 2: 2.1 Human Resources and HR Development: Resources to Support Student Learning.**

STEWARDSHIP OF THE ENVIRONMENT

At Jefferson, B.Arch students are regularly exposed to issues of sustainability. There is a strong focus on the environmental effects of the construction industry in all of their coursework. In 1995, Professor Rob Fleming began teaching full time at Philadelphia University and was charged with the design, development and teaching of courses that focused on computer aided design, multimedia design and sustainable design. As "sustainability" began to gain formal traction in architectural pedagogy, Professor Fleming author of *Design Education for a Sustainable Future*, (Routledge 2013) was motivated to develop and found the Master of Science in Sustainable Design Program, an interdisciplinary degree program fostering collaboration, integrated design and creative exploration as the cornerstone of successful sustainable design practice. In a move to strengthen the design programs, sustainable practices are now the underpinning of all early undergraduate design studios as well as the foundation of all of the graduate programs. In addition, every technology course further reinforces a sustainable design approach to building. As stated above, it is the intention of CABE to make sustainable design principles second nature to all students. Students in the B.Arch program will be well equipped to incorporate environmental stewardship as a fundamental architectural and urban design principle. Some of the core values of the Sustainable Design program that also inform sustainable pedagogy in the B.Arch program are:

- *Transdisciplinary Learning*
- *Equity and Diversity.*
- *Integrated Design Education*
- *Design/Quantify/Build*
- *Activism and Leadership*
- *Enterprise and Entrepreneurship*
- *A Center of Green Activity*

As proof of pedagogical success, a team from Philadelphia University B.Arch program won first place in the 2016 U.S. Department of Energy's (DOE) Race to Zero Student Design Competition, Urban Attached Housing Category. As part of DOE's Building America and Zero Energy Ready Home programs, the Race to Zero inspires collegiate students to become the next generation of building science professionals through a design challenge for zero energy ready homes. The rules mandate that teams work interdisciplinary and across academic and professional lines.

In addition, B.Arch students regularly collaborate with CABE's fully accredited Landscape Architecture Program. The landscape program has a mission of sustainable urban design through service-learning and is committed to providing leadership in confronting ecological issues of the natural environment and cultural and social issues that affect urban neighborhoods, particularly those in need of revitalization. The Landscape Architecture Design 7 Studio has recently collaborated with the ARCH-312 Design 6 studio on the ACSA Steel Design Competition as well as with several ARCH-507 Design 9 studio projects. The Landscape Architecture Program consistently partners with community groups, schools, or governmental organizations to address "real" environmental and community issues. Recently, in a collaborative event for Design Philadelphia sponsored by CABE and Stantec Architects, "Sustainability is More Than A Buzzword" a roundtable panel discussed sustainable design as a constant evolution of innovative ideas regardless of the discipline. Panelists included: Steve Benz, PE, LEED Fellow, Hon. ASLA of Olin Partnership; Tim McDonald, RA, CPHC of Onion Flats; and Michael Pavelsky, AIA, LEED AP BD+C of the Sheward Partnership. Dr. Stephen Spinelli, then President of Philadelphia University and now Chancellor of Thomas Jefferson University, moderated the event.

COMMUNITY AND SOCIAL RESPONSIBILITY

The complex intersection of design studios, courses in history/theory, technology and professional management, elective courses, Hallmarks Program for General Education, and extra-curricular activities expose each student to the important issue of engaged citizenship while providing space to allow them to emerge from the program with different experiences. Issues related to professional ethics, community, and social responsibility run through the B.Arch curriculum and can be found in several courses beyond the architectural studio (American Diversity, Ethics, Global Citizenship, Architecture History 1-4, and Professional Management).

Historically, the architecture faculty and students have engaged with the larger local and regional community on a regular basis and continues with this tradition today. In the past, students have designed proposals and volunteered hours as workers for Habitat for Humanity, produced schematic designs for homeless shelters planned by the Archdiocese of Philadelphia's Project H.O.M.E., participated in past University Day of Service events, providing students the opportunity to help in community clean-up projects and other community-minded efforts.

Two faculty worked with staff from the Academy of Natural Sciences in Philadelphia leading to two separate opportunities (studio and seminar) for students in the *Outside In* exhibit, an under-funded and over-looked children's exhibit at the Academy of Natural Sciences. The students provided innovative renovation designs and, to satisfy a short-term goal, one group of students helped renovate the exhibit. Addressing the client's long-term goal, another group developed design strategies for activities and exhibits that engage principles of sustainability and inquiry-based learning.

A section of fifth-year studio undertook an International Homeless Assistance Center Competition, proposing solutions throughout Philadelphia. They were advised by representatives from the City of Philadelphia Support Services, Project H.O.M.E., and the Archdiocese of Philadelphia's Homeless Services and Office of Community Development (HSOCD). Three students branched off and worked directly with HSOCD and Inner City Missions, a disadvantaged women's housing organization, focusing on actual development schemes for a blighted block. They proposed homeless services, housing for Inner City and two other social welfare organizations. These schemes are now being used by HSOCD and Inner City for fundraising, project marketing, and negotiations with City of Philadelphia to acquire and develop the blighted area. Outside the curriculum, the PhilaU/AIAS chapter of Freedom By Design has built ramps and made "universal design" improvements for homes of several disabled Philadelphia residents. Students involved in such efforts, for example in the Haiti prototype shelter studio, gave freely

of their time to build the structure (and to document the process) and a subgroup was active in getting the University's Public Relations team to publicize the humanitarian crisis.

The recently developed Laboratory for Urban and Social Innovation (LUSI), a CAFE urban-centric "think tank" or "urban-lab" fosters inclusive design centered on communities and their social, economic, aesthetic, and ecological well-being. LUSI, under the direction of landscape architecture director, Prof. Kim Douglas, unites students, faculty and stakeholders in collective action to empower communities locally and globally from the micro to macro scale. By selecting strategic, high-impact areas of study in order to meaningfully contribute to the social development, knowledge, theory, practice and policy of communities in need, the lab serves as a knowledge and networking hub for collaborative partnerships to facilitate projects. This lab is multidisciplinary and includes all undergraduate and graduate disciplines in the College of Architecture and Built Environment.

This effort would formalize initiatives that architecture and her sister programs have taken on over the last fifteen years. A partial list of projects undertaken in the last six years:

- Doctor's Housing, Malamulo, Malawi (Design 9, Harnish)
- Germantown Framework Eco-district for GUCDC (Design 9 interdisciplinary, Douglas, Meninato)
- Costa Rica Guanacasta National Park, bamboo structures (Design 10, Plata)
- Single Bullet Exhibit for the Arlen Spector Archive (Design 7, Kratzer)
- Collaborative Habitat: Design Considerations for Habitat for Humanity Philadelphia
- Emerging Urbanism: Design in the Global Context (Design 9 & 10, Harnish)
- Re-envisioning the Culture Center: Designing the Historic eNtokozeni Community Centre, Johannesburg, South Africa. (Summer Traveling Studio, Harnish)
- Wildlife Viewing Blind – Green Allies Sustainability Foundation & Upper Pottsgrove Township (Design 7, Kratzer)
- T.E.S.S. – Mobile Sustainability Lab – Green Allies Sustainability Foundation (Design 7, Kratzer)
- Urban Farm & Wellness Gardens – St. Elizabeth's Addiction Recovery Homeless Shelter – Project H.O.M.E. (Design 7, Kratzer)
- Urban Retrofit: Re-purposing Historic Philadelphia Public School Buildings
- Women of Change Safe Haven, Project H.O.M.E.: Individual Transitional Living Spaces (Design 10, Kratzer)
- Patch Adams Clinic (Design 8, Kratzer)

Over 60 community-based projects have been designed or built since 2004.

HOW THE PERSPECTIVES INFORM ADDITIONAL RESOURCES TO SUPPORT STUDENT LEARNING

Collaboration, Leadership and Professional Opportunities

Professional Societies and Honor Societies

In fall 2010, the Alpha Lambda Delta national honorary society was inaugurated at the University with 140 students, including Architecture majors. The mission of Alpha Lambda Delta is to encourage superior academic achievement, to promote intelligent living and a high standard of learning, and to assist students in recognizing and developing meaningful goals in society.

Our chapter of the American Institute for Architecture Students (AIAS) organizes a variety of events for students annually, including tours to significant works of architecture (Fallingwater, New York City's Highline, the Kimmel Center), tours of local architects' offices, portfolio reviews, design contests, and other activities. Most significantly, the AIAS leadership spearheaded the recent effort to revise CAFE's Studio Culture Policy. AIAS members have routinely attended and have played an important role in Northeast Quad Conference, the National Grassroots Leadership Conference, and other gatherings.

Freedom By Design has had a chapter on campus since 2007. CAFE provides support for AIAS/FBD students to attend the AIAS Forum, Quad and Leadership Conferences. CAFE also supports a student chapter of NOMA (National Organization Of Minority Architects or NOMAS).

Community, Social Responsibility, Collaboration, and Leadership

Extra-curricular Opportunities

The International Scholars Program (ISP) is a collaborative effort to increase the participation of students from moderate- to low-income families in international study. Programs have been to Brazil and Turkey and Tunisia. Of 47 eligible students, 26 followed this experience by studying abroad for a full semester.

The Student Development Office has submitted a grant to Campus Compact, a national coalition of more than 1,100 college and university presidents committed to fulfilling the civic purposes of higher education. Dedicated solely to campus-based civic engagement, it promotes public and community service that develops students' leadership and citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum (see <https://compact.org/>). The grant is to support a program that retrofits houses in the nearby Germantown neighborhood to enhance energy efficiency.

Specific events, such as the annual Unity Week, also build a strong sense of community. Unity Week is a campus-wide effort that affirms the diversity represented within the University community and the value and vitality of pluralism to our experience. Committed students, faculty, and administrators coordinate a series of performances, speakers, dialogues, open classes, food, and musical events. During two weeks each spring, between 1,000 and 1,400 students engage in discussions and culturally relevant events. The Unity Week format connects to other themed monthly programming, including Black History, Hispanic Heritage, Women's History, and GLBT history, all within a broader context of social justice.

Design, Collaboration, and Resources to Support Student Learning

Field Trips and Off-Campus Learning

Aside from using Philadelphia and its surroundings as a petri dish, students are encouraged to research and explore some of the other cities and landscapes in the Northeast. Philadelphia's proximity to New York, Washington DC, Boston, and Baltimore facilitates easy access to different urban conditions. The Dean's Office organizes annual trips for all CAFE 1st year students: during the fall term to construction sites and design offices in Philadelphia; in the spring semester to exhibits and sites in NYC or Washington DC. Reaching beyond the Northeast corridor to build relationships with architecture programs in cities that offer a different geography and culture, such as Los Angeles, are also being developed. Also, having established a formal relationship with Aalto University in Finland will in the near future provide students with an accountable and translatable international academic experience. Students may also participate in trips organized through various University-affiliated organizations – some are voluntary trips sponsored by student groups, others are required by professors for a particular course.

Recently introduced is *ADFND-150 - History Takes Form*, a three-credit elective summer abroad experience specifically designed for CAFE freshman students. In this interdisciplinary course, students examine the effect of environmental, societal and cultural issues on the evolution of form in urban design, architecture, interior design, and landscape architecture in the context of multiple European urban centers. Students participate in an active, exploratory process, using research and site visits to analyze key seminal buildings and historical sites as a means to inform contemporary design decisions. Specific historical periods are studied and the corresponding architectural movements prior to and following these periods are compared and contrasted.

In their fourth year of study, the majority of students (60-70%) choose to pursue semester-long study abroad at one of several locations. The Program participates in a consortium of architecture programs at the University of Arkansas Rome Center (UARC), which is housed in an extensive former palace in Rome's historic center. Some students elect to join the international student body at the Danish Institute

for Study Abroad (DIS) in Copenhagen, headquartered in the core of one of Scandinavia's design meccas. Both programs require design studio and related courses that assist students in getting the maximum exposure to the architectural and cultural riches of these European capitals. In addition, wide-ranging travel itineraries permit students to see many other significant locations.

Visiting Lecturers and Critics

CABE has maintained an annual spring lecture series; in addition to the spring lecture program, a permanent fall series primarily based primarily on technology was inaugurated in 2016. Since its inception, the lecturers have been prominent design professionals; however, recent lecture series have expanded to include those working in less conventional settings, such as NGO's.

Visiting Critics

Each semester studio faculty invite guest jurors for mid-term and final reviews. Generally, jurors comprise architects and designers from the Philadelphia region including New York, Baltimore, Washington D.C., and Boston.

SEED Collaboration Studio

Created during the summer of 2017, the SEED Collaboration Studio is open to all CABE studios and courses for technology supported collaborations.

The Hassrick House

The Hassrick House, one of the few homes designed by Richard Neutra on the East Coast, was purchased by the University in July 2017. Set on over two acres adjacent to the East Falls Campus, the 1958 Hassrick House which is listed on the Philadelphia Register of Historic Places, will be used as an educational resource for students and faculty in the architecture programs as well as other University programs. Also see: <http://wordpress.philau.edu/today/2017/08/09/university-purchases-area-home-designed-by-architecture-icon-richard-neutra/>

Annual Lecture Series

Generally, CABE lectures take place on Monday evenings at the beginning of design studio. All upper level architecture and interior design studios are scheduled at the same time—this eliminates conflict with other courses and allows students the opportunity to attend every lecture. Past lecturers include:

- Antoine Predock, FAIA.
- Billie Tsien, Tod Williams Billie Tsien Architects
- Brad Cloepfil, Allied Works Architecture.
- Chris Leubkeman, Director for Global Foresight and Innovation, Arup
- Dan Wheeler, Wheeler Kearns Architects
- Guy Marriage, Prof., Victoria University, NZ; Faculty P.I. Solar Decathlon "First Light."
- Jaime Lerner, former president of International Union of Architects
- Kevin Daly, Principal, Daly Genik Architecture
- Lars Spuybroek, NOX, Rotterdam, and Prof. Digital Design, University of Kassel.
- Laurie D. Olin, FASLA, Olin Partnership.
- Marlon Blackwell, FAIA, Prof., University of Arkansas
- Meejin Yoon, Höweler + Yoon Architecture , Head of Department of Architecture, MIT
- Moshe Safdie
- Odile Decq, Studio Odile Decq
- Peter Eisenman and Michael Graves, panel discussion
- Sebastian Mariscal, Principal, Sebastian Mariscal Studio
- Skylar Tibbits, co-director and founder of the Self-Assembly Lab, MIT
- Thom Mayne, FAIA
- William Sharples, Principal, SHoP Architects
- Zaha Hadid

PHILADELPHIA UNIVERSITY
COLLEGE OF ARCHITECTURE AND THE BUILT ENVIRONMENT
SPRING 2017 LECTURE SERIES NEW YORK

Transsolar
Erik Olsen
02.06.2017

Studio Link-Arc
Yichen Lu
02.13.2017

Reiser + Umemoto
Jesse Reiser & Nanako Umemoto
02.27.2017

nArchitects
Ammr Vandel
03.06.2017

Young & Ayata
Kutan Ayata
03.20.2017

Ennead Architects
Todd Schliemann
03.27.2017

Diller Scofidio + Renfro
Charles Renfro
04.03.2017

Skylar Tibbits
Annual Alumni Lecture: MIT Self-Assembly Lab
04.10.2017

45 YEARS
OF ARCHITECTURE
AND THE BUILT ENVIRONMENT

ALL LECTURES ARE OPEN TO THE PUBLIC.
LOCATION: TUTTLEMAN AUDITORIUM AT 8PM
MORE INFO: www.phila.u.edu/architectureandthebuiltenvironment
The Paths of Air Traffic Over North America Visualized in Color and Form. Digital Image, Aaron Koblin.

PhilaU
PHILADELPHIA UNIVERSITY

Lecture Series Poster Spring 2017

PhilaU
 PHILADELPHIA UNIVERSITY

C_ABE 2017 SPRING LECTURE SERIES
 Monday, February 6, 2017
 Tuttleman Auditorium
 6:00PM



Erik is a managing partner at Transsolar KlimaEngineering, an international climate engineering firm determined to create exceptional, highly comfortable indoor and outdoor spaces with a positive environmental impact. He leads the New York office in working collaboratively with architects worldwide to develop and validate low-energy, architecturally integrated climate and energy concepts.

Transsolar / Erik Olsen

“High Comfort, Low Impact - Climate-Responsive Design through Collaboration”



PhilaU
 PHILADELPHIA UNIVERSITY

C_ABE 2017 SPRING LECTURE SERIES
 Monday, February 13, 2017
 Tuttleman Auditorium
 6:00PM



Yichen Lu, principal of Studio Link-Arc in New York, has completed award-winning cultural and institutional projects across the world. He is currently an associate professor at Tsinghua University and recently served as a visiting critic at the Syracuse University School of Architecture and the Politecnico di Milano. Most recently, he was invited to participate in an exhibition and symposium at the Harvard Graduate School of Design titled "Towards a Critical Pragmatism: Contemporary Architecture in China." Lu was the Chief Architect for the China Pavilion for Expo Milano 2015. He was one of ten architects 2016 Design Vanguard winners selected by Architectural Record.

Studio Link-Arc / Yichen Lu

“PLANLESS/ BORDERLESS/ SITELESS”



PhilaU
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 COLLEGE of ARCHITECTURE and the BUILT ENVIRONMENT

2017 SPRING LECTURE SERIES
 Monday 04.10.2017
 Tuttleman Auditorium 6:00PM



Skylar Tibbitts is the co-director and founder of MIT's Self-Assembly Lab housed at the International Design Center. The Self-Assembly Lab focuses on self-assembly and programmable material technologies for novel manufacturing, products and construction processes. Skylar is also the Editor-In-Chief of the 3D Printing and Additive Manufacturing Journal and the founder of SNET LLC, a small multi-disciplinary design practice. Skylar is an Assistant Professor in the Department of Architecture at MIT where he teaches graduate and undergraduate design studios.


MIT / Skylar Tibbitts '08

“Self-Assembly & Programmable Materials”



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 COLLEGE of ARCHITECTURE and the BUILT ENVIRONMENT


2017 SPRING LECTURE SERIES
 Monday 03.20.2017
 Tuttleman Auditorium 6:00PM



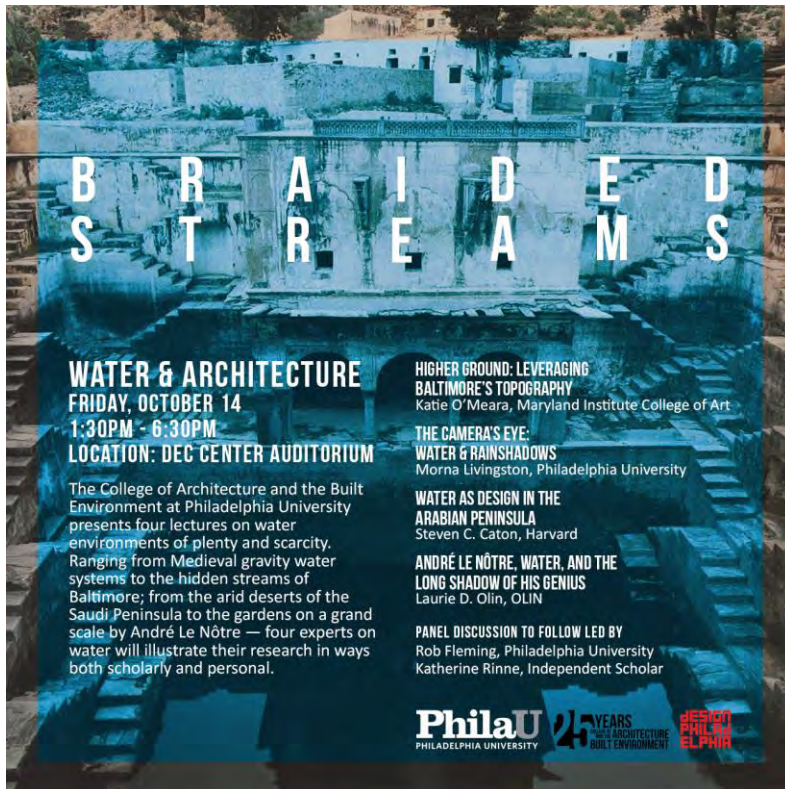
Kutan Ayata is an architect and an educator practicing in New York City where he is a founding partner of the architecture and urban design practice Young & Ayata. Young & Ayata are the recipients of the 2016 Design Vanguard Award from Architectural Record. In 2015 they were one of two first prize winners in the International Competition for the New Bauhaus Museum in Dessau, Germany. Currently, Kutan is a lecturer at University of Pennsylvania and an Adjunct Assistant Professor at Pratt Institute, teaching architecture and urban design studios, as well as seminars at graduate level.

YOUNG & AYATA / Kutan Ayata

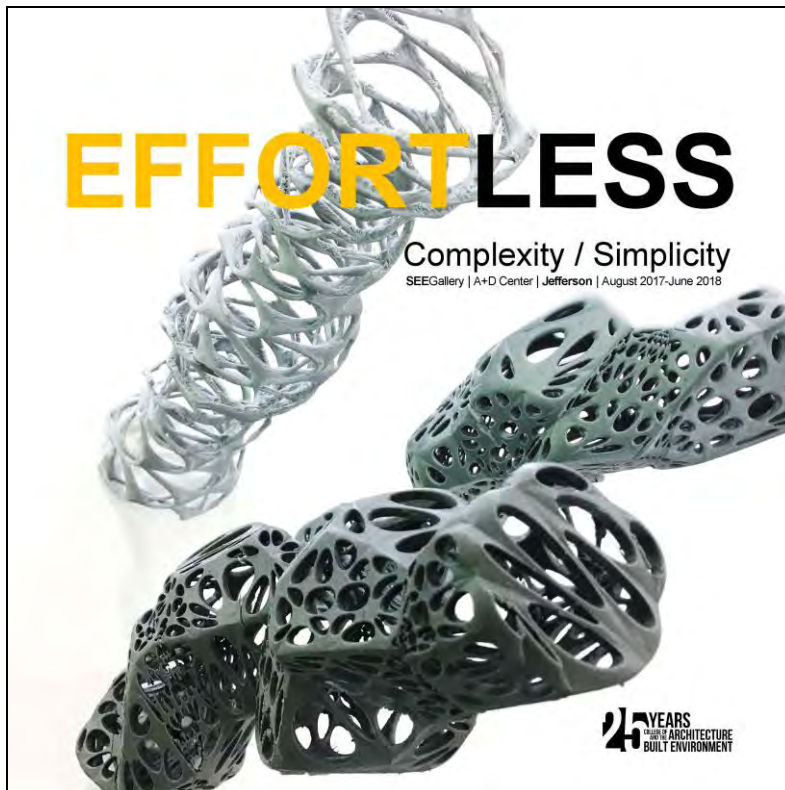
“Modes of Practice”



Lecture Posters



Design Philadelphia 2016 Lecture Poster



SEE Gallery Exhibition Poster, 2017



SEE Gallery, A+D Center

Exhibitions

The College of Architecture and the Built Environment has developed an exhibition program through the “SEE” initiative (Student Exhibition Environments). SEE offers students, staff, and faculty an opportunity to “see” projects that are being produced by students in the College of Architecture and the Built Environment. SEE is not only a teaching tool for our design students, it is also a venue to showcase work to prospective students and their families, as well as to visiting professionals. The main SEE Gallery space centrally located in the Architecture and Design Center (A+D) has proven to be successful in this regard with a range of exhibitions showcasing the work of CABE students. The adjoining A+D Office Gallery features photographs, drawings, and models by CABE faculty as well as by other architects, designers, and photographers. Exhibitions generally run 3-6 months.

Recent past and current exhibitions:

- *Simulations: A New Building for the College of Architecture and the Built Environment*
Selected Design 9 for Architecture Studio Projects
- *Intercurrences: Intervening Design Strategies*
Selected Interior Design Studio Projects
- *Cross Sections 2013: Selected Work from the College of Architecture and the Built Environment*
- *The John Stewardson Memorial Scholarship in Architecture Competition: Finalists*
- *Tough Competition: Selected Competition Work from the College of Architecture and the Built Environment*
- *Morna Livingston: Steps to Water*
- *LIMIT_Less: Selected 2D/3D work from CABE Senior and 5th year students in architecture, interior design, and landscape architecture.*
- *CABE: 25 Years*
- *Frank Flury: Thinking and Doing*
- *EFFORTLESS: Complexity / Simplicity*

Future Exhibitions:

- *Detection*: Selected Work from Freshmen Design in the College of Architecture and the Built Environment
- *Detail*: The Architectural Detail in Detail [architecture, landscape architecture, and interior design]
- *4-D [ART]: Prototyping*: Architecture in Real Time
- *Seeds*: New Sustainable Strategies from Landscape Architecture and Sustainable Design

Annually, the College participates in a joint exhibition *Degrees of Design: Student Work from Local Architecture + Design Schools*, the Philadelphia Center for Architecture's annual survey exhibition of work taking place in Philadelphia's architecture and design schools.

Since the University is located within easy access of the Philadelphia region's museums and galleries and other universities, students have many opportunities to see public exhibitions throughout the academic year, in particular when it is part of a course or when work by faculty and/or students is displayed as part of a First Friday event in Old City (the neighborhood where the majority of galleries are located).



SPACEWORK Issue 4 "Full Disclosure" display stand at the 2017 PhilaU Innovator's Expo.

Annual CABA Publication: SPACEWORK

In the Spring of 2014, twelve CABA students from architecture, landscape architecture, and interior design working in an interdisciplinary capacity, conceptualized a new type of design annual. With oversight from Prof. Donald Dunham, the editorial team of students collaboratively designed, wrote, and produced a 100+ page journal highlighting work from all of the college's graduate and undergraduate programs. The content represented students in all years of study and included interviews with faculty and graduate professionals. *Spacework* highlighted the College's programs in architecture, interior design,

construction management, Geospatial Technology, landscape architecture, and sustainable design, as well as the university's nexus learning approach. *Spacework* is not an annual review highlighting the best work of the year; instead, it is a critical examination of the comprehensive CAFE studio experience and the design concepts and critical thinking from various perspectives. Now in its fourth issue, *Spacework* continues to instill a continuing dialog within and outside the College. The students who originally envisioned *Spacework* and the faculty and students who have continued to produce it, see the publication as a foundation for studio culture, as a touchstone for students as they journey through the entire course sequence, and as a dialogue about design and process.

