National
Architectural
Accrediting
Board, Inc.

NAAB

*Architecture
Program Report*

Jefferson
Thomas Jefferson University

College of Architecture and the Built
Environment

**Master of Architecture
Program**

7 September 2021

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Thomas Jefferson University**
Name of Academic Unit	College of Architecture and the Built Environment

Degree(s) *(check all that apply)*
 	
Track(s) *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:*
 	
150 semester undergraduate credit hours
 	
Undergraduate degree with architecture major + 60 graduate semester credit hours
 	
Undergraduate degree with non-architecture major + 90 graduate semester credit hours)
	☐ Bachelor of Architecture
	
	    Track:
	
	☒ Master of Architecture
	
	Track: 2 year
	
	Pre-professional architecture degree* (undergraduate degree with architecture major) +49 TJU graduate semester credit hours
	
	*Terminology from previous APR
	
	Track: 3 year
	
	Non pre-professional degree* (a bachelor's degree in a non-architecture major) + 100 TJU graduate semester credit hours
	
	*Terminology from previous APR
	
	☐ Doctor of Architecture
	
	    Track:
	
	    Track:

Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2018
Current Term of Accreditation *(refer to most recent decision letter)*	Initial Accreditation (Three-Year Term)
Program Administrator	Evan Pruitt, Associate Director M.Arch Program

Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	David Kratzer, AIA; Chair, Department of Architecture
	Barbara Klinkhammer, Dipl.-Ing., Dean College of Architecture and the Built Environment 4201 Henry Avenue Philadelphia, PA 19144 Barbara.Klinkhammer@jefferson.edu Tel: 215.951.2828
Chief Academic Officer of the Institution	**Mark Tykocinski, MD** **University Vice Chancellor and Provost, and Dean of the Sidney Kimmel Medical College** 4201 Henry Avenue Philadelphia, PA 19144 Mark.Tykocinski@jefferson.edu
President of the Institution	**Steven Klasko, MD, MBA** **University President CEO Jefferson Health** 4201 Henry Avenue Philadelphia, PA 19144 Stephen.Klasko@jefferson.edu
Individual submitting the APR	David Kratzer, AIA; Chair, Department of Architecture
Name and email address of individual to whom questions should be directed	David Kratzer, AIA; Chair, Department of Architecture David.Kratzer@Jefferson.edu

Submission Requirements:
- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

TABLE OF CONTENTS

Abbreviations that may be used in this APR include:

NAAB _	National Architecture Accreditation Board
TJU _	Thomas Jefferson University
Jefferson_	Thomas Jefferson University
PhilaU _	Philadelphia University (now TJU)
CABE _	College of Architecture and the Built Environment
M.Arch _	Master of Architecture
MS.Arch_	Master of Science in Architecture
B.Arch_	Bachelor of Architecture
BS.Arch_	Bachelor of Science in Architectural Studies

Note on Website and Box Links: Given the merger of Philadelphia University and Thomas Jefferson University, website pages, website links, and box links addresses may include *PhilaU* references. The content of all websites and box.com files is current and accurately reflective of the Jefferson Enterprise.

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

Conditions Not Achieved

Note that Conditions noted here are from the previous 2014-15 Conditions for Accreditation

2014/15 SPC - 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.

2018 Visiting Team Assessment: Evidence of student achievement regarding the ability to respond to soil was not found in student work prepared for the suggested courses, nor in additional student work reviewed.

> **2022 M.Arch Program Response:** To improve compliance with this criteria, additional focus on soils and architectural design responses was added for the following courses.
> > ARCH 642 Technology 1 – Materials & Methods
> > ARCH 652 Structures 2 – Columns & Beams

2014/15 SPC – 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 system heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level was not found in student work for the suggested courses prepared for the suggested courses, nor in additional student work reviewed concerning the principles of acoustics.

> **2022 M.Arch Program Response:** To improve compliance with this criteria, the module on acoustics was expanded in the following course:
> > ARCH 643 Technology 3 **–** Dynamic Systems

2014/15 SPC – 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.

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level concerning project financing methods and feasibility was not found in student work for the suggested courses prepared for the suggested courses, nor in additional evidence reviewed.

> **2022 M.Arch Program Response:** To improve compliance with this criteria, the curriculum was expanded to better address financing methods and feasibility in the following courses:
> > ARCH 661 Professional Management

2014/15 SPC D.1 – Stakeholder Roles in Architecture: *Understanding* of the relationships among key shareholders in the design process – client, contractor, architect, user groups, local community – and the architect's role to reconcile stakeholder's needs.

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level regarding the relationships among key shareholders in the design process was not found in student work prepared for the suggested course, nor in additional evidence reviewed.

> **2022 M.Arch Program Response:** To improve compliance with this criteria, the curriculum was expanded to better address the role of shareholders in the following course:
> > ARCH 661 Professional Management

2014/15 SPC D.3 – Business Practices: *Understanding* of the basic principles of a firms business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level regarding financial management and business practices was not found in student work prepared for the suggested course, nor in additional evidence reviewed.

> **2022 M.Arch Program Response:** To improve compliance with this criteria, the curriculum was expanded to better address the role of shareholders in the following course:
> > ARCH 661 Professional Management

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.
This section is limited to 5 pages, total.

Program Response:

Program Changes Made in Response to the New 2020 Conditions for Accreditation
1. Following the 2018 initial accreditation visit granting a three year initial term, the M.Arch program was preparing for its first continuing accreditation visit scheduled for Spring 2021. Upon issuance of the new NAAB 2020 Conditions for accreditation, the M.Arch program was given the choice of

proceeding with the Spring 2021 visit reviewed under the previous 2014/15 Conditions or postponing the visit to Spring 2022 reviewed under the new 2020 Conditions.

2. It was decided by the Department of Architecture to be reviewed under the new 2020 Conditions in Spring 2022, so as not to waste time and resources of the college on conditions that would be abandoned. This decision required numerous changes in the program over the period of one year in order to implement the conditions – including a new formal assessment system, of which the implementation is being phased in as best as is possible in such a short time frame.

3. The College of Architecture's M.Arch and B.Arch programs are related and they share numerous "cross-level" courses with core curriculum including visualization, history, structures, technology, and professional management courses. The graduate level M.Arch courses that are aligned with B.Arch courses are exhibited in the *M.Arch/ B.Arch Shared NAAB PC-SC Matrix*. Implementation of the new 2020 Conditions required not only changes in the M.Arch program but simultaneously the B.Arch program as well. This dual implementation is resulting in a much more complex process, most of which is being launched at the time of this APR writing.

4. Summary of the Changes
    a. Curriculum
        i. Examination of the program relative to the Shared Values.
        ii. Program and Student Criteria: Evaluation, determination, realignment and coordination of courses which satisfy the new Program and Student Criteria
        iii. Course Learning Outcomes: Review and updating of individual course learning outcomes in coordination with satisfying the new Program and Student Criteria
        iv. Given the strength of the M.Arch curriculum evidenced by the 2018 VTR, the overall curriculum itself was not altered substantially.

    b. Implementation of Updated Self-Assessment Systems
        i. The assessment systems within the program and curriculum were revised substantially over a period over the last year since July 2020 - adjusting the current systems to align with the new NAAB 2020 condition.
        ii. Note that conclusions from the new assessment systems are limited as the systems are being established at the time of this APR writing.
        iii. Development of semester course self-assessment system and methods for better incorporation of changes.
        iv. Development of a Short-Term and Long-Term Self-Assessment Plan and methods for better incorporation of changes.
        v. Development of Architecture *Jefferson Architecture Programs Advisory Group* (in progress).
        vi. External Assessment: The *CABE Advancement Council* is college-wide, but largely composed of architects so can directly advise on external assessment of program.
        vii. Coordination with the combined TJU/ Philadelphia University Learning Goals, which are coordinated with Middle States Institutional Accrediting Agency.

c. University Pivot to Canvas from Blackboard: In Ay 2019-20, Thomas Jefferson University pivoted from Blackboard as a course management system to Canvas. This resulted in a learning curve for both faculty and students especially relative to assessment tools, rubrics and downloadable reports. Canvas has a more difficult rubric system than Blackboard making a comprehensive assessment system more challenging to develop and implement.

d. AEFIS: At the time of this APR writing, the University is test launching the *Assessment, Evaluation, Feedback, & Intervention System* (AEFIS) which eventually will provide a cross University assessment means operating through the Canvas platform. A few courses in the M.Arch program will be assessed as a test pilot through the AEFIS system for AY 2020-21. This has created an additional wrinkle to the implementation of a comprehensive assessment system for both NAAB and Middle States self-assessments. https://www.aefis.com/

e. The College of Architecture and the Built Environment will be shifting to a departmental structure in the Fall of 2021. Additional information related to that shift and the impact it has on the M.Arch program are detailed in Section 5 of this APR.

Program Curricular Changes Since Last Review

The studio sequence assessment performed in July of 2020, based on observation, experience and student performance, indicated a number of challenges that prompted changes to the original design studio sequence (again this curriculum was granted a three-year initial term of accreditation in 2018 so curriculum has only now run enough to draw conclusions). The changes are summarized here:

1. SDN 622 Sustainable Design Studio and Addition of New ARCH Design 3/4: Students entering the Fall semester second year design studio with advanced standing (especially international students), struggled to understand the Jefferson studio environment and expectations for work ethic, design process and attendance.

   a. The original curriculum scheduled Fall semester second year students to take the SDN 622 Sustainable Design Studio housed in our Master of Sustainable Design Program. It was decided, proposed, and approved by the CABE Curriculum Committee/ CABE faculty to make the sustainable design studio a M.Arch course and combine with the current Design 4 Tectonic Studio (Spring semester second year) resulting in a "Sustainability & Tectonics" studio, which will launch in Spring 2022. To give incoming and continuing students a stronger introduction to the upper-level design studios, a new Design 3 was proposed and approved to align alongside the BArch undergrad Design 5 "Urban Operations" studio, which focuses on research, communications, and design processes in researching, exploring, programming and generating design proposals in neighborhood communities in Philadelphia. The studio places a strong emphasis on urban equity throughout the course. This studio is launching at the time of the writing of this APR, and will serve an essential primer on graduate studio methodologies and expectations for students continuing on from the first year of the M.Arch program, and establishing expectations, studio standards and developing a focus on the importance of of a comprehensive and rigorous design process for the incoming second year students – for whom this studio will be their first.

2. Addition of M.Arch Seminars 1 & 2: Students entering the first year of the M.Arch program struggled to understand the relationship between history and theory discussions and the Design 1 and 2 studios. The original curriculum aligned the 6 credit graduate level studios alongside the two day a week 4 credit BArch studios with a third session exclusively for the M.Arch students

intended to elevate the history/theory content of the studio. By being directly tied to the studios, though, this third session struggled to move beyond just providing extra time for the students to focus on studio specific content.

    a. Curricular Design Studio Change 2: It was decided, and approved by the CABE Curriculum Committee/ CABE faculty to split off the third session into individual courses: M.Arch Seminars 1 and 2. This has allowed greater autonomy for history and theory discourse, as well as professional career path course content from the design studio. This change launched in Spring of 2021 and informal assessment has indicated a much more successful focus on the learning outcomes.

3. Design 6 Adjustment: Many third-year students were struggling to fully define and execute research and design proposals for their final Design 6 studio that reached the expectations of a "thesis project." The program directors and thesis faculty advisors concluded the issues were mostly created by expecting all students to complete a single model "thesis" level project. Given the variety of student skill sets, interests and the rigor need for self-directed topics, it was difficult for most of the students to find a comfortable balance between research and design.

    a. It was decided, and approved by the CABE Curriculum Committee/ CABE faculty to implement two additional pathways alongside the "Thesis Project." The studio title was changed to "Master Project" pulling the term "thesis" as an indicator of a singular expectation. Students now have the option to complete a "Thesis Project", a "Capstone Studio Project" or a "Cooperative Project." While most programs have instituted a capstone option alongside thesis projects, the Cooperative Project offers students the opportunity to join a design research project currently underway and being led by a faculty member in the college or an external partner (envisioned as a rare option). All three of these options are research based but have differing expectations for the balance between the research, documentation, and design proposal. All three continue to allow the students the freedom explore topics of personal interest while also aligning with their skill sets and those interests. The shift was shared with students over the summer of 2021, as it influences their focus and approach in ARCH 630 Research Methods offered in the Fall 2021.

COVID-19, the Architecture Programs and the M.Arch

In March 2020, Jefferson University moved to remote instruction in response to the global pandemic caused by COVID-19. The transition was swift, forcing faculty and students to quickly adapt to new technologies and relationships. The Spring 2020 semester outcomes were varied; however many positive opportunities were identified that will be carried forward.

- The ability to engage with a larger national and international community, both within courses and student reviews
- Student performance and course content delivery was not sacrificed in many courses
- Student engagement improved in some cases, particularly amongst introverted students
- Digital presentation organization and quality was significantly improved
- Presentation format more closely matched standard practice in the profession, better preparing students for the next step in their careers
- Challenging commutes were eliminated for many students, highlighting a need to consider offering more courses online in general

Some challenges were also exposed:

- Many students did not have stable internet or computer equipment to support remote learning
- Many students did not have dedicated space to work within their home environments
- Model making as a general practice was exceedingly challenging to teach, encourage and enforce
- By the end of the semester, Zoom fatigue made it challenging to maintain focus and participation, particularly in multi-hour courses like studio.
- The ability to obtain Visa's for study in the United States was severely impacted, making it nearly impossible for many admitted students to attend.
- Enrollment decreased due to international, health and financial insecurity.
- The regulations and requirements for teaching and public health shifted quickly, and it was a challenge for faculty and students to constantly adapt

In preparation of moving to a hybrid teaching and learning model in the Fall 2020, where some courses were taught fully online and others had optional in-person components, the Director of Architecture Programs put together a survey so each student would have the opportunity to anonymously contribute their preferences. The results of the survey informed the program of the limitations and preferences of the student body, which greatly shifted the organization of the course offerings to better support the architecture community. This example was followed by other CABE programs, and highlighted that students had a variety of needs that challenged the notion that courses should follow one delivery format.