Click here to learn more about the inaugural issue of SPACEWORK:

<http://wordpress.philau.edu/today/2014/05/21/college-of-architecture-and-the-built-environment-students-publish-new-design-journal/>

Click here to see SPACEWORK Issue No. 2:

<http://philau.edu/ebooks/spacework/index.html#spacework-02/page/1>

I.1.5 Long-Range Planning

Institution Long-Range Planning

The Bachelor of Architecture Program's goals align with the University's Strategic Initiative to be "the model for professional university education in the 21st century." The University's priorities include formalizing the Nexus Learning approach (active, real world, engaged, and multidisciplinary), achieving innovation and advancing applied research, and integrating curricular and co-curricular learning. These issues are pursued at multiple levels by various University activities connected to the Architecture Program, including: an interdisciplinary research collaborative focusing on green materials, sustainable design and community outreach, the Center for Innovative Teaching and Nexus Learning, which concentrates on integrating active, collaborative and real-world learning that is infused with the liberal arts across the curriculum, thereby enhancing students' overall academic experience and preparing them for the 21st-century work world. The University's strategic plan and emphasis on Nexus learning also reinforce the Architecture Program's continued search for interdisciplinary opportunities and community partners.

Bachelor of Architecture and CAFE Long Range Planning

The B.Arch program currently has sufficient resources in place to maintain and grow the B.Arch program. These resources are: University and College facilities assigned to the Architecture program specifically set up to support an architectural education; the architecture faculty is in place and experienced; the College has implemented many new graduate degree programs which will provide additional physical and intellectual resources to support the B.Arch objectives; finally, Thomas Jefferson University is committed to providing the resources required to develop successful professional degree programs by providing funding, space and faculty positions, and recruiting, admitting, and retaining highly motivated, academically capable students with a diversity of cultural and life experience backgrounds. Specific future goals are: the continued development of resources in the form of facilities, space, technology, and human resources. In addition, it is the intention to continue to aggressively market all of our architecture programs. Through the efforts of the CAFE Advancement Council, a group of benefactors (alums, local and regional practitioners, and industry leaders), the College has been able to successfully strategize and implement major initiatives and improvements to the College programs. These efforts are designed to support CAFE's mission and core values as well as the B.Arch program by assisting in:

- Student recruitment.
- Community-based projects that result in creative solutions to positively impact communities.
- Partnerships with industries, state and local agencies, community entities, and professional organizations for possible joint projects, grant opportunities and sponsorships.
- Helping fund new facilities and technologies (new studios, new studio furniture and computer monitors, Fall 2015/2016)

- Evaluating the program on a regular basis (a key to maintaining its currency and success). More information about assessment can be read in the following section.

The Bachelor of Architecture Program has ten long-range ongoing objectives:

- Continual assessment and revisions to the B.Arch curriculum to address program learning objectives
- Improving and expanding facilities (as required)
- Developing, maintaining, and assessing a revised Studio Culture Document
- Expanding students' opportunities for interdisciplinary experiences
- Expanding students' opportunities for community involvement
- Improving and integrating technology in studio and other architecture courses
- Increasing the diversity of students
- Increasing the involvement of alumni
- Increasing interaction with other architecture programs (specifically through ACSA, AIAS, NOMAS)
- Continue to develop and build effective collaborative partnerships with the profession and industry (AIA, SARA, NOMA, Women in Architecture, Finishing Trades Institute, Façade Tectonics Institute, Arup, etc.)

I.1.6 Assessment

Program Self-Assessment

INSTITUTION WIDE

Each year, the Program Director is required to submit a Program Assessment Plan to the University that includes Program Goals (connected to Institutional Learning Outcomes), Program Learning Outcomes with the courses involved and methods of measurements, a time frame, the actual learning outcomes, and how feedback improves the course and/or curriculum. Annual updates are due to the Director of the Academic Success Center (formerly the Learning and Advising Center). The process of preparing this document illuminates how well the program is progressing toward its mission and stated objectives.

ARCHITECTURE PROGRAM

The continued improvement of the learning environment and experience is the primary focus of the Program Director. A thorough understanding of the issues promoting or inhibiting learning is central to the development of the micro and macro curricular agenda. Furthermore, the Program Director is constantly seeking new opportunities within the Architecture Program, the University at large and the community to strengthen the learning experience.

The Program Director references the stated objectives for each program as assessment is taking place, making sure the pedagogical structure and course content support the overarching goals for the degree program.

The Bachelor of Architecture Program learning objectives are to foster:

1. Professional skills informed by the liberal arts and sciences
2. Multidisciplinary and collaborative approaches
3. A creative synthesis between theory and practice, to inform research and guide decisions
4. An appreciation for global and local contexts, in order to interpret and value diversity
5. Ethically responsible citizens
6. Sustainable professional practice
7. The Learning Outcomes are:
 - Address social and cultural issues through informed design solutions.
 - Research, analyze, and compare design options in a global environment.
 - Function collaboratively to connect beyond the expertise of architects.

- Organize and direct heterogeneous teams.
- Demonstrate the ability to apply design history and theory, sustainable practices, and technology in design projects.
- Demonstrate familiarity of diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns of different cultures and individuals.
- Exhibit the implication of this familiarity on the role and responsibilities of the architect.
- Demonstrate an understanding of the sustainable practice of building.
- Integrate professional practice with issues of public health, safety, and welfare regulations.
- Demonstrate an understanding of working with clients and consultants, and integrating community service.
- Exhibit an awareness of structural, environmental, and other building systems that support a healthy environment.
- Demonstrate familiarity with current research and best practices.

In addition, graduates of the Bachelor of Architecture program will:

- Have demonstrated the CABE core values of collaboration, innovation, and sustainability.
- Have applied and demonstrated an integrated design process that synthesizes ecological and social responsibility, cultural significance and design excellence, and economic viability.
- Have applied and demonstrated innovative technologies into the planning and design process such as: Building Information Modeling (BIM), GIS/advanced spatial modeling, and Integrated Project Delivery (IPD).
- Have demonstrated applied research to expand the knowledge of the discipline.
- Have demonstrated professional presentation and communication skills
- Have participated in service-learning projects resulting in strategies and creative solutions that lead to positive impacts on communities.
- Have engaged in partnerships with industries, state and local agencies, community entities, and professional organizations in joint projects, small grant opportunities, and sponsorships.
- Have demonstrated the integration of knowledge, analysis and research through their final studio project.
- Have demonstrated the required levels of proficiency set forth by the NAAB Student Performance Criteria.
- Will be prepared to live and work in a diverse world: to think critically; to make informed decisions; to communicate effectively; to engage in lifelong learning; and to exercise the unique knowledge and skills required to work and develop as professionals. Graduates are prepared for architectural internship, set on the path to examination and licensure, and prepared to engage in related fields.

Assessment of Student Outcomes

Scoring rubrics are used in all architecture studio courses or in courses where performance expectations may not be explicitly or easily understood by students (see: **SECTION 3, II.1.1 Student Performance Criteria, Methods for Assessing Student Work** for an example of a scoring rubric). The primary group for assessing program performance is the full-time faculty, which is done through the continued assessment of student learning.

Student Input

The University conducts a variety of student surveys and participates in both the National Survey of Student Engagement (NSSE) and the Noel-Levitz Satisfaction-Priorities Survey (see <http://www.philau.edu/ir/>). An assessment plan for evaluating student learning in all academic programs and administrative units has been instituted, using a Dashboard Analytics data reporting system which provides a scorecard for comprehensive assessment of effectiveness, identifies areas of targeted intervention, and allows units to align more easily with institutional goals and processes. The data is carefully considered and integrated into the planning process at all levels of the institution.

There are at least three other avenues for student input: All full-time faculty serve as academic advisors to Architecture students, which provides an opportunity for students to share their concerns or ideas regarding the courses they have taken or are taking. All courses have faculty coordinators and students are informed that they should bring any concerns to the coordinator if they do not feel that speaking to their own instructor would be appropriate or effective. Finally, each academic year the Executive Dean, Associate Dean, and the Program Director each arrange various meetings with students to disseminate general information, upcoming events, as well as to encourage the students to make recommendations about their education and collegiate experience. In particular, the Dean's Student Advisory Council, comprised of representatives of CABA student organizations, meet with the Executive Dean to offer a more focused and nuanced discussion of curriculum, studio culture, facilities, and/or policies that impact them on a regular basis in order to advance the learning experience and outcomes for all students.

External Assessment

The formal institutes in place for accrediting degree programs at Jefferson are the National Architecture Accreditation Board, and the Middle States Commission of Higher Education which has its own assessment priorities and reporting structure. All suggestions and recommendations made by both accrediting institutions provide insight into the successes and weaknesses of the program, and any changes suggested or required will be overseen and implemented by the Architecture Program Director and B.Arch Assistant Director in a timely manner.

In addition to NAAB and Middle States, professionals in the greater north east region visit the campus regularly to sit on student review juries. Their direct comments to the students during the studio review and to the faculty after the review provides insight into how well the course achieved its micro stated objectives, how well it compares to other degree programs the reviewers are familiar with, and how well the course prepared students for a professional career in the field of Architecture.

Students also enter the annual John Stewardson Memorial Competition, a Pennsylvania-wide competition in which students learn the project program ten days before beginning a week long solo charrette. The competition is open to graduating students and alumni from the Commonwealth of Pennsylvania's accredited college architecture programs. Students and alumni from Carnegie Mellon University, Drexel University, Marywood University, Pennsylvania State University, Temple University, and the University of Pennsylvania participate in the competition which makes the granting of awards a marker for how well students measure against other academic programs. In addition to competitions, students participate in both internal and external exhibitions.

I.1.6.B. Curricular Assessment and Development

Curricular Assessment and Development

Faculty develop and modify syllabi and judge student work according to the stated learning outcomes in every course. This occurs on a more frequent schedule individually, and on a more structured schedule as a program. Having NAAB visit our B.Arch program every six years has encouraged us to develop an assessment plan that has short-term and long-term cycles. Each semester or each year, faculty coordinating a course visit multiple sections (for example, during a project critique or a typical lecture), evaluate the effectiveness of the course against stated student performance criteria, collect suitable examples of student work (exams, assignments, design projects, etc.) and meet with all faculty assigned to teach the course in order to collect their observations as well as to disseminate improvements for the coming semester. Since the full-time faculty meet twice per month (one College faculty meeting and one Architecture Program meeting), there are multiple opportunities to discuss curricular issues as a group each academic year. The College Assessment Advocate also assists faculty in developing comprehensive rubrics for their courses; consequently, more consistent metrics have been established to provide greater accuracy in course and program assessment.

Every year full-time faculty meet formally to discuss the B.Arch curriculum (the M.Arch since its inception has been integral in this discussion) as a whole and how each course fits into the overall matrix,

consequently the program is able to stay ahead of any significant problems that could develop as well as responding to changing ideas and technologies.

Should the Program Director determine that particular courses or the overall pedagogical approach must adapt to achieve the stated objectives of the program, all necessary changes will be made in a timely manner according to the existing conditions within the architecture programs.

Currently, full-time B.Arch faculty members coordinate different parts of the curriculum. They routinely observe student work (design work during reviews or other assignments, such as case studies or exams) and consult with all faculty (full and part-time) teaching courses under their supervision. This results in observations that are helpful for Middle States and NAAB accreditation as well as the archiving of student work for NAAB. Since the group of full-time faculty is relatively small, faculty are able to discuss the progress in the courses informally as well as during the scheduled monthly Architecture Program faculty meetings (these meetings include all Architecture Program Faculty). Historically, every three years or so, a more comprehensive evaluation has taken place, and that experience is described below.

The Program's curricular review process has been directed by the Program Director. For the last major B.Arch curricular revision, full-time faculty were divided into sub-committees focused on the different sequences of the curriculum: studio, visualization, history/theory, technology and structures, and professional management. Sub-committees evaluated the relevant data (syllabi, assignments, examples from other institutions, relevant publications, etc.), debated possible improvements, and then reported their recommendations to the entire full-time faculty. The Program Director integrated all the recommendations and organized a series of discussions at which time the full-time faculty agreed on a proposal. According to University procedures, that proposal was submitted to the College Curriculum Committee, which is composed of full-time faculty from across the College. The committee approved the proposal, which triggered the necessity to receive approvals from various stakeholders across campus, including directors of writing, information literacy, and information technology. The College Curriculum Committee chair presented the proposal to the University Curriculum Committee, composed of full-time faculty from across the institution as well as ad-hoc members from administrative positions. The University governance structure has since been revised, however, current curricular reviews and revisions follow a similar process. In the most current curricular revision, the visualization sequence was reviewed using the process described above. Recommendations were proposed and the roll-out of the new visualization course numbering sequence is scheduled for fall 2017.

Assessment of changes occurs after a new course or significantly altered course has been offered, peer evaluations completed and student evaluations tabulated. Possible improvements can be identified and the cycle can begin again immediately.

The Bachelor of Architecture Curriculum Assessment Plan 2015-2020

The curriculum map on the following page represents the five-year B.Arch assessment plan (this is based on the Middle States 5-year assessment cycle). Benchmark courses were selected to help identify program strengths as well as weaknesses.

JEFFERSON | College of Architecture and the Built Environment
Architecture Program Report-Continuing Accreditation
September 2017

Bachelor of Architecture Curriculum Map 2015/2020																					
Institutional Learning Outcome	Program Goals (A-F) Program Learning Outcomes (1-12)	Course										Time Frame for Assessment	Measures + Targets (what specific instruments are used to measure outcomes? Do you have direct and indirect measures? What are your specific targets? (70% of students will achieve an "average" grade on the rubric or better)	Actual Learning Results (what did your assessment reveal? How do you compare to your targets?)	Feedback into unit (changes implemented or planned as a result of the assessment results)						
		ARCH-101	ARCH-102	ARCH-201	ARCH-202	ARCH-203	ARCH-204	ARCH-205	ARCH-206	ARCH-207	ARCH-208					ARCH-209					
i. Prof. skills informed by liberal arts + sciences	A. Integrate knowledge of liberal arts + sciences with design of the built environment.																				
	L. Address social and cultural issues through informed design solutions. (NL) (WI)																				
	2. Research, analyze, and compare design options in a global environment. (NL) (WI) (LI)																				
	B. Appreciate the value of collaboration, including multidisciplinary collaboration, in solving design problems.																				
	3. Function collaboratively to connect beyond the expertise of architects. (NL)																				
	4. Develop Skills in Multi-disciplinary collaboration. (NL)																				
C. Synthesize theory, function, technology, and aesthetics in an integrated and creative way.																					
5. Demonstrate ability to apply design history and/or theory, sustainable practices, and technology in design projects.																					
D. Understand and respect the people, places, and contexts that bear upon the built environment around the world.																					
6. Demonstrate familiarity of diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns of different cultures and individuals.																					
7. Exhibit the implication of this familiarity on the role and responsibilities of the architect.																					
E. Examine the characteristics of professionalism in architectural practice.																					
8. Demonstrate sustainable practices of building.																					
9. Integrate professional practice with issues of public health, safety, and welfare regulations.																					
10. Synthesize dealing with clients and consultants, and integrate community design methodologies.																					
F. Practice design as integrated process that respects existing contexts and/or inevitable transformations in the field.																					
11. Exhibit awareness of structural, environmental + other building systems that support a healthy environment.																					
12. Demonstrate familiarity with current research and best practices.																					

The Bachelor of Architecture Curriculum Assessment Plan 2015-2020

SECTION 2. Progress Since Previous Visit

1. Plans for/Progress in Addressing Conditions Not Met from the 2012 Visiting Team Report

a. Conditions I.1-I.5 or II.2-II.3

1.2.3 Physical Resources:

The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

- Space to support and encourage studio-based learning
- Space to support and encourage didactic and interactive learning.
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

2012 Visiting Team Assessment:

Previous teams have reported deficiencies in physical resources, which, for the most part, remain unaddressed. (Descriptions are found in the 2000 and 2006 VTRs.)

Although all programs are now housed on campus (previously some were off campus), physical resources continue to be lacking due to the programs being delivered in five separate campus locations over a ¾ mile distance. Faculty and staff offices are in multiple locations, making program collaboration and coordination, even with technologies like email and the Internet, difficult.

The team discussed “hot versus cold” desks at length. The program still uses hot desks at the first and second year levels. For second year professional track students, hot desks are inconsistent with accepted practice for students in a professional curriculum (2006 VTR).

Similarly, acoustics remain an issue due to turnover of space, space turnover noise and marginal pin-up areas.

Full-time faculty office space remains a problem and is unavailable for adjunct faculty.

Weber Hall (shop) is deficient due to insufficient ventilation, roof leaks, and inoperable windows (ventilation). Students requested appropriate areas to spray (paint, glue, and weld).

In summary, it is clear facility issues such as location, quality, and adjacency are chronic deficiencies (2006 and 2000 VTRs) affecting the efficacy of investments made in resources to deliver the curriculum.

Enrollment is slightly down from the last visit, which may be attributable to the national economic downturn or possibly factors like those observed herein. The team feels potential within the program is likely being compromised due to the lack of appropriate facilities.

2014 Architecture Program Response:

We note that the 2012 Visiting Team’s Assessment above does not take into account the comments from the FE Review (2009) and provide their own observations of any changes. We would like to clarify our changes since these original comments. We have expanded into a number of on-campus facilities beginning in 2007. Please see annotated campus maps (Annotated Campus Maps in Supplemental Materials) with dates and sequence of changes.

Changes to the physical spaces that the Architecture Program has focused on includes:

- Consolidation of studios on the main campus in adjacent buildings.

- Changes from a mostly analog environment to digital environment driven by changes in the curriculum
- Develop interdisciplinary collaborative environments to support didactic and interactive learning (nexus learning)

In Fall 2014 the First and Second Year studios were moved to the main campus in a building immediately next door to the main College building, the Architecture and Design Center. This move brings all of the architecture students studios to the main campus and allows for students and faculty to co-locate and be able to share resources and teaching spaces. Crit and presentation spaces are now shared among all years in these buildings and this creates for a more cohesive and collaborative environment for the program. During this first year in the new studio spaces we will be self-evaluating the efficacy of the new studios and creating surveys and prototyping storage systems for various equipment. The intent is to provide solutions for implementation in Summer 2015.

We continue to use “hot desk” studios in First and Second Year foundation design studios. The curriculum is being adjusted for these foundation studios to have a number of digital assignments, lessening the requirement for drafting on a desktop, and lessening the need for “cold desk” studio space. We are currently reviewing and creating a stronger emphasis for digital technology in our curriculum. The portable nature of digital assignments allows students to be able to work in a variety of spaces around campus. Currently we have over 200 computer workstations around campus that have all the required software for the program. The “PhilaU App” allows students to see the computers being used in real time, so they may choose where to go to use them. Philadelphia University is in the process of re-thinking and experimenting with new approaches to housing and student lounge spaces that allow for individual and group student workspaces. These new workspaces give students more options and greater autonomy to choose where students work and who they work with. We have provided a number of dorm rooms and dorm working spaces with drafting tables, as well as having large group work tables at the new student lounge at the Ravenhill Center, which is opening on 1 December 2014. There are also a number of collaborative spaces on the main campus including spaces in the Field DEC Center, Kanbar Campus Center and Gutman Library. We also are very conscious of the learning outcomes we assign to these foundation courses in the first two years of the program and how these outcomes align with NAAB Student Performance Criteria. We hope the NAAB Board will allow program discretion in how the program accomplishes and provides evidence for these requirements.

The nature of large studio spaces with “hard” durable surfaces, which compromise acoustics, is an issue at many architecture programs. With the renovation of the new Search Hall foundation studios, we have recognized this problem and have provided carpeted floors. We continue to monitor the acoustic qualities of the space.

Please also note the new 2009 conditions have revised the Physical Resources criteria, *2009 Conditions, 1.2.3 Physical Resources*: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

- Space to support and encourage studio based-learning
- Space to support and encourage didactic and interactive learning
- Space to support and encourage the full range of faculty roles and responsibilities, including the preparation for teaching, research, mentoring and student advising.

These conditions no longer call for “design studio space for the exclusive use of each student in a studio class.”

Since the Visiting Team Report (2006) faculty have been moved into two new buildings, SEED Center and Smith House. Every full time faculty member now has individual or shared (two people maximum) offices. We have also provided a shared space with tables, computers and printers for adjunct faculty to use

b. Conditions II.1 (Student Performance Criteria)

B.2 Accessibility:

Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

2012 Visiting Team Assessment:

Evidence found was not consistent or sufficient to comply with this criterion.

2014 Architecture Program Response:

Please see the response to this condition in B.6 Comprehensive Design below. We are integrating our response to this condition not met as part of a holistic strategy to address SPC's for Comprehensive Design.

B.5 Life Safety:

Ability to apply the basic principles of life-safety systems with an emphasis on egress.

2012 Visiting Team Assessment:

Evidence presented was not consistent or sufficient to comply with the requirement specified for this criterion.

2014 Architecture Program Response:

Please see the response to this condition in B.6 Comprehensive Design below. We are integrating our response to this condition not met as part of a holistic strategy to address SPC's for Comprehensive Design.

B. 6 Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

- | | |
|---|----------------------------|
| A.2. Design Thinking Skills | B.2. Accessibility |
| A.4. Technical Documentation | B.3. Sustainability |
| A.5. Investigative Skills | B.4. Site Design |
| A.8. Ordering Systems | B.5. Life Safety |
| A.9. Historical Traditions and Global Culture | B.7. Environmental Systems |
| | B.9. Structural Systems |

2012 Visiting Team Assessment: Projects reviewed did not consistently indicate an ability to implement principles of life safety or compliance with the requirements of the ADA as specified in the detailed requirements of the Comprehensive Design criterion.

2014 Architecture Program Response:

A revised curriculum has been instituted in the Architecture Program beginning in 2010. The new curriculum was introduced in a rolling fashion through Spring 2014. The old curriculum for courses that covered comprehensive design was reviewed by the 2012 Visiting Team. In the last two years since the 2012 Visit, the new curriculum has restructured how comprehensive design has been taught. The new comprehensive design studio is taken in the fourth year of the program. There were two new faculty hires in 2011, Professor Kihong Ku and Professor Daniel Chung, who were tasked with developing this new comprehensive design studio. The new structure has moved the SPC for B.6 Comprehensive Design into two classes, ARCH-412: Design 8 and ARCH-416: Technology 5. These two classes now have a more vigorous application of comprehensive issues in them and the content and delivery strategy of the two classes are aligned to complement each other. A core group of full time and adjunct faculty have been involved in both of these classes for the last two years and have been carefully experimenting with the interactive teaching methods to best integrate this content into a comprehensive project. This report will

show the initial changes to these courses in Fall 2012 and how the course has evolved into its current form in Fall 2014.

New syllabi and schedules have been created and initiated in the Fall semester for 2012. The new syllabus for ARCH-412: Design 8 clearly outlines the goals of the course in the description;

“This comprehensive course demands that students work in teams integrating constructional, structural and environmental systems in the design and documentation of a large and complex building. Students research building type and systems precedents and their resulting impact on built form, analyze material properties, specify component building systems and apply codes and standards to fulfill technical, programmatic and aesthetic needs.

The studio explores and examines the integration of systems of varying scales with a building in an urban context. Site and program are explored as temporal forces that influence design concept, natural and artificial lighting, passive and active heating and cooling systems, structure and issues of enclosure, materiality and skin. Notions of what makes a “sustainable” architecture and building technology are foci of the course. Design and technology investigations are collaborative, while research and precedent application may be both group and individual.” -ARCH-412: Design 8

The syllabus also includes the SPC’s seen in 2009 Conditions for Accreditation B.6 Comprehensive Design, along with other appropriate SPC’s for this design studio. This communicates clearly to the students the need to include these issues and demonstrate their understanding and ability to integrate them into their projects.

I have included the syllabus and schedule for ARCH-416: Technology 5 for reference. The content of this course does not include the SPC’s B.2 Accessibility and B.5 Life Safety. Technology 5 stresses structural, environmental and construction systems and the creation of technically precise computer generated drawings and models. Emphasis is placed on the use of BIM technologies to analyze construction techniques and develop construction details of case studies and their own projects. The SPC’s A.4.

Technical Documentation, A.8. Ordering Systems, B.3. Sustainability, B.7. Environmental Systems and B.9. Structural Systems are covered in this course (see syllabus and schedule in Syllabus 2014 folder).

Special attention has been given to the SPC B.2 Accessibility and B.5 Life Safety in the ARCH-412: Design 8 course. First, specific rubrics were developed for mid-term and final reviews that included these SPC’s. There was also a specific week devoted to these topics. During this week the instructors lectured and workshopped the topics and the students were asked to provide analysis drawings of their projects that proved compliance. Detailed assignments on building codes, egress paths and accessibility were then developed. Detailed grading rubrics were also created to compliment the written outline rubrics.

These grading rubrics were used to provide direct feedback to the students. (see syllabus, written rubrics and grading rubrics in Syllabus 2012 folder)

Delivery of this content has also changed over the last three years as different instructors have taken different opportunities to give students an active learning experience. The design project in Fall 2012 was for a specific client, to create a design for a local Patch Adams Clinic. The projects were mostly single story linear buildings, which allowed for at grade egress. Professors Chung and Kratzer were able to have access to wheelchairs for student use and had the students experience the mobility issues associated with this disablement. (see pictures in Student Evidence 2012 folder). In-class sketch exercises asked the students to trace, identify and clarify their egress components/ system and overall ADA accessible route. Students then reflected on their experience being in a wheel chair and completed in-class diagram designs of their toilet rooms and clinic counter focused on conformance with the ADA. This information was then incorporated into their design proposals.

In Fall 2014 Professor Gindlesparger continues to develop the methodology and delivery of the content of ARCH-412 by formalizing the topics of accessibility and life safety/egress through a workshop that is clearly defined (see this workshop outline and handout in Syllabus 2014 folder). These workshops are supplemented by a lecture on life safety and egress (see this lecture in the Lecture 2014 folder). As the

Design 8 coordinator, Professor Gindlesparger does not provide a specific lecture on ADA accessibility to each studio, there is ongoing discussion and checks in individual studios. It is a topic that gets touched on with each group at least once per week. Part of the egress exercise this year was to determine fixture counts and lay out of restrooms. Throughout desk crits and reviews the students are constantly checking on accessibility (ramps, handrails, bathroom layouts) and egress issues.

The evidence for this work is seen in different types of packaging. Student teams take part in the typical final review with a jury, but are also asked to package their entire process over the semester into a comprehensive process book. An example of the required process book from 2012 shows a comprehensive overview of the student project with pages dedicated to SPC's, including egress (see Student Evidence 2012 folder).

The second group of evidence is analysis drawings from Professor Gindlesparger's workshops. These drawings show egress and accessibility analysis of case studies the students have researched. It is to be noted that the evidence from these workshops also includes code analysis.

The changes to the courses in our curriculum that are dedicated to comprehensive design have been substantial and coordinated. We have devoted a design studio, ARCH-412: Design 8, and an associated technology course, ARCH-416: Technology 5, to the attainment of the SPC's. We continue to evaluate these classes and update content on a yearly basis.

Syllabi, schedules, rubrics and evidence of student work are included in Supplement Material available through the link noted at the end of this report.

2. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

Impact of Cumulative Change

A. Impact of Cumulative Change

Over the past several years both the University and the College of Architecture have driven positive change from within. The University has reorganized its academic programs, grouping them into three colleges and altering the relationship between faculty, students, and administration. The impact these administrative changes will have on the College of Architecture is unknown.

In addition, fundamental curriculum changes are underway at the College of Architecture. The team noted the pace of change is rapid, and managing all aspects concurrently will be a challenge for the College of Architecture in the near term.

2014 Architecture Program Response:

In the Summer of 2012 an new Executive Dean, Barbara Klinkhammer, was appointed to lead the College of Architecture and the Built Environment. She led the College through a period of reorganization and consolidation of programs and leadership in the College in 2012-13. This reorganization has created fewer directors and grouped disciplines in a more typical leadership hierarchy of director and assistant/associate directors within each discipline in the College. The Executive Dean oversees all programs and ensures there is coordination and opportunities for collaboration by having a vision for resources and facilities across the College. In the previous college structure the Dean was also the discipline leader in either architecture or interior design. This new structure creates a fair and equitable structure with less discipline bias and allows the programs to be peers in the college. This restructure occurred with faculty input, allowing for revisions to the shared governance model in the university and received full endorsement from the University, Architecture and College faculty.

In the Summer of 2013 a new Director of Architecture Programs, James Doerfler, was appointed to lead the Bachelor of Architecture and the Bachelor of Science in Architectural Studies programs. The structure for the Architecture Programs includes an Assistant Director, who primarily manages student advising and class registration in the undergraduate programs. This has created a clear program oversight

structure, with defined complementary roles. These two positions have created balance and stability in the administration of the college and architecture programs

The curriculum changes that were being implemented during 2012 have now been completed. The faculty and students have been surveyed about these changes through the yearly assessment process that is part of the Middle States accreditation regime. This has suggested a few minor adjustments to content and delivery methods, which are being implemented. This self-assessment is ongoing and will aid in keeping the content current and effective.

We have created a College First Year Task Force to investigate and propose improvements to the first year design student experience. The focus of this investigation is our College interdisciplinary foundation studios. We are interested in the experiences of each of the design disciplines in these studios, which are managed and staffed by the Architecture faculty.

As the University continues to commit itself to "Nexus Learning," the College and Architecture Programs benefit from the increased collaboration and sharing of resources to support this strategy.

"Nexus Learning optimizes occasions for students to actively participate in their learning, apply knowledge and skills, collaborate with others, and connect their learning experiences to the real world and to their future professions. Nexus Learning is integrative. Nexus Learning prizes imagination and supports reflection on learning experiences to build on past experiences and to create connections to the future. It is marked by integration of knowledge across disciplines, as well as within and outside of the classroom. Learning environments and learning activities support a culture of innovation, exploration, synthesis and discovery. Although Nexus Learning experiences may vary in some respects from discipline to discipline, common qualities include the engaged and active participation of the learner, collaboration among students and across disciplines, and connections to the real world and professional practice, informed by the study of liberal arts and sciences."

-From the Nexus Learning Grant Application 2014

Nexus Learning has influenced the College of Architecture and the Built Environment's Strategic Plan which is being currently being developed post - reorganization and will be complete in Spring 2015. The three principles of sustainability, collaboration and innovation are being integrated into the curriculum of all the programs in the College.

The Architecture Program is both challenged and invigorated by these changes to the curriculum. We embrace these positive changes to create a dynamic program that is an innovator in collaborative education and learning. The faculty is engaged in these issues and encouraged by the College and University Administration to provide these opportunities for our students, through grants and various partnership and outreach strategies.

3. Response to Change in Conditions

Changes or Planned Changes in the Program

- New Faculty and Programs
- Administration Changes
- Changes in Enrollment
- New Opportunities for Collaboration
- Changes in Financial Resources
- Significant Changes in Educational Approach or Philosophy
- Changes in Physical Resources

Architecture Program Response:

New Faculty and Programs

The Architecture Program launched a new Master of Science in Architecture Program in the Fall 2014. This post-professional program is a research degree with a concentration in high performance buildings.

We are currently in the initial candidacy stage of a new Master of Architecture, first professional degree, program. Initial Candidacy was approved by NAAB July, 2016. The increased enrollment with the two additional graduate programs allowed the Architecture Programs to add one new full-time assistant professor, tenure-track faculty position in 2017. Additionally, another new assistant professor, tenure-track position, Structures and Building Assembly Systems was granted in 2015 to replace a vacant continuing-non-tenure-track line. Both positions, to be shared by the B.Arch and M.Arch programs, have been filled after successful national/international searches.

Administration Changes

Executive Dean Barbara Klinkhammer was installed in the Summer 2012 and led a faculty inclusive restructuring process that consolidated leadership in the college into disciplines. A national search for a new Director of Architecture Programs in 2013 led to the appointment of James Doerfler to lead the Bachelor of Architecture and Bachelor of Science in Architectural Studies Programs. This restructuring has also led to the appointment of Assistant Directors, to support the primary Program Director in specific areas. Professor Carol Hermann is currently the Assistant Program Director in Architecture. Her portfolio includes managing Advising and Student Affairs, among other duties.

Changes in Enrollment

We were pleased to report a dramatically increased enrollment for our incoming freshman class of Fall 2014 by 30%. We understand through anecdotal information that many programs throughout the country stabilized or slightly increased their enrollment, but these reports suggest modest (5%) increases. This incoming class has also raised our SAT and GPA averages for the program. Currently, the Architecture Programs, with approximately 300 students, is the second largest degree program on campus and is housed in multiple buildings. Aligned with the University's traditions, the Program focuses on providing a solid professional education for the next generation of architects aided by its associations with the Center for Teaching Innovation and Nexus Learning, study abroad programs, the internship program, service learning studios, and other opportunities, most notably the interdisciplinary opportunities provided by its context within in the new College.

New Opportunities for Collaboration

As the degree program with the largest number of students enrolled on campus, the Architecture Program has a significant impact on the community. The studio-centered curriculum and attendant work habits of the passionate students has permanently affected the academic culture on campus. Today, due in part to the several design programs which grew out of Architecture and Interior Design, nearly one-half of the student population is studying design. The Architecture faculty has collaborated with colleagues across the University to foster interdisciplinary activities. *Architecture faculty and students are among the leaders of the campus community.*

Changes in Financial Resources

The CABA Advancement Council, a group of benefactors (alums, local and regional practitioners, and industry leaders), has been able to successfully strategize and implement major initiatives and improvements to the College programs. The development and recruitment of the 25-plus member group was initiated during the 2012-13 academic year by then new Executive Dean, Barbara Klinkhammer. The Advancement Council's generous efforts have helped to support CABA's mission and core values as well as the B.Arch program by assisting in physical resources, enhancing and maintaining connections to the architectural profession, funding capital improvement projects, and funding Term Chairs for several architecture faculty.

Significant Changes in Educational Approach or Philosophy

The Program benefits from the University's legacy of craft and technology. Our emphasis on exploring process and the making of architecture, and the potential to intersect with the Textile, Fashion, Industrial,

Graphic, and other Design Programs, some of which are recognized internationally, as well as programs in Disaster Management, Sustainable Design, and Construction Management, place us in a unique situation. The Program also benefits from the University's Nexus Learning program, and the strategic goal of nurturing thoughtful and creative citizens. The office of Student Development houses the First Year Experience, Community Service Learning, and Spiritual Development Programs. Those programs address issues of transitioning to college life, creating curricular and co-curricular links, honing leadership skills, and promoting community service, self-awareness, and intercultural exchanges. This is an excellent environment in which to educate young architects who we are preparing to be creative and independent thinkers as members of a sustainable society. With the now successful merger of Philadelphia University and Thomas Jefferson University, new collaborative as well as unique pedagogical opportunities exist at the intersection of architecture and the science of a healthy and sustainable built environment.

With an emphasis on high-level sustainable design and technology skills, knowledge of project management and innovative delivery methods, and collaborative experiences in an interdisciplinary environment, the B.Arch curriculum and courses were reassessed with the revised 2014 NAAB Student Performance Criteria (SPC) as an integral constituent to the structure of the program. Continued assessment of B.Arch courses has resulted in measurable outcomes as well as subsequent adjustments and refinements. This has allowed us to make knowledge-based assignments of the 2014 SPC to the B.Arch (and M.Arch simultaneously—cross-listed courses carry the same SPC).

Additionally, several new minor options have been developed specially for the B.Arch program as well as new 'strategies' for advanced standing in graduate study at Jefferson. See: [CABE Guide to Minors 2017](#) and [What's Next: Strategies for Graduate Education](#)

Changes in Physical Resources

The extensive changes to physical resources are noted in **Section 1** above.

SECTION 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Policies and Procedures Relative to EEO/AA

Jefferson, an Equal Opportunity Employer (*Faculty Manual*, 11.3), is committed to providing equal opportunity with respect to employment and employment-related issues, for all employees. The full policy is articulated in the *Employee Handbook*, 2.1.1.A. The University is a covered employer under the Family and Medical Leave Act of 1993 as Amended (“FMLA”); see section *Employee Handbook*, 2.2.7. The University strives to create a work environment where all individuals are treated fairly, with respect, and where personnel decisions are made on the bases of job qualifications and merit. It is the policy of the University to employ, train, compensate, promote, and provide other conditions of employment without discrimination due to race, color, religion, national origin, sex, age, handicap, veteran status, sexual orientation, or other classification protected by federal, state or local law. See *Employee Handbook*, 2.5.1. (Link to *Faculty Manual 2016*: [Faculty Manual](#); Link to *Employee Handbook 2015*: [Employee Handbook](#)) Also see: **SECTION 4 Supplemental Material: vi. Policies and Procedures Relative to EEO/AA for Faculty, Staff, and Students** regarding specific information to above and in the other sections below.

[Note: Per the institutions’ joint representation to Middle States, we understand that policies governed by federal regulation remained unchanged following the combination of the universities. Six policies apply to all students after July 1, 2017; namely, the Code of Conduct Policy, the Student Sexual Misconduct Policy, the Grievance Policy, the Tuition Refund Policy, the Drug and Alcohol Policy, and the Weapons Policy. Other college- or program-specific academic policies may remain unchanged following the combination. We therefore understand this federally-mandated policy to be unchanged in substance under the aegis of the combined institution.]

Initiatives for Diversity

As stated in the *Employee Handbook*, 2.1.1.B:

“Where protected groups are under-represented among its employees, the University pledges aggressively to pursue means of remedying imbalances. The University will implement and administer this policy in accordance with all applicable federal, state and local laws and regulations.”

One method of doing this is the assistance Human Resources staff have given to chairs of search committees, in particular referring them to the approximately 30 website links on its Advertising Options for Diversity portion of the *Recruitment Resources for Hiring Managers* webpage.

As part of academic planning, the Provost has over the past six years worked with a consultant, the educational consulting firm Educational Advisory Board, to analyze the current body of the faculty, its distribution, and faculty-student ratios, recognizing the pressing need to increase and diversify the number of full-time faculty in terms of age, race, gender, ethnicity, scholarship, and expertise. Also, when recruiting part-time faculty, the program similarly seeks to increase diversity in terms of race, ethnicity, and gender.

Human Resource Development Policy

Increasingly, the University has been formalizing and improving its mentoring procedures for new faculty and expanding options for faculty development. New employees, including administrators and faculty, attend a series of orientation sessions that cover topics from employee benefits to managing new technologies in the classroom. Furthermore, the *Faculty Manual*, *Employee Handbook*, and other resources are posted online for University employee consultation. In the Architecture Program, new faculty are assigned a more experienced faculty mentor and typically meet with the Program Director at least once per semester to discuss progress in teaching, professional development, and service. All faculty submit a Faculty Activity Report which serves as the basis for a yearly evaluation by the Executive Dean and frequent meetings with the Executive Dean and/or the Program Director are common for all faculty.

The majority of architecture full-time faculty teaching studio and technology courses are registered architects and are thus subject to the same continuing education requirements as any professional architect. In addition, despite full-time teaching and service loads, many continue to practice architecture in some way: finding smaller projects, those that appeal to a particular niche, and/or design competitions. Faculty have access to professional journals and the *Journal of Architectural Education*, attend lectures on campus and at other institutions, and network at conferences. These activities update their exposure to the field and usually impact what they bring to the classroom and studio. Adjunct faculty also tend to be licensed architects and/or engineers practicing in greater Philadelphia. They largely work full-time in design offices and bring that current experience into the classroom/studio with them. Professional currency is particularly important to our programs.

Resources Available to Faculty

The University and Architecture Program value faculty members' professional activity and achievement, and expect faculty to bring their professional development into the classroom, as expressed in the *Faculty Manual*, 33.11: "It is expected that all members of the faculty will continue their professional development; make significant contributions to their professions; and, through their own curiosity and interest, continue to question, to investigate, and to use their findings in the classroom." The University offers the highest salary and best benefits package it can, given the constraints of its budget, to reward faculty achievement, foster quality education, and remain competitive with similar institutions. Tenured and practice faculty with a least seven years of full-time service, are eligible to apply for an initial sabbatical leave. Eligible faculty can apply for one of the available sabbatical leaves. Applications are reviewed by the College Personal Committee (CPC) and University Personal Committee (UPC) both committees make recommendations to the Provost and President. The President makes a *de novo* decision following her/his review of the recommendations and applicants. Faculty who have been granted a sabbatical leave may request a one-semester sabbatical leave at full salary or a two-semester leave at half salary. Faculty who have been granted a Fulbright Award are eligible to receive a leave of absence from the University contingent on the leave being consistent with the objectives and needs of the College and the University. The University has funded travel to academic conferences for faculty presenting a paper; typically funds are sufficient for each faculty to take advantage of this once per academic year. New faculty have received similar funding even when they are not presenting, so as to acclimate them to the academic milieu they are entering. The University also sponsors Grants for Faculty Research, Scholarship and Design Projects, a competitive initial funding source for faculty work at its early stages. Other resources include the Center for Teaching Innovation and Nexus Learning, digital technology workshops designed and conducted for staff and faculty by the Office of Information Resources' Instructional Technology Support, as well as the Virtual Center for Instructional Technology. The University's Patent Policy is found in the *Employee Handbook*, 2.5.10. With its Patent Policy, the University attempts to ensure that any inventions resulting from the research and scholarship pursued at the University are developed, disseminated, marketed and commercialized for the mutual benefit of the inventor, the University and the public."

During AY 2015-16, faculty Research Advocate positions were created to represent each of the University Colleges. CABE Research Advocate, Kihong Ku helps faculty with external and internal grant opportunities through workshops, announcements, and other means. In addition to helping to support a faculty research culture within a student-centric University mission, the Research Advocate has been instrumental in helping faculty with their on-going professional development.

Full-time Faculty Appointments, Promotion, and Contracts

To aid in the selection of candidates for faculty positions, officers of the University appoint advisory search committees, whose recommendations are not binding, but extremely helpful. When appointed by the President, subject to approval of the Board of Trustees, a new faculty's contract is one of the following categories of full-time faculty (see *Faculty Manual* section 12):

- Tenured or tenure-track faculty members holding one of the following academic ranks: Instructor, Lecturer, Assistant Professor, Associate Professor, and Professor. Tenured and tenure-track

faculty focus on teaching, professional activity and achievement in their current field, and service to the University.

- Renewable non-tenure track “Practice-track or Practice faculty” are faculty holding one of the following academic ranks: Instructor, Lecturer, Assistant Professor, Associate Professor, and Professor. They focus on teaching, professional activity and achievement in their current field, and service to the University.
- The University has two types of visiting teaching faculty (see *Faculty Manual* section 6.1.6).

The new tenure-track or practice-track faculty member typically has a probationary period of three two-year contracts, for a total of six years. During this time, the Program Director observes her/his teaching and provides mentorship in all areas of faculty responsibilities. A formal review occurs of the faculty's application for a contract renewal during the year before a new contract is scheduled to begin (in other words, during the second and fourth years); the College Personnel Committee considers the Program Director's recommendation letter, peer evaluations and vote by the College senior faculty, student evaluations, and a portfolio of course materials and professional and service accomplishments before passing along a recommendation to the Executive Dean. Subsequently the chair of the College committee and the Executive Dean present the candidate's application materials to the Provost who subsequently makes a positive or negative recommendation to the President. The President notifies each candidate of the final decision. During the 6th-year dossier review, an additional step of soliciting appropriate assessors from outside the University is added. The University Personnel Committee may award tenure to tenure-track faculty and a five-year contract to practice-track faculty. During the last year of a five-year contract, practice-faculty are eligible to apply for a seven-year contract (and all subsequent contracts would be also for seven years).

Criteria for new contracts, including tenure, and promotions are established by the *Faculty Manual*. The most significant factors measuring the excellence of a faculty member are judged to be:

- Academic attainment as measured by degrees earned, with faculty having earned the appropriate terminal degree in the professional field and those appointed to tenure typically having earned the highest degree in their field of competence.
- Experience relevant to the member's responsibilities.
- Consistently high performance in teaching.
- Professional achievement and continuing growth in the faculty member's field of specialization, including research and publication; presentation of papers at professional or industrial meetings; leadership in professional organizations; consulting; other concrete contributions to one's profession; for design faculty, published research and juried exhibits demonstrating original contributions to the field.
- Contributions to the University, showing a continuing commitment to maintain and improve the intellectual and creative life of the institution. These include effective participation and leadership on committees of the College and the University, program development, involvement in campus activities, and representation of the University beyond the campus.

Although the majority of criteria is similar, the *Faculty Manual* differentiates between suitable achievements for tenure-track/tenured and practice-track/practice faculty in the following ways. For professional development, the former can contribute (among other ways) via published scholarly reviews of significant areas of advancement and/or original research demonstrated by publication, while the latter can contribute (among other ways) via published professional reviews of significant areas of advancement and/or regular and sustained practice in the field and/or maintenance of licensure (see *Faculty Manual*, 12.3).

In addition, CABA tenure-track and practice-track/practice faculty are aided by guidelines assembled by the College Personnel Committee, which was produced by CABA faculty to be used by the committees, Provost, and President as they review candidates. The guidelines parse out specific issues and examples

of professional achievements in teaching, service (to the University and to one's profession), and professional development (scholarship and/or practice).

Recommendations for promotion in rank for both tenure-track/tenured and practice-track full-time faculty originate with the College Personnel Committee and advance to the University Personnel Committee and Provost; each deliberates separately. The UPC recommendations are submitted to the Provost, who in turn, submits both the CPC and UPC recommendations along with her/his own to the President. Final decisions on all tenure, promotions, 5-year and 7-year practice-track/practice contracts reside with the President (see *Faculty Manual* 14.4.).

Part-time and Short-term Faculty (see *Faculty Manual*, 10.2, 10.3):

Part-time faculty members may be on 9, 10, or 12 month contracts depending upon the curricular needs of the program. Part-time faculty are offered annual contracts, which may be renewed by the University upon the recommendation of the Executive Dean to the Provost and President. Short-term faculty are typically appointed for a single semester at a time. Contracts are dependent upon sufficient enrollments in the courses listed on the contract.

Faculty Teaching Loads

Ordinarily, each full-time faculty member will teach (12) workload units per semester. A workload unit is calculated by multiplying a course's contact hours by its Instructional Method Value (IMV). Contact hours are published in the University Catalog. The Faculty Compensation Policy, as amended from time to time and posted on the Provost's Office web page, contains the definition of IMV.

See: <http://www.philau.edu/provost/resources/Compensation%20Policy9.3.pdf>

The 2016-2017 and 2017-2018 University Academic Catalogs:

<http://www.philau.edu/catalog/inc/documents/archive/Catalog-2016-17.pdf>

<http://www.philau.edu/catalog/catalog-2017-18.pdf>

FACULTY RESUMES, FACULTY MATRIX, and FACULTY BIOS **See Section 4—Supplemental Materials**

STUDENT SUPPORT SERVICES AND RESOURCES

Academic Learning and Advising

The Academic Success Center is the primary learning assistance resource at the University. Professional and peer tutors assist graduate and undergraduate students in all majors, to become better at learning course material and developing course skills. ASC offers content-specific tutoring in all majors, including Math, science, engineering, and business courses. They also offer learning assistance with skills such as Writing, Design, time management, presentation skills, and study strategies. Students in the M.Arch program are advised by the Architecture Program Director and Associate Director. Advising files are maintained in a central location near the administrative assistant's office. Advisors meet with students in groups and individually, depending on students' needs and schedules. The University also instituted a new early-alert and connection system named Starfish in 2014. The program allows faculty to "flag" students who are either exceeding expectations or falling behind for various reasons. Fields for selecting larger concerns are pre-defined, and there is an opportunity for individualized feedback as well. This system has successfully connected students and their academic performance with advising such that students are made aware of their standing with a course and advisors are knowledgeable of how they can help the students succeed.

Personal advising

Counseling for personal concerns, including misuse or abuse of alcohol or other drugs, is available to Thomas Jefferson University students at no charge. Counseling is provided on a short-term basis by licensed professionals who understand the special needs of college students. Referrals to area agencies and practitioners are made for those who need more specialized or long-term care. Counseling sessions are by appointment, though students are also welcome to go to Drop-In Hour (4-5pm weekdays) for a brief meeting with a counselor and to arrange for a follow-up appointment. All information shared with

counselors is held in strict confidence, as long as there is no clear and imminent danger to the student or others.

Career Guidance/Internship Placement

The Marianne Able Career Services Center assists students and alumni with their career and professional development needs. Career Services views professional development as a process, involving both personal career-advising as well as group seminars. Career Services connects students to industry representatives, internship and job opportunities through employer networking events such as Corporate Connections and the Internship Fair (each semester) and Design Expo (each year, including portfolio reviews by industry reps); CareerLink (online database advertising job openings); Career Spotlights, (bringing industry speakers to campus to present career options); Career workshops and seminars (resume development, job search strategies, grad school prep, and others); Career assessment tests to assist with major selection and career direction; and the Career resource library and online research database (including Reference USA and Going Global).

In addition, several architectural studio sections are taught by adjunct faculty with full-time positions in Philadelphia based architectural firms, some students find formal (for academic credit) and informal (paid by employer) internships through this avenue. All informal internships are paid minimum wage or higher; the Architecture Program does not condone informal internships paying less than minimum wage. Career Services publishes an annual survey of recent graduates regarding their post-graduation plans.

ARCHITECT LICENSING ADVISOR [formerly Intern Development Program (IDP) Coordinator] Professor Carol Herman, AIA, is a full-time faculty member and registered architect (in Pennsylvania) who serves as our Architect Licensing Advisor. Prof. Hermann remains current with Architectural Experience Program (AXP) and professional licensing issues (AXP was formerly the IDP). She has attended past summer IDP Educator Coordinator workshops in Chicago, Portland, and Miami, and most recently, the 2015 Licensing Advisors Summit in San Diego, CA. She also organizes NCARB AXP presentations in addition to advising students on the licensure process, including providing preliminary information at New Student Orientation. Students begin learning about architectural issues of health and safety (codes, standards, regulations, and accessibility) in second and third year technology and studio courses, and are regularly reminded of the licensed architect's professional and ethical responsibilities. Annual presentations by NCARB representatives have been well attended and provide students with a good overview of the professional concerns of students and young alumni seeking licensure. Full-time and adjunct faculty encourage students to enroll in the AXP. Prof. Hermann remains active with AIA Philadelphia, having served as a member of the Board of Directors of the Philadelphia Chapter Director in 2012-13.

I.2.2 Physical Resources

Jefferson East Falls

Food Service

Three conveniently located food service and dining options are available to students, faculty, staff, and University visitors. Through FarmSource the University kitchens source products from local farms, food production owners and artisans.

Health and Fitness

The Gallagher Athletic, Recreation, and Convocation Center has two regulation-size basketball courts, a state-of-the-art fitness center, aerobics studio, racquetball court and elevated jogging track. The facilities are available to all students, faculty, and staff.

Kanbar Student Center and Jefferson East Falls Bookstore

Kanbar Campus Center houses a convenience store, bookstore, mailroom, two food service areas, student lounges, recreation, and a large multi-use performance space. Student support offices (Dean of Students, Study Abroad, Career Services, etc.) are also located there. The University Bookstore provides

students, faculty, and staff, with a wide range of products including course materials, educationally priced computer products, art, architecture, and textile supplies. The bookstore is fully owned and operated by the University; store revenue supports university operations, campus improvements, facilities & programming.

Architecture Program's Physical Plant

Faculty Offices

The Architecture Program offices (Architecture Program Director and M.Arch Assoc. Dir.) are located in the A+D Center, which is shared with the CABE Executive Dean, Associate Dean, and Interior Design Program Director. The B.Arch Assistant Director, full-time architecture faculty as well as adjunct faculty offices are located in Smith House, a ten-minute walk from the A+D Center.