Hybrid teaching was maintained throughout Spring and Summer 2021. At the time of writing this, the University is requiring all students to be vaccinated and to hold courses in-person, on campus. Recent changes as of August include requirement to wear masks while indoors. Jefferson will continue to follow CDC guidelines. Students are kept up to date regarding both policy and general information by accessing the following websites:

Student Resources: https://www.jefferson.edu/coronavirus/information-for-students.html

University Updates: https://www.jefferson.edu/coronavirus.html#updates

NARRATIVE TEMPLATE

1—Context and Mission

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

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

Program must specify their delivery format (virtual/on-campus).

Program Response:

Given the three-page limit put forth by NAAB, the following narrative is extremely brief. Links to documents with expanded discussions are provided, and examples of the initiatives, events, plans, maps and descriptions can be found in the remainder of the APR.

Institutional Context & Geographic Setting

Thomas Jefferson University is located in Philadelphia and is a non-profit educational institution of approximately 8,500 students. The College of Architecture and the Built Environment (CABE) is located on the University's East Falls Campus (Jefferson East Falls), and 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. Staff and faculty take seriously the opportunity to expose all students to challenges abundant in and around the city. Philadelphia is for us a 21st century "living laboratory" that we reside in and want to improve, and a good springboard for students exploring the global context.

- Center City Virtual Tour: https://www.youtube.com/watch?v=1y-qu7YVFTc
- East Falls Virtual Tour: https://www.youtube.com/watch?v=cBFPfXbTDiw
- East Falls Campus Map: http://www.philau.edu/campusmap/inc/Map_V.pdf
- TJU also has numerous satellite campuses: https://www.jefferson.edu/about/locations.html

In 2017, Philadelphia University and Thomas Jefferson University merged to become a single post-secondary educational institution under a common governance structure. The combined institution is named Thomas Jefferson University. The Master of Architecture and Bachelor of Architecture programs as previously operated by Philadelphia University continue to be highly regarded professional programs within Thomas Jefferson University. For the history of Philadelphia University, Thomas Jefferson University and the combined University see [Link].

Institutional Setting & Academic Programs

On the East Falls Campus, CABE is one of three primary academic units alongside the College of Humanities & Sciences and the Kanbar College of Design, Engineering & Commerce. CABE collaborates with the other East Falls programs to frame and coordinate academic and professional programs on the campus as an enterprise unit in concert with the University at large.

https://www.jefferson.edu/academics.html

M.Arch Program Introduction

Thomas Jefferson University's Master of Architecture program is housed in the College of Architecture & the Built Environment (CABE), and is a first-professional graduate degree program designed to prepare students for the new challenges of professional architectural practice in the 21st century through the development of high-level sustainable design and technology skills, knowledge of project management and innovative delivery methods, and collaborative experiences in an interdisciplinary environment.

The graduate program collaborates, aligns with, and complements the already proven five-year Bachelor of Architecture program, which received the maximum eight-year NAAB accreditation term in 2018 - the same year the M.Arch program received its three-year initial accreditation term. This is to say that although the Master of Architecture is a relatively young program, the NAAB-accredited Bachelor of Architecture Program, which originated at Philadelphia University, has been educating future leaders, innovators, and successful practitioners for the architecture profession for over twenty-five years.

The M.Arch Program is an in-person/ on-campus program** designed for students with a Bachelor degree in any field of study, and offers advanced standing for students with undergraduate degrees in pre-professional architecture or related design programs.

***Given the challenges of delivering education during the CoVid 19 pandemic, CABE temporarily pivoted to online course delivery beginning in March 2020 for the second half of the Spring 2020 semesters as well as Summer/ Fall 2020 and Spring/ Summer 2021. Thomas Jefferson University is planning to fully return to in-person/ on-campus education beginning the Fall 2021 semester, however the situation is fluid and will be adjusted as needed as the pandemic develops.*

Thomas Jefferson University Enterprise Mission + Guiding Principles

The University has purposely generated a broad mission and strategic plan given the varied amount of programs and differing disciplines allowing colleges, schools and programs to determine specific missions and strategic plans upon the following foundation. A link to the East Falls TJU mission may be found here: https://www.jefferson.edu/about.html

- Enterprise Mission: *We improve lives.*

- University Mission: *We are a University with preeminence in transdisciplinary, experiential professional education, research and discovery, delivering exceptional value for 21st century students with excellence in architecture, business, design, engineering, fashion & textiles, health, science and social science – infused with liberal arts.*

- Vision: *Reimagining health, education and discovery to create unparalleled value.*

- Values: *Put People First - Be Bold and Think Differently - Do the Right Thing*

- Commitment to Diversity & Equity: *We are reimagining diversity and inclusion to promote and cultivate an inclusive environment that celebrates the differences and similarities of our patients, families, students, workforce and the communities we serve to achieve an equitable culture.*

CABE Mission + Guiding Principles

In 2019, the College of Architecture and Built Environment developed and approved the 2019-2024 Strategic Plan which is guided by the following shared mission:

The College of Architecture and the Built Environment is committed to educating the next generation of leaders in the architecture and allied professions to be stewards and innovators of the built environment for a socially equitable and sustainable future.

The approved 2019-2024 Strategic Plan can be found here:
https://philau.box.com/s/k82gq7o56zcmerb4pdup6o0ezkug9gpx

CABE Core Values are*: Design Excellence, Social Equity, and Sustainability*

The College of Architecture and the Built Environment is committed to providing the following:

- A safe, equitable and supportive learning environment for all students.
- Opportunities for engagement with the city of Philadelphia as a laboratory in developing healthy, sustainable and socially equitable communities.
- A unique combination of disciplines providing unparalleled interdisciplinary opportunities preparing students for professional practice and the evolving needs of the architectural disciplines.
- The Jefferson Nexus Learning approach that includes active, collaborative, real-world experiences, infused with the liberal arts.
- A student-centered approach to a professional education taught by highly accomplished faculty.
- An educational environment that encourages entrepreneurship and innovation.
- A balance between theory and practice with a focus on design and making.
- Curricula structured to acquire the knowledge and skills necessary at multiple scales from local place-making to global practice.
- Exposure to the professional community and industry partners in one of the greatest cities in North America.

Architecture Programs Mission + Guiding Principles

The architecture programs mission statement is:

"The Jefferson architecture programs are founded on the belief that architecture has the power to improve lives by activating, facilitating and substantiating innovative and inclusive design for all communities and environments. Faculty with diverse perspectives and backgrounds foster an innovative, interdisciplinary academic experience that positions architecture at the dynamic center of social, cultural, historical, technological, and physical environments within our shared world. A commitment to design excellence, social equity and sustainability is evident throughout the curriculum, equipping graduates with the creativity, competence, compassion and conviction to be positive agents of change and stewards of the built environment."

The mission was recently rewritten in the summer of 2021, in response to the health, social, racial, environmental, political unrest the world has and is currently experiencing. The notion that the practice of architecture is a bystander in this complex milieu is antiquated, and the program is committed to

preparing upstanding (and outstanding) students to confront the challenges of today and tomorrow.   The architecture programs will apply this new mission moving forward in evaluation and assessment of the programs and curricula. The mission also acknowledges that the architecture programs sit within a substantial University and Health Enterprise, which is committed to a relatively straightforward mission:

We Improve Lives – Designing and Building a Better World

The M.Arch program adds to this mission by fostering an educational environment where the unique perspectives of the graduate student is considered and adds to the overall culture of the college. The varied experiences and background of each M.Arch student is honored, respected and elevated within the program. With a significant international population, the impact is substantial on the overall experience of all M.Arch students. Additionally, the M.Arch has held onto the notion that architectural research can and must occur within a masters program. M.Arch students are given the tools they need to successfully complete an independently executed final project that is grounded in thorough and thoughtful research.

Specific M.Arch program objectives include:
- Recruiting, admitting, and retaining highly motivated, academically capable graduate degree candidates with a diversity of cultural and life experience backgrounds.
- Maintaining and enhancing a graduate curriculum based on CABE core values of collaboration, innovation, equity and sustainability considering the life experiences graduate students can offer.
- Applying an integrated design process that synthesizes ecological and social responsibility, cultural significance, design excellence, and economic viability.
- Participating in applied research to expand the knowledge of the discipline.
- Preparing graduate students 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 program's role in and relationship to its academic context and University community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in University-wide initiatives and the University's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

The University Community and the Architecture Programs
The architecture programs have 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 the initial Architecture and Interior Design programs, 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 including undergraduate minors and graduate concentrations. In addition, the College engages the University and adjacent neighborhood communities through exhibitions, lectures, and various studio-based research and design projects situated in Philadelphia neighborhoods. Architecture faculty and students are strong leaders in

the East Falls campus community. The graduate concentrations can be found here:
https://philau.box.com/s/h7va3ihdknc7f1w2z2viwinmet4zxfc1

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 Design, Graphic Design, and other design programs, some of which are recognized internationally, as well as programs in Occupational Therapy, Disaster Management, Sustainable Design, and Construction Management, place us in a unique situation of contributing to the culture of exploration and design. As an example, when faced with the COVID 19 pandemic challenges in the spring of 2020, CABE's Dean and faculty including Matt Gindlesparger, whose area of expertise is environmental systems, joined the Jefferson Health and Hospital team to plan and layout overflow tent environments and their allied systems.

CABE Faculty Participation in the University Academic Plan

Dean Barbara Klinkhammer is a member of the Dean's council, which is the primary academic decision making and management agent for Jefferson University. Associate Deans David Breiner and Suzanne Singletary represent the college at the University level on a wide range of committees and leadership organizations. Susan Frosten, a CABE faculty member, joined the Provost Dean's Council in the role of Associate Provost bringing her architectural knowledge and experiences to the highest academic decision making body at TJU. See TJU Academic Structure here:
https://philau.box.com/s/befmm5a8qe50d8mrvg9433b0tc8d6lqc

CABE and its faculty play an important role in University initiatives and collaborations, For example, CABE has been instrumental in developing and running the following University wide initiatives and collaborations:

- Institute of Smart and Healthy Cities. [Link]
- The Synesthetic Research and Design Lab. [Link]
- The Lab for Urban & Social Innovation (LUSI): [Link]
- Center for the Preservation of Modernism (CABE center): [Link]

CABE Faculty in Multidisciplinary Relationships & Leverages

The merger between Thomas Jefferson University and Philadelphia University opened up a wide variety of University research and collaborative opportunities. 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. These practices have now become more structured due to the Nexus Learning initiatives. Examples of CABE faculty multidisciplinary work include the follow (more info on these is available later in this APR):

- Rob Fleming, Director of the MSSD program and a regional/ national leader in sustainability, co-formed and is co-leading the *Justice Alliance for Design Education in Philadelphia (JADE)*, which includes leaders from the regional architecture schools focusing on diversity, equity and inclusion issues in the academic environment. More information is included in the Social Equity criteria elsewhere in the APR. https://www.philadelphiacfa.org/jade-phl.
- Chris Harnish, is the Director for the Health and Design Collaborative as well as the Director for the Jefferson Consortium of African Partnerships (JCAP) focusing on education and research of informal settlements on the African continent.   As an example of this work, his Malawi Design Studio won the AIA 2019 Studio Prize [Link] . https://www.jefferson.edu/about/news-and-events/2019/9/malawi-studio-wins-prize-for-project-focusing-on-resilient-healthcare-

infrastructures-in-low-resource-settings.html

- Kihong Ku just finished Solar Decathlon collaboration with a University in China. His other collaborations include conducting design studios with Jefferson Textile and Population Health programs. One studio explored the nature of the modern emergency room on the center city campus.

- Max Zahniser has been conducting multidisciplinary studios over the past five years while participating in the US DOE Solar Decathlon Competition. His students, including M.Arch second year students, have placed at least one team each year.
    - Solar Decathlon: https://www.solardecathlon.gov
    - https://www.solardecathlon.gov/2020/assets/pdfs/MM_Second%20Place_Jefferson_Project_Summary.pdf

- Kim Douglas, director of the Landscape Architecture Program formed and is leading the award winning program Park-in-a-Truck: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/programs/landscape-architecture/park-in-a-truck.html

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

Program Response:

It is our expectation that graduates of the architecture programs are ready to participate 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. Examples of how the program encourages a wide range of learning experiences and opportunities include:

- Nexus Learning: *Nexus Learning* is the University's signature learning initiative to promote engaged, collaborative, real world active learning infused with the liberal arts. The design studios and core courses support the Nexus objective of active engaged learning. See the Center for Faculty Development and Nexus Learning: https://www.jefferson.edu/faculty-affairs/professional-development/faculty-development/development-learning.html.

- Field Trips and Off-Campus Learning: Aside from exploring Philadelphia and its surrounding region as learning lab, 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.

- Graduate Concentrations & Undergraduate Minors: Students in CABE and the architecture programs are encouraged to use their electives for course work in other college and campus disciplines. The graduate concentrations can be found here: https://philau.box.com/s/h7va3ihdknc7f1w2z2viwinmet4zxfc1

- Unique Facilities: Sharing studio facilities and support courses with students in Sustainable Design, Interior Design, Landscape Architecture, Construction Management, Historic Preservation, Urban Design, and other degree programs allows the M.Arch students to be

exposed to the collaborative roles and responsibilities of related disciplines on a regular basis. Unique facilities promote these collaborations including:

- o The CABE SEED Center Collaboration Studios and Smart Classrooms
- o University Smart Classrooms including the Design Factory Global Network located in Hayward Hall. Jefferson is one of only thirty-one global partners. https://dfgn.org/
- o The Hassrick House: Purchased by the University in 2017, the 1958 historic register house is one of the few homes designed by Richard Neutra on the East Coast, is located in close proximity to the SEED Center, and will be used as an educational resource for students and faculty in the architecture programs as well as other University programs. http://wordpress.philau.edu/today/2017/08/09/University-purchases-area-home-designed-by-architecture-icon-richard-neutra/

- Student Organizations + Communities: Jefferson University has a very active community, with many events organized and sponsored by the University for all faculty, students and staff. List of student organizations and communities: https://www.jefferson.edu/University/student-life-engagement/student_organizations/student-organization-home.html

  - o The Office of Student Engagement (OSE) http://www.eastfalls.jefferson.edu/studentengagement/ also provides graduate and undergraduate students with support and information for service learning initiatives and helps to connect community partners with student volunteers as projects arise.