Studio and Teaching Spaces

B.Arch teaching spaces are located in a variety of buildings across campus. Hot-desk studios for the B.Arch first-and-second years are located in the Search Design Studios, adjacent to the A+D Center. Dedicated studio spaces for B.Arch years three through five are located in the A+D Center. The SEED Center is used as overflow for the fourth-year comprehensive studio when necessary. The SEED Center is the home of the College's graduate programs in Interior Architecture, Sustainable Design, and Construction Management, and it also houses a satellite fabrication lab (see below) and computer lab, both used by graduates and undergraduates. The University's Gutman Library is next to the A+D Center. Technology and history courses will continue to utilize classroom space shared by the University community. The architecture program, graduate and undergraduate, regularly uses seminar spaces and lecture rooms and theaters located in A+D, SEED, Gutman Library, Tuttleman Center, as well as in the Kanbar College of Design, Engineering, and Commerce Building located adjacent to the A+D and SEED Centers. Both A+D and SEED contain rotating exhibitions of student work (see section **I.1.4 Defining Perspectives: HOW THE PERSPECTIVES INFORM ADDITIONAL RESOURCES TO SUPPORT STUDENT LEARNING, Design, Collaboration, and Resources to Support Student Learning.**

Plotting and Fabrication

Numerous large-format ink-jet plotters maintained by the University's Office of Information Resources are located in A+D and SEED. The main fabrication facility for the College is located in the Weber Design Studios building. Students in the College also have use of the smaller CABE-operated SEED Fabrication lab in addition to larger facilities run by the Kanbar College of Design, Engineering, and Commerce (similar to Weber). Resource manager, Chris Thompson, manages, maintains, and oversees all CABE fabrication facilities. He also trains student support staff and teaches shop-safety to all students who use the fabrication lab. Chris brings expertise in cutting-edge fabrication technologies and works closely with architecture program faculty to help integrate analog-making and digital fabrication techniques into the B.Arch curriculum. CABE Fabrication Facilities Equipment Inventory:

A+D 3D Printing and Plotting (located in several studios areas on both levels):

Ink-jet Plotters, six
3D printers, Material Extrusion, six

SEED 3D Printing and Plotting (located in several studios areas):

Ink-jet Plotter
3D printers, Material Extrusion, two

SEED Fabrication Lab:

Digital tools
60W CO2 Laser cutters, two
3D printer, Vat Photopolymerization, two
3D printer, Material Extrusion, two
3D Scanner
Servo robot arm
Vacuum sheet forming machine

Weber Fabrication Center:

Stationary power tools

Abrasive blasting cabinet
Aerosol spray cabinet
Band saws, 14", three
CNC router, 48"x96"x7" volume,
(w/vacuum clamping table)
Drill presses, 16", three
Jointer, 6"
Miter saw, 14"
Miter saw, compound, 12"
Planer, 13"
Router, table
Sander, 3" x 36" belt
Sander, comb. 1" belt x 6" disc
Sander, spindle
Sanders, 12" disc, three
Scroll saws, four
Steam bending cabinet
Table saw, 10" (SawStop safety saw)
Table saws, mini 3 ½", two
Tile cutting saw

Metal tools

Abrasive cutoff saw, 10"
Band saw, 6" horizontal
Bench Grinder, 6"
Bending brake, 36"
Foot shear, 42"
Hand punch, 1/8" through ½"
Slip roller

Hand power tools

Biscuit jointer
Cordless screwdrivers, two
Drills, 3/8" chuck, four
Grinder, 4" angle
Heat guns, three
Routers, two
Sander, belt, 4"
Sanders, 5" disc, three
Saw, circular, 7 ½"
Saw, jig
Track saw, 6 ½"

Weber Lab has a complete compliment of hand tools, clamps, and other necessary aids.

For plans and images and images of the University campus and architecture program facilities listed below, please see **Section 4: Supplemental Materials**.

- Jefferson East Falls Campus Map
- A+D (Architecture + Design) Center
- SEED Center, Design Studios and Fabrication Lab
- Search Design Studio and Photography Lab
- Weber Fabrication Center (Weber Design Studios)

I.2.3 Financial Resources

The institutional process for allocating financial resources to the professional degree program:

The College of Architecture and the Built Environment's undergraduate operating budget for 2016-17 reflects the administrative structure and budget planning processes of the institution. Historically, the University budgets for administrative units, not individual majors. Therefore, the current operating budget for the undergraduate programs in CAFE provides funding to support the five degree programs (B. Arch., B.S. in Arch. Studies, B.S. in Construction Management, B.S. in Interior Design, and B. Landscape Architecture) housed within this administrative unit as one group. Since the five program curricula consist of courses and facilities which overlap majors, it is difficult to extract budget allocations for individual majors. The budget figures reflect the administrative unit within which the professional Architecture Program is housed, representing a funding plan for CAFE.

The overall budget given allocated for the undergraduate programs in CAFE by the University has been very stable since the last accreditation. The budget is adjusted annually following a University-wide budget planning process. Staffing the courses with faculty is a carefully considered process and funding for the required adjunct faculty is allocated to the programs through a yearly staffing plan. Graduate programs in the College each have a budget based on an enrollment model.

JEFFERSON | College of Architecture and the Built Environment
 Architecture Program Report-Continuing Accreditation
 September 2017

	Budget 2016-2017	Projected Actual 2016-2017
Personnel		
<i>Instruction</i>		
Teaching (full-time)	\$ 1,426,190	\$ 1,600,316
Teaching (adjunct)	592,335	523,861
<i>Administration</i>	326,817	295,763
<i>Support Staff</i>		
Clerical	78,786	71,218
Technical Assistants	47,430	47,537
Student Assistants	29,442	27,735
Benefits	767,975	746,212
Facilities		
Resources		
Supplies (office)	8,790	7,730
Supplies (instructional)	16,840	14,726
Equipment	23,000	38,970
Maintenance	1,000	933
Photo Work	10,460	9,946
Postage	1,700	1,741
Photocopying	7,650	5,505
Enrichment		
Travel	2,423	2,309
Memberships/Dues	21,206	17,901
Professional Development	29,403	30,391
Entertainment	3,800	4,219
Lecture Series	8,000	7,868
Model Fees	12,000	11,947
Advertising	4,000	3,492
Accreditation Fees	15,000	10,712
Course Dev/Programming	13,635	10,525
	\$ 3,447,882	\$ 3,491,557

College of Architecture and the Built Environment Operating Budget 2016-17

The expense categories over which the program has either control or influence:

The Bachelor of Architecture Program is given control for funds related to professional development for faculty. All other funds are negotiated and approved by the Dean of the College and the Program Director for Architecture. There is a yearly process within the College to allocate funds for each program based on budget requests proposed by the Program Director for programmatic support. Programmatic support includes lecture series, field trip support, memberships, entertainment and office supplies and small equipment.

There is a yearly Capital and Operating Funds allocation process for the University. Each College develops a strategy and prioritizes the requests for additional capital funds from the University. The Architecture Program is influential in this process particularly because of the programs use of the fabrication lab and digital technology available to the College. We have been very successful in acquiring and installing new digital fabrication equipment to make available to our students in the last 4 years.

The revenue categories over which the program has control or influence:

Membership in the CABE Advancement Council provides revenue and, in turn, funding for additional educational support. The funding from the Advancement Council has allowed the College to install new furniture in the studios, provide computer monitors at each desk and upgrade a number of our facilities with power and technology. In addition, these funds have been used to enhance student experiences by attending conferences, charrettes for competitions and field trips.

Scholarship, fellowship and grant funds available for student and faculty use:

In addition to the scholarships organized by the University, it is possible for students to get project-based funding through the Eileen Martinson Fund and support for entrepreneurship initiatives through our Blackstone Launchpad. The College also has discretionary funding for supporting student projects through organizations like AIAS, Freedom By Design and travel to participate in conferences and charrettes. For information regarding additional resource opportunities for faculty, see: **Section 3: 1.2.1 Human Resources and Human Resource Development: Resources Available to Faculty.**

Scholarships for students:

<http://www.philau.edu/financialaid/undergraduate/scholarships/index.html>

For more information on Blackstone Launchpad:

<http://www.philau.edu/entrepreneurship/blackstone/>

Internal Grants, Sabbaticals and Assistantships for faculty:

<http://www.eastfalls.jefferson.edu/provost/Grants/index.html>

The Dean of the College and our Office of Development and Alumni Relations have also been very successful in recent years securing term chairs for faculty from outside donors. The term chair gives each faculty an award for \$5000 for 5 years as professional development funding. The College currently has five term chairs, and the Architecture Program currently has three term chairs.

Pending reductions or increases in enrollment and plans for addressing these changes:

The university is developing the infrastructure and strategy to increase the number of prospects and applications overall, and for the B.Arch program. Plans for increases include a re-organization and full staffing within enrollment management, a marketing campaign that targets high ability high school students interested in architecture from across the nation that includes direct mail, email, social media, telemarketing and micro-websites. The recruitment campaign will engage parents of these students as well as their guidance counselors to heighten awareness of the program's quality and academic stature and its faculty. Furthermore, the institution will be adding high school and college fair visits, high school pipeline programs, robust on-campus recruitment events, a strategic plan for transfer students and new tracking mechanisms to optimize initiatives. The population of the undergraduate programs have been decreasing in the last 3 years. In the College we have developed a number of recruitment initiatives structured around various on and off-campus activities including college fairs, visits to community colleges

and high schools, accepted student events and supporting students for outreach to their high schools. The College has taken a very active role in developing these outreach initiatives. We continue to work closely with Admissions to develop strategies to increase enrollment.

Pending reductions or increases in funding and plans for addressing these changes:

At this time, there are no pending changes to the funding we receive from the University.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes:

There have been no significant changes in the funding model since the last visit.

Planned or in-progress institutional development campaigns that include designations for the program:

The College of Architecture and the Built Environment will be a component of a seven-year, enterprise-wide fundraising campaign that is currently being planned and which is slated to launch its “quiet phase” in late 2017 or 2018. The effort will seek to raise as much as \$1,000,000,000 in support of capital projects and endowment growth for programs across the Jefferson enterprise. A specific goal for fundraising dollars in support of our B.Arch program has not yet been set and will be informed by the findings of a philanthropic feasibility and planning study. Currently, the need to raise funds for scholarships for students in our B.Arch program has been identified as a priority.

I.2.4 Information Resources

Institutional Context and Administrative Structure of the Library and Visual Resources

Offering a wide range of library services, the Paul J. Gutman Library houses approximately 150,000 print monographic and bound journal volumes, and provides access to more than 80 online databases to support teaching, study, and research for the University community. The building is centrally located on campus, adjacent to the A+D Center and within close proximity of the SEED Center. Gutman Library staff are committed to offering services with as few barriers to access as possible. The Library Director, Stan Gorski, is responsible for overseeing all operations, including supervising personnel, establishing and communicating a strategic plan, developing library services and programs, and handling the budget, as well as library collections. He reports to the Senior Associate Provost, who sits on the Provost’s Council. Mr. Gorski serves as an advisory member of the University Academic Resources Committee. Five other professional librarians – including a CABE liaison – manage the technical services, website design, reference, interlibrary loan, serials, instruction, special collections, and collection development functions of the library, overseeing the paraprofessional and student workers also employed in the library. The librarian liaison to CABE also sits on the College’s Education Committee as an advisory member.

Library Collections

The architecture monograph and journal collection is integrated within the larger Gutman Library collection, which allows students to browse other design subject areas, including interior design, color, landscape architecture, industrial design, and textile design. This arrangement reinforces the Program’s goal of fostering interdisciplinary interests. The library also includes a materials collection of over 1,900 sample materials and assemblies.

Monographs

The architecture collection has been developed with guidance from the Executive Dean, Architecture Program Director, and teaching faculty of CABE, who recommend titles to be added to the collection. The size and quality of the architecture collection are constantly improving to meet the needs of faculty and students in architecture programs. New courses and programs are supported with appropriate library resources after careful communication with faculty and administration charged with developing curricula. Two professional librarians keep up with new publications and select titles based on curricular needs. The Gutman Library collection is organized to facilitate easy access and full use by all library constituencies.

The collection is cataloged using MARC and AACR2 national standards. Applying OCLC shared cataloging, records appear in the online catalog and Summon Discovery tool, which are accessible both on campus and remotely via the Web. Gutman Library's holdings in architecture-related materials now include approximately 34,782 monographs.

Below is a breakdown of collection holdings by Dewey and LC categories.

Dewey(LC)	Subject	Total Volumes
307(HT)	City Planning	701
333.73(HD)	Land Use	38
333.77(HT)	Zoning	15
343.078(TA)	Building Codes	10
363.5(HD)	Housing	46
363.6(SB)	Parks	65
621.32(TH)	Lighting	37
630-635(SB)	Plant Culture	382
645(N)	Furnishings	49
684(N)	Furniture	82
690-699(TH)	Construction	649
700-709(N)	Arts General	3183
710-719(NA)	Landscape	1207
720-729(NA)	Architecture	12,591
730-739(N)	Sculpture	702
740-749(N)	Decorative Arts	9964
750-759(N)	Painting	1881
760-769(N)	Graphic Arts	271
770-779(N)	Photography	676
E-Books with Subject of Architecture		2,233
TOTAL		34,782

CABE faculty are solicited for their purchase recommendations and notified when their selections are added to the library's collection.

Reference Materials, Electronic Databases/Internet Resources

General reference books are located on the main floor of the Library. Gutman Library provides access to thousands of abstracted, indexed, and full-text journals through its collection of electronic library databases and individual journal subscriptions. These include database systems typically found in academic libraries, such as Lexis-Nexis, EBSCO's Academic Search Premier, and ProQuest. Databases are accessible both on and off campus. Gutman Library subscribes to several major architecture-related databases: Avery Index, Birkhäuser's *Building Types Online*, Design & Applied Arts Index, Art Index, and JSTOR's Arts and Sciences III collection. The Library also has access to the Living Building Challenge Petal Handbooks, MADCAD's Building Codes database, Environment Complete (EBSCO) and the SAGE Premier Journal collection, which includes architecture-related content. Library staff members also maintain [research guide web pages](#) which include links to external websites evaluated for quality. Of particular interest to students are [links about Philadelphia](#) and its architecture. The CABE librarian liaison regularly provides instructional sessions for students in the use of these materials.

Periodicals and Journals

The library journals related to architecture and interior design represent a broad and comprehensive collection of trade, professional, popular, and academic publications. Current issues of all print periodicals are visibly displayed. E-journal acquisition and set-up have increased over the last few years to provide convenient, 24/7 access to important resources. Back copies of print journals are bound for preservation purposes. The journal collection is continually expanded in support of architecture-related programs. The following journal subscriptions were acquired as online-only titles: *Journal of Aesthetics and Art Criticism*, *Journal of Architectural Education*, *Journal of Architectural Engineering*, *Journal of Green Building*, and *Journal of Interior Design*.

Visual Media

The visual media collection at Gutman Library consists of DVDs, videotapes, and access to digital images through a variety of databases. Excluding the digital images, the media collection consists of approximately 2600 items with an emphasis on textiles, architecture, interior design, and business. Faculty, staff, and students can sign out videos or DVDs for research or classroom use. Additional videos are available through *On Architecture*, a database of audiovisuals and complementary material documenting the main authors, works, experiences and problematics related to the field of architecture. Students, faculty and staff can access digital images through ARTstor, ARTstor's Shared Shelf, and DETAIL Inspiration. ARTstor provides access to over 1.8 million images in the arts and architecture. Shared Shelf provides access to over 23,000 images digitized from our former slide collection and objects in the library's Special Collections, representing architecture, interiors, sculpture, painting, decorative arts, tapestries/textile design, fashion, furniture, art, costume/theater, and graphic design. The collection on Shared Shelf is continually being updated and expanded with new images added by a half-time visual resources staff person and student workers. Metadata and project oversight is provided by a Gutman professional librarian. Additional images are accessible through DETAIL Inspiration, a database of downloadable projects from all DETAIL magazines of the last 10 years, and Birkhäuser's Building Types Online, a database of 850 international case studies that include extensive photographs and technical drawings to document each project.

Materials Library

Opened in October 2015, the Materials Library at the Paul J. Gutman Library encompasses a wide range of materials used in the architecture, engineering, and design disciplines. Users are able to browse the physical collection housed on the main floor of the library or use Artstor's Shared Shelf to search the digital catalog for items with specific attributes. Items are labeled with manufacturer information and cataloged by composition, form, properties, process, and application. As of July 2017 over 1,900 items have been cataloged.

Arlen Specter Center for Public Service

The mission of the Arlen Specter Center for Public Service located at Jefferson East Falls, is to facilitate and promote public service and civic education through events and round-tables in a cross-disciplinary, nonpartisan setting. The work of the Center includes programming inspired by Senator Specter's long-term interests and accomplishments. The Arlen Specter Collection will be made available for use by historians, students, and the general public as items are processed. Documents, memorabilia, electronic files, and audiovisual materials are in the process of being organized and preserved in collaboration with the Archives Service Center at the University of Pittsburgh. The Specter Archive consists of approximately 2,700 boxes of materials received from the Senator's Congressional Office at the Hart Building, as well as his private office, "Hideaway", next to the US Senate Chambers at the US Capitol. The collection contains personal notes, correspondence, files, memorabilia, pictures and personal possessions of the Senator collected over his career that spanned over five decades and covers a wide range of topics and areas of American history. The Collection also includes a small amount of material from his tenure as Philadelphia District Attorney and his engagement in the Warren Commission that investigated President Kennedy's assassination.

Library Services

Professional library staff man the Library Reference Desk approximately 63 hours per week. Library staff have experience with resources in architecture, art history, and design. A trained graduate assistant provides an additional 15 hours of Reference Desk support. A library Chat service from a link on the library's homepage is functional when the Reference Desk is staffed. Another link allows submission of questions by email, with responses usually provided the following business day. Librarian Sarah Daub, MFA, MLIS, serves as the Assistant Director for Special Collections and Reference and is the library liaison to CABE. In this role, she is charged with collection development, reference support, and providing instructional sessions within courses, as well as overall information literacy support for the architecture curriculum. For the last academic year (2016-2017), she taught 3 orientation sessions and 17 hands-on research workshops to over 300 CABE students. She maintains professional affiliations with the Art Library Society of North America and the Association of School Architecture Librarians.

Interlibrary Loan (ILL) gives the University community access to books and journals beyond Gutman Library. OCLC's WorldCat connects our Library to the holdings of thousands of libraries around the world. The ILLiad system allows students, faculty, and staff to place, track, and receive articles electronically. Patrons can request books without library staff intervention, from over 70 area academic libraries, using the EZborrow system. Member libraries include: University of Pennsylvania, University of Pittsburgh, Drexel University, Rutgers University, and Penn State University. Books usually arrive within three to five business days. For the last academic year (2016-2017), we processed 199 ILLiad interlibrary loan requests (146 articles; 53 books) from CABE students and faculty. There were additional book requests made from CABE through EZborrow, which does not total requests by college affiliation.

Library Staff

The Gutman Library employs 11 full time staff members, three part time staff members, three graduate assistants and approximately 25-undergraduate student workers each employed from 5 to 15 hours per week. The staff includes six professional librarians, four paraprofessional/technical staff, one full-time administrative support staff member, a part time curator for the Textile and Costume Collection, a part time director for the Specter Center, one part-time visual services supervisor, and a part-time shelver/library assistant. All of the librarians provide direct reference assistance to students at the information desk. The Collection Development Librarian solicits staff and faculty recommendations and selects print resources. The professional librarians all have master's degrees from ALA-accredited institutions, as well as degrees (some at the Master's level) in other disciplines.

Library Facilities and Equipment

The Library is a 54,000 square foot building, with over 80 computer workstations, each equipped with an assortment of software, including applications for design and architecture students, like AutoDesk programs and the Adobe Suite. The Library has seven group study rooms, and many comfortable seating areas designed for quiet study or research. There are also scanners and printers available throughout the library for patron use. A Library Instruction Space is available on the main floor for educational sessions that support the Information Literacy (IL) mission of the Library and University. The area includes a SMARTboard, a cart housing 19 laptop computers, an instructor podium, and tables and seating for 20-25 students. The space was created to promote the principles of active learning and collaboration through hands-on class participation, and is available by reservation for library instruction sessions led by faculty or library staff. The library is open until 2am Monday –Thursday and Sundays, with daytime hours Fridays and Saturdays.

Library Financial Support

Architecture resources are allocated within the general library budget, which is developed and administered by the Library Director. The first table on the following page approximates yearly amounts spent on the Architecture and Design collection, demonstrating the growth in financial support over time; the second table summarizes library collection expenditures overall for FY2015 through 2017.

Fiscal Year	A+D Book - Expenditures	No. of Books	A+D Journal - Expenditures
FY15	\$25,739	NA	\$29,528
FY16	\$23,745	NA	\$29,631
FY17	\$20,850	NA	\$29,930

Collection Type	Budget – FY15	Budget – FY16	Budget – FY17
Books	\$ 88,277	\$91,808	\$91,808
Journal Subscriptions	225,463	\$228,242	\$228,242
Multimedia	4,040	\$4,040	\$4,040
Electronic Databases	258,684	\$284,677	\$291,577
TOTAL	\$ 576,464	\$608,767	\$615,667

Additional annual expenditures budgeted by the library for Architecture include approximately \$12,000, which is 80% of the salary for the Visual Resources Supervisor. Each year a greater proportion of the overall book budget went to ebook collections and PDA programs with PACLI.

Scott Memorial Library (Center City Campus)

Students also have 24/7 access to Jefferson’s Scott Memorial Library on the Center City Campus. This library provides individual and group study spaces and houses books, journals, and other materials to support Jefferson’s medical and health sciences programs.

Assessment of Library Resources and Services

Gutman Library has made it a priority to continuously build the collection of architecture books, journals, databases, and images. Architecture books are heavily used and currently account for the majority of total book sign-outs and use, while architecture students make up only 18% of the student population. The Collection Development Coordinator and CABE librarian liaison select and order materials in response to faculty recommendations and in support of CABE curricula.

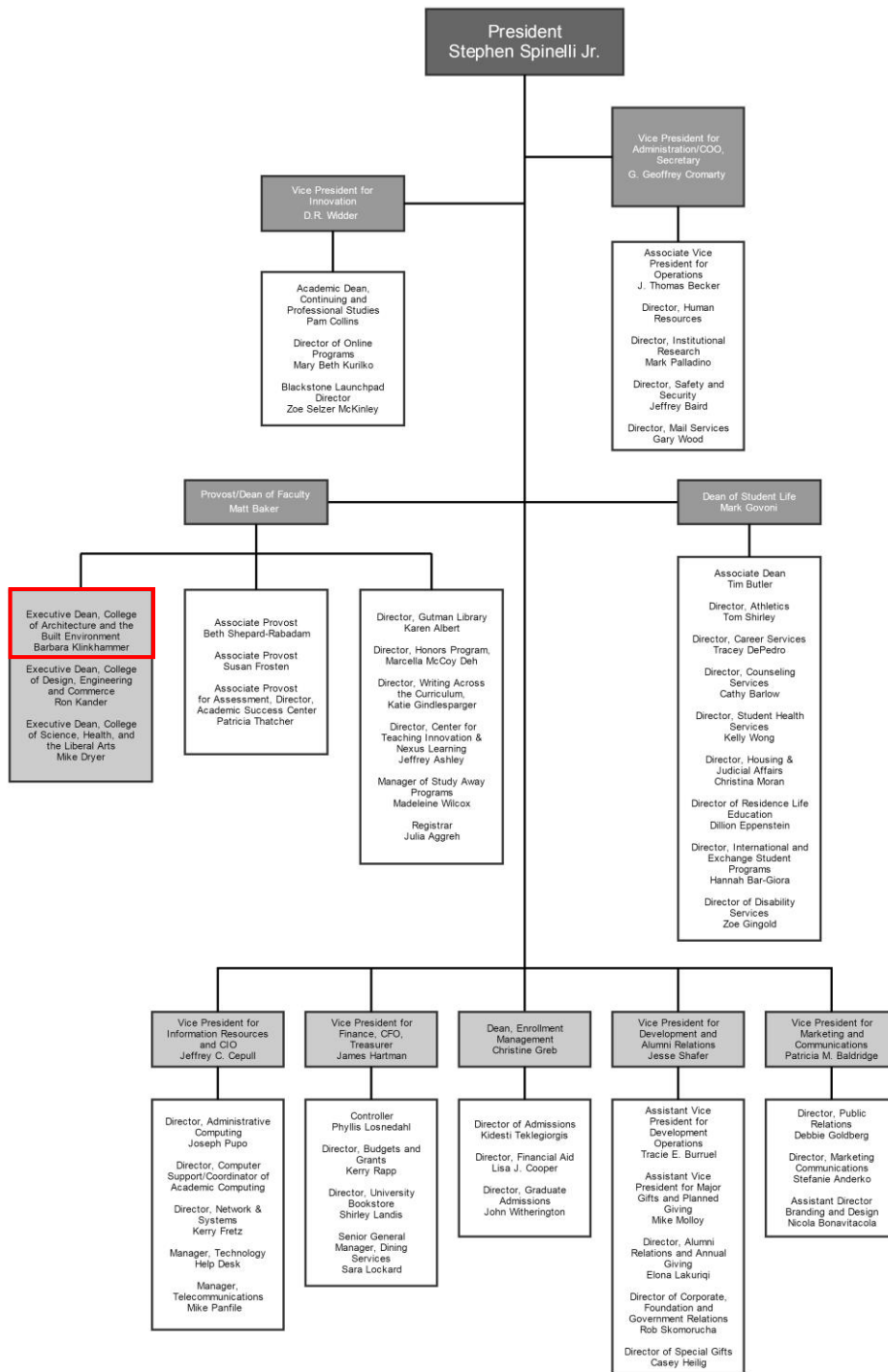
I.2.5 Administrative Structure & Governance

The College of Architecture and the Built Environment, in conjunction with the Kanbar College of Design, Engineering and Commerce, the College of Science, Health, and the Liberal Arts, up until July 1, 2017, were under the direction of the Provost, the Chief Academic Officer of the University. The Provost and the Office of the Provost focus on supporting faculty involved in curricular change and development, research initiatives, teaching innovation and Nexus Learning. The administrators who work under the direction of the Provost; their responsibilities are listed in the *Faculty Manual* (under Academic Administration, section 1.3.2). Full-time faculty also serve as Academic Support Advocates (Nexus Learning, Assessment, and Academic Advising) to their own Colleges. The Provost reports directly to the President, the Chief Executive Officer of the University.

CABE is headed by the Executive Dean, assisted by an Associate Dean. The Executive Dean is responsible for running all aspects of the College and reports directly to the University Provost. The Associate Dean's responsibilities for the College include coordinating course and critique schedules, maintaining the website, coordinating the lecture series, work-study students, and fabrication lab staff, resolving grade disputes, and assisting with student opportunities, recruitment, managing facilities, student retention, and outreach. The Manager of Academic Operations (MAO) assists with some of these tasks to allow the Associate Dean and CABE's Program Directors to focus more time on curriculum development and assessment, student opportunities, and other program-enhancing tasks. The Coordinator of Academic Operations (CAO) is the direct assistant to the Executive Dean and along with the Assoc. Dean and MAO, oversees and coordinates all activities within the College.

The Architecture Programs are run by its Program Director, currently a tenured Full Professor. These programs include the a 5-year Bachelor of Architecture, a 4-year Bachelor of Science in Architectural Studies, a Master of Science in Architecture, and the Master of Architecture. The Assistant Director of the B.Arch Program, is primarily responsible for course and classroom scheduling, student advising coordination, and some curricular development. The Director of the M.Arch program is primarily responsible for student recruitment and admissions coordination, curricular development, coordinating the accreditation process, as well as graduate student advising and teaching within the program. The M.Arch Director is also responsible for the day-to-day running of the program and reports directly to the Architecture Program Director and Executive Dean. In addition to a full-time College administrative assistant, a graduate assistant works with the Architecture Program Director 17½ hours/week to assist with curricular and program research and accreditation tasks.

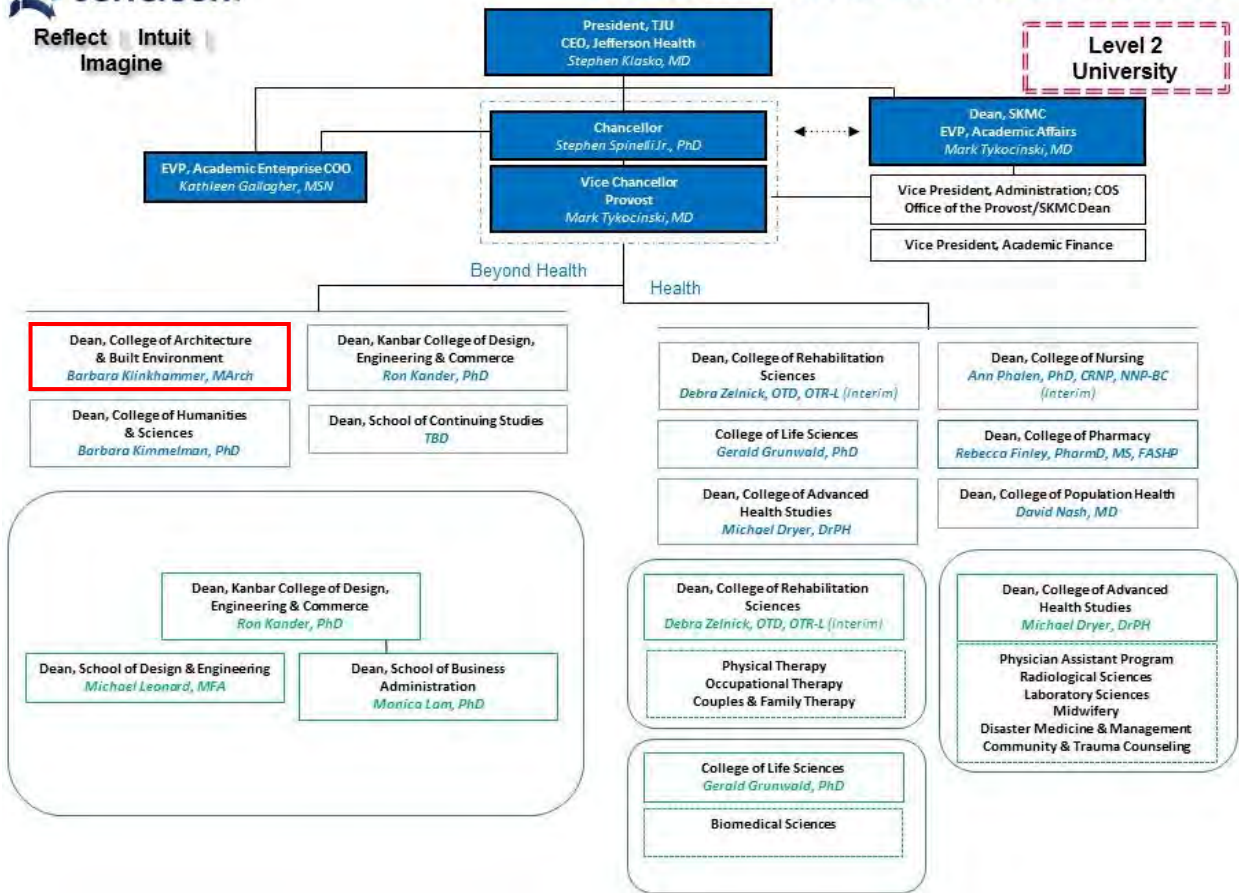
University organizational charts before and after July, 1, 2017 are shown on the following pages.



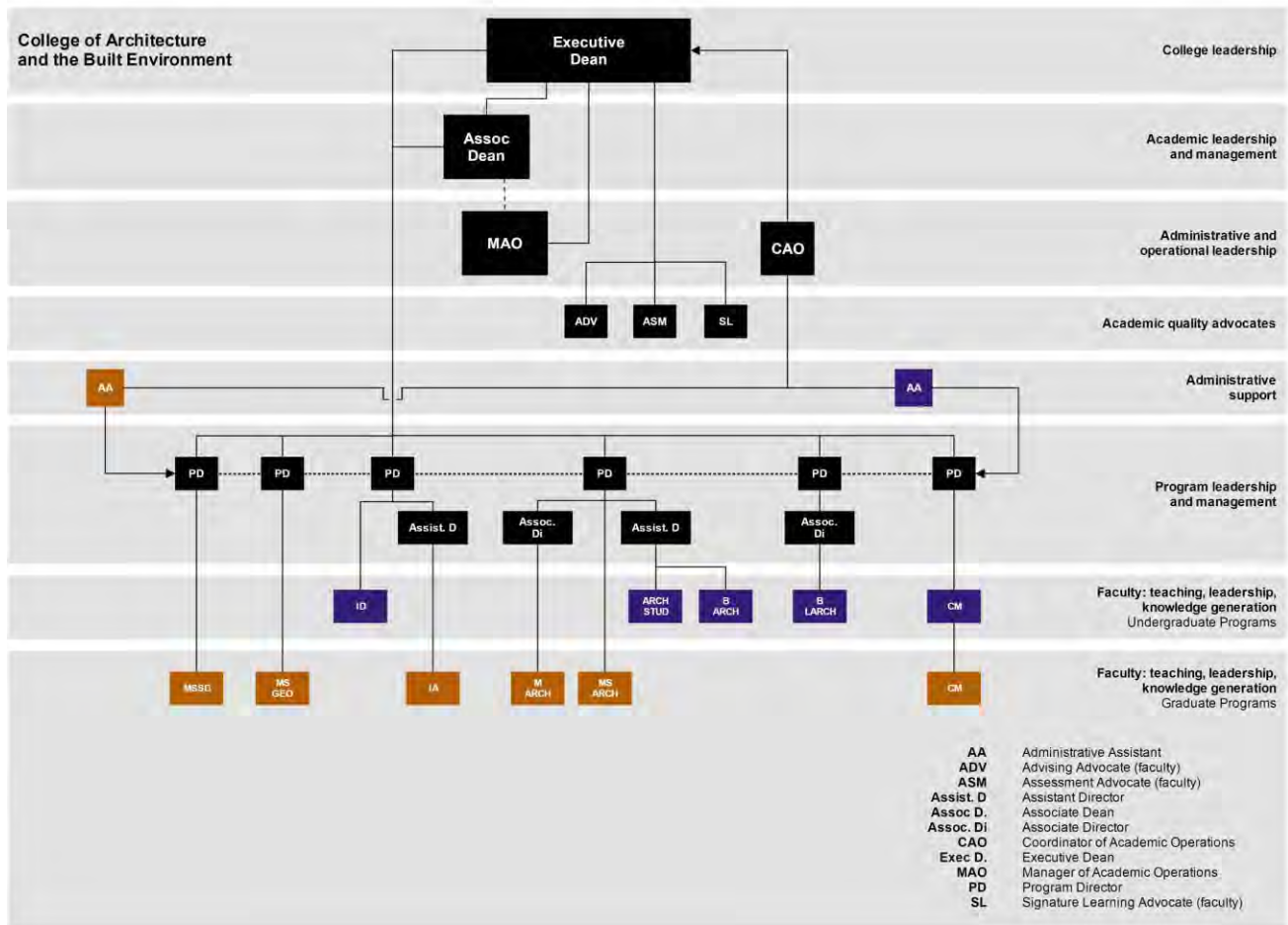
Organizational Structure of Philadelphia University before July 1, 2017.



POST-CLOSE ORGANIZATION – ACADEMIC PILLAR



Organizational Structure of Thomas Jefferson University after July 1, 2017.



Organizational Structure of the College of Architecture and the Built Environment (largely unchanged after July 1, 2017)*

The Program Director as a position distinct from the Executive and Associate Deans has the following tasks: assessing the program and implementing changes; representing the program needs to the Dean; recruiting, mentoring, and helping to assess faculty; developing the curriculum and course scheduling; completing accreditation-related activities; outreach to alumni and to the professional architectural community; and nurturing student opportunities, including scholarships.

The Associate Dean and Program Director also teach (50%), perform University service, and pursue professional development. The Director of the Master of Architecture does not deal directly with the undergraduate program administrative issues, however, as an Architecture Program faculty member, is actively involved in undergraduate curriculum development and other issues that might impact the M.Arch program. The Architecture Program Director is also assisted by an AP Advisory Board, comprised of three design professionals.

Five undergraduate programs and six graduate programs comprise the College of Architecture and the Built Environment:

**A faculty Research Advocate (RE) position has been added to the College (see Resources Available to Faculty, page 43). The Signature Learning Advocate (SL) is now the Nexus Advocate (NEX). The M.Arch Assoc. Director is now Director, M.Arch Program, while still under the leadership of the Director of Architecture Programs. An Associate Dean, New Academic Initiatives and Graduate Studies position was created in 2017. The LArch Assoc. Director position has not been realized.*

Undergraduate programs

- Architecture [5-year B. Arch, accredited by NAAB]
- Architectural Studies [4-year B.S. Architectural Studies; concentrations in Architectural Design Technology and Historic Preservation]
- Construction Management [4-year B.S. Construction Management]
- Interior Design [4-year B.S. Interior Design, accredited by CIDA]
- Landscape Architecture [4-year B. Landscape Arch., accredited by LAAB]

Graduate programs

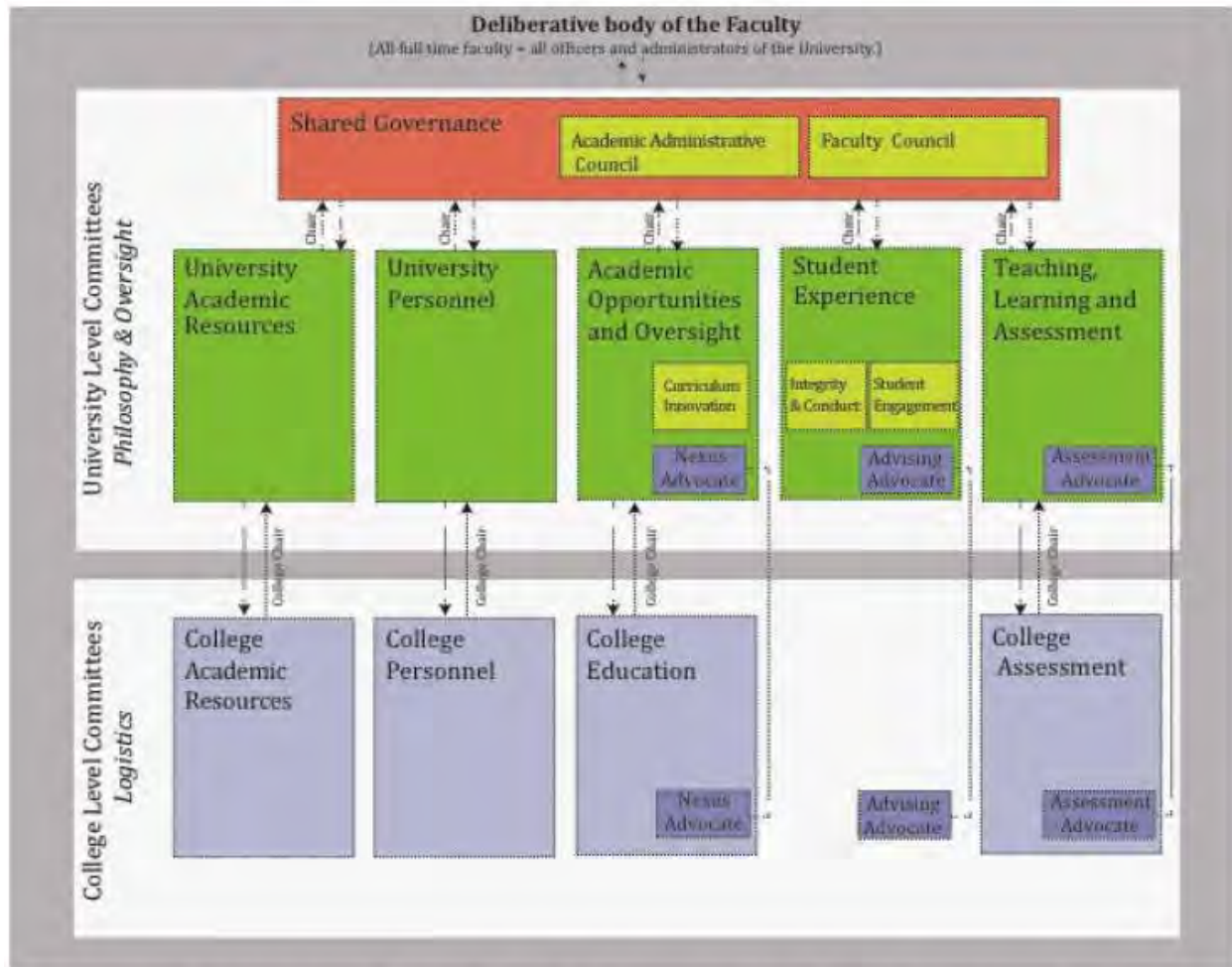
- Architecture [M. Architecture (professional degree)]
- Architecture [M.S. Architecture (post-professional degree)]
- Construction Management [M.S. Construction Management]
- Geospatial Technology [M.S. Geospatial Technology for Geodesign]
- Interior Architecture [M.S. Interior Architecture]
- Sustainable Design [M.S. Sustainable Design]
- Real Estate Development [M.S. Real Estate Development]

Opportunities for Involvement in Governance

The University's "Organization of the Faculty" is based on the philosophy of governance presented in the AAUP *Joint Statement on Government of Colleges and Universities*. Shared governance is accomplished through joint faculty and administration service on most faculty standing committees and on the Advisory Board. Simultaneously, the work of the administration and faculty go forward through the Committee of Chairs, the President's Council, and the Provost's Council (*Faculty Manual*, appendix B). Monthly faculty meetings provide a forum to disseminate relevant information and to debate current academic issues. They are run by the secretary of the faculty, who is elected by the faculty to a two-year term and may serve a maximum of two consecutive terms.

Full-time faculty are invited (indeed expected) to be involved in faculty governance by attending the monthly meetings of the University faculty and by serving on one of the standing committees. More than half the full-time faculty serve on a University standing committee. Often a faculty member is also a member of one or more school and/or program committees and university task forces. Faculty have tried to organize these responsibilities by serving on related committees. For example, one faculty member may have served as the Architecture Program representative to the College Curriculum Committee (CEC) and simultaneously as the College representative to the University's Academic Opportunities and Oversight Committee (AOOC), thus being able to follow curricular issues from the grass roots level to final University approval. Faculty also participate in monthly meetings of the College and monthly (sometimes more frequent) meetings of the Program. All full-time faculty and occasional adjunct faculty in the Architecture Programs (B.S. Architectural Studies, B.Arch, M.S. Architecture, and M.Arch) meet together at these monthly meetings. Full-time faculty are required to attend Convocation at the onset of the academic year and Commencement at its conclusion, and typically attend at least one Open House event annually during which time they represent the Architecture Programs to prospective students and their families.

Though not required to serve, adjunct faculty are represented on some task forces. For example, the College Studio Culture Task Force included a long-standing adjunct faculty member. The standing University-level Faculty Affairs and Development Committee includes a subcommittee for adjunct faculty, charged to review and recommend revisions of policies and procedures regarding adjunct faculty compensation, working conditions, review, and other issues.



Shared governance committees research, deliberate, and make recommendations to the University administration and President concerning academic issues, policies and procedures in areas over which faculty have primary authority and significant interest. Shared governance committees also provide opportunities for faculty input concerning issues over which the administration and the Board of Trustees have primary authority. The committees also create the platform for all participants to share ideas, activities, and concerns regarding the academic life of the University so that all stakeholders (students, faculty, administration, and the Board of Trustees) in the University contribute to the University's planning process. The Board of Trustees has final responsibility for the University and so has authority to make decisions on all issues that affect the future of the institution.

Organizational Structure of Shared Governance at Philadelphia University as of July, 1 2017.

II.1.1 Student Performance Criteria

The five-year B. Arch curriculum aims to prepare students to enter the professional world of architecture through a process that relies on increasingly independent work and iterative exercises. Students arrive in the first-year of the program (as well as transfers arriving at other levels) with varying skill sets, so faculty start there and work to bring them to meet certain standards.

- By the end of 1st year: basic architectural vocabulary and principles; basic architectural drawing and model-building skills; basic time-management skills; basic understanding that design involves concept, development, and craft.
- By the end of 2nd year: increased architectural vocabulary, principles, and strategies; intermediate hand and digital drawing and model-building skills; improved time management; basic ability to use sustainable principles in siting a building, relating interior and exterior spaces, and relating architectural form, program, and materiality; basic understanding of historical, cultural, and physical contexts.
- By the end of 3rd year: design buildings that try to be sustainable in their social and environmental settings; incorporate analog and digital methods of design and representation; basic understanding of the theoretical underpinnings of recent and contemporary urban practice; and demonstrate an intermediate competency with regard to programming, structure, material, and enclosure.
- By the end of 4th year: show a more sophisticated tectonic approach to design, including the incorporation of BIM; demonstrate an advanced understanding of many technical aspects of design with the ability to collaborate in teams to produce a comprehensive design for a building; show an awareness of global issues in architecture
- By the end of 5th year: demonstrate the ability to undertake independent research leading to the design of an innovative and/or environmentally responsible building or building system, or urban design strategy; show an understanding of professional practice and its issues; approach architectural design in a holistic way within a faculty-led capstone studio. Be prepared to enter the architectural profession.

Since the previous NAAB continuing accreditation visit, a revised curriculum has been initiated to facilitate the following issues.

- In order to make the 5th year a more independent and energized experience, 4th year students undertake a position paper in an approved theory seminar. In their 5th year all students then work with faculty to choose a two-semester sequence of research and design studios (which has replaced the previous thesis/capstone experience).
- Make technology courses better integrated with studios. Structures and building technology courses are taken earlier in the curriculum and culminate in a “capstone” technology course (ARCH-314) that prepares the students for the subsequent comprehensive studio. Multiple 2-credit courses have been streamlined into fewer 3-credit courses, allowing students greater focus.
- Make sustainable practices pervasive throughout the curriculum. Sustainable lessons are dispersed among all studios from Design 3 to 10, and building tech courses strengthen and support sustainable topics.

- Replacing the former multidisciplinary foundation design studies courses, Program Directors have begun running pilot interdisciplinary studios at the upper levels in the expectation that students will be able to contribute to this type of learning experience more fruitfully after gaining a strong background in their own professional area.
- A revised curricular structure introduced in a rolling fashion through 2014 moved the SPC for B.6 Comprehensive Design (now more specifically SPC C.3 Integrative Design) into two classes, ARCH-412: Design 8 and ARCH-416: Technology 5. These two classes now have a more vigorous application of comprehensive issues in them and the content and delivery strategy of the two classes are aligned to complement each other. A core group of full time and adjunct faculty have been involved in both of these classes developing interactive teaching methods to best integrate this content into a comprehensive project. (see page 36, **2014 Architecture Program Response** for more detailed information).

With an emphasis on high-level sustainable design and technology skills, knowledge of project management and innovative delivery methods, and collaborative experiences in an interdisciplinary environment, the B.Arch curriculum and courses were reassessed with the revised 2014 NAAB Student Performance Criteria (SPC) as an integral constituent to the structure of the program. Continued assessment of B.Arch courses has resulted in measurable outcomes as well as subsequent adjustments and refinements. This has allowed us to make knowledge-based assignments of the 2014 SPC to the B.Arch (and M.Arch simultaneously—cross-listed courses carry the same SPC).

NAAB 2014 SPC

Realm A: Critical Thinking and Representation.

Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling. Student learning aspirations for this realm include:

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

The accredited degree program must demonstrate that each graduate possesses the following:

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

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

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

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

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

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

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

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

Realm B: Building Practices, Technical Skills, and Knowledge.

Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

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

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

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

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

B.3. Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

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

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

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This

demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

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

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

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

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

Realm C: Integrated Architectural Solutions.

Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution. Student learning aspirations for this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution. The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

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

C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

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

Realm D: Professional Practice.

Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

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

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.

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

D.3 Business Practices: *Understanding* of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

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

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

The Student Performance Criteria (SPC) Matrix (NAAB 2014 Conditions) for the B.Arch and M.Arch programs are shown on the following pages:

<h1 style="text-align: center;">B.Arch</h1> <h2 style="text-align: center;">NAAB SPC MATRIX</h2> <p style="text-align: center;">2014 Conditions Cross-listed M.Arch. Courses</p>		2014 NAAB Performance Criteria								2014 NAAB Performance Criteria																	
		REALM A: Critical Thinking and Representation Professional Communication Skills Design Thinking Skills Investigative Skills Architectural Design Skills Ordering Systems Use of Precedents History and Global Culture Cultural Diversity and Social Equity								REALM B: Building Practices, Technical Skills & Knowledge Pre-Design Site Design Codes and Regulations Technical Documentation Structural Systems Environmental Systems Building Envelope Systems and Assemblies Building Materials and Assemblies Building Service Systems Financial Considerations REALM C: Integrated Architectural Solutions Research Integrated Evaluations and Decision-Making Design Process Integrative Design REALM D: Professional Practice Stakeholder Roles in Architecture Project Management Business Practices Legal Responsibilities Professional Conduct																	
B.Arch. Courses		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
ADFDN-101 Design 1																											
ARCH-102 Design 2																											
ARCH-213 Design 3																											
ARCH-214 Design 4																											
ARCH-311 Design 5																											
ARCH-312 Design 6		614																									
Nexus Design Experience Design 7																											
ARCH-412 Design 8		615																									
ARCH-507 Design 9																											
ARCH-508 Design 10																											
ADFDN-103 Drawing 1																											
ADFDN-112 Vis. Elective																											
ARCHDSN-208 Vis. 1		621																									
ARCH-326 Vis. 2		622																									
AHIST-205 History 1		631																									
AHIST-206 History 2		632																									
AHIST-305 History 3		633																									
AHIST-306 History 4		634																									
ARCH-371 Design Theory OP																											
ARCHDSN-210 Technology 1		641																									
ARCH-212 Technology 2		642																									
ARCH-313 Technology 3		643																									
ARCH-314 Technology 4		644																									
ARCH-416 Technology 5		645																									
ARCH-303 Structures 1		651																									
ARCH-304 Structures 2		652																									
ARCH-503 Professional Mgmt.		661																									

<div style="background-color: red; color: white; padding: 10px; text-align: center;"> M.Arch NAAB SPC MATRIX 2014 Conditions </div> Cross-listed B.Arch. Courses		2014 NAAB Performance Criteria								2014 NAAB Performance Criteria																	
		REALM A: Critical Thinking and Representation Professional Communication Skills Design Thinking Skills Investigative Skills Architectural Design Skills Ordering Systems Use of Precedents History and Global Culture Cultural Diversity and Social Equity								REALM B: Building Practices, Technical Skills & Knowledge Pre-Design Site Design Codes and Regulations Technical Documentation Structural Systems Environmental Systems Building Envelope Systems and Assemblies Building Materials and Assemblies Building Service Systems Financial Considerations																	
M.Arch. Courses		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
MARCH-601 Intro to Design																											
MARCH-602 Intro to Vis.																											
MARCH-611 Design 1					o	o	o	o																			
MARCH-612 Design 2				o						o																	
SDN-622 Sustainable Des. Studio																				•	•						
MARCH-614 Design 4	312		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•								
MARCH-615 Design 5	412		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•								
MARCH-616 Design 6		•	•	•	•	•	•	•	•	•										•							
MARCH-621 Vis 1	208	•																									
MARCH-622 Vis 2	326	•																									
MARCH-631 History 1	205					o	o	o																			
MARCH-632 History 2	206			o		o																					
MARCH-633 History 3	305		•	•	•	•	•	•	•																		
MARCH-634 History 4	306	•	•	•	•	•	•	•	•																		
SDN-601 Princ & Methods of Sust. Des.																											
MSARC-631 Research Methods		•	•																	•							
MARCH-641 Technology 1	210																										
MARCH-642 Technology 2	212																										
MARCH-643 Technology 3	313													•													
MARCH-644 Technology 4	314					•								•		•	•	•	•								
MARCH-645 Technology 5	416												•	•	•	•	•	•	•		•	•					
MARCH-651 Structures 1	303													•													
MARCH-652 Structures 2	304													•													
MARCH-661 Professional Man.	503												•										•	•	•	•	•

o Expected to be met in preparatory or pre-professional degree
 • Conditions met in the M. Arch Program

Methods for Assessing Student Work

The architecture program director and faculty review student work on an ongoing basis, by attending mid-term and final critiques in studio courses, seminars, etc. Faculty collect studio work as well as assignments and exams in other classes for assessment and for archival preservation in preparation for NAAB accreditation visits.

Scoring rubrics are used in all architecture studio courses or in courses where performance expectations may not be explicitly or easily understood by students. Faculty work together and with the architecture program director along with the College faculty Assessment Advocate, to help develop criteria for course and project rubrics. Rubrics are constantly being revised, refined, and updated to reflect changes in the curriculum, course assignments, and NAAB SPC. Rubrics not only help with student test, project and assignment and evaluations, but the results more easily allow for comparison between individual course sections and the varying pedagogical strategies employed by faculty.

Examples of scoring rubrics used in ARCH-214 Design 4 and ARCH-312 Design 6 are found on the following pages:

C_ABE | Philadelphia University College of Architecture and the Built Environment
ARCH 214 Design 4 Spring 2017

Project 3: Blue Bell Park Play-scape Design

Projects will be evaluated based on the following criteria:

Depth of site analysis, integration of ongoing critical evaluations in the design process, presentation materials [including diagrams, plans and sections and creative process assignments] participation.