- Dean's Student Advisory Council: In the Spring of 2021, M.Arch students voted to select their first representative to serve on the Dean's Student Advisory Council (DSAC). The CABE Dean's Student Advisory Council advises the dean and associate deans on issues related to the student experience in the College of Architecture and the Built Environment.

- Study Abroad: Architecture students have access to many study abroad options in addition to the primary location of the Arkansas Rome Center (UARC). UARC, which is housed in an extensive former palace in Rome's historic center, has been Jefferson's most popular study abroad architecture program. Jefferson Study Away website: https://philau.studioabroad.com/

- Annual Lecture Series: CABE has maintained an annual lecture series. 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 and specific sessions on diversity, equity and inclusion. A summary of lectures can be found here: https://philau.box.com/s/2jlfd4yfc2u9kqebtm43dscfuorkt2hd

- Networking and Outside Perspectives

  - o Adjunct Faculty: With very experienced and diverse adjuncts teaching in the M.Arch Program, students are exposed to a multiplicity of methods to approach design.
  - o Visiting Critics: Architecture students routinely interact with professionals besides their instructors. 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.
  - o Local and Regional Events: Students have the opportunity to participate in the extensive number of professional and social events hosted in a city with four University architecture programs, the AIA Philadelphia, Center for Architecture & Design and a thriving community of architectural firms and community non-profits.
  - o Professional Internship Classes: CABE offers internship courses ranging one-credit to six-credit options for students to work in the profession and gain academic credit. These are coordinated by Jefferson's Marian Able Career Services Center. https://www.eastfalls.jefferson.edu/careerservices.
  - o NCARB + Career Development: Typically, every year NCARB representatives visit the architecture program and jointly with the CABE AXP Coordinators, present students with

a good overview of the professional licensure process as well as providing students with valuable information on how to begin the process. The Spring 2021 event: https://philau.box.com/s/hotgf9p93xh2jgnmgv2wm3puov3hxplp.

- o Design Expo: Architecture students routinely participate in a University design discipline exposition focused on networking, internships and career development. https://www.jefferson.edu/life-at-jefferson/activities-and-organizations/2020-design-expo.html

- o SEE Gallery @ the A+D Center. 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.

- Digital Demos: In support of the students who are eager to learn new skills and technology, and those that need assistance, a series of seminars called *Digital Demos*, were developed and run by an architecture professor, Andrew Hart. The goal of the program is designed to ensure that students have the skills they need to execute their vision, experiment through iteration and drive innovation.

    - o On Instagram: https://instagram.com/digital_demos?utm_medium=copy_link
    - o On YouTube: https://youtu.be/PllEf1uT750

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

Thomas Jefferson University's Master of Architecture program, housed in the College of Architecture & the Built Environment (CABE), is a first-professional graduate degree program designed to prepare students for the new challenges of professional architectural practice in the 21st century through the development of high-level sustainable design and technology skills, knowledge of project management and innovative delivery methods, and collaborative experiences in an interdisciplinary environment. The M.Arch graduate program aligns with, collaborates and complements the already proven Jefferson 5-year Bachelor of Architecture program.

The M.Arch Program is designed for students with undergraduate degrees in any field of study and offers advanced standing for students with undergraduate degrees in pre-professional architecture or related design programs.

The College of Architecture and Built Environment is guided by the Strategic Plan Core Values of; *Design Excellence, Social Equity, and Sustainability;* in implementation of the following Mission:

> *The College of Architecture and the Built Environment is committed to educating the next generation of leaders in the architecture and allied professions to be stewards and innovators of the built environment for a socially equitable and sustainable future.*

The architecture programs, in concert, are guided by the additional Mission:

> *The Jefferson architecture programs are founded on the belief that architecture has the power to improve lives by activating, facilitating and substantiating pioneering design in all communities and environments. Faculty with diverse perspectives and backgrounds foster an innovative, interdisciplinary academic experience that positions architecture at the dynamic center of our shared social, technological and physical environment. A commitment to design excellence, social equity and sustainability is evident throughout the curriculum, equipping graduates with the creativity, competence, compassion and conviction to be positive agents of change.*

2—Shared Values of the Discipline and Profession

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

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

Program Response:

Program, Students & Faculty

For the Jefferson architecture programs, design, and specifically architectural design, is the central guiding principle for the faculty, students, curriculum, assessment, research and planning, environments and experiences. Design is also considered a college-wide interdisciplinary pursuit with the number of allied professional programs and the ability to easily collaborate and interact.

As the first of the three CABE Strategic Plan Key Values, "Design Excellence" frames the academic and professional pursuit of the college and its programs in addition to the other values of "Social Equity" and "Sustainability." At its most basic, design is considered an active exploratory pursuit of research, knowledge, programming and making through technological means centered on communities. It is a researched and informed act of making. This attitude permeates the actions and educational environment of the architecture programs.

For the Jefferson architecture programs, design cannot be separated from the architecture profession. The *CABE Faculty Handbook Supplement* currently being revised for approval in Fall 2021 will continue the point of emphasizing licensure in its professional development section. The architecture programs team with adjunct faculty who bring their active professional experiences to the classroom. Students benefit from the working expertise of these professionals. 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 visiting critics and 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. The overall goal is to make design for Jefferson a collaborative and interdisciplinary partnership between academia and the profession.

The architecture programs strive to support the challenge of design outside of the classroom with programs such as workshops, competitions, and other professional experiences. For instance, since January 2017, The Architectural Glass Institute (AGI),the Finishing Trades Institute (FTI), and the Architecture Program team have hosted the Architectural Glass Student Design Competition each Spring semester. M.Arch Design 4 and B.Arch Design 6 students, working collaboratively with glass industry representatives and designers generate design proposals centered on glass as an architectural material. Juan Rosario, a recent M.Arch graduate, was a finalist for the 2019 competition.

Curriculum

The MArch program curricular threads include design studios, representation/ visualization, history theory, sustainable design, technology and electives. The Design Studio is the central component of the curriculum where students and faculty synthesize content and ancillary coursework into design explorations and proposals which integrate learning across the curriculum. Jefferson strives to implement the "Nexus Learning" context for all studios in presenting real world, interdisciplinary, and collaborative learning projects infused with the liberal arts.

The design studios introduce and develop abilities through the lenses of the urban site and context, the natural site and context, "urban operations" (research and project programming), sustainability and tectonics, "comprehensive design" and the master's project. The knowledge, representation, research, and design skills of this sequence prepare students for a wide range of academic and professional career paths.

For the M.Arch program, studios incrementally build toward Design 6 – the Master's Project studio – which is positioned as the opportunity for students to tailor their final studio around topics, research, sites and programs of their personal interest and career paths. They are advised early to develop a set of professional interests around which they can focus their electives and curricular options. The curriculum also allows, upon petition, students to join other studios with equally elevated content to expand their personal interest experiences.

Concentrations and Taking Studios/ Courses in Other Programs

Students are encouraged to engage with other programs by taking courses that satisfy graduate concentrations, general introductory coursework, and courses that support the student's Masters Project interests. Allied programs include undergraduate Landscape Architecture, Interior Design, and Construction Management. Graduate allied programs include Sustainable Design, Interior Architecture, Construction Management, Real Estate Development, Geo Design, Historic Preservation, and the new Master of Urban Design. The many ways in which these allied program disciplines factor into the expansive profession of architecture is emphasized. Such diversity of design and professional disciplines breeds a constant examination of alternative career paths and opportunities. The graduate concentrations can be found here: https://philau.box.com/s/h7va3ihdknc7f1w2z2viwinmet4zxfc1.

Long Range Planning

The design studio sequence has been informally assessed for content continuity since the program's inception, and reviewed by the last NAAB Visiting Team in 2018. With the implementation of the new NAAB 2020 conditions over the past year, more formal reviews of the design studio sequence and associated design experiences will be conducted per the assessment plan and schedule outlined in this APR sections 5.2 and 5.3. Given the dynamic nature of architectural design, it is the goal to review the entire design studio sequence topics and their relationships to the ancillary courses to best meet the challenges of current practice and the advances of building and analysis technology.

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

Program Response:

Program, Students & Faculty

For the Jefferson architecture programs, sustainability is a guiding principle for the faculty, students, curriculum, assessment, research and planning, environments and experiences. Sustainability is also considered a college-wide interdisciplinary pursuit with the number of allied professional programs, and the ability to easily collaborate and interact.

As the first of the three CABE Strategic Plan Key Values, "Sustainability" frames the academic and professional pursuit of the college and its programs, in addition to the other values of "Design Excellence" and "Social Equity." Sustainability for the architecture programs is at its most basic level the relationship between ourselves and our natural and built environments. It is the program's goal to improve this relationship to be more respective, reflective and resilient. Future architects have the ethical and professional responsibility to facilitate positive change, and push for a greater knowledge base and better methodologies in creation of the built environment. This broad definition allows inclusion of the multiple known "pillars" of sustainability into the architecture programs curricula including consideration of people, place, environment, economy and culture.

In 2007 the College established its first graduate program, the Master of Science in Sustainable Design (MSSD), which subsequently made sustainable design an important partner of the architecture programs. https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/programs/sustainable-design-ms.html. In addition to curricular offerings that M.Arch students often enroll in (including the Solar Decathlon Studio – see Section 4.2.3 Optional Studies), the program hosts a yearly Sustainability Forum (interrupted recently by the pandemic), workshops such Life Cycle Assessment sessions, panels with local sustainably partners that explore trending issues and opportunities, and partnerships with the Philadelphia architecture and educational communities. One lecture within the series each semester is also dedicated to the theme of sustainability. TJU is also a Pillar sponsor of the Green Building United Sustainability symposium.

Curriculum

The MSSD program includes a wide variety of graduate level courses ranging from exploration of the general principles and many faces of sustainability, to the very specific use of energy modeling software to determine the performance of buildings as an integral part of the design decision making process. This has led to MSSD course offerings that are required by other CABE graduate programs. All M.Arch students are required to take the 3-credit SDN-601 Principles and Methods of Sustainable Design as a foundational course. The original curriculum also required completion of the SDN 622 Sustainable Design Studio. This studio will now be moved into the architecture program and combined with the current ARCH 614 Design 4 to become the Sustainability and Tectonics Studio (see "Program Changes" in the APR "Introduction" for more information on this change).

To date, the MSSD courses are the most popular amongst students for graduate concentrations, undergraduate minors, electives and research partnerships. As a smaller program not bound by overall discipline accreditation, it has the freedom and flexibility to engage with emerging technologies and trends – from which the M.Arch program, the architecture programs and the college all benefit.

Long Range Planning

One of the architecture programs' long-term goals is to make sustainable principles second nature to the students, helping them to be better architects and better citizens, and to intersect more consistently with the graduate students and faculty in the courses of the Sustainable Design Program. Continually assessing the relationships required to accomplish this goal is critical.

Sustainability has many threads throughout the architecture programs and their curricula, and is itself a thread within the M.Arch program. These threads have been informally assessed for content and continuity since the program's inception, and were also reviewed by the last NAAB Visiting Team 2.5 years ago. With the implementation of the new NAAB 2020 conditions over the past year, more formal reviews of the course sequences and associated design experiences will be conducted per the assessment plan and schedule outlined in this APR sections 5.2 and 5.3.

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

Program Response:

Program, Students & Faculty

Thomas Jefferson University and CABE continue to be dedicated to creating an academic environment and curricula that supports equity, diversity and inclusion, and is fully committed to making diversity an integral part of its mission.

Thomas Jefferson University's Mission includes the following statement:

Commitment to Diversity & Equity: *We are reimagining diversity and inclusion to promote and cultivate an inclusive environment that celebrates the differences and similarities of our patients, families, students, workforce and the communities we serve to achieve an equitable culture.*

 * For a detailed explanation of Diversity Equity and Inclusion at the University level, please refer to Section 5.5 of this APR.

As an extension of the University's commitment, "Social Equity" is one of the three core CABE Strategic Plan Key Values. Improving diversity, equity and inclusion in the architectural profession, academic environments and society continues to be a challenge deserving of focused attention.

Faculty, students and staff are valued members of the CABE community, and embody the foundational believe that by honoring our differences we find strength, knowledge and empathy. There are many student and faculty organizations that foster this inclusive community, from NOMAS to JADE, to AIAS to internal mentorship programs. Additionally, in the 2020-21 Academic Year, CABE formed and gained approval for a college committee dedicated to diversity, equity and inclusion in the College of Architecture and Built Environment.

 * *For a detailed explanation of these organizations, please refer to Section 5.5 of this APR*

Even with a firm commitment to diversity, equity and inclusion, the current demographics in the College of Architecture and Built Environment do not currently represent the diversity of city of Philadelphia or the north east regional corridor. Efforts to both recruit applicants and hire faculty with a diverse background and experience have been met with unexpected challenges, which the program and the College are working to better understand and address. Additionally, the student body within CABE is not representative of the broader TJU community. While it is acknowledged that much improvement in this realm is needed, there is a steadfast commitment amongst all faculty to prioritize increasing diversity throughout the programs.

* For specific data regarding the diversity of the University, CABE and the M.Arch program, please refer to Section 5.5 of this APR.

In addition to recruitment, programs within CABE must also focus on retention. Ensuring students of color envision an equitable path into the profession of architecture is a primary vehicle to maintain enrollment. In the 2020-2021 academic year, a mentorship program was established within the architecture programs. It is committed to connecting faculty of color to students of color, both within the M.Arch and B.Arch programs. Additionally, a CABE Summer Academy program was started in the Summer of 2021 and enrolled a diverse group of students from around the nation. It program was developed in partnership with ACE, Stantec and Jacobs to better support and recruit students of color to the profession.

* For greater detail, refer to section 5.5.

Curriculum

The architecture programs curriculum strives to position projects within a diversity of locations, contexts and communities. Given the holistic nature of an architecture education, this focus should, and must, permeate all aspects of coursework. More discussion of DEI in the curriculum may be found in Program Criteria, PC.8.

Long Range Planning

Issues of DEI are to be included in both the short term and long term architecture programs planning. With the implementation of the new NAAB 2020 conditions over the past year, specific course curricula will be conducted per the assessment plan and plan schedule outlined in this APR sections 5.2 and 5.3. The review of program performance toward meeting diversity, equity and inclusion goals will need to be reviewed separately, beginning with the demographics determined for, and presented in, the annual NAAB reports specifically focusing on faculty and student metrics. Review of DEI goal performance for extra-curricular activities and programs will be conducted in collaboration with the CABE DEI committee.

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

Program Response:

Program, Students & Faculty

It is our expectation that architecture program graduates are ready to participate in a global world and that they wholly respect diversity, distinctiveness, self-worth, and dignity; to become academic and professional leaders; to make responsible choices; and to continue to learn. An architectural education, and its academic context, are by nature a generalist and holistic condition given the many divergent aspects of multi-cultural societies established in our natural and built environments. The knowledge base initially formed by professional education becomes the lens to see the future and is reinforced by curricular, co-curricular, and extra-curricular experiences of the institution. It is upon this knowledge base that innovation springs. It is the goal of the CABE to provide a well-rounded base education that will support and promote life-long learning.

For the TJU architecture programs, this begins with the opportunities of our location. Philadelphia is a crucible of early 21st-century life in America, and a springboard for students exploring the global context. With Philadelphia's diversity of urban and suburban settings, and the close proximity of the metropolitan cities of the Northeast US, the program taps into a vibrant multi-cultural environment. A strong education begins with questioning, and the architecture programs strive, in keeping with the University's Nexus Learning initiative, to place students in real world contexts that force questioning.

Most design projects in the architecture curriculum (M.Arch/ B.Arch) are assigned on sites readily accessible to students with site visits that are mandatory and integral to the design process. When feasible, "clients" are involved in the process so students do not work in a theoretical vacuum. In addition, the architecture programs conduct field trips, and immerse students both physically and culturally in the city of Philadelphia throughout the studio design curriculum.

Curriculum

The M.Arch Program offers multiple studio projects that present students with multi-cultural, social and ethical issues, especially in the ARCH-611 Design 1 studio that concentrates on urban issues. Two early examples from this M.Arch/ B.Arch cross-level studio design course asked students to design an urban international refugee center and an urban long-term treatment center for Philadelphia's growing opioid-addicted homeless population. Currently, ARCH 611 Design 1 has been focusing on the Sharswood neighborhood of Philadelphia in collaboration section of ARCH 507/508 Design 9/10 (B.Arch with M.Arch student participation). This has created a strong "out of classroom" exploration into a dynamic, underserved and challenged group of communities. ARCH 613 Design 3 in collaboration with ARCH 311 Design 5 (B.Arch) focuses exclusively on neighborhoods in Philadelphia, requiring students and faculty to engage with the communities outside of the classrooms.

ARCH 614 Design 4 is focused on sustainable tectonics, and requires students to innovate within current systems and practices to reconsider the use and assembly of materials. Students are charged with the notion that the future of environmental sustainability occurs on multiple scales, one of which is as focused as the architectural detail.

Throughout the Tech sequence, which consists of five courses, students are exposed to a wide variety of historical and contemporary innovations within the field of architecture. Students are encouraged to both understand why the standard detail is valued or necessary, and then challenge the student to innovate to meet more demanding performance criteria.

Students are also exposed to the notion of innovation through a course many pursue as an elective: Experimental Modeling, taught by Dr. Kihong Ku. The focus of the course is to use digital fabrication to innovate assembly systems.

Digital Demos

In support of the students who are eager to learn new skills and technology, and those that need assistance, a series of seminars called *Digital Demos*, were developed and run by an architecture professor, Andrew Hart. The goal of the program is designed to ensure that students have the skills they need to execute their vision, experiment through iteration and drive innovation.

Curricular Collaborations - Concentrations & Minors

Since its inception, M.Arch students have been encouraged to take advantage of the diversity of programs within the College, and use their required four (4) free electives to pursue deeper knowledge in a related field. Students often took more than one course in a discipline, which led the College to develop the "concentrations" program in 2020. A graduate concentration is a secondary area of interest that complements or reinforces a graduate student's primary discipline. A concentration allows students to group electives together in a meaningful way, providing a set of courses that provides supplemental study in a particular subject area. A concentration indicates versatility and flexibility to a prospective employer, increasing a student's marketability and expanding prospects for internships and future employment. Graduate concentrations consist of a minimum of nine (9) credits in the subject area.

Current Concentrations available for M.Arch students in the following programs: The graduate concentrations can be found here: https://philau.box.com/s/h7va3ihdknc7f1w2z2viwinmet4zxfc1.

- Construction Management   9 credits

- Historic Preservation/Urban Revitalization   9 credits

- Real Estate Development   9 credits

- Sustainable Design   9 credits

- Sustainability Leadership   9 credits

- GIS (Geographic Information Systems)   9 credits

- Interior Architecture   9 credits

Technology + Supporting Spaces

The tools and spaces that support the M.Arch students are paramount in assisting them study and realize their design ideations. CABE has invested in technological infrastructure that provides robust tools for the students. For more information regarding the tools and spaces available to students, please refer to *APR Section 5.2.6.*

Long Range Planning

Review of the architectural program offerings holistically must consider the breadth of offerings and experiences available to students and faculty. Diversity of experience will be factored into the program planning process with the goal of providing the foundation for a strong body knowledge which can foster innovation.

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

Program Response:

Program Students & Faculty

Throughout the architecture programs, the architect is presented as the leader of research, programming, design and team building. Students are expected to understand this positioning as it pertains to the project process - regardless of its scale, complexity and its socio-political context. Given a complex multi-cultural and highly technological (and exciting!) future, the architecture programs strive to place students in the position of being project process "navigators." It is from this position that future architects can be instruments of change. The challenge in this premise is that the generalist nature of the architectural education can breed a shallowness. The architecture programs strive to instill in students the importance of developing their own interests and providing opportunities to develop unique professional directions. The multi-disciplinary/ multi-program structure of CABE offers a wide range of such opportunities. Below are examples of opportunities for student and faculty leadership, collaboration and community engagement.

CABE Initiatives & Cross University Collaborations

CABE has been instrumental in the development of both University wide initiatives and collaborations with a number of research institutes and centers including:

- Institute of Smart and Healthy Cities was approved in the 2020-21 academic year elevating the College into a specific leadership role in the exploration future environments.
    - https://www.jefferson.edu/institute-for-smart-and-healthy-cities.html
- Center for the Preservation of Modernism
    - https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/programs/historic-preservation-ms/center-for-preservation-of-modernism.html
- The Synesthetic Research and Design Lab within the College of Architecture & Built Environment serves as a collaborative research and prototyping platform where interactive design and emergent health sciences meet.
    - https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/synesthetic-research-and-design-lab.html

Faculty Leadership and Collaborations

Full-time faculty regularly consult with colleagues from across the University to ensure the 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 and Advising

Center. 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.

Architecture faculty are committed to the University's focus on quality teaching. In 2020, several CABE, and architecture, faculty have been awarded competitive awards and prizes. Awarded faculty over the past two years include:

2020 CABE Faculty Receiving University Awards

Mark Purcell, BA – TJU Award for Outstanding Adjunct Teaching
Matthew Gindlesparger, MArch – TJU Award for Outstanding Teaching
David Breiner, PhD – TJU Award for Mentoring
Suzanne Singletary, PhD – Provost Career Achievement Award
Edgar Stach, PhD – Provost Award for Applied Research
Kihong Ku, Ddes – Provost Award for Creative Achievement
Max Zahniser, LEED, Kimberlee Zamora, PhD LEED AP BD+C, Janki Vyas, LEED AP BD+C, O+M – Provost Team Award for Interdisciplinary Education

2019 CABE Faculty Receiving University Awards

Provost Award for Community Service – Kim Douglas, RLA, MLA, LEED, GA
Provost Early Career Achievement – Gulbin Ozcan Deniz, PhD
Provost Award for Creative Achievement – Edgar Stach, AIA/IA, RA
TJU Award for Mentoring - David Kratzer, AIA, NCARB
TJU Award for Outstanding Teaching - Lisa Phillips, MEd
Team Award for Interdisciplinary Education – Kim Douglas, RLA, MLA, LEED, GA
James Querry, MRP, RLA, ASLA, Tatianna Swenda, MS, Christopher Harnish, MArch

The merger between Thomas Jefferson University and Philadelphia University opened up a wide variety of University faculty/ student research and collaborative opportunities for CABE exemplified by the following CABE faculty and their initiatives:

- Chris Harnish, an architecture faculty member, is the Director for the Health and Design Collaborative as well as the Director for the Jefferson Consortium of African Partnerships (JCAP). Both of these operate at the University level in developing both domestic as well as international initiatives and programs. Chris has been able to leverage his personal research on informal settlements and the African continent to a University level agenda, and include CABE and TJU students into the research network that students engage with in his studios for which he won the *2019 AIA Studio Prize*. https://www.jefferson.edu/about/news-and-events/2019/9/malawi-studio-wins-prize-for-project-focusing-on-resilient-healthcare-infrastructures-in-low-resource-settings.html

- Dr. Kihong Ku, an architecture faculty and director of the new Ph.D program, has completed a wide range of cross program University collaborations including:
  - 2021 China Solar Decathlon Build Competition: Dr. Ku was Co-PI for the competition application in collaboration with Xi'an Jiaotong – Liverpool University in Suzhou, China. As one of fifteen finalist teams, Dr. Ku's eleven fifth year studio students teamed with Philadelphia architecture firm Stanev Potts and students/ faculty of Xi'an Jiaotong- Liverpool to focus on the high performance, adaptive building envelope system for the project which is

now under construction. Student Olivia Birrittiri (2021), now an alum working at Stanev Potts, continues to participate with the project.

Link of project under construction:
https://m.bilibili.com/video/BV12Q4y117en?p=1&share_medium=android&share_plat=android&share_session_id=d89b3f4f-47be-4832-9fbc-c2aec6d7f60d&share_source=WEIXIN&share_tag=s_i×tamp=1630495449&unique_k=X2Pj3v

- o In 2000, Dr. Ku received the *NCARB award* to develop an interdisciplinary design & experimental architecture studio curriculum. IDEA Studio was formed and promotes unique projects for both students and faculty. https://ideastudo.com.

- o Interdisciplinary Collaboration with Jefferson Textile Design Program: In continuation of a number of studio collaborations with the Textile Design Program, in Spring 2020, Dr. Ku's students collaborated with students of the director Marcia Weiss focused on innovative fabric structures. The teams developed interdisciplinary entries for the 2020 Industrial Fabrics Association International (IFAI) student design competition.

- o Dr. Ku's studios have completed a number of collaborative projects with Jefferson Health. The most widely known projects with Dr. Bon Ku's grad medical students is -*Revisiting Jefferson Hospital* – surveying existing hospitals and proposing solutions to improve observed and researched challenges.

- Dr. Edgar Stach, an architecture faculty and director of the Institute of Smart and Health Cities, has completed numerous interdisciplinary studios with the Jefferson Industrial Design Program and the Sheba Medical Center in Tel Aviv, Israel focusing on the future of health facilities and campuses.

- Max Zahniser, an adjunct faculty in architecture, has been conducting multidisciplinary studios to complete US DOE Solar Decathlon Design Challenge competition entries involving students from multiple programs including B.Arch, M.Arch, MSSD, RED, CM - and even Drexel University. His students, have placed within the competition for all of the last four years. A team from his 2020-21 studio placed second in the Retail Division.
https://www.solardecathlon.gov/2021/design/challenges-results.html.

- Rob Fleming, Director of the MSSD program, provides University leadership with multiple on-going collaborations including sustainability presentations at the yearly Faculty Days symposium, sustainability workshops, hosting of the yearly Sustainability Forum, and when the pandemic emerged, he conducted online teaching training sessions for the college University.   He is co-chair for the University level Jefferson Sustainability Committee. He is also the new program director of the MS in Humanitarian Design Program in collaboration with Chris Harnish. In evidence of this work advising students on sustainability, he is the faculty advisor for the Climate Conscious Collective (CCC) group – formally the USGBC student group. His also faculty advisor for the TJU Chapter of AIAS.

- Kim Douglas, the director of the landscape architecture programs, runs two award winning collaborative and community based labs:

  - LUSI: [Link]

  - Park-in-a-Truck: [Link]

- Loukia Tsafoulia & Severino Alfonso, interior design faculty, developed a unique project exploring design and autism – the Synesthesia project: https://nexus.jefferson.edu/health/how-architecture-can-help-those-with-autism-engage-with-the-world/. The project led to the formation of the Synesthetic Research and Design Lab noted above.

Student Organizations and Communities

Jefferson University has a very active community, with many events organized and sponsored by the University for all faculty, students and staff. The Office of Student Engagement (OSE) http://www.eastfalls.jefferson.edu/studentengagement/ provides graduate and undergraduate students with support and information for service learning initiatives and helps to connect community partners with student volunteers as projects arise.

Additionally, TJU supports an extensive number of student Organizations that provide leadership in a wide range of topics and agendas occurring both within and outside of the TJU community: https://www.jefferson.edu/University/student-life-engagement/student_organizations/student-organization-home.html

Additional collaborative and leadership teamwork is developed within the architecture program though well-established student organizations such as: AIAS, Freedom by Design, NOMAS, Dean's Student Advisory Council (DSAC), ACE Collegiate Mentorship Program, and through participation in the many University volunteer opportunities.

> * For detailed information regarding the aforementioned student organizations, please refer to section 5.5.

DSAC

The CABE Dean's Student Advisory Council advises the dean and associate deans on issues related to the student experience in the College of Architecture and the Built Environment. It is comprised of members from the CABE student organizations and typically student organizations have their president/chair attend the sessions. Membership can also be extended to student representatives from individual programs. Student representatives serve as the liaison to the entire student body of CABE. DSAC meets monthly with the senior administrative leadership of the college. DSAC students elects a chair who creates the agenda and works directly with the college's leadership in bringing topics forward to DSAC. In the Spring of 2021, M.Arch students voted to select their first representative to serve on the Dean's Student Advisory Council (DSAC), Stephanie Catrambone.

Honor Societies & Awards

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. Jefferson College of Architecture and the Built Environment held its inaugural Tau Sigma Delta Honor Society in Architecture and Allied Arts induction ceremony in 2018.