Formative (D/F) <7 Developing (C) 7 Accomplished (B) 8 Exemplary (A) 9-10

NAME: _____

_____ **Engagement + Work Ethic (10)** **Notes:**
Prepared for class, demonstrated initiative, critical self assessments, contributes to studio culture/environment, consistent progress.

_____ **Design Concept / Parti / Intent (15)** **Notes:**
Research based on case studies, site context and program, and subsequent concept explorations support parti development.
Demonstrates creative approach to project challenge.

_____ **Site Response and Sustainability (10)** **Notes:**
Project shows awareness and sensitivity of environmental issues.
In-depth site and technology research informs the design response.

_____ **Design Proposal* (25)** **Notes:**
Project elegantly integrates site, building materials and program.
Project responds to program, external site forces, and varied user groups
Project has a strong sense of place-making and play.

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

_____ **Visual Communication – Board (15)** **Notes:**
Presentation is thoughtfully organized – graphically compelling.
Diagrams, concept representations contribute to understanding of proposal.
Graphics and other drawing conventions contribute to legibility.
Text and other notations (including graphic scales, north arrow, figures, labels) contribute to drawing legibility and quality of presentation.
Design intention and special consequence is readily understood through well-crafted drawings.
Completeness—the project representation leaves little to question.

_____ **Visual Communication – Model(s) (15)** **Notes:**
Model is well crafted with elegant use / integration of model materials.
Design intent and material use/qualities readily understood.
Completeness (including site manipulation, materials, figures and context).

_____ **Verbal Communication (10)** **Notes:**
Clearly identifies project program proposal and design intent.
Uses / references presentation materials as part of presentation.
Respectfully and thoughtfully engages with reviewers.

_____ **GRADE Project 3**

GENERAL NOTES / OBSERVATIONS:

Philadelphia University College of Architecture and the Built Environment					
ARCH 312 Design 6 MARCH 614 Design 4		Project 1 Review Sheet		Spring 2016	
STUDENT:					
Course Outcome	Criteria	Exemplary Surpasses all criteria	Accomplished Surpasses most criteria	Developing Satisfies most criteria	Formative Meets few to no criteria
Timber in the City: Urban Habitat Competition 2015-2016 ACSA Student Design Competition					
Design and Tectonic Investigations - 60%					Outcome Grade:
Building Design and Building Practices, Technical Skills and Knowledge: Site Design; Codes and Regulations; Program, Circulation, Light and Air; Structural Systems; Building Envelope Systems and Assemblies; Building Materials and Assemblies. <i>NAAB 2014 Student Performance Criteria (SPC): NAAB accredited degree programs must demonstrate that each graduate possesses the knowledge and skills defined by these criteria:</i>	Part A: 50% Site Design: Consideration of historical site characteristics, soil, topography, ecology, climate, and building orientation. SPC B2 Codes and Regulations: Site and building design that is responsive to relevant codes and regulations, and include the principles of life safety and accessibility standards. SPC B5 Program, Circulation, Light and Air: Clear organization and relationships of programmatic functions, clear and efficient horizontal and vertical circulation, and inclusion of abundant natural light in primary spaces as well as the promotion of cross-ventilation when possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Part B: 50% Structure: Demonstration of basic principles of timber structural systems and their ability to withstand gravitational, seismic, and lateral forces. Selection and application of appropriate structural systems other than timber. SPC B5 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of timber and other interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse. SPC B7 Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources. SPC B8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development, Communication, and Teamwork Skills - 40%					Outcome Grade:
Development Communication and Teamwork: Ability to develop a design project and to read, write, draw, model, speak, and listen effectively within a collaborative working context.	Quantity: Submission of all materials per competition guidelines and requirements as well as any additional project requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality: Drawings/diagrams are clear, concise with appropriate line weight and rendering. Design intent is clear. Well-crafted tectonic model if required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Text: Drawings are labeled and titled for clear communication. Graphic scale, north arrow, section indicators, hidden lines, symbols, etc. are consistent and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Project Development: Prepared for each class, multiple project iterations related to site and building. Self-motivated research leading to innovative design strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Verbal: Clear, concise, and well-prepared verbal presentations during desk crits, pin-ups, and during final review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teamwork: Open to working in a group; organized and focused on agreed tasks; respects and values teammates' opinions; offers feedback in a constructive manner; accepting of constructive feedback; contributes an equal amount to project; able to assume a leadership role within the team dynamic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer:					Final Grade
Please enter any written comments below:					

II.2.1 Institutional Accreditation



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

March 3, 2017

Dr. Stephen K. Klasko, MD, MBA
President and Chief Executive Officer, Thomas Jefferson University & Jefferson Health
Thomas Jefferson University
1020 Walnut Street
Philadelphia, PA 19107

Dear Dr. Klasko:

At its session on March 2, 2017, the Middle States Commission on Higher Education acted:

To acknowledge receipt of the complex substantive change request. Effective July 1, 2017, to include provisionally the acquisition of Philadelphia University, 4201 Henry Avenue, Philadelphia, PA, 19144, within the scope of the institution's accreditation, effective upon receipt of all necessary approvals. To include the change in mission within the scope of the institution's accreditation. To include the undergraduate and graduate programs and courses that are currently offered within the Philadelphia University College of Architecture and the Built Environment (CABE), Kinbar College of Design, Engineering and Commerce, and College of Science, Health, and the Liberal Arts (CSHLA) within the scope of the institution's accreditation and to note that this is a significant departure from existing educational programs. To approve the teach-out agreement and to note the transfer to Thomas Jefferson University of Philadelphia University student records, programs, and services. To include provisionally within the scope of the institution's accreditation the following additional locations pending a site visit within six months of the date of the acquisition: (1) 4201 Henry Avenue, Philadelphia, PA, 19144; (2) Bucks County Campus, Bucks County Technology Park, 4800 E. Street Road, Trevose, PA, 19053; and (3) The Carnegie Center, Stockton University, 35 S. Dr. Martin Luther King, Jr. Blvd, Atlantic City, NJ, 08401. The Commission requires written notification within thirty days of the commencement of operations at these locations. Operations at the additional locations must commence within one calendar year from the date of this action. To request a monitoring report due November 1, 2017, documenting further steps taken to ensure that the combined university can demonstrate (1) a financial planning and budgeting process aligned with institutional mission and goals (Standard 3); (2) a governing body and administrative leaders with appropriate expertise to carry out their institutional responsibilities (Standards 4 and

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

Dr. Stephen K. Klasko, MD, MBA – Page 2

5); (3) fair and impartial processes, published and widely available, to ensure the equitable treatment of all constituencies (Standards 6, 8, 9, 10); and educational offerings, provided at all levels and through all modalities, that are congruent with institutional mission and goals (Standards 11, 12, 13). A small team visit will follow submission of the monitoring report and occur within six months of the effective date of the acquisition. In accordance with the Commission's policy on Substantive Change (version 082516) to direct the institution to commence early self-study in preparation for an evaluation visit in 2019-2020.

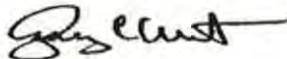
This action is a substantive change action. An explanation of this type of action is provided in the Commission's policy *Accreditation Actions*, which is available on the Commission's website.

Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with the policy *Advertising, Student Recruitment, and Representation of Accredited Status*, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Please be assured of the continuing interest of the Middle States Commission on Higher Education in the well-being of Thomas Jefferson University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Heather F. Perfetti, Vice President.

Sincerely,



Gary L. Wirt, Ed.D.
Chair



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
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STATEMENT OF ACCREDITATION STATUS

THOMAS JEFFERSON UNIVERSITY
1020 Walnut Street
Philadelphia, PA 19107
Phone: (215) 955-6000; Fax: (215) 955-1122
www.jefferson.edu

Chief Executive Officer: Dr. Stephen K. Klasko, MD, MBA, President and Chief Executive Officer, Thomas Jefferson University & Jefferson Health

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 853 Undergraduate ; 2839 Graduate
Control: Private (Non-Profit)
Affiliation: None
2015 Carnegie Classification: Special Focus Four-Year - Medical Schools & Centers
Approved Degree Levels: Associate's, Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice, Doctor's - Research/Scholarship;
Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education: Accreditation Council for Pharmacy Education ; American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education ; American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education ; Commission on Collegiate Nursing Education ; Council on Accreditation of Nurse Anesthesia Educational Programs ; Council on Education for Public Health ; Joint Review Committee on Education in Radiologic Technology ; Liaison Committee on Medical Education

Other Accreditors: Accreditation Review Commission on Education for the Physician Assistant, Inc (ARC-PA); Commission on Accreditation of Allied Health Education Programs (CAAHEP); National Accreditation Agency for Clinical Laboratory Sciences (NAACLS); Committee on Education of the American Association of Marital and Family Therapy; Committee in Cardiovascular Technology (JRC-CVT); Joint Review Committee on Education in Radiologic Technology (JRCERT); Joint Review committee on Education in Diagnostic Medical Sonography;

Instructional Locations

Branch Campuses: None

Additional Locations: Abington Health, Willow Grove, PA (ANYA); Albert Einstein Medical Center, Philadelphia, PA; Atlantic City Medical Center, Atlantic City, NJ; Methodist Hospital, Philadelphia, PA.

Other Instructional Sites: Council for Relationships, Phila, PA; Johnson & Johnson Corporation, Titusville, NJ; Main Line Health System, Radnor, PA.

ACCREDITATION INFORMATION

Status: Member since 1976

Last Reaffirmed: June 26, 2014

Most Recent Commission Action:

March 2, 2017: To acknowledge receipt of the complex substantive change request. Effective July 1, 2017, to include provisionally the acquisition of Philadelphia University, 4201 Henry Avenue, Philadelphia, PA, 19144, within the scope of the institution's accreditation, effective upon receipt of all necessary approvals. To include the change in mission within the scope of the institution's accreditation. To include the undergraduate and graduate programs and courses that are currently offered within the Philadelphia University College of Architecture and the Built Environment (CABE), Kinbar College of Design, Engineering and Commerce, and College of Science, Health, and the Liberal Arts (CSHLA) within the scope of the institution's accreditation and to note that this is a significant departure from existing educational programs. To approve the teach-out agreement and to note the transfer to Thomas Jefferson University of Philadelphia University student records, programs, and services. To include provisionally within the scope of the institution's accreditation the following additional locations pending a site visit within six months of the date of the acquisition: (1) 4201 Henry Avenue, Philadelphia, PA, 19144; (2) Bucks County Campus, Bucks County Technology Park, 4800 E. Street Road, Trevese, PA, 19053; and (3) The Carnegie Center, Stockton University, 35 S. Dr. Martin Luther King, Jr. Blvd, Atlantic City, NJ, 08401. The Commission requires written notification within thirty days of the commencement of operations at these locations. Operations at the additional locations must commence within one calendar year from the date of this action. To request a monitoring report due November 1, 2017, documenting further steps taken to ensure that the combined university can demonstrate (1) a financial planning and budgeting process aligned with institutional mission and goals (Standard 3); (2) a governing body and administrative leaders with appropriate expertise to carry out their institutional

responsibilities (Standards 4 and 5); (3) fair and impartial processes, published and widely available, to ensure the equitable treatment of all constituencies (Standards 6, 8, 9, 10); and educational offerings, provided at all levels and through all modalities, that are congruent with institutional mission and goals (Standards 11, 12, 13). A small team visit will follow submission of the monitoring report and occur within six months of the effective date of the acquisition. In accordance with the Commission's policy on Substantive Change (version 082516) to direct the institution to commence early self-study in preparation for an evaluation visit in 2019-2020.

Brief History Since Last Comprehensive Evaluation:

- June 26, 2014: To reaffirm accreditation. To request a progress report due April 1, 2016 documenting (1) continued development and implementation of a) a financial planning and budgeting process aligned with the institution's mission and strategic plan and b) comprehensive facilities and technology master plans aligned with the institution's mission, goals, and resource allocation process (Standard 3); and (2) the continued implementation and assessment of the effectiveness of the recently approved new organization structure and its impact on the quality of academic programs and institutional finances. (Standard 5) The Periodic Review Report is due June 1, 2019.
- June 23, 2016: To accept the progress report. To remind the institution that prior approval of a complex substantive change is required for any plans relating to institutional integration, merger, or acquisition. The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.
- August 29, 2016: To acknowledge receipt of the substantive change request. To include the additional location at Abington Health, 2500 Maryland Road, Suite 200, Willow Grove, PA 19090 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action. The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.

Next Self-Study Evaluation: 2019 - 2020

Date Printed: March 3, 2017

DEFINITIONS



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

June 24, 2016

Dr. Stephen Spinelli, Jr
President
Philadelphia University
4201 Henry Avenue
Philadelphia, PA 19144

Dear Dr. Spinelli:

At its session on June 23, 2016, the Middle States Commission on Higher Education acted:

To reaffirm accreditation. To remind the institution of the need for prior approval through complex substantive change of any plans for institutional integration, merger, or acquisition. The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.

This action is an affirming action, as explained in the policy *Accreditation Actions*, which is available on the Commission's website.

Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with the policy *Advertising, Student Recruitment, and Representation of Accredited Status*, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Please be assured of the continuing interest of the Middle States Commission on Higher Education in the well-being of Philadelphia University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Debra G. Klinman, Vice President.

Sincerely,

George A. Pruitt, Ph.D.
Chair



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

STATEMENT OF ACCREDITATION STATUS

PHILADELPHIA UNIVERSITY

4201 Henry Avenue

Philadelphia, PA 19144

Phone: (215) 951-2700; Fax: (215) 951-2569

www.philau.edu

Chief Executive Officer: Dr. Stephen Spinelli, Jr, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 2752 Undergraduate ; 918 Graduate

Control: Private (Non-Profit)

Affiliation: None

2015 Carnegie Classification: Master's Colleges & Universities - Larger Programs

Approved Degree Levels: Associate's, Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's (MBA specialized in Textile and Apparel Marketing (online)), Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice, Doctor's - Research/Scholarship (PhD in Textile Engineering and Science);

Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education: Accreditation Commission for Midwifery Education ; American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education ; National Association of Schools of Art and Design, Commission on Accreditation

Other Accreditors: National Architectural Accrediting Board; Council for Interior Design Accreditation; Accreditation Board for Engineering and Technology; Landscape Architecture Accreditation Board; Accreditation Review Commission on Education for the Physician Assistant; American Chemical Society;

Instructional Locations

Branch Campuses: None

Additional Locations: Bucks County Campus, Trevoise, PA; The Carnegie Center, Stockton University, Atlantic City, NJ.

Other Instructional Sites: Delaware County Campus at P.I.T., Media, PA.

ACCREDITATION INFORMATION

Status: Member since 1955

Last Reaffirmed: June 23, 2016

Most Recent Commission Action:

June 23, 2016: To reaffirm accreditation. To remind the institution of the need for prior approval through complex substantive change of any plans for institutional integration, merger, or acquisition. The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.

Brief History Since Last Comprehensive Evaluation:

November 17, 2011: To accept the Periodic Review Report and to reaffirm accreditation. To request a progress report, due April 1, 2013, providing sufficient and convincing evidence that students are achieving key learning goals and that assessment results are used to improve teaching and learning (Standard 14). The next evaluation visit is scheduled for 2015-2016.

June 27, 2013: To accept the progress report. The next evaluation visit is scheduled for 2015-2016.

September 3, 2013: To acknowledge receipt of the substantive change request and to include the Doctor of Occupational Therapy (OTD) within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2015-2016.

April 27, 2015: To acknowledge receipt of the substantive change request. To include the additional location at The Carnegie Center, Stockton University, 35 S. Dr. MLK, Jr. Blvd., Atlantic City, NJ 08401 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The next evaluation visit is scheduled for 2015-2016.

August 31, 2015: To acknowledge receipt of the substantive change request. To include the Doctorate of Management (D.Mgt) in Strategic Leadership degree within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2015-2016.

Next Self-Study Evaluation: 2025 - 2026

Date Printed: June 24, 2016

DEFINITIONS

For more information, see also: <http://www.philau.edu/about/middlestates/>

II.2.2 Professional Degrees & Curriculum

Jefferson's Bachelor of Architecture (B. Arch) is a 164 credit five-year professional degree program. Students receive an industry-centered, liberal arts-infused education, blending academic scholarship with hands-on, professional learning. The program encourages interdisciplinary collaboration, and most of our faculty members are practicing industry professionals. The program builds on an interdisciplinary foundation of design and visualization studies and grows into more advanced courses that support design projects of increasing complexity and scope.

Architecture: Integrating STEM through Design

Students learn essential research skills and can take focused courses in experimental structures and materials, furniture design, design theory, construction management, historic preservation, business, and more.. As a transformative force in professional education, Jefferson gives students a working knowledge of the industry so they may contribute to a firm immediately, present work professionally, and think critically. Graduates are well-prepared for leadership roles as stewards of sustainability and to work with top firms worldwide.

The curriculum consists of:

- (64) credits of design and representation.
- (15) credits of architectural history and theory.
- (21) credits of technology and structures.
- (3) credits of professional management.
- (18) credits of electives
- (43) credits of general education (Hallmarks Program for General Education. For more information on Hallmarks, see: **I.1.4 Defining Perspectives** COLLABORATION AND LEADERSHIP).

Minors and Concentrations

A student may choose a minor with the assistance of an academic advisor upon completion of 60 semester hours. Options for minors are determined by the academic program and consist of a minimum of twelve credits in the subject area. Guidelines and descriptions for available minors are below.

Guidelines for minors:

- A student may not combine a major and minor in the same or similar functional area.
- A student may not use the same course for credit in both the major and minor areas. Any substitute elective from within the discipline must be approved.
- A student may only use the same course for credit in the free elective and minor areas if his/her major does not require a minor. If a student's major requires a minor, that student cannot use the same course for the free elective and minor areas.

Concentrations (the B.Arch does not currently support concentrations)

A concentration allows for an in-depth exploration of a focused area within the scope of the student's major discipline. A specialization allows for a thematic grouping of courses within the scope of the student's major discipline. Concentrations are available for study by majors within the appropriate area only. Similarly, the number of credits required to complete the concentration and the sequence and selection of required and elective courses are determined by the program. Students in programs that support concentrations (or specializations) meet with their academic advisor to discuss options.

For a complete list of minors and concentrations see: <http://www.philau.edu/catalog/minors-concentrations.html> Also see: [What's Next: Strategies for Graduate Education](#), and [CABE Guide to Minors 2017](#)

The B.Arch Curriculum The curriculum map shown on the following page represents the curriculum in its entirety and shows the sequence of courses. Course descriptions/outlines are found in **SECTION 4 Supplemental Material: i. Descriptions of all Courses Offered in the Curriculum.**

PHILADELPHIA UNIVERSITY COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT											
BACHELOR OF ARCHITECTURE											
FIVE YEAR CURRICULUM 2015-2016											
CURRICULAR SEQUENCE	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		
DESIGN + REPRESENTATION	ADFND-101 DESIGN 1 Interdisc Explorations 4CR	ARCH-102 DESIGN 2 Architectural Graphics 4CR	ARCH-213 DESIGN 3 Urban Context 4CR	ARCH-214 DESIGN 4 Natural Context 4CR	ARCH-311 DESIGN 5 Social Issues 6CR	ARCH-312 DESIGN 6 Tectonics 6CR	ARCH-401 DESIGN 7 Studio Options 6CR	ARCH-412 DESIGN 8 Compre- hensive 6CR	ARCH-507 DESIGN 9 RESEARCH STUDIO I 6CR	ARCH-508 DESIGN 10 RESEARCH STUDIO II 6CR	
	ADFND-103 DRAW 1 FREEHAND 3CR	ADFND-112 VIS ELECTIVE 3CR	ARCHDSN-208 VIS 1 RHINO + AUTOCAD 3CR			ARCH-326 VIS 2 ADVANCED MODELING 3CR					
HISTORY + THEORY			AHIST-205 HISTORY 1 ANCIENT TO MEDIEVAL 3CR	AHIST-206 HISTORY 2 RENAISSANCE- BAROQUE 3CR	AHIST-305 HISTORY 3 EARLY MODERN 3CR	ASHIST-306 HISTORY 4 CONTEM- PORARY 3CR		ARCH-371 DESIGN THEORY 3CR			
TECHNOLOGY	MATH 1 INTRO TO CALCULUS 3CR	MATH 2 OR ELECTIVE 3CR		ARCH-303 STRUCTURES 1 LINEAR FORCES 3CR	ARCH-304 STRUCTURES 2 COLS/BEAMS 3CR						
	ENVIRO- MENTAL SCIENCE 3CR	PHYS-101 GENERAL PHYSICS 3CR	ARCHDSN-210 TECH 1 MATERIALS + METHODS 3CR	ARCH-212 TECH 2 PASS SYS + BLDG ENV 3CR	ARCH-313 TECH 3 DYNAMIC SYSTEMS 3CR	ARCH-314 TECH 4 APPLIED SYSTEMS 3CR		ARCH-416 TECH 5 REVIT + CDS 3CR			
PROFESSIONAL PRACTICE									ARCH-503 PROFESSIONAL MANAGEMENT 3CR		
HALLMARKS	WRIT-101 WRITING SEMINAR 1 3CR	HIST-114 AMERICAN TRANSITIONS 3CR	WRIT-201 OR 202* WRITING SEMINAR 2 3CR	SOC-2XX SOCIAL SCIENCES 1 3CR	HUMANITIES 1 3CR	LANGUAGE/ AREA STUDIES 3CR	LANGUAGE/ AREA STUDIES 3CR			CONTEMP PERSPECTIVES 4CR	
							JUNIOR SEMINAR 3CR	JUNIOR SEMINAR 3CR			
ELECTIVES									ELECTIVE 3CR	ELECTIVE 3CR	
							ELECTIVE 3CR	ELECTIVE 3CR	ELECTIVE 3CR	ELECTIVE 3CR	
TOTAL	16	16	16	16	18	18	15	18	15	16	164
*WRIT-202 (4CR) FOR TRANSFER STUDENTS											

Other degree programs offered by the College of Architecture and the Built Environment:

- B.S. Architectural Studies*
 - Architectural Design Technology Concentration (no longer offered as of fall 2017)
 - Historic Preservation Concentration (no longer offered as of fall 2017)

*The B.S. Arch Studies was revised beginning fall 2017. For the new curriculum, see:

<http://www.philau.edu/catalog/CollegeABE/UndergraduatePrograms/ArchStudies/index.html>

- Master of Architecture
- Master of Science in Architecture

Curriculum maps for these programs follow; check sheets for undergrad programs are also included.

PHILADELPHIA UNIVERSITY COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT									
BACHELOR OF SCIENCE: ARCHITECTURAL STUDIES									
ARCHITECTURAL DESIGN TECHNOLOGY CONCENTRATION FOUR YEAR CURRICULUM 2015-2016									
CURRICULAR SEQUENCE	YEAR 1		YEAR 2		YEAR 3		YEAR 4		
DESIGN + REPRESENTATION	ADFND-101 DESIGN 1 Interdesc Foundation Studies 4CR	ADFND-103 DESIGN 2 Foundation Studies 4CR	ARCH-213 DESIGN 3 Urban Context 4CR	ARCH-214 DESIGN 4 Natural Context 4CR	LARCH-310 GIS for LARCH 3CR		LARCH-515 ADVANCED GIS 3CR		
	ADFND-103 DRAWING 1 3CR	ADFND-112 VIS ELECTIVE 3CR	ARCHDSN-208 VIS 1 RHINO + AUTOCAD 3CR						
HISTORY + THEORY			AHIST-205 HISTORY 1 ANCIENT TO MIEVEAL 3CR	AHIST-206 HISTORY 2 RENAISSANCE- BAROQUE 3CR	AHIST-305 HISTORY 3 EARLY MODERN 3CR	ASHIST-306 HISTORY 4 CONTEM- PORARY 3CR			
TECHNOLOGY	MATH 1 INTRO TO CALCULUS 3CR	MATH 2 OR ELECTIVE 3CR		ARCH-303 STRUCTURES 1 LINEAR FORCES 3CR	ARCH-304 STRUCTURES 2 COLS/BEAMS 3CR				
	SCI-108 OR 110 ENVIRO- MENTAL SCIENCE 3CR	PHYS-101 GENERAL PHYSICS 3CR	ARCHDSN-210 TECH 1 MATERIALS + METHODS 3CR	ARCH-212 TECH 2 PASS SYS + BLDG ENV 3CR	ARCH-313 TECH 3 DYNAMIC SYSTEMS 3CR	ARCH-314 TECH 4 APPLIED SYSTEMS 3CR		ARCH-416 TECH 5 REVIT + CDS 3CR	
PROFESSIONAL PRACTICE							ARCH-503 PROFESSIONAL MANAGEMENT 3CR		
HALLMARKS	WRIT-101 WRITING SEMINAR 1 3CR	DBTU-114 DEBATING ISSUES 3CR	WRIT-201 WRITING SEMINAR 2 3CR	ETHIC-2() ETHICS 3CR	ADVI-2() AMERICAN DIVERSITY 3CR	ACCT-101 FINANCIAL ACCOUNTING 3CR	BLAW-301 BUSINESS LAW 1 3CR	ISEM-3XX INTEGRATIVE SEMINAR 3CR	
		FYS-101 PATHWAYS SEMINAR 1CR			GCIT-2() GLOBAL CITIZENSHIP 3CR	DBTU-300 DEBATING GLOBAL ISSUES 3CR	DBTU-300 DEBATING GLOBAL ISSUES 3CR	HALLMK-499 CAPSTONE FOLIO WORKSHOP 3CR	
ELECTIVES							ELECTIVE 3CR	ELECTIVE 3CR	
						ELECTIVE 3CR	INTERNSHIP OR ELECTIVE 3CR	INTERNSHIP OR ELECTIVE 3CR	
TOTAL	16	17	16	16	18	15	15	15	128