The Philadelphia University Honors Institute at Thomas Jefferson University is a cross enterprise organization whose mission is:

> *to offer a platform for academically high-achieving students to discover and pursue academic and pre-professional interests, as well as develop leadership skills within an intellectually dynamic and socially vibrant community.*

- https://www.eastfalls.jefferson.edu/honorsprogram/
- https://www.jefferson.edu/life-at-jefferson/handbooks/policies/undergraduate-policies/honors-program.html

Long Range Planning

Enhanced leadership and collaboration opportunities will be factored into the program planning process.

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

Program Response:

Program Students & Faculty

Lifelong learning emanates from establishing a methodology of inquiry and creative responses to opportunities available and problems faced within a student's discipline – with introductions to optional and allied disciplines. For Jefferson, this methodology is primarily addressed through the Nexus Learning initiative.

Nexus Learning

Nexus Learning is the University's signature learning approach with engaged, collaborative, real world active learning infused with the liberal arts. The design studios and core courses support the Nexus objective of active learning. Students are challenged 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.

Many of the M.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 M.Arch Program may take advantage of elective courses from the graduate MS Architecture, Geospatial Technology, Construction Management, Interior Architecture, Urban Design and Sustainable Design programs as well as the many elective options in the other Colleges. Consequently, students interact with a range of disciplines. In general, there is a strong platform for interdisciplinary research and design opportunities across the entire University.

For more information see the Center for Faculty Development and Nexus Learning:
https://www.jefferson.edu/faculty-affairs/professional-development/faculty-development/development-learning.html

Off-Campus Learning

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).

Internship "For Credit" Coursework

Architecture students have the option to utilize one of the four required electives to complete professional internships for credit. Students find and establish professional opportunities in collaboration with the Merion Able Career Services Center. https://www.eastfalls.jefferson.edu/careerservices/.

Many employers post positions on Center's website for the student's benefit. Agreements which include expectations and requirements for both employer and student are approved though a program called "Handshake" which automates the process. M.Arch students are limited to 3 credit experiences while B.Arch & BS.Arch Studies students are limited to 6 credits though permission can be gained for greater credits given unique opportunities. Students have completed internships with firms ranging from small residential to large multi-office organizations as well as public entities like Amtrak.

SEE Gallery, A+D Center

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 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. The current coordinator of the SEE Gallery is Andrew Hart.

A Portion of the SEE Gallery in the A&D Center.

Recent exhibitions include:

- *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

Annual CABE Publication: *SPACEWORK*

A unique opportunity for student's lifelong learning is the design, development and publishing of the College publication called *Spacework.* In the Spring of 2014, twelve CABE students from architecture, landscape architecture, and interior design came together to conceptualize a new type of design annual. With oversight from Professor 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* highlights 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 CABE studio experience and the design concepts and critical thinking from various perspectives. *Spacework i*nstills 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 moving forward.

Spacework completed its eighth edition in Spring of 2021, with two M.Arch students participating, and can be seen here: [Link]

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/

Long Range Planning

A commitment to Lifelong learning is possibly the most important lesson to impart to any student. With the rapidly changing landscape in the practice of architecture, however, M.Arch students are especially beholden to seek new information about their craft and practice. Expanding the emphasis on this skill by both teaching it and highlighting it through mentorship must be taken into account as the program builds its long range plan.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

M.Arch Program Response:

The Master of Architecture aims to prepare students to enter the professional world of architecture through a process that relies on increasingly independent work and iterative exercises. Students will arrive in the M.Arch Program with varying skill sets from a range of undergraduate disciplines. With two primary entry points, it is critical that students will graduate with the same pedagogical outcomes. 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 M.Arch curriculum and courses were initially developed with the 2014 NAAB Student Performance Criteria (SPC) as an integral constituent to the structure of the program. Continued assessment of M.Arch and B.Arch courses has resulted in measurable outcomes as well as subsequent adjustments and refinements. Faculty responsible for course coordination in the B.Arch and M.Arch Programs have been working together, along with the Director of Architecture Programs, to further fine-tune the courses relative to their outcomes and place in the overall curriculum.

In the summer of 2020, Jefferson's accredited architecture programs decided to pivot to the new 2020 NAAB Conditions and Procedures for Accreditation rather than proceed with the M.Arch NAAB visit under the 2014-15 Conditions. This required an implementation of a new adjusted set of Program and Student Criteria as well as more detailed and comprehensive assessment plans. Given the emphatically positive review by the 2018 NAAB Visiting Team, the curriculum for both the M.Arch and B.Arch programs was not deemed necessary to alter to successfully address the new 2020 criteria. Some adjustments were made to curriculum, though, as summarized in the "Changes to Program" section of the APR "Introduction."

As a point of reference, below the program year schemata with overall goals for student performance:

- By the end of 1st year: fundamental architectural vocabulary and principles; developing architectural drawing and model-building skills; developing digital methods of representation; developing design-based time-management skills; understanding that design involves concept, development, and craft; basic ability to site a building and relate interior and exterior spaces; basic ability to relate architectural form, program, materiality, and structure; basic understanding of historical, cultural, and physical contexts.

- By the end of 2rd year: increased architectural vocabulary, principles, and strategies; design buildings that demonstrate sustainable strategies in their social and environmental settings; use analog and digital methods of design and representation, and as an analytical tool; basic understanding of the theoretical underpinnings of recent and contemporary practice; demonstrate an advanced understanding of many technical aspects of design; demonstrate an awareness of urban and global issues in architecture.

- By the end of 3th year: Demonstrate the ability to collaborate in teams to produce an integrative or 'comprehensive' design for a building; show a more sophisticated tectonic approach to design, including the incorporation of BIM; demonstrate an understanding of professional practice issues including ethical issues in the exercise of professional judgment in architectural design; approach architectural design in a holistic way, in a project or research-based thesis studio.

In recognition that there are many ways in which our students experience the topics mentioned in the program and student criteria section, not all of them are required and therefore not all of them should considered central to the program's ability to address the criteria. That said, it is important that the learning and engagement opportunities are acknowledged because they are important and, in some cases, defining. As a result, we have organized the program and student criteria responses according to the following structure:

1. **Specific Curricular Achievement:** Content in this section is required of all students and is considered to be central to the program's success in meeting the criteria. Architecture education by nature synthesizes the many disparate aspects of the discipline and while the PC/ SC content is discussed across the curriculum, this section lists specific courses where content is addressed. Refer to the Criteria & Course Matrix for an overview and the M.Arch Assessment Plan & Schedule. (See Section 5.2 of this APR).

   a. Levels of Accomplishment: The level of curricular experience is denoted by the "levels of accomplishment" in continuation of the 2014/ 2015 conditions. With the goal of greater efficiency and a more comprehensive assessment process, the program has added the Institutional Learning Outcomes for the regional accrediting agency Middle States Commission alongside the NAAB criteria to allow them to be assessed jointly. For reference, Middle States outcomes and terminology is denoted as "MS."

      i. "Understanding"—The capacity to classify, compare, summarize, explain, and/or interpret information. (MS = Introducing)

      ii. "Ability"—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation. (MS = Developing & Mastering)

2. **Extracurricular & Optional Frameworks:** Content in this section is not required of all students, but the students are encouraged to participate and take advantage of the diversity of opportunities within the program. It often speaks to the culture of our program more than to the specific metrics used to assess the program.

3. **Assessment and Goals:** Content in this section describes the benchmarks established within the M.Arch program and the assessment methods used to evaluate the success of the program and curriculum in meeting the needs of the students and NAAB criteria. Assessment goals are proposed to consider in response to observations, reflections and applications of student past performance and self-assessments.

4. **Recent Assessment Outcomes:** Content in this section details the relevant observations and data produced by the assessment, if available. (Note that changes to the program's assessment systems are being implemented at the time of this APR writing.)

5. **Growth Opportunities:** Content in this section details the opportunities related to the criteria that the program has already identified as a result of constructing the APR.

3.1 Program Criteria (PC)

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

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

Program Response: *M.Arch Curriculum:* [Link]

Students entering an accredited architecture degree program at the Master's level primarily seek architectural licensure and professional architectural practice. While this pathway is emphasized in many formats, students are also exposed to a wide range of other high-impact career options throughout their experience in the program. From exposure to other fields through electives and concentrations, as well as supporting professional experience through the internship program while attending, the program is committed to ensuring that M.Arch students graduate equipped with the knowledge they need to confidently make their first career decisions.

1. **Specific Curricular Experience**

   The discussion on career paths and alternative career paths is specifically included in the following courses:

   a. ARCH 603/604 M.Arch Seminars 1 & 2: Intended as history/ theory support courses for the first year design studios typically taken by students with little academic experience in architecture, these courses address the architect's context in the profession including review of critical manifestos and project typologies.

   Level: Understanding.

   b. ARCH 642 Technology 1: Course introduces the professional practice context, basic career paths, and path to licensure.

   Level: Understanding.

   c. ARCH 661 Professional Management: Course expands on career paths and professional opportunities.

   Level: Ability.

2. **Extracurricular & Optional Frameworks**

   a. College Concentration and Elective Opportunities: Students are encouraged to complete their electives within other programs in the college to gain perspective on the architecture profession and opportunities to shape their own career paths and showcase how architecture fits into the big picture of the built environment and offers different entry points for students to use their skills to define their career.

   b. Faculty: Students gain exposure to a wide variety of faculty with different career paths especially the adjunct faculty who operate within a wide range of professional areas. The graduate concentrations can be found here: https://philau.box.com/s/h7va3ihdknc7f1w2z2viwinmet4zxfc1.

   c. Lecture Series: The primary goal of the lecture series is to present across the college differing viewpoints of the many disciplines. As many of the disciplines are represented as possible to provide a wide variety of discussions.

d. NCARB /AXP Student Sessions: Each year, the AXP Coordinator conducts an NCARB session to review and discuss paths to licensure and alternative career options. AY 1998-2021 Programs Licensing Coordinator: Carol Hermann. AY 2021-2022: Andrew Hart. Spring 2021 AXP Event Poster:
https://philau.box.com/s/twekcokx690anuxf3j1dbcq52d7ik961

e. NCARB Summits: It is standard practice for the Architecture Programs to send faculty and students to the NCARB Summits. Unfortunately, the last two years have been affected by the CoVid pandemic and were not attended including Summer 21 in Miami.

f. Design Expo: Each spring the TJU Marianne Able Career Services Center conducts event where, "*students and alumni discover internships, land jobs and start careers.*" The event in 2020 - 2021 was conducted virtually: https://www.jefferson.edu/life-at-jefferson/activities-and-organizations/2020-design-expo.html

g. Internship Opportunities: Architecture students have the option to utilize one of the four required electives to complete professional internships for credit. Students find and establish professional opportunities in collaboration with the *Marianne Able Career Services Center*. https://www.eastfalls.jefferson.edu/careerservices/.

h. ARCH 661 Professional Management opens up special guest lectures to the architecture programs. Spring 2021 guest presentations and panels can be seen here:
https://philau.box.com/s/t72jdujpj9p7tvqkdo3pygnt8ugbew4i

3. **Assessment and Goals**

a. Assessment of courses will occur by semester and by curricular thread leading to short term and long-term planning. See NAAB PC-SC Criteria Matrices.

b. Goal 1 is to improve the tracking of student careers after they graduate by working with Career Services and Alumni Association – (finding this data can be very difficult):

i. How many students concentrate, and in what? How many have NCARB records? How many sit for exams? How many students licensed? How many working in architecture?

4. **Recent Assessment Outcomes**

*TJU was not recognized by the ARE in 2018, so all students taking the ARE in 2018 were listed under Philadelphia University.

a. ARE 5.0 website: https://www.ncarb.org/pass-the-are/pass-rates/are5-pass-rates-school

University Name	Division Name	2017	2018	2019	2020
Thomas Jefferson University	Construction & Evaluation				50%
	Project Development & Docume..				100%

University Name	Division Name	2017	2018	2019	2020
Philadelphia University	Construction & Evaluation	58%	67%	58%	67%
	Practice Management	45%	48%	41%	52%
	Programming & Analysis	57%	44%	48%	41%
	Project Development & Docume..	66%	52%	51%	46%
	Project Management	50%	47%	73%	62%
	Project Planning & Design	58%	39%	34%	37%

(Images taken from ARE website at 1:20PM July 2, 2021)

        b. ARE 4.0 website: https://www.ncarb.org/pass-the-are/pass-rates/are5-pass-rates-school

University Name	Division Name	2014	2015	2016	2017	2018
Philadelphia University	Building Design & Construction Systems	66%	59%	52%	48%	50%
	Building Systems	60%	65%	63%	55%	50%
	Construction Documents & Services	53%	59%	46%	61%	36%
	Programming, Planning & Practice	56%	47%	55%	51%	40%
	Schematic Design	67%	69%	81%	89%	67%
	Site Planning & Design	55%	68%	60%	66%	50%
	Structural Systems	58%	58%	58%	41%	57%

(Image taken from ARE website at 1:25PM July 2, 2021)

        c. The NCARB data points to weaknesses that will be factored into short and long term program planning.

5. **Growth Opportunities**
   a. The undergraduate ARFD 101 Design 1 course incorporates a career paths lecture and discussion that could be advertised to the M.Arch students to provide another opportunity to engage in the conversation.
   b. Consider embedding the NCARB introduction into Seminar 1, and encouraging students to initiate their record.

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

Program Response: *M.Arch Curriculum:* [Link]

Studio is the central curriculum component where students and faculty synthesize ancillary coursework and content into design explorations and proposals which integrate learning across the curriculum. Jefferson strives to implement a Nexus Learning context for all studios with real world, interdisciplinary, and collaborative learning projects.

	SUMMER	YEAR 1		YEAR 2		YEAR 3	
Curricular Sequence	SU1	FA1	SP1	FA2	SP2	FA3	SP3
DESIGN & REPRESENTATION	ARCH-601 INTRO TO DESIGN 3CR	ARCH-611 DESIGN 1 *Urban Context* 4CR	ARCH-612 DESIGN 2 *Natural Context* 4CR	ARCH-613 DESIGN 3 *Urban Operations* 4CR	ARCH-614 DESIGN 4 *Sustainable Tectonics* 6CR	ARCH-615 DESIGN 5 *Comprehensive* 6CR	ARCH-616 DESIGN 6 *Masters Project* 6CR

1. **Specific Curricular Experience**

The M.Arch design studios incrementally build toward Design 6 – the Master's Project studio – which is positioned as the opportunity for students to tailor their final studio around topics, research, sites and programs of their personal interest. They are advised early in their schedule to focus their electives and curriculum options around. The general dialogue of design is included in the following courses:

a. ARCH 601 Intro to Design: This foundation design studio course is required for students entering the Master of Architecture program without prior experience in Architecture and/or Design. It is an introduction to fundamental design principles and vocabulary, as well as representational methods and skills. Lectures and studio instruction will emphasize a critical, methodological approach to the design process.

   Level: Understanding.

b. ARCH 611 Design 1 – Urban Context Studio. This foundation studio concentrates on general issues concerning dwelling and specific issues addressing housing and residential design are explored. Emphasis is placed on designing in the urban context. This course uses research, writing and analysis of human patterns of occupancy and settlement as a means of exploration. Techniques of representation are developed and refined.

   Level: Understanding.

c. ARCH 612 Design 2 – Natural Context Studio. This foundation course focuses on building the landscape using the elements, principles and theories of architectural and landscape design. Concurrently, specific theoretical issues related to design, organization and the interrelationship of interior and exterior space are explored. A particular emphasis is placed on an experiential and intuitive design process. The importance of the building parti as a response to naturally occurring context is stressed. Techniques of representation are developed and refined.

   Level: Understanding

d. ARCH 613 Design 3 - Urban Operations Studio - This course operates with the understanding that sustainability is a core value balancing responsible building, social equity and environmental resiliency. It seeks to utilize innovative interdisciplinary methodologies and partnerships with both external and internal academic programs to foster a collaborative approach to designing sustainable built environments. Students will use integrated design processes to dynamically explore multiple solutions to design, with each proposal generated from a unique perspective that balances building design and building performance. (Note this course is launching Fall 21. Previous curriculum

reviewed in 2018 included SDN 622 Sustainable Design Studio at this point in the curriculum – see "Program Changes" in the APR "Introduction).

Level: Ability

e. ARCH 614 Design 4 – Sustainability and Tectonics Studio. This tectonics studio focuses on the theories surrounding the materials and processes of making architecture. Students investigate the inherent properties of building materials to understand their roles in informing and directing the design process. They explore methods of structure, enclosure, and assembly to analyze their effect on built form. (Note this course replaces SDN 622 Sustainable Design Studio in Spring 2022.)

Level: Ability.

f. ARCH 615 Design 5 – Comprehensive Studio. 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.

Level: Ability.

g. ARCH 616 Design 6 – Master's Project Studio. This required Master of Architecture course is the culmination of the design studio experience. The structure of the course is negotiated with a faculty advisor to inform student research leading to the development of an original comprehensive architectural design project within the structure of a supervised studio. This studio allows each student to pursue individual interests while requiring them to resolve formal, programmatic, and technical requirements. (Note in previous 2018 review this course was referred to as the "Thesis Project" Studio. Name was changed to reflect alternative project formats incorporated in addition to the "Thesis Project" including "Capstone" and "Cooperative" project options.)

Level: Ability.

It is important to note the other curriculum threads including Design Seminars & Research, History & Theory, Sustainable Design & Professional Management, Technology and Electives relate, support and coordinate with the Design Studios themes.

2. **Extracurricular & Optional Frameworks**
   a. Alternative Studios: Given petition by student, enrollment variations and acceptance by Program Director, students can take advantage of a few unique studio opportunities. These have included the following:
      i. SDN 622 Sustainable Design Studio in place of ARCH 614 Design 4 (launching Spring 22) and previously ARCH 613 Design 3.
      ii. Undergraduate ARCH 507 Design 9 - Studio Solar Decathlon DOE Competition in place of ARCH 614. This allows the students to participate in an award winning studio focusing on specific sustainability methods, collaboration and software as part of a larger studio team.
   b. Electives and Concentrations: Students are encouraged to take advantage of these offerings to expand their design education and viewpoints.
      i. Concentrations can be found here:
         https://philau.box.com/s/h7va3ihdknc7f1w2z2viwinmet4zxfc1

    ii. Elective offerings Fall 2021:
https://philau.box.com/s/z8175fpkw39rydhrsp333buo8f8fe0kz

    iii. Elective offerings Spring 2021:
https://philau.box.com/s/adtfgg66bu0vodhj0zjmi9pajhfqkjma

c. Proximity of CABE Program Disciplines: Given the close physical proximity of other CABE program studios on the East Falls Campus, students have the opportunity to interact with other program students to gain perspective on design as it pertains to similar programs and career paths. Architecture students are typically located in close proximity to those of the Interior Design, Landscape Architecture, Urban Design & Sustainable Design programs.

d. Proximity of Allied University Programs: Given the close proximity of other programs on the East Falls Campus, students have the opportunity to interact with disciplines in Kanbar College of Engineering and Design including Industrial Design, Graphic Design, Animation, Textile Design, & Fashion Design.
https://www.jefferson.edu/academics/colleges-schools-institutes/kanbar-college-of-design-engineering-commerce/school-of-design-engineering.html

3. Assessment & Goals

a. Assessment of courses will occur by semester and by curricular thread leading to short term and long-term planning. See NAAB PC-SC Criteria Matrices.

b. Goal is to gather enough data through the updated assessment system to perform a comprehensive assessment of the studio sequence in concert with the B.Arch program studio sequence. This is scheduled for Summer 2022. *The M.Arch Assessment Plan Matrix* can be found in Section 5 and here:
https://philau.box.com/s/61zwdwkxyolu3cpwwg7v0q5wtfwv8hp3

4. Recent Assessment Outcomes

a. Design Studio curricular adjustments were made to courses ARCH 611, 612, 613/ SDN 622, 614 and 616 since the last visit which are summarized in the "Program Changes" portion of the APR "Introduction."

5. Growth Opportunities

a. The social, political and technological and communication landscapes for the architectural discipline are being challenged by current cultural events, climate change, global health catastrophes, and social media. It is the goal of the faculty to explore these changes and their effect on the design studio.   For instance, the CoVid pandemic forced use of online platforms for communication and collaborative design which have altered the nature of the studio environment. International dialog and critics expanded studio culture and, while the platform was a challenge for personal and social interaction, it offers many positive attributes to the design, research and educational processes.

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

Program Response: *M.Arch Curriculum:* [Link]

Sustainability is a key value College's Strategic plan and is emphasized throughout the curriculum. Charging our students (and therefore graduates) with the ultimate task of stewardship is critical to their ability to make positive change. Stewardship is centered around the ecological environment, and expands to include community with the goal of centering the discipline at the center of people, place, culture.

1. **Specific Curricular Experience**

   Ecological Knowledge and Responsibility (sustainability) is specifically addressed in the following courses:

   a. ARCH 611 Design 1 –Urban Context Studio. Studio considers the social, human and urban environmental factors of sustainability in exploring Philadelphia neighborhoods.
      Level: Understanding.

   b. ARCH 642 Technology 1 – Materials & Methods. Course includes a sustainability overlay in introducing materials and assemblies of buildings.
      Level: Understanding.

   c. ARCH 612 Design 2 –Natural Context Studio. Studio considers the environmental factors of sustainability in exploring natural environments located in Philadelphia neighborhood communities.
      Level: Understanding

   d. ARCH 643 Technology 2 – Passive Systems & Building Envelope. Course addresses passive environmental systems in relation of building and site as well as the nature of building enclosure.
      Level: Ability

   e. SDN 601 - Principles and Methods of Sustainable Design. This lecture course is required by all M.Arch students including those with advanced standing and presents a foundation for sustainability including social, human, economic and environmental lenses.
      Level: Understanding

   f. ARCH 644 Technology 3 – Dynamic Systems. Course addresses the varied range of dynamic and active environmental systems.
      Level: Ability.

   g. ARCH 614 Sustainability and Tectonics Studio. Studio explores tectonics, assembly and making within the context of sustainability. (Note this course replaces SDN 622 Sustainability Design Studio in Spring 2022).
      Level: Ability.

   h. ARCH 615 Design 5 – Comprehensive Design & ARCH 645 Technology 5 – Revit & Assemblies. These co-requisite courses emphasize sustainable and explore sustainable factors as students iteratively progress though the "building" of their project proposals.
      Level: Ability.

2. **Extracurricular & Optional Frameworks**

   a. CABE Master of Sustainable Design: This program is a valuable academic partner to the M.Arch and B.Arch programs. It is by far the most popular program choice for concentration and electives courses for the M.Arch students. The MSSD conducts open lectures, seminars, summer "free" courses, and Forums of guest speakers which promote

and expand the sustainability discussion across the college and University. The 2020 Sustainbility Forum: https://philau.box.com/s/iemqi2ljfwa6v9qqo8mrk5c1hi0ztf7n

b. Landscape Architecture Program: This program is also a valuable academic partner. While not as popular with the M.Arch students as the MSSD program for electives, faculty and students alike have become a strong resource for the integration of ecological sustainability into all project types. LA Faculty regularly serve as advisers to M.Arch students completing their final project.

c. Lecture Series: Sustainability is, and continues to be, a regular topic within the lecture series. Lecture Series Summary: https://philau.box.com/s/2jlfd4yfc2u9kqebtm43dscfuorkt2hd

3. **Assessment & Goals**

a. Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.

b. Goal 1 is to determine how well the principles and methods of sustainability are being implemented across the curriculum. The observed challenge is that students tend to incorporate literal components of sustainable buildings into their projects and thinking – but how well do they know principles and workings of them?

4. **Recent Assessment Outcomes**

a. Design Studio curricular adjustments were made to courses ARCH 611, 612, 613, 614 and 616 since the last visit which are summarized in the "Program Changes" portion of the APR "Introduction" of this APR.

5. **Growth Opportunities**

a. Continue to develop the ARCH 613 Design 3 and ARCH 614 Design 4 curriculum to have deeper engagement with the full breadth of sustainability – from social and human factors to embodied energy to sourcing to tectonics to systems.

PC.4 History and Theory— How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response: *M.Arch Curriculum:* [Link]

The historical and theoretical context of architecture frame and guide the discourse across the program, college and profession. Architecture and Interior design students have a common shared core of History 1, History 2 and History 3 that students are required to take. History 4 is a unique course for the M.Arch and B.Arch programs.

Curricular Sequence	SUMMER	YEAR 1		YEAR 2		YEAR 3	
	SU1	FA1	SP1	FA2	SP2	FA3	SP3
DESIGN SEMINAR & RESEARCH		ARCH-603 SEMINAR 1 2CR	ARCH-604 SEMINAR 2 2CR			ARCH-630 RESEARCH METHODS 3CR	
HISTORY & THEORY		ARCH-629 HISTORY 1 *Ancient - Medieval* 3CR	ARCH-632 HISTORY 2 *Renaissance - Baroque* 3CR	ARCH-633 HISTORY 3 *Early Modern* 3CR	ARCH-634 HISTORY 4 *Contemporary* 3CR		

1. **Specific Curricular Experience**

   History and Theory content is specifically addressed in the following courses:

   a. ARCH 603/ 604 M.Arch Seminars 1 and 2. These two lecture/ lab courses focus on providing a graduate level history, theory and research component to the Design 1 & 2 studios.

   Level: Understanding

   b. ARCH 629 History 1 – Ancient to Medieval. By tracing significant historical themes, this course spotlights canonic examples of Western and non-Western architecture, interiors, and landscape design from Ancient times to the Medieval period. Major monuments of Europe, Asia, Africa, and the Americas are examined as solutions to technical problems, utilizing available materials, and as spatial and structural embodiments of cultural belief systems. Students acquire a working vocabulary for both analyzing and evaluating the built environment and material culture.

   Level Understanding.

   c. ARCH 632 History 2 – Renaissance to Baroque. Focusing upon global changes relative to patterns of patronage, and the intersection of church and state, this course highlights significant examples of Western and non-Western architecture and interiors produced from the 14th through the mid-18th centuries. Each case study is situated within a broad historical context and understood as paradigmatic of a periods values and aspirations that are given concrete form through available materials, construction methods, and technologies. Students acquire a working vocabulary for both analyzing and evaluating architecture, interiors, and material culture.

   Level: Understanding

   d. ARCH 633 History 3 – Early Modern. Early Modern Architecture and Interiors (1750-1930) This course chronicles the impact of Enlightenment thinking and of the shifting definitions of modernity upon architecture and interior design by tracing the transition from Historicism to the International Style. New notions of progress and evolution; industrialization and urbanization; and debates concerning the role of the machine and the meaning of ornament are set against major technological advances. Students examine key theoretical texts and accomplish archival research on an historic structure in the Philadelphia area.

   Level: Ability

   e. ARCH 634 History 4 – Contemporary. Modern/Contemporary Architecture and Interiors (1930-Present) This course analyzes major movements and theoretical constructs that have dominated architecture and interior design from the post-World War II period until the present. Discussion focuses upon societal and environmental aspects, politics,

economics, science and technology, psychology, etc. that shape the greater context for architecture, interiors and the allied arts. Students examine key theoretical texts to evaluate current thinking relative to issues such as sustainability, critical regionalism, phenomenology and the role of the digital in contemporary practice.

Level: Ability.

2. **Extracurricular & Optional Frameworks**
   a. Design Studios: Discussion of history and theory is embedded in each studio and most ancillary courses.
   b. Lecture Series: History/ Theory is, and continues to be, a regular topic for the lecture series. Lecture Series Summary: https://philau.box.com/s/2jlfd4yfc2u9kqebtm43dscfuorkt2hd

3. **Assessment & Goals**
   a. Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.
   b. Goal 1 is to determine the extent of seminal theoretical texts that are read and discussed in courses with the intention of exposing students to the full spectrum of architectural history and theory.
   c. Goal 2 is to determine validity of a four course history sequence in providing a balanced exploration of architectural history at a global scale given the challenges of a comprehensive curriculum.

4. **Recent Assessment Outcomes**
   a. Given current events of the time and prompted by student and faculty dialogue, it was determined that students should be introduced to a greater diversity of architectural history outside of western architecture and its designers. The history sequence coordinator, David Breiner, and the history faculty began work on this over Summer 21 in preparation for Fall 21.