PHILADELPHIA UNIVERSITY COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT BACHELOR OF SCIENCE: ARCHITECTURAL STUDIES HISTORIC PRESERVATION CONCENTRATION FOUR YEAR CURRICULUM 2015-2016									
CURRICULAR SEQUENCE	YEAR 1		YEAR 2		YEAR 3		YEAR 4		
DESIGN + REPRESENTATION	ADFND-101 DESIGN 1 Interdisc Foundation Studies 4CR	ARCH-102 DESIGN 2 Foundation Studies 4CR	ARCH-201 DESIGN 3 Urban Context 3CR						
	ADFND-103 DRAWING 1 3CR	INTD-106 Technical Drawing and Graphics 3CR	ARCHDSN-208 VIS 1 RHINO + AUTOCAD 3CR						
HISTORY + THEORY			AHIST-205 HISTORY 1 ANCIENT TO MIEVEAL 3CR	AHIST-206 HISTORY 2 RENAISSANCE- BAROQUE 3CR	AHIST-305 HISTORY 3 EARLY MODERN 3CR	STUDY ABROAD (ROME) OR FREE ELECTIVE 3CR		ASHIST-306 HISTORY 4 CONTEM- PORARY 3CR	
			ARCST-221 INTRO TO HIST. PRES. 3CR		ARCST-302 ARCHIVAL RESEARCH FOR HP 3CR	STUDY ABROAD (ROME) OR FREE ELECTIVE 3CR	ARCST-341 AMERICAN ARCHITECTURE 3CR	ARCST-412 ADAPTIVE REUSE CAP. STUDIO 3CR	
TECHNOLOGY	MATH 1 INTRO TO CALCULUS 3CR	MATH 2 OR ELECTIVE 3CR	ARCST-266 PRESERV. TECH. 1 3CR	PHOTO-436 HP DOC.: PHOTOG. 3CR	ARCST-324 HP DOC.: DRAWING 3CR			ARCST-428 RESTORATION/R EHABILITATION INTERIORS 3CR	
	SCI-108 OR 110 ENVIRO- MENTAL SCIENCE 3CR	PHYS-101 GENERAL PHYSICS 3CR							
RESOURCE MANAGEMENT & PRACTICE								LARCH-507 CULTURAL & LANDSCAPE PRESERV. 3CR	
HALLMARKS	WRIT-101 WRITING SEMINAR 1 3CR	DBTU-114 DEBATING ISSUES 3CR		ETHIC-2() ETHICS 3CR	ADVI-2() AMERICAN DIVERSITY 3CR	GDIV-2() GLOBAL DIVERSITY OR LANGUAGE 3CR			
	DBTU-114 DEBATING U.S. ISSUES 3CR	FYS-101 PATHWAYS SEMINAR 1CR		WRIT-201 WRITING SEMINAR 2 3CR	GCIT-2() GLOBAL CITIZENSHIP 3CR	DBTU-300 DEBATING GLOBAL ISSUES 3CR		HALLMK-499 CAPSTONE FOLIO WORKSHOP 3CR	
ELECTIVES							ELECTIVE 3CR		
							ELECTIVE 3CR	INTERNSHIP OR FREE ELECTIVE 3CR	
TOTAL	19	17	15	12	15	12	15	15	120

PHILADELPHIA UNIVERSITY COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT									
MASTER OF ARCHITECTURE									
3.5 YEAR CURRICULUM 2014-2015									
CURRICULAR SEQUENCE	SUMMER	YEAR 1		YEAR 2		YEAR 3			
DESIGN + REPRESENTATION	MARCH-601 INTRO TO DESIGN 3CR	MARCH-611 DESIGN 1 6CR	MARCH-612 DESIGN 2 6CR	SDN-621 [sp] or 622 [fall] SUST. DSN STUDIO 4CR	MARCH-614 DESIGN 4 Tectonics 6CR	MARCH-615 DESIGN 5 Compre- hensive 6CR	MARCH-616 DESIGN 6 THESIS 6CR		
	MARCH-602 INTRO TO VISUALIZATION 3CR	MARCH-621 VIS 1 RHINO + AUTOCAD 3CR			MARCH-622 VIS 2 ADVANCED MODELING 3CR				
HISTORY + THEORY		MARCH-631 HISTORY 1 ANCIENT TO MIEVEAL 3CR	MARCH-632 HISTORY 2 RENAISSANCE- BAROQUE 3CR	MARCH-633 HISTORY 3 EARLY MODERN 3CR	MARCH-634 HISTORY 4 CONTEM- PORARY 3CR	MSARC-631 RESEARCH METHODS 3CR			
TECHNOLOGY + STRUCTURES			MARCH-651 STRUCTURES 1 LINEAR FORCES 3CR	MARCH-652 STRUCTURES 2 COLS/BEAMS 3CR					
		MARCH-641 TECH 1 MATERIALS + METHODS 3CR	MARCH-642 TECH 2 PASS SYS + BLDG ENV 3CR	MARCH-643 TECH 3 DYNAMIC SYSTEMS 3CR	MARCH-644 TECH 4 APPLIED SYSTEMS 3CR	MARCH-645 TECH 5 REVIT + CDS 3CR			
PROFESSIONAL PRACTICE							MARCH-661 PROFESSIONAL MANAGEMENT 3CR		
ELECTIVES				SDN-601 SUSTAINABLE DESIGN METHO. 3CR	ELECTIVE 3CR	ELECTIVE 3CR	ELECTIVE 3CR		
				[or] SDN-623 LANDSCAPE ECOLOGY SEMINAR. 2CR			ELECTIVE 3CR		
TOTAL	6	15	15	15-16	18	15	15	48-100	
		NEW M ARCH COURSES							
		EXISTING MSSD / MS ARCH COURSES							
		EXISTING B ARCH COURSES							
Bolded Credits: 48 Credits minimum for students with advanced standing									

PHILADELPHIA UNIVERSITY COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT								
MASTER OF SCIENCE IN ARCHITECTURE								
ONE YEAR CURRICULUM 2015-2016								
CURRICULAR SEQUENCE	SUMMER		FALL 1		SPRING 1		SUMMER 1	
DESIGN + REPRESENTATION	MARCH-601 Intro to Design*		SDN-621 [sp] or 622 [fall] SUST. DSN STUDIO		MSARC-901 Graduate Thesis Project I		MSARC-902 Graduate Thesis Project II	
	3CR		4CR		6CR		3CR	
	MARCH-602 Intro to Vis*		SDN-601 SUSTAINABLE DESIGN METHO.					
	3CR		3CR					
HISTORY + THEORY			MSARC-631 RESEARCH METHODS					
			3CR					
ELECTIVES					FOCUS ELECTIVE or MSARC-771 IND. STUDY		FOCUS ELECTIVE or MSARC-771 IND. STUDY	
					3CR		3CR	
					ELECTIVE OR MSARC-791 INTERN. AND RESEARCH		ELECTIVE OR MSARC-791 INTERN. AND RESEARCH	
					3CR		3CR	
TOTAL	6		10		12		9	31-37
*Required for non-design majors								

Program Check Sheets

Program check sheets are used for all undergraduate programs at the University. In addition to the WebAdvisor-based on-line degree audit system students use to track their progress toward graduation, the paper-based check sheet begins as soon as a new student to the University meets with their academic advisor. The check sheet is in duplicate: one copy is maintained by the advisor and remains in the students file; the other is kept by the student and is brought along to all advising meetings. 2016-2017 check sheets for all CABE architecture programs are found on the following pages. The B.Arch check sheet 2015-2016 is identical to the 2016-2017 sheet. The 2017-2018 B.Arch check sheet is also included and indicates the Visualization course sequence renaming (see: **I.1.6.B. Curricular Assessment and Development** / Curricular Assessment and Development).

PHILADELPHIA UNIVERSITY
 5-Yr BACHELOR OF ARCHITECTURE

2016-2017

Name _____ ID# _____

LEVEL I (FIRST YEAR) – 33-34 credits (Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses – 19-20 credits

FYS-101	Pathways Seminar	1	<input type="checkbox"/>			
WRIT-101/101G	Writing Seminar I: Written Communication	3	<input type="checkbox"/>			
TC DBTU-114	Debating U.S. Issues	3	<input type="checkbox"/>			
SCI-1 ()	Science I: SCI-108 or SCI-110 (Fall)	3	<input type="checkbox"/>			
PHYS-101	Science II: General Physics (Spring) (Quantitative Reasoning I)	3	<input type="checkbox"/>			
MATH-1()	Quantitative Reasoning I (select one 2 course option below)	3-4	<input type="checkbox"/>			
()	Quantitative Reasoning II (select below) or Free Elective	3	<input type="checkbox"/>			

Students must receive credit for either Introduction to Calculus or Calculus I. If a student places into, and passes, Intro to Calculus or Calculus I, the student will have an additional Free Elective.

MATH-102	Pre-Calculus (3 cr.)	Quantitative Reasoning I
MATH-103	Introduction to Calculus (3 cr.)	Quantitative Reasoning II
MATH-103	Introduction to Calculus (3 cr.)	Quantitative Reasoning I
()	Free Elective (3 cr.)	
MATH-111	Calculus I (4 cr.)	Quantitative Reasoning I
()	Free Elective (3 cr.)	

Major Courses – 14 credits

* ADFND-101	Design 1: Interdisc Foundation Studies (Fall)	4	<input type="checkbox"/>			
ADFND-103	Drawing 1	3	<input type="checkbox"/>			
* ARCH-102	Design 2: Arch. Foundation Studies (Spring) (ADFND-101*)	4	<input type="checkbox"/>			
()	Visualization Elective: Select one from the following: ADFND-112, INTD-106	3	<input type="checkbox"/>			

LEVEL II (SECOND YEAR) – 32-33 credits (Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses – 6-7 credits

ETHIC-2()	Ethics (WRIT-101/101G, DBTU-114)	3	<input type="checkbox"/>			
TC WRIT-201/202	Writing Seminar II: Multimedia Communic (WRIT-101/101G)	3-4	<input type="checkbox"/>			

Major Courses – 26 credits

Fall *	ARCH-213	Design 3: Arch. Foundation Studies (ARCH-102*)	4	<input type="checkbox"/>		
	ARCHDSN-210	Technology 1: Materials & Methods (ARCH-102*)	3	<input type="checkbox"/>		
	AHIST-205	History 1: Bldg Env, Anc/Medieval (WRIT-101/101G)	3	<input type="checkbox"/>		
	ARCHDSN-208	Vis. 1: Digital Modeling (ARCH-102*)	3	<input type="checkbox"/>		
Spring *	ARCH-214	Design 4: Arch. Foundation Studies (ARCH-213*)	4	<input type="checkbox"/>		
	ARCH-212	Technology 2: Passive Sys. Bldg. Enclos. (ARCHDSN-210)	3	<input type="checkbox"/>		
	AHIST-206	History 2: Renaissance/Baroque (AHIST-205)	3	<input type="checkbox"/>		
	ARCH-303	Structures 1 (MATH-103 or 111, PHYS-101)	3	<input type="checkbox"/>		

LEVEL III (THIRD YEAR) - 36 credits (Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses – 6 credits

ADIV-2()	American Diversity (Fall or Spring) (WRIT-101/101G, DBTU-114)	3	<input type="checkbox"/>			
GDIV-2()	Global Diversity or (WRIT-101/101G, DBTU-114)	3	<input type="checkbox"/>			
B or ()	World Language at any level (no prerequisite)					

Major Courses – 30 credits

Fall *	ARCH-311	Design 5 for Architecture (5-yr BArch major: ARCH-214*, AF	6	<input type="checkbox"/>		
	ARCH-313	Technology 3: Dynamic Env. Systems (ARCH-212)	3	<input type="checkbox"/>		
	ARCH-304	Structures 2 (ARCH-303)	3	<input type="checkbox"/>		
	AHIST-305	History 3: Early Modern - 1750-1940 (AHIST-206)	3	<input type="checkbox"/>		
Spring *	ARCH-312	Design 6 for Architecture (5-yr BArch major: ARCH-214*, AF	6	<input type="checkbox"/>		
	ARCH-326	Vis 2: Advanced Modeling (Fall or Spring) (ARCHDSN-208)	3	<input type="checkbox"/>		
	AHIST-306	History 4: Mod/Contemporary (AHIST-206)	3	<input type="checkbox"/>		
	ARCH-314	Technology 4: Adv. Bldg. Analysis (ARCH-304, ARCH-313)	3	<input type="checkbox"/>		

LEVEL IV (FOURTH YEAR) - 33 credits (Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses - 9 credits

TC	DBTG-300	Debating Global Issues	<i>(WRIT-20X, GDIV-2XX or GCIT-2XX)</i>	3	<input type="checkbox"/>			
	ISEM-3()	Integrative Seminar	<i>(WRIT-20X, GDIV-2XX or GCIT-2XX)</i>	3	<input type="checkbox"/>			
	GCIT-2()	Global Citizenship or	<i>(WRIT-101/101G, DBTU-114)</i>	3	<input type="checkbox"/>			
B	or ()	World Language at any level	<i>(no prerequisite)</i>					

Major Courses - 18 credits

	Nexus Design Experience	<i>(Fall or Spring)</i>	<i>(ARCH-311*, ARCH-312*)</i>	6	<input type="checkbox"/>			
*	ARCH-412	Design 8 for Architecture <i>(Fall or Spring)</i>	<i>(ARCH-314; ARCHDSN-208, ARCH-311*, ARCH-312*; co-requisite ARCH-416)</i>	6	<input type="checkbox"/>			
	ARCH-416	Technology 5: Doc. and Det. <i>(Fall or Spring)</i>	<i>(ARCH-326; co-reg. ARCH-412)</i>	3	<input type="checkbox"/>			
	Theory Seminar:	See list of approved offerings each semester <i>(Fall or Spring)</i>						
()	()		<i>(Prerequisite varies)</i>	3	<input type="checkbox"/>			

Free Electives - 6 credits

	()		<i>(Fall or Spring)</i>	3	<input type="checkbox"/>			
	()		<i>(Fall or Spring)</i>	3	<input type="checkbox"/>			

LEVEL V (FIFTH YEAR) - 30 credits (Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses - 3 Credits

TC	HALLMK-499	Capstone Folio Workshop		3	<input type="checkbox"/>			
		<i>(DBTG-300, ISEM-3xx, ETHIC-2xx, ADIV-2xx, GCIT-2xx, MATH-1xx, Scientific Understanding)</i>						

Major Courses - 15 credits

<i>Fall</i>	* ARCH-507	Design 9 for Architecture <i>(Fall)</i>	<i>(ARCH-412*; Theory Seminar)</i>	6	<input type="checkbox"/>			
	ARCH-503	Professional Mgmt. <i>(Fall or Spring)</i>	<i>(ARCH-311*, ARCH-312*, LARC)</i>	3	<input type="checkbox"/>			
<i>Spring</i>	* ARCH-508	Design 10 for Architecture <i>(Spring)</i>	<i>(ARCH-507*)</i>	6	<input type="checkbox"/>			

Free Electives - 12 credits

	()		<i>(Fall)</i>	3	<input type="checkbox"/>			
	()		<i>(Fall)</i>	3	<input type="checkbox"/>			
	()		<i>(Spring)</i>	3	<input type="checkbox"/>			
	()		<i>(Spring)</i>	3	<input type="checkbox"/>			

TOTAL CREDITS: 164-166

***** A grade of "C" or better is required to advance from one design studio into the next, Design 1 through Design 10.

TC Hallmarks Touchstone Course

N Must be an approved study abroad, interdisciplinary, or design-build studio or a studio course from another Design program.

B Credits for this course may be earned through the Study Abroad (STUAB-300).

Fundamentals Courses: (Fundamental "099" courses do not count toward graduation requirements. However, WRIT-100 and ITXA-100 can be used toward graduation credits....as a free elective.)

MATH-099	Fundamentals of College Mathematics	<i>(must earn C or better)</i>	3	<input type="checkbox"/>			
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Please Note Philadelphia University Residency Requirement: Philadelphia University has a residency requirement of 60 credits for Day Division students. Students must take a minimum of 60 credits – 12 credits must be within the major core; 9 credits must be in Hallmarks courses in order to be eligible for a B.S. degree.

This form should be used as a worksheet in conjunction with the catalog and the Hallmarks general education "menu" of options. Please refer to the Philadelphia University catalog for questions regarding curriculum and academic policies.

COURSE STATUS: = course to take next semester = course currently being taken = course completed

PHILADELPHIA UNIVERSITY **5-Yr BACHELOR OF ARCHITECTURE**

2017-2018

Name _____ ID# _____

LEVEL I (FIRST YEAR) - 33-34 credits *(Prerequisite)* Cr Sem. Grade TR Equiv.

Hallmarks Core Courses - 19-20 credits

	FYS-101 Pathways Seminar		1			
	WRIT-101/101G Writing Seminar I: Written Communication		3			
TC	DBTU-114 Debating U.S. Issues		3			
	SCI-1 () Science I: SCI-108 or SCI-110 (Fall)		3			
	PHYS-101 Science II: General Physics (Spring) <i>(Quantitative Reasoning I)</i>		3			
	MATH-1() Quantitative Reasoning I (select one 3-course option below)		3-4			
	() Quantitative Reasoning II (select below) or Free Elective		3			

Students must receive credit for either Introduction to Calculus or Calculus I. If a student places into, and passes, Intro to Calculus or Calculus I, the student will have an additional Free Elective.

MATH-102	Pre-Calculus (3 cr.)	Quantitative Reasoning I
MATH-103	Introduction to Calculus (3 cr.)	Quantitative Reasoning II
MATH-103	Introduction to Calculus (3 cr.)	Quantitative Reasoning I
()	Free Elective (3 cr.)	
MATH-111	Calculus I (4 cr.)	Quantitative Reasoning I
()	Free Elective (3 cr.)	

Major Courses - 14 credits

	* ADFND-101 Design 1: Interdisc Foundation Studies (Fall)		4			
	ADFND-103 Visualization 1: Drawing		3			
	* ARCH-102 Design 2: Arch. Foundation Studies (Spring) <i>(ADFND-101*)</i>		4			
	ADFND-108 Vis 2: Technics and Graphic Representation for Architecture <i>(ADFND-103 or DRAW-101)</i> <small><i>(Students may substitute ADFND-109)</i></small>		3			

LEVEL II (SECOND YEAR) - 32 credits *(Prerequisite)* Cr Sem. Grade TR Equiv.

Hallmarks Core Courses - 6 credits

	ETHIC-2() Ethics (Fall or Spring) <i>(WRIT-101, DBTU-114)</i>		3			
TC	WRIT-2() Writing Seminar II: Multimedia Communication <i>(WRIT-101)</i>		3			

Major Courses - 26 credits

Fall	* ARCH-213	Design 3: Arch. Foundation Studies <i>(ARCH-102*)</i>		4		
	ARCHDSN-210	Technology 1: Materials & Methods <i>(ARCH-202*)</i>		3		
	AHIST-205	History 1: Btl Env, Anc/Medieval <i>(WRIT-101,101G)</i>		3		
	ARCHDSN-208	Vis 3: Digital Modeling for Architecture (Fall) <i>(ARCH-102* or INTD-102*)</i> <small><i>(Students may substitute ARCHDSN-209)</i></small>		3		
Spring	* ARCH-214	Design 4: Arch. Foundation Studies <i>(ARCH-213*)</i>		4		
	ARCH-212	Technology 2: Passive Sys. Bldg. Enclos. <i>(ARCHDSN-210)</i>		3		
	AHIST-206	History 2: Renaissance/Baroque <i>(AHIST-205)</i>		3		
	ARCH-303	Structures 1 <i>(MATH-103 or 111, PHYS-101)</i>		3		

LEVEL III (THIRD YEAR) - 36 credits *(Prerequisite)* Cr Sem. Grade TR Equiv.

Hallmarks Core Courses - 6 credits

	ADIV-2() American Diversity (Fall or Spring) <i>(WRIT-101, DBTU-114)</i>		3			
	GDIV-2() Global Diversity <i>or</i> <i>(WRIT-101,101G, DBTU-114)</i>		3			
B	or () World Language <i>(no prerequisite)</i>					

Major Courses - 30 credits

Fall	* ARCH-311	Design 5 for Architecture <i>(5-yr BArch major, ARCH-214*, ARCH-212)</i>		6		
	ARCH-313	Technology 3: Dynamic Env. Systems <i>(ARCH-312)</i>		3		
	ARCH-304	Structures 2 <i>(ARCH-303)</i>		3		
	AHIST-305	History 3: Early Modern - 1750-1940 <i>(AHIST-306)</i>		3		
Spring	* ARCH-312	Design 6 for Architecture <i>(5-yr BArch major, ARCH-213*, AHIST-212)</i>		6		
	ARCH-308	Vis 4: Advanced Modeling <i>(ARCHDSN-208 or ARCHDSN-209)</i>		3		
	AHIST-306	History 4: Mod/Contemporary <i>(AHIST-305)</i>		3		
	ARCH-314	Technology 4: Adv. Bldg. Analysis <i>(ARCH-304, ARCH-313)</i>		3		

LEVEL IV (FOURTH YEAR) - 33 credits (Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses - 9 credits

TC	DBTG-300	Debating Global Issues (Fall or Spring)	(WRIT-2xx, GDIV-2xx or GCIT-2xx)	3	<input type="checkbox"/>		
	ISEM-3xx	Integrative Seminar (Fall or Spring)	(WRIT-2xx, GDIV-2xx or GCIT-2xx)	3	<input type="checkbox"/>		
	GCIT-2()	Global Citizenship <u>or</u>	(WRIT-101/101a, DBTU-114)	3	<input type="checkbox"/>		
	B or ()	World Language	(no prerequisite)				

Major Courses - 18 credits

N ()		Nexus Design Experience (Fall or Spring)	(ARCH-311*, ARCH-312*)	6	<input type="checkbox"/>		
	* ARCH-412	Design 8 for Architecture (Fall or Spring)	(ARCH-314, ARCHDSN-208/209, ARCH-311*, ARCH-312*, co-requisite ARCH-416)	6	<input type="checkbox"/>		
	ARCH-416	Technology 5: Doc. and Det. (Fall or Spring)	(ARCH-308, coreq. ARCH-412)	3	<input type="checkbox"/>		
	Theory Seminar: See list of approved offerings each semester (Fall or Spring)						
	()		(Prerequisite varies)	3	<input type="checkbox"/>		
	Free Electives - 6 credits						
	()		(Fall or Spring)	3	<input type="checkbox"/>		
	()		(Fall or Spring)	3	<input type="checkbox"/>		

LEVEL V (FIFTH YEAR) - 30 credits (Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses - 3 Credits

TC	HALLMK-499	Capstone Folio Workshop		3	<input type="checkbox"/>		
	(DBTG-300, ISEM-3xx, CHHS-2xx, ADIV-2xx, GCIT-2xx, MATH-1xx, Scientific Understanding)						

Major Courses - 15 credits

Fall	*	ARCH-507	Design 9 for Architecture (Fall)	(ARCH-412*, Theory Seminar)	6	<input type="checkbox"/>	
		ARCH-503	Professional Mgmt. (Fall or Spring)	(ARCH-311*, ARCH-312*, LARCH-100*)	3	<input type="checkbox"/>	
Spring		* ARCH-508	Design 10 for Architecture (Spring)	(ARCH-507*)	6	<input type="checkbox"/>	
		()		(Fall)	3	<input type="checkbox"/>	
		()		(Fall)	3	<input type="checkbox"/>	
		()		Spring	3	<input type="checkbox"/>	
		()		Spring	3	<input type="checkbox"/>	

TOTAL CREDITS: 164-165 credits

- * A grade of "C" or better is required to advance from one design studio into the next. Design 1 through Design 10
- TC** Hallmarks Touchstone Course: must be taken at PhilaU. "C" or better required for successful completion
- N** Must be an approved study abroad, interdisciplinary, or design-build studio or a studio course from another Design program
- B** Credits for this course may be earned through the Study Abroad (STUAB-300)

Fundamentals Courses: (Fundamental *099* courses do not count toward graduation requirements. However, WRIT-100 and ITXA-100 can be used toward graduation credits...as a free elective.)

MATH-099	Fundamentals of College Mathematics	(must earn C or better)	3	<input type="checkbox"/>		
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Please Note Philadelphia University Residency Requirement: Philadelphia University has a residency requirement of 60 credits for Day Division students. Students must take a minimum of 60 credits - 12 credits must be within the major core; 9 credits must be in Hallmarks courses in order to be eligible for a B.S. degree. This form should be used as a worksheet in conjunction with the catalog and the Hallmarks general education "menu" of options. Please refer to the Philadelphia University catalog for questions regarding curriculum and academic policies.

COURSE STATUS: = course to take next semester = course currently being taken = course completed

PHILADELPHIA UNIVERSITY
BACHELOR OF SCIENCE: ARCHITECTURAL STUDIES
Architectural Design Technology Concentration

2016-2017

Name _____ ID# _____

LEVEL I (FIRST YEAR) – 33-34 credits (Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses – 19-20 credits

	FYS-101	Pathways Seminar	1	<input type="checkbox"/>	_____	_____	_____
	WRIT-101/101G	Writing Seminar I: Written Communication	3	<input type="checkbox"/>	_____	_____	_____
		<small>WRIT-100 may only be used to satisfy free elective credits</small>					
TC	DBTU-114	Debating U.S. Issues	3	<input type="checkbox"/>	_____	_____	_____
	SCI-1()	Science I: SCI-108 or SCI-110 (Fall)	3	<input type="checkbox"/>	_____	_____	_____
	PHYS-101	Science II: General Physics (Spring) <small>(Quantitative Reasoning I)</small>	3	<input type="checkbox"/>	_____	_____	_____
	MATH-1()	Quantitative Reasoning I <small>(select one, 2-course option below)</small>	3-4	<input type="checkbox"/>	_____	_____	_____
	()	Quantitative Reasoning II <small>(select below) or Free Elective</small>	3	<input type="checkbox"/>	_____	_____	_____

Students must receive credit for either Introduction to Calculus or Calculus I. If a student places into, and passes, Intro to Calculus or Calculus I, the student will have an additional Free Elective.