5. **Growth Opportunities**
   a. Explore collaborative means to present a broader exposure to architectural history and theory from a global perspective into the design studios and ancillary courses.

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

Program Response: *M.Arch Curriculum:* [Link]

Research and innovation is at the center of the design process at TJU. The program emphasizes that research guides design, and design drives innovation. The program values both engagement in prior research and innovation, and the elevated outcomes that result from a deeper understanding of the context within which the students are working.

1. **Specific Curricular Experience**
   a. ARCH 613 Design 3 – Urban Operations Studio. Course presents the goals and methodologies of both situ and architectural research and its role in the design process. Focus is on community research which provides the foundation for programming and eventual design responses.

      Level: Ability.

   b. ARCH 644 Technology 4 -   Applied Systems & Building Analysis. Course includes advanced case study research in exploring global high performance façade systems. Focus is on students developing innovative façade design strategies.

      Level: Ability.

   c. ARCH 630 Research Methods. Course involves student's development of a Masters Project Proposal Document in preparation for their final design studio. Course begins with presentation of means and methodologies for competent architectural research and its role in framing the process and product of the final project.

      Level: Ability.

   d. ARCH 616 Design 6 – Masters Project. As the culminating design studio in the curriculum, students are expected to develop their final projects as an extension of continuing research.

      Level: Ability.

2. **Extracurricular & Optional Frameworks**
   a. The number of other programs in the college and University promotes a culture of research and innovation, especially within the design fields on the East Falls campus and the medical/ health care units on the center city campus. Faculty and students have access to extensive opportunities to partner, collaborate and learn within the University.
   b. CABE has established and strengthened the Graduate Assistant/Teaching Assistant/ Research Assistant/ scholarship recruitment and retention initiatives, which promote a culture of research and teaching learning by maintaining and demonstrating the vital connection between faculty research and student learning.
   c. Open course lectures and the lecture series expose students to architectural research taking place around the world. The COVID pandemic demonstrated the ability for an online environment to allow students to experience global research.

3. **Assessment & Goals**
   a. Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.
   b. Goal 1 is to further determine how well research threads through the design courses: defining the question, seeking information from a multitude of sources, processing, presenting and representing, and how design decisions emanate from rigorous research.
   c. Goal 2 is to Compare GA/TA/RA data to determine realized recruitment, retention and academic success.   A related goal is to recruit and land at least one top tier student through the GA/TA/RA scholarship programs to strengthen the research and innovation culture within the program.

4. **Recent Assessment Outcomes**

a. Course reflections and review of student performance indicate that many students are struggling to meet academic integrity expectations related to research and the production of original work. This is especially evident with international students. This observation led in part to the curricular changes with ARCH 613 Design 3 (see "Program Changes" in the APR "Introduction.") and ARCH 630 Research Methods. The need to focus on the nature and methods of architectural research was conveyed to course coordinators in both the M.Arch and B.Arch programs.

b. Review of student work in ARCH 616 Masters Project indicated a struggle with rigorous architectural research in formation and generation of design proposals. "Capstone" and "Cooperative" options were added in addition to the "Thesis Project."   See "Program Changes."

5. **Growth Opportunities**
    a. Incorporating a shared, CABE wide, academic integrity primer for all graduate students could develop greater focus on the issues.
    b. Incorporating a standard "architectural research" primer module for all courses to present and reference would reinforce the value of conducting proper academic research throughout the program.

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

Program Response: *M.Arch Curriculum:* [Link]

Interdisciplinary work is a central thread to the way in which CABE programs interact, which is manifest in the number of electives housed outside of architecture. Students are exposed to the members of a potential team by wearing different hats throughout their time in the program.

1. **Specific Curricular Experience**
    a. ARCH 611 Design 1 –Urban Context Studio. Students in this studio are introduced to the basics of community-based design in exploration of Philadelphia neighborhoods. They act collaboratively to research and propose solutions in consideration of neighborhood leaders.
    Level: Understanding.
    b. SDN 601 Principles & Methods of Sustainable Design. Course provides a foundation for addressing sustainable design, which requires a leadership role for architects and an understanding that implementation of sustainable design is inherently multidisciplinary and collaborative.
    Level Understanding.
    c. ARCH 613 Design 3 – Urban Operations Studio. Students in this studio approach research and exploration of select Philadelphia neighborhoods collectively as a studio. Breaking into smaller teams, the students collaborate in analyzing research and programming appropriate architectural solutions which address the specific needs of the communities evidenced by research.
    Level: Ability

d. *ARCH 643 Technology 3 – Dynamic Systems.* In implementation and coordination of complex dynamic building systems, the role of the architect as an active leader of the building team is strong emphasized.

Level: Ability

e. ARCH 615 Design 5 – Comprehensive Design & ARCH 645 Technology 5 – Revit & Assemblies. These co-requisite courses comprise the "Comprehensive Project' where students, in small groups, are required to collaboratively design as "complete" a building as possible. Professional leadership on the part of the architect is strongly emphasized as design proposals are iteratively "built" throughout the semester. Interdisciplinary responsibilities are considered. It is the goal of Fall 2020 class to incorporate our structures faculty and outside MEP engineering consultants to widen the interdisciplinary experience.

Level: Ability.

f. ARCH 661 Professional Management. Course addresses the professional and ethical context of architecture as an inherently collaborative, interdisciplinary endeavor bound by contractual clarity. The role architects play as leaders of the built environment is strongly emphasized.

Level: Ability

2. **Extracurricular & Optional Frameworks**

a. Where possible, the design studios incorporate a "real client and site" for which they can conduct a collaborative design process.

b. ARCH 616 Thesis / Capstone students often take on real issues, often within Philadelphia, indicating a commitment to tackling challenges that face complex communities with the objective of having meaningful impact. Working with people within these communities is central to the success of the work.

3. **Assessment & Goals**

a. Assessment of courses will occur by semester and by curricular threads, leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.

b. Goal 1 is to determine the amount of group versus individual projects students complete in their design studios. Finding the right balance of individual skill development versus group collaborative skills is needed. The initial proposition has been that students should experience at least two group design projects a semester – but not necessarily have both housed within studio courses. Research groupings, peer discussions and sketch problems should be considered in the curriculum, and not just limited to studios.

c. Goal 2 is to determine the number of students that take at least two electives outside of architecture during their time in the discipline in order to gain exposure to other disciplines.

4. **Recent Assessment Outcomes**

a. In review of the group projects, it was determined that for many students there are not enough group projects while there are too many for others. The scheduled collaborations are well received by students including an interior design/ architecture ARCH 614 Design 4 collaborative project, the undergraduate Design 5 shared research projects (to be the model for the M.Arch new ARCH 613 Design 3) and especially the ARCH 615 Design 5

Comprehensive Project that focuses specifically on the collaborative, and interdisciplinary, design process.

5. **Growth Opportunities**
    a. Find greater opportunities for interdisciplinary relationships in group projects, possibly in a shared first graduate level year with MSIA, MUD and Historic Preservation students.

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

Program Response: *M.Arch Curriculum:* [Link]

The challenge and intellectual stimulation of "constructing knowledge" and the rewards of student learning delineate the signature of an architectural education. In addition to the broad humanities education that exists at Jefferson, the architectural student is immersed into a study of the built environment through case studies, building visits, and studio work. At the nexus of these often complex pursuits is studio culture. This foundation is unique to every student and school; like a bar-code, studio culture is the personal signature of the architect's design education.

Experiences within the studio are the backbone to the M.Arch degree program. The culture that is encouraged and maintained in the studio supports the academic goals set out by each studio instructor. The 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. At Jefferson, design culture is embedded into our Studio Culture Policy where "respect" (a student's suggestion) reinforces a healthy attitude in all learning experiences. A student-faculty committee chaired by the Associate Dean of undergraduate studies is updating what is now to be known as the CABE Culture Document at the time of this APR writing. It will be issued during the Fall 2021 semester.

1. **Specific Curricular Experience**
    a. Studio Culture Document - RESPECT: Distributed to every student and faculty via the design studios is a Studio Culture document written collaboratively with CABE student leadership and students capturing shared values of our academic environment. At the time of this APR writing, the 2018 document version is being updated for Fall 2021. The 2018 document: https://philau.box.com/s/qx5egcww3u0s7of1nvssqad6jaxbwdc2
    b. Studio Rules Document: Distributed in the same package is a Studio Rules document that outlines expectations for our design studios. Students are required to sign and return the document as an acknowledgement of understanding. Current Studio Rules document: https://philau.box.com/s/i27v8h4y3oye7xskywctpp4y8sg6vifc
    c. Mandatory Faculty Training for Full-Time and Adjunct Faculty: All faculty are required to complete University level mandatory training on such issues as privacy, respectful working environments, COVID regulations, diversity & equity and harassment in the classroom and work place – among many others.

d. ARCH 612 Design 2 –Natural Context Studio. As an introduction studio, Design 2 emphasizes the role of design culture in both the academic and professional environments.

Level: Understanding.

2. **Extracurricular & Optional Frameworks**

a. DSAC: The CABE Dean's Student Advisory Council advises the dean and associate deans on issues related to the student experience in the College of Architecture and the Built Environment. It is comprised of members from the CABE student organizations and program groups. Stephanie Catrambone is the current M.Arch student representative.

b. In Spring 2020, the M.Arch students designated a Graduate Social Chair to promote greater student comradery and engagement during COVID imposed remote learning. Although students are back on campus for AY 21-22, the social chair roles were deemed valuable to the students within the program while on or off campus. Students Abhijeet Bhogade and Gabriella Lentini are the M.Arch Social Chairs for AY 2021-22.

c. The AIAS and NOMAS student organizations hold regular meetings and events to complete their work, initiatives, and promote student interaction.

d. Starfish, Tutoring and Student Life: Jefferson has a strong student notification system called Starfish which faculty can use to communicate with students and academic advisors about course progress and if needed to alert the Office of the Dean of Students about emergent safety concerns. This system is regularly used and monitored to provide vital communications.

e. Academic Advising: CABE is very committed to academic advising. It believes the best advising occurs from program faculty. In the M.Arch program, the M.Arch director is the academic and professional advisor with the Architecture Program Director in support for perspective and troubleshooting.

f. Adjunct Faculty Orientations: At the beginning of every semester, the Associate Dean for Undergraduate Studies, David Breiner, conducts an Adjunct Faculty Orientation Session to familiarize faculty with policies, procedures, and resources available for faculty. Starting in Fall 2021, a common Canvas website will house these common resources for easy reference by all faculty.

3. **Assessment & Goals**

a. Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.

b. Policy and Guidelines Review: The CABE program directors periodically review the student academic policies resulting in on-going revisions.

c. Goal 1 is to review the process by which student comments, complaints and grievances are received and reviewed with the goal of clarifying and strengthening the student/ administration communications.

4. **Recent Assessment Outcomes**

a. In conversation with faculty, it became clear that the creation of a general hub that contains all relevant handbooks, policies and forms would be of great assistance. A canvas page was created, and faculty were invited to join. CABE Faculty Canvas Site: https://philau.box.com/s/6pgbso6y6chl1yeot3ojiua9y9o2rym3

b. In an early review of student academic policies, it was determined that they are not well advertised which created an inefficiency in student academic planning, advising and management. The Associate Dean of CABE Graduate Studies, Suzanne Singletary began issuing a "Graduate Student Resource Guide" which is updated yearly and distributed to all students at the beginning of every academic year. CABE Graduate Resource Guide: https://philau.box.com/s/t7dq3jxy2648gpbate2ns0ve1msk6w9e

c. The administrative merger between Thomas Jefferson University and Philadelphia University is nearing completion but continues to require ongoing coordination. Over AY 2020-21 it became clear that many graduate level academic policies including integrity, probation, dismissal and graduation instituted by TJU did not align with those CABE has been following. The CABE program directors convened and revised the policies to address the programs specific needs while complementing the overall University policies. These policies were updated in the CABE Graduate Student Handbook now posted. https://www.jefferson.edu/content/dam/academic/cabe/documents/CABE-Graduate-Student-Handbook-2021-2022.pdf

d. In the Spring of 2021, students brought concerns about the systems in place to report concerns related to the academic culture related to diversity, equity and action. They shared that they did not have an anonymous system that allowed students to share experiences and report inappropriate behavior. It became clear that unfortunately students were not aware of the current University reporting system, so the system was explained and information was shared with all students: https://cm.maxient.com/reportingform.php?Jefferson&layout_id=10

5. **Growth Opportunities**
   a. At the beginning of each academic year (or whenever a student joins off-cycle), distribute the Graduate Student Handbook and Resource Guides, and remind students of the current policies and where to access them as needed.
   b. Work with students to determine a system that they approve and will be supported by the University to share concerns or complaints. In the meantime, share information about the current reporting system in place: https://cm.maxient.com/reportingform.php?Jefferson&layout_id=10

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

Program Response: *M.Arch Curriculum:* [Link]

The architecture programs curriculum strives to position projects within a diversity of locations, contexts and communities. Given the holistic nature of an architecture education, this focus should, and must, permeate all aspects of coursework.

1. **Specific Curricular Experience**
   a. ARCH 611 Design 1 - Urban Context Studio. Students in this studio are introduced to the basics of community based design in exploration of Philadelphia neighborhoods. They act collaboratively to research and propose solutions in consideration of

neighborhood leaders, research and demographics of diversity, equity and inclusion.
Level: Understanding.

b. ARCH 629 History 1 – Ancient to Medieval, and ARCH 632 History 2 – Renaissance to Baroque. Two of four architecture history courses teaching architecture on a global scale, and introducing students to varied needs, challenges and responses of communities and their designers.

   Level: Understanding.

c. ARCH 612 Design 2 – Natural Context Studio. Studio considers the environmental factors of sustainability in exploring natural environments located in Philadelphia neighborhood communities. Research and demographics of diversity, equity and inclusion of the community develops the programming of architectural interventions.
   Level: Understanding.

d. SDN 601 Principles & Methods of Sustainable Design. Course provides a foundation for addressing sustainable design which includes consideration of the factors of societies, equity and communities' resilience.

   Level: Understanding.

e. ARCH 613 Design 3 – Urban Operations Studio. Through study of Philadelphia neighborhoods the students focus on research, translation and practice of equity design proposals in urban environments.