MATH-102	Pre-calculus (3 cr.)	_____
MATH-103	Introduction to Calculus (3 cr.)	_____
MATH-103	Introduction to Calculus (3 cr.)	_____
()	Free Elective (3 cr.)	_____
MATH-111	Calculus I (4 cr.)	_____
()	Free Elective (3 cr.)	_____

Major Courses – 14 credits

Fall	ADFND-101	Design 1: Interdisc Foundation Studies	4	<input type="checkbox"/>	_____	_____	_____
	ADFND-103	Drawing I for Architecture & Design	3	<input type="checkbox"/>	_____	_____	_____
Spring	ARCH-102	Design 2: Foundation Studies <small>(ADFND-101*)</small>	4	<input type="checkbox"/>	_____	_____	_____
	()	Drawing II-Visualization Elective: <small>Select one, ADFND-112, INTD-106</small>	3	<input type="checkbox"/>	_____	_____	_____

LEVEL II (SECOND YEAR) – 32-33 credits (Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses – 6-7 credits

	ETHIC-2()	Ethics (Fall or Spring) <small>(WRIT-101/101G, DBTU-114)</small>	3	<input type="checkbox"/>	_____	_____	_____
TC	WRIT-2()	Writing Seminar II: Multimedia Communica <small>(WRIT-101/101G)</small>	3-4	<input type="checkbox"/>	_____	_____	_____

Major Courses – 26 credits

Fall	ARCH-201	Design 3: Arch. Foundation Studies <small>(C or better in ADFND-102)</small>	4	<input type="checkbox"/>	_____	_____	_____
	ARCHDSN-210	Technology 1: Materials & Methods <small>(C or better in ADFND-102)</small>	3	<input type="checkbox"/>	_____	_____	_____
	ARCHDSN-208	Visualization 1: Digital Modeling <small>(C or better in ADFND-102)</small>	3	<input type="checkbox"/>	_____	_____	_____
	AHIST-205	History 1: Blt Env, Anc/Medieval <small>(WRIT-101/101G)</small>	3	<input type="checkbox"/>	_____	_____	_____
Spring	ARCH-202	Design 4: Arch. Foundation Studies <small>(C or better in ADFND-102)</small>	4	<input type="checkbox"/>	_____	_____	_____
	ARCH-212	Technology 2 <small>(ARCHDSN-210)</small>	3	<input type="checkbox"/>	_____	_____	_____
	AHIST-206	History 2: Renaissance/Baroque <small>(AHIST-205)</small>	3	<input type="checkbox"/>	_____	_____	_____
	ARCH-303	Structures 1 <small>(MATH-103 or 111, PHYS-101)</small>	3	<input type="checkbox"/>	_____	_____	_____

LEVEL III (THIRD YEAR) - 33 credits

(Prerequisite) Cr Sem. Grade TR Equiv.

Hallmark Core Courses – 9 credits

	ADIV-2()	American Diversity (Fall or Spring)	(WRIT-101,101G, DBTU-114)	3	<input type="checkbox"/>		
	GDIV-2()	Global Diversity <i>or</i>	(WRIT-101,101G, DBTU-114)	3	<input type="checkbox"/>		
B	<i>or</i> ()	World Language at any level	(no prerequisite)				
	GCIT-2()	Global Citizenship <i>or</i>	(WRIT-101,101G, DBTU-114)	3	<input type="checkbox"/>		
B	<i>or</i> ()	World Language at any level	(no prerequisite)				

Major Courses – 21 credits

Fall	LARCH-310	GIS for Landscape Arch. (Fall or Spring)		3	<input type="checkbox"/>		
	ARCH-313	Technology 3	(ARCH-212)	3	<input type="checkbox"/>		
	ARCH-304	Structures 2	(ARCH-303)	3	<input type="checkbox"/>		
	AHIST-305	History 3: Early Modern-1750-1940	(AHIST-206)	3	<input type="checkbox"/>		
Spring	ACCT 101	Financial Accounting (Fall or Spring)		3	<input type="checkbox"/>		
	ARCH-314	Technology 4	(ARCH 313)	3	<input type="checkbox"/>		
	AHIST-306	History 4: Mod/Contemporary	(AHIST-305)	3	<input type="checkbox"/>		

Free Electives - 3 credits

	()			3	<input type="checkbox"/>		
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LEVEL IV (FOURTH YEAR) - 30 credits

(Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses – 9 credits

	ISEM-3xx	Integrative Seminar (Fall or Spring)	(WRIT 2xx, GDV-2xx or GGT-2xx)	3	<input type="checkbox"/>		
TC	DBTG-300	Debating Global Issues (Fall or Spring)	(WRIT 2xx, GDV-2xx or GGT-2xx)	3	<input type="checkbox"/>		
TC	HALLMK-499	Capstone Folio Workshop		3	<input type="checkbox"/>		

(DBTG-300, ISEM-3xx, ETHIC-2xx, ADIV-2xx, GCIT-2xx, MATH-1xx, Scientific Understanding)

Major Courses – 12 credits

	ARCH-503	Professional Management		3	<input type="checkbox"/>		
	ARCH-416	Technology 5 (BIM)	(ARCH 413)	3	<input type="checkbox"/>		
	LARCH 515 (or SAIM)	Advanced GIS	(LARCH 510)	3	<input type="checkbox"/>		
	BLAW 301	Business Law 1		3	<input type="checkbox"/>		

Free Electives - 9 credits See chart below for recommended electives for focus areas

	()			3	<input type="checkbox"/>		
	()			3	<input type="checkbox"/>		
	()			3	<input type="checkbox"/>		

TOTAL CREDITS: 128-130

Elective Focus	Recommended Courses
Const. Man.	CMGT 102, CMGT 104
Building Tech.	ARCH 413, ARCH 414, ARCH 426
Sustainability	SUST 204, SUST 300
Business	MKTG 102, ECON 205, ECON 206, FINC 301, MGMT 301, MGMT 310

B Credits for this course may be earned through the Study Abroad (STUAB-300).

TC Hallmarks Touchstone Course

Fundamentals Courses: (Fundamental "099" courses do not count toward graduation requirements. However, WRIT-100 and ITXA-100 can be used toward graduation credits...as a free elective.)			
	MATH-099	Fundamentals of College Mathematics	(must earn C or better) 3 <input type="checkbox"/>

Surplus credits not used toward degree requirements

Please note Philadelphia University residency requirement: Philadelphia University has a residency requirement of 60 credits for Day Division students. Students must take a minimum of 60 credits – 12 credits must be within the major core; 9 credits must be in Hallmarks courses in order to be eligible for a B.S. degree.

This form should be used as a worksheet in conjunction with the catalog and the Hallmarks general education "menu" of options. Please refer to the Philadelphia University catalog for questions regarding curriculum and academic policies.

COURSE STATUS: = course to take next semester = course currently being taken = course completed

PHILADELPHIA UNIVERSITY
BACHELOR OF SCIENCE: ARCHITECTURAL STUDIES
Historic Preservation Concentration

2016-2017

Name _____	ID# _____
LEVEL I (FIRST YEAR) – 33-34 credits	(Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses – 19-20 credits

	FYS-101 Pathways Seminar	1	<input type="checkbox"/>		
	WRIT-101/101G Writing Seminar I: Written Communication	3	<input type="checkbox"/>		
TC	DBTU-114 Debating U.S. Issues	3	<input type="checkbox"/>		
	SCI-1 () Science I: SCI-108 or SCI-110 (Fall)	3	<input type="checkbox"/>		
	PHYS-101 Science II: General Physics (Spring) <i>(Quantitative Reasoning I)</i>	3	<input type="checkbox"/>		
	MATH-1() Quantitative Reasoning I (select one, 2-course option below)	3-4	<input type="checkbox"/>		
	() Quantitative Reasoning II (select below) or Free Elective	3	<input type="checkbox"/>		

Students must receive credit for either Introduction to Calculus or Calculus I. If a student places into, and passes, Intro to Calculus or Calculus I, the student will have an additional Free Elective.

MATH-102	Pre-calculus (3 cr.)
MATH-103	Introduction to Calculus (3 cr.)
MATH-103	Introduction to Calculus (3 cr.)
()	Free Elective (3 cr.)
MATH-111	Calculus I (4 cr.)
()	Free Elective (3 cr.)

Major Courses – 14 credits

Fall	ADFND-101	Design 1: Interdisc Foundation Studies	4	<input type="checkbox"/>	
	ADFND-103	Drawing I for Architecture & Design	3	<input type="checkbox"/>	
Spring	ARCH-102	Design 2: Foundation Studies <i>(C or better in ADFND-101)</i>	4	<input type="checkbox"/>	
	INTD-106	Technical Drawing and Graphic <i>(DRAW-101 & ADFND-101)</i>	3	<input type="checkbox"/>	

LEVEL II (SECOND YEAR) – 31-32 credits	(Prerequisite) Cr Sem. Grade TR Equiv.
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Hallmarks Core Courses – 6-7 credits

	ETHIC-2() Ethics (Fall or Spring) <i>(WRIT-101/101G, DBTU-114)</i>	3	<input type="checkbox"/>		
TC	WRIT-201/202 Writing Seminar II: Multimedia Comm. <i>(WRIT-101/101G)</i>	3-4	<input type="checkbox"/>		

Major Courses – 25 credits

Fall	ARCH-201	Design 3 <i>(ADFND-102 or INTD-102 or LARCH-102)</i>	4	<input type="checkbox"/>	
	ARCST-221	Intro to Historic Preservation <i>(ADFND-102 or INTD-102 or LAR)</i>	3	<input type="checkbox"/>	
	ARCST-266	Preservation Technology 1	3	<input type="checkbox"/>	
	ARCHDSN-208	Visualization I: Digital Modeling <i>(C or better in ADFND-102)</i>	3	<input type="checkbox"/>	
	AHIST-205	History 1: Bit Env. Anc/Medieval <i>(WRIT-101/101G)</i>	3	<input type="checkbox"/>	
Spring	ARCST-268	Preservation Technology 2	3	<input type="checkbox"/>	
	PHOTO-436	HP Documentation: Photography	3	<input type="checkbox"/>	
	AHIST-206	History 2: Renaissance/Baroque <i>(AHIST-205)</i>	3	<input type="checkbox"/>	

LEVEL III (THIRD YEAR) - 30 credits	(Prerequisite) Cr Sem. Grade TR Equiv.
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Hallmarks Core Courses – 15 credits

	ADIV-2() American Diversity (Fall or Spring) <i>(WRIT-101, DBTU-114)</i>	3	<input type="checkbox"/>		
	GDIV-2() Global Diversity <i>or</i> <i>(WRIT-101/101G, DBTU-114)</i>	3	<input type="checkbox"/>		
B	<i>or</i> () World Language at any level <i>(no prerequisite)</i>				
	GCIT-2() Global Citizenship <i>or</i> <i>(WRIT-101/101G, DBTU-114)</i>	3	<input type="checkbox"/>		
B	<i>or</i> () World Language at any level <i>(no prerequisite)</i>				
	ISEM-3xx Integrative Seminar (Fall or Spring) <i>(WRIT 2xx, GDIV-2xx or)</i>	3	<input type="checkbox"/>		
TC	DBTG-300 Debating Global Issues (Fall or Spring) <i>(WRIT 2xx, GDIV-2xx or)</i>	3	<input type="checkbox"/>		

Major Courses – 15 credits

Fall	ARCST-324	HP Documentation: Drawing <i>(ARCHDSN-208)</i>	3	<input type="checkbox"/>	
	AHIST-305	History 3: Early Modern Arch & Interiors <i>(AHIST-206)</i>	3	<input type="checkbox"/>	
	ARCST-302	Archival Research for Historic Preservation <i>(ARCST-221)</i>	3	<input type="checkbox"/>	
Spring	()	Historic Preservation Seminar (<i>Rome</i>) or Free Elective	3	<input type="checkbox"/>	
	()	History and Theory of Urban Forms (<i>Rome</i>) or Free Elective	3	<input type="checkbox"/>	

LEVEL IV (FOURTH YEAR) - 31 Credits

(Prerequisite) Cr Sem. Grade TR Equiv.

Hallmarks Core Courses – 3 credits

TC	HALLMK-499	Capstone Folio Workshop <small>(DBTG-300, ISEM-3XX, ETHIC-2XX, ADIV-2XX, GCIT-2XX, MATH-1XX, Scientific Understanding)</small>	3	<input type="checkbox"/>			
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Major Courses – 28 credits

Fall	ARCST-428	Restoration/Rehabilitation Interiors					
	ARCST-341	American Architecture	<small>(AHIST-305 or LARCH-307)</small>	3	<input type="checkbox"/>		
	()	Internship or Free Elective	<small>(AHIST-206 or LARCH-206)</small>	3	<input type="checkbox"/>		
	()	Free elective		3	<input type="checkbox"/>		
	()	Free elective		3	<input type="checkbox"/>		
	()	Free elective		3	<input type="checkbox"/>		
Spring	AHIST-306	History 4: Modern/Contemporary	<small>(AHIST-306)</small>	3	<input type="checkbox"/>		
	ARCST-412	Capstone Studio: Adaptive Reuse	<small>(permission of director)</small>	4	<input type="checkbox"/>		
	ARCST-4XX	Cultural Site Management	<small>(ARCST-221)</small>	3	<input type="checkbox"/>		
	()	Internship or Free Elective	<small>(permission of director)</small>	3	<input type="checkbox"/>		

TOTAL CREDITS: 125-127

Recommended Electives	
ARCST-300	Exhibition Design and Planning
LARCH-507	Cultural and Landscape Preservation
UARC-3xx	Historic Preservation Seminar (Rome)
UARC-3xx	History and Theory of Urban Forms
INTRN-493	Internship

- TC** Hallmarks Touchstone Course
B Credits for this course may be earned through the Study Abroad (STUAB-300).

Fundamentals Courses: (Fundamental "099" courses do not count toward graduation requirements. However, WRIT-100 and IXTA-100 can be used toward graduation credits...as a free elective.)	
MATH-099 Fundamentals of College Mathematics	<small>(must earn C or better)</small> 3 <input type="checkbox"/>

Surplus credits not used toward degree requirements

Please note Philadelphia University residency requirement: Philadelphia University has a residency requirement of 60 credits for Day Division students. Students must take a minimum of 60 credits – 12 credits must be within the major core; 9 credits must be in Hallmarks courses in order to be eligible for a B.S. degree.

This form should be used as a worksheet in conjunction with the catalog and the Hallmarks "menu" of options. Please refer to the Philadelphia University catalog for questions regarding curriculum and academic policies.

COURSE STATUS: = course to take next semester = course currently being taken = course completed

II.3 Evaluation of Preparatory Education

The B.Arch program is designed for successful graduates of secondary educational degree programs, community college students, and those with non-architectural baccalaureate degrees. All applicant's transcripts and required application materials are evaluated by the University Office of Undergraduate Admissions; transfer students from other architecture programs (community college as well as four-and-five-year programs) portfolio and undergraduate equivalency course work is evaluated by the Director of Architecture Programs. Application requirements and evaluation criteria are outlined below:

To be considered for admission, high school seniors and other first-year applicants must submit:

- Application for admissions
- Letter of Recommendation.
- Official High School Transcripts

- Scholastic Aptitude Test (SAT) or the American College Test (ACT). Our SAT code is 2666 and the ACT code is 3668.
- Required academic or college preparatory courses:
 - Four English, three Mathematics (including Algebra II and Geometry), three History and Social Science, two Laboratory Science, and three elective courses.
- Essay of at least 250 words. Please choose from one of the essay prompts below

Transfer student application information, see: <http://www.philau.edu/undergrad/Transfer/index.html>
Additional materials for non-freshman applicants:

- Personal Statement—see below for details
- Portfolio—see below for full details

Personal Statement: The personal statement should articulate why the student wants to become an architect, their goals and why they want to be a part of the Jefferson's Bachelor of Architecture program. The personal statement should be 500-1000 words.

Portfolio Requirements: The portfolio is a collection of previous work that relates to the skills necessary to succeed in the B.Arch program. It is intended to document previous college work that has satisfied academic requirements or independent creative work exhibiting competencies that support the application. The purpose of the portfolio is to give evidence of equivalency course work, and promise and potential in architecture, as well as to give evidence of interests, skills, and talent.

Students who have begun their education in another program at Jefferson, such as Architectural Studies or Interior Design, may apply to transfer into the B. Arch program. Each year, in their second year, such students are informed in writing of a deadline by which they must submit an application to change majors. This includes a statement indicating their desire to transfer, a transcript of all courses, and a portfolio of design work; some choose to submit letters of recommendation from faculty. Students with a cumulative GPA of less than 2.75 are not encouraged to apply. A committee of three full-time architecture faculty that includes the Director of Architecture Programs reviews the applications and makes recommendations for acceptance. Based on the relative quality of the applications as judged by the committee and on the available spots in the program, the PD may admit the candidates, admit them provisionally, or reject their requests. Students are informed in writing in time for them to pre-register for the next semester. All applicants are then encouraged to meet with their academic advisor in order to plan appropriately for the next semester. Admitted students must successfully complete all requirements of the B. Arch curriculum. An SPC equivalency rubric is also used to evaluate all internal and external transfer student applications for advanced standing into the B.Arch program. Most critically, for courses in the B.Arch program that have NAAB SPC, evidence in the form of portfolio, course descriptions, and if possible course syllabi are used.

II.4 Public Information

In order to promote transparency and clarity for students and the public in regard to the accreditation process, the program makes all of the following documents available online on the College of Architecture and the Built Environment Bachelor of Architecture Program website.

II.4.1 Statement on NAAB-Accredited Degrees

See: http://www.eastfalls.jefferson.edu/arch/prog_arch_NAAB.html

II.4.2 Access to NAAB Conditions and Procedures

- The 2014 *Conditions for Accreditation*:
http://www.naab.org/wp-content/uploads/01_Final-Approved-2014-NAAB-Conditions-for-Accreditation.pdf
- The 2015 *Procedures for Accreditation*:
<http://www.naab.org/wp-content/uploads/2016/03/Full-Document.pdf>

II.4.3 Access to Career Development Information

Student access to career development and placement services for help in developing, evaluating, and implementing career, education, and employment plans, see: <http://www.philau.edu/careerservices/> and: <http://www.philau.edu/careerservices/resourcesbymajor.html#architecture>

II.4.4 Public Access to APRs and VTRs

Link to the following documents: http://www.eastfalls.jefferson.edu/arch/prog_arch_NAAB.html

- Interim Progress reports (and Annual Reports [narrative] submitted 2009-2012
- NAAB responses to Interim Progress Reports (and NAAB Responses to annual Reports [narrative] submitted 2013-2016
- The most recent decision letter from NAAB
- The 2012 B.Arch. Program's Architecture Program Report (APR) and Visiting Team Report (VTR)

II.4.5 ARE Pass Rates

Current pass rates are available online for the B.Arch program: <https://www.ncarb.org/pass-are/are4/pass-rates/are4-pass-rates-school>

II.4.6. Admissions and Advising

Undergraduate admissions to the B.Arch program are overseen by the University's Office of Undergraduate Admissions. For information on the admissions process see section: **II.3 Evaluation of Preparatory Education**

Admissions information for prospective undergraduate students:
<http://www.philau.edu/undergrad/>

General admissions requirements: <http://www.philau.edu/undergrad/Requirements.html>

Application requirements, forms and instructions for first-year applicants::
<http://www.philau.edu/undergrad/Apply/index.html>

Application requirements, forms and instructions for transfer applicants:
<http://www.philau.edu/undergrad/Apply/transfer.html>

Application requirements, forms and instructions for international applicants:
<http://www.philau.edu/undergrad/Apply/international.html>

Requirements and Forms for Financial Aid and Scholarships:
<http://www.philau.edu/financialaid/undergraduate/scholarships/>

Student Diversity

Thomas Jefferson University is fully committed to making diversity an integral part of its mission. Creating a truly pluralistic community requires continuous effort. To make it happen, each member of the community must strive to work and learn together in an atmosphere of understanding and acceptance. The University policy on student diversity may be found at:
<http://www.philau.edu/studenthandbook/2014-2015/diversity.html>

II.4.7 Student Financial Information

Thomas Jefferson University is committed to making a high-quality, professional education affordable for every qualified student. If meeting educational costs is a concern, the University encourages applicants to apply for financial aid, regardless of family financial circumstances. Many students receive aid in the form of loans, assistantships and/or scholarships.

Link to tuition and other fees:

<http://www.philau.edu/studentaccounts/tuitionAndFees/undergraduate.html>

Link to laptop computer requirement and specifications for all architecture students:

<http://www.philau.edu/oir/StudentPersonalTechnologySupport/ComputerPurchasing.html>

III.1 Annual Statistical Reports

Statement signed by the official within the institution responsible for preparing and submitting statistical data to NAAB through the Annual Report Submission system since the last site visit: [Letter from Institutional Research / ARS Data](#)

III.2 Interim Progress Reports

In order to promote transparency in the process of accreditation in architecture education, link to the B.Arch Interim Progress Report 2014: [2014 Interim Progress Report](#)

SECTION 4: Supplemental Material

- i. Resumes of Faculty Teaching in the Accredited Program
- ii. Faculty Credentials / Course Assignment Matrix
- iii. Plans and Images of Physical Resources
- iv. Descriptions of all Courses Offered within the Curriculum
- v. Studio Culture Policy
- vi. Self-Assessment Policies and Objectives
- vii. Policies on Academic Integrity for Students
- viii. Information Resources Policies Including Collection Development
- ix. Policies and Procedures Relative to EEO/AA for Faculty, Staff & Students.
- x. Policy Regarding Human Resource Development Opportunities
- xi. Policies, Procedures, and Criteria for Faculty Appointment, Promotion & Tenure
- xii. Response to the Offsite Program Questionnaire
- xiii. 2012 VTR
- xiv. Focused Evaluation Materials (2015)
- xv. Copy of Intuitional Accreditation Letter
- xvi. Letter from Institutional Research Regarding ARS Data

i. Resumes of Faculty Teaching in the Accredited Program

Link to resumes for all full-time faculty that have taught in our B.Arch degree program over the past four semesters (prior to visit--Fall 2015-Spring 2017). Note: only faculty who have taught required B.Arch courses are included, however, the resume also includes courses taught that would fall outside the B.Arch curriculum. For a more precise overview of all full-time and adjunct faculty who have taught in B.Arch courses, short professional bios for each faculty member are included following the Course Assignment Matrix in the next section (credentials, professional activities as well as past and projected research scholarship, and creative activities): [Faculty Resumes](#)

ii. Faculty Credentials / Course Assignment Matrix

A matrix for each of the two academic years (Fall 2015-Spring 2017 by semester) prior to the preparation of the APR that identifies each faculty member, including adjuncts, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments. Short professional bios follow. Link to Course Assignment Matrix and bios: [Faculty Credentials / Course Assignment Matrix](#)

iii. Plans and Images of Physical Resources Assigned to the Program

Link to following plans and images: [Physical Resources: Plans & Images](#)

- Jefferson East Falls Campus Map
- A+D Center (Architecture + Design Center)
- SEED Center, Design Studios and Fabrication Lab
- Search Design Studio and Photography Lab
- Weber Fabrication Center (Weber Design Studios)

iv. Descriptions of All Courses Offered Within the Curriculum

Course descriptions are organized by required B.Arch courses, required B.Arch course options, and electives offered by the architecture program. These include design studio courses, visualization courses, architectural history and theory courses, structures/technology courses, and professional management. Faculty indicated for each course were from Fall 2015 through Spring 2017. Link to descriptions of required courses, required course options, and electives: [Course Descriptions](#)

v. Studio Culture Policy

The C.A.B.E Studio Culture Document is distributed to students at the beginning of each semester as well as posted in studio locations and on the College's website. For more information about the Studio Culture Document, the assessment and revision process, see: **I.1.2 Learning Culture/ Learning**. The C.A.B.E *Studio Culture Document* may be found on the College website: [C. ABE Studio Culture Document](#)

vi. Self-Assessment Policies and Objectives.

Self-Study is a critical enterprise in the lifecycle of all institutions since it leads to institutional renewal through a process of data informed analysis and critique. The B.Arch program developed an assessment map incorporating NAAB SPC criteria in conjunction with the University's self-study plan and timeline for Middle States accreditation.

Link to the University's policies, objectives and other documents on self-assessment:

<http://www.philau.edu/about/middlestates/>

vii. Policies on Academic Integrity for Undergraduate Students:

<http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html>

For additional information see also: <http://www.philau.edu/studenthandbook/2017-2018/>

viii. Information Resources Policies Including Collection Development

The J. Paul Gutman Library is the primary information resource on campus. See **SECTION 3, I.2.4 Information Resources** for a detailed discussion of the Library.

Gutman Library Mission and Vision:

Mission: Gutman Library staff work collaboratively with the University community to ensure that students successfully achieve institutional learning outcomes. The Library develops, preserves, organizes, and makes accessible a variety of relevant physical and digital information resources which support the University's curricular, co-curricular, and research goals. *Vision:* Blend an outstanding physical and virtual presence, so that the library is valued as the premier academic information resource of the University.

Link to the Gutman Library statement on its mission, vision, and strategic plan:

<http://www.philau.edu/library/About/mission.html>

ix. Policies and Procedures Relative to EEO/AA for Faculty, Staff, and Students:

Philadelphia University, an Equal Opportunity Employer ([Faculty Manual](#), 10.3).

The full policy is articulated in the [Employee Handbook](#), 2.1.1.A. The University is a covered employer under the Family and Medical Leave Act of 1993 as Amended ("FMLA"); see section 2.2.7.

It is the policy of the University to employ, train, compensate, promote, and provide other conditions of employment without discrimination due to race, color, religion, national origin, sex, age, handicap, veteran

status, sexual orientation, or other classification protected by federal, state or local law. See [Employee Handbook](#), 2.5.1. See also: **SECTION 3. Compliance with the Conditions for Accreditation, I.2.1 Human Resources and Human Resource Development.**

x. Policies Regarding Human Resource Development Opportunities (sabbatical, research leave, and scholarly achievements).

The University and Architecture Program value faculty members' professional activity and achievement, and expect faculty to bring their professional development into the classroom, as expressed in the [Faculty Manual](#), sections 33.11 and 35. See also: **SECTION 3. Compliance with the Conditions for Accreditation, I.2.1 Human Resources and Human Resource Development.**

xi. Policies, Procedures, and Criteria for Faculty Appointment, Promotion, and Tenure

Criteria for new contracts, including tenure, and promotions are established in the [Faculty Manual](#). See also: **SECTION 3. Compliance with the Conditions for Accreditation, I.2.1 Human Resources and Human Resource Development.**

xii. Response to the Offsite Program Questionnaire

Courses offered by the study abroad program options below do not contain NAAB SPC. Students receive transfer credits toward completion of the B.Arch degree. Study abroad program curricula has been developed collaboratively by the architecture program director and the study abroad institution. The program director makes annual site visits in order to assess the quality of student outcomes. <http://www.uarkrome.it/> and <https://disabroad.org/copenhagen/>

xiii. 2012 VTR

http://www.eastfalls.jefferson.edu/arch/prog_arch_NAAB.html

xiv. Focused Evaluation Materials

NA

xv. Copy of Institutional Accreditation Letter(s)

[Institutional Accreditation Letters](#)

xvi. Letter from Institutional Research Regarding ARS Data

[Letter from Institutional Research / ARS Data.](#)

END OF ARCHITECTURE PROGRAM REPORT

v. 9.7.17./ v. 1.18.18