   Level: Ability.

f. ARCH 633 History 3 – Early Modern and ARCH 634 History 4 – Contemporary. The final two of four architecture history courses teaching architecture on a global scale, and introducing students to varied needs, challenges and responses of communities and their designers.

   Level: Ability

g. ARCH 661 Professional Management. Course addresses the professional and ethical context of architecture as an inherently collaborative, interdisciplinary endeavor bound by contractual clarity. Issues of diversity, equity and inclusion are presented and explored through the lenses of firms, consultants, construction and professional Standard of Care professional actions.

   Level: Ability.

2. **Extracurricular & Optional Frameworks**

   a. TJU is located in the poorest of the ten largest cities in the United States – Philadelphia. It is a city that embodies the successes and systemic struggles of a diverse population. Issues of diversity, equity and inclusion are immediately evident and directly inform curriculum and classroom discussions.

3. **Assessment & Goals**

   a. Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.

   b. Goal 1 is to determine the overall studio project sequence to coordinate the experiences especially relative to diversity, equity and inclusion. The students should be working with communities situated within different contexts, and using the regulatory frameworks in place to support them. The intention is for students to be exposed to varied programs, sites and communities throughout the curriculum.

4. **Recent Assessment Outcomes**
   a. It has been difficult to manage the studio projects across the degree program to ensure students are working in a diverse range of communities.

5. **Growth Opportunities**
   a. Determine an ideal curricular moment to introduce a project that focuses on a diversity of physical, mental and emotional needs within the population.
   b. Invite guests who navigate space differently (due to loss of sight or hearing, etc) to share their experiences of architecture with students

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment

Comprehensive Studio Course Threads
15 July 2020
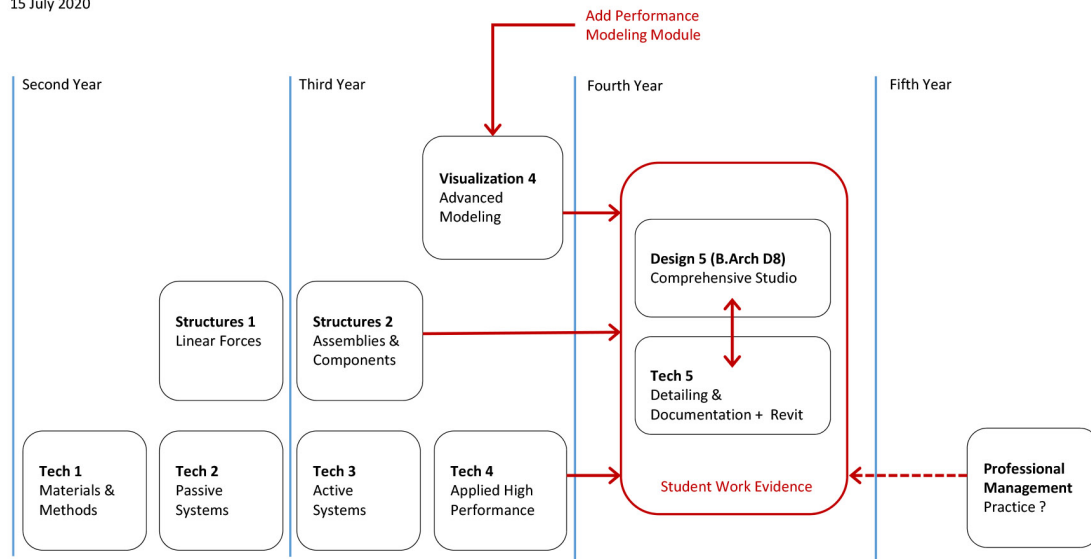
The SC- Student Criteria portion of the 2020 NAAB Conditions focuse on the technical and professional conditions of architectural design. SC.5 & SC.6 specifically focus on a student's ability to understand the disparate components of building on a site for users in a sustainable context and synthesize these components into a comprehensive design proposal which integrates building systems and assemblies. The design studio emphasizes a decision making process which considers research and building performance metrics as active forces. The overall goal is for the students to develop professional design proposals for buildings which are as "complete" as possible. For the M.Arch program, ARCH 615 Design 5 the "Comprehensive Studio" and its co-requisite ARCH 645 Technology 5 form a tandem of courses that together lead students the synthetic and inclusive process of putting a building together. The Studio focuses on the overall research, design and project process while the Tech course focuses on development of collaborative coordination skills through Revit AutoDesk software, documentation, materials, assemblies and some building performance engines. The chart above diagrams the threads that scaffold the technical and representational into the studio. Professional Management builds the

logistical and professional practice content onto the Comprehensive studio experience. As noted on the M.Arch NAAB PC-SC Matrix, the foundational core courses for the SC-Student Criteria are ARCH 615 Design 5/ ARCH 645 Technology 5 partnership. The M.Arch NAAB PC-SC Matrix: https://philau.box.com/s/wk9yd96oq5du6c3rhe7x9m21dn6y88ty

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

Program Response: *M.Arch Curriculum:* [Link]

Being situated within the diverse and often challenged city of Philadelphia affords many seamless opportunities to speak about issues that address inequity. Within those conversations, the topics of health and safety – and the inequities that often separate communities are central. The wellbeing of an occupant of a single building, as well as the wellbeing of a whole community or city are common threads within the curriculum.

1. **Specific Curricular Experience**

   a. ARCH 642 Technology 1 – Materials & Methods. Course includes introductory material on the framework of professional practice and the regulatory responsibility to project the health safety and welfare of the general public.

      Level: Understanding.

   b. ARCH 612 Design 2 – Natural Context Studio. Studio considers natural environments located in Philadelphia neighborhood communities. The value these natural spaces have on the health and well-being of the communities is a strong focus.

      Level: Understanding.

   c. ARCH 613 Design 3 – Urban Operations Studio. Through study of Philadelphia neighborhoods the students focus on research, translation and practice of equity design proposals in urban environments.

      Level: Ability.

   d. ARCH 643 Technology 3 – Dynamic Systems. In implementation and coordination of complex dynamic building systems, the role of comfort, safety and proper level healthy services is addressed.

      Level: Ability

   e. ARCH 615 Design 5 – Comprehensive Design & ARCH 645 Technology 5 – Revit & Assemblies. These co-requisite courses comprise the "Comprehensive Project' where students, in small groups, are required to collaboratively design as "complete" a building as possible. Human factors of comfort, safety and proper distribution of services is a focus. Determining the regulatory life-safety and zoning requirements are part of the pre-design component of the design process.

      Level: Ability.

   f. ARCH 661 Professional Management. Course addresses the professional and ethical context of architecture as an inherently collaborative, interdisciplinary endeavor bound by contractual clarity. The professional contexts of health, safety and welfare of the general public are addressed as well as the ethical responsibilities of the architect to create healthy environments.

      Level: Ability.

2. **Extracurricular & Optional Frameworks**

   a. Being positioned within a large health enterprise provides M.Arch students with very unique access to a plethora of courses, professors and information. Taking courses in public health and urban analytics are possible, though not often sought out by the students despite the encouragement.

   b. A new program is being proposed and is in the intial stages of review: Master of Science in Humanitarian Design, developed by two CABE faculty: Chris Harnish (architecture) and Rob Flemming (SDN). Students will be able to take courses the directly focus on health, safety and welfare around the world.

   c. There are two institutes led by the Landscape Architecture program, housed within CABE, that are particularly focused on urban systems of health and equity: LUSI and Park in a Truck. M.Arch students are welcome participants to the initiatives of both institutes.

      o LUSI: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/student-resources/lab-for-urban-and-social-innovation.html;

      o Park-in-a-Truck: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/programs/landscape-architecture/park-in-a-truck.html

   d. Optional electives offered in the past year that touch on these subjects are:

      o Design, Development and Global Health

      o Activism and Advocacy in Architecture

      o Beyond Redlining: Housing Policy

      o Environments for Well Being

      o Case Study: Urban Revitalization, Adaptive Reuse and Historic Neighborhoods

3. **Assessment & Goals**

   a. Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.

   b. Goal 1 is to review the touch points in the curriculum that address each of the two primary aspects of this criterion – the societal conditions of health/ wellness and the architectural professional charge to protect the health, safety and welfare of the general public.

4. **Recent Assessment Outcomes**

   a. It appears common that faculty in the professional program default to the code/ regulation aspects of this criterion as it is more quantifiable within the design process. Considering the societal conditions of health/ wellness is a vast yet vital topic for designers incorporate into their projects – but is often nebulous for students to grasp.

   b. It is common for students to consider the regulatory side of this criterion as minimum standards to be exceeded rather than strictly limitations.

5. **Growth Opportunities**

   a. Design 5 Comprehensive Studio and Tech 5 has the opportunity to understand the code and regulation foundation well enough to exceed and expend into more design issues of wellness including air quality, safe water, as well as thermal and acoustical comfort.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response: *M.Arch Curriculum:* [Link]

The M.Arch is a professional degree, and the program supports the notion that the primary objective students have upon completion of the program is to become a licensed and practicing architect. While not all schools are oriented so directly around the practice of architecture, the TJU M.Arch has designed the curriculum to best support our students' ambitions. As a result, equipping students with the foundational knowledge they need to not only graduate and successfully practice, but also become leaders in the field, is a shared goal amongst the faculty.

1. **Specific Curricular Experience**
    a. ARCH 642 Technology 1 – Materials & Methods. Course includes a sustainability overlay in introducing materials and assemblies of buildings.
       Level: Understanding.
    b. ARCH 643 Technology 3 – Dynamic Systems. In implementation and coordination of complex dynamic building systems, the role of the architect as an active leader of the building team is strong emphasized.
       Level: Ability
    c. ARCH 615 Design 5 – Comprehensive Design & ARCH 645 Technology 5 – Revit & Assemblies. These co-requisite courses comprise the "Comprehensive Project' where students, in small groups, are required to collaboratively design as "complete" a building as possible. Professional leadership on the part of the architect is strongly emphasized as design proposals are iteratively "built" throughout the semester. Interdisciplinary responsibilities are considered. It is the goal of Fall 2021 class to incorporate our structures faculty and outside MEP engineering consultants to widen the interdisciplinary experience.
       Level: Ability.
    d. ARCH 661 Professional Management. Course addresses the professional and ethical context of architecture as an inherently collaborative, interdisciplinary endeavor bound by contractual clarity. Issues of diversity, equity and inclusion are presented and explored through the lenses of firms, consultants, construction and professional Standard of Care professional actions.
       Level: Ability.

2. **Extracurricular & Optional Frameworks**
    a. Lecture Series: Students are exposed to the successes (and failures) of some of the most respected firms within Philadelphia, and around the world, by attending the lecture series. It is often in this context that students are the most engaged with the business of architecture, and the many forces that influence a singular building project and the expansion or contraction of a firm.
    b. The optional internship for credit (counts as an elective) program supports students who would like to obtain professional proactive experience during the M.Arch program. The internship curriculum asks students to evaluate the business practices of the firm and consider opportunities for change and growth.

    c.   Adjuncts, most of whom are actively practicing architects, illuminate their experiences in the professional world of architecture. They freely share their experiences, small and large, with the students. In fact, some of the most engaging conversations emerge out of an adjunct connecting their work to the work taking place in the studio.

    d.   Optional electives offered in the past year that touch on these subjects are:
   - Real Estate Law and Ethical Practices

3. Assessment & Goals

    a.   Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.

    b.   Goal 1 would be to determine the building scales/ client type realms our faculty practice in and the relationship to the delivery of course content.

4. Recent Assessment Outcomes

    a.   Students struggle to comprehend the enormity of professional practice and typically assume there are only a few ways to complete projects. It is difficult to incorporate the "real" dynamism that professional practice brings to the design process.

    b.   The students have responded well to having all practicing faculty teaching in the technology, professional management and especially the comprehensive studio. This immediate connection to actual practice and the professional process of building is very informative for the students.

5. Growth Opportunities

    a.   The Nexus Learning Initiative strives to immerse the academic decision-making process in as "real" a context as possible. Obvious growth opportunities involve strengthening the interdisciplinary and multidisciplinary structure of projects and course content to include as much real-world professional forces that architects wrestle with in guiding the building process.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response: *M.Arch Curriculum:* [Link]

Above all, the structures architects design must follow all local and regional codes and zoning in place to reasonably ensure the health and safety of the building's occupants and immediate neighbors. Within the M.Arch program, students are taught how to access, understand, and interpret through design the local and regional codes and zoning. In addition to the broad obligation to ensure the life safety of future building occupants and proper compliance with land use regulations, it is the program's responsibility to reasonably prepare students to successfully complete their ARE exams. As a result, the subject matter is taken quite seriously throughout the program.

1. **Specific Curricular Experience**
   a. ARCH 642 Technology 1 – Materials & Methods. Course includes a sustainability overlay in introducing materials and assemblies of buildings.
      Level: Understanding.
   b. ARCH 643 Technology 3 – Dynamic Systems. In implementation and coordination of complex dynamic building systems, the role of the architect as an active leader of the building team is strong emphasized. Level: Ability
   c. ARCH 615 Design 5 – Comprehensive Design & ARCH 645 Technology 5 – Revit & Assemblies. These co-requisite courses comprise the "Comprehensive Project' where students, in small groups, are required to collaboratively design as "complete" a building as possible. Professional leadership on the part of the architect is strongly emphasized as design proposals are iteratively "built" throughout the semester. Interdisciplinary responsibilities are considered. It is the goal of Fall 2020 class to incorporate our structures faculty and outside MEP engineering consultants to widen the interdisciplinary experience. Level: Ability.
   d. ARCH 661 Professional Management. Course addresses the professional and ethical context of architecture as an inherently collaborative, interdisciplinary endeavor bound by contractual clarity. Issues of diversity, equity and inclusion are presented and explored through the lenses of firms, consultants, construction and professional Standard of Care professional actions. Level: Ability.

2. **Extracurricular & Optional Frameworks**
   a. Lecture Series: Often the greatest innovations occur as a result of having to design within code and zoning constraints. It is often the nuance of this process that differentiates architectural practices, and as a result is the subject of many great lectures within the lecture series. Students are inspired by hearing about the challenges that ultimately led to power design.
   b. The optional internship for credit (counts as an elective) program supports students who would like to obtain professional proactive experience during the M.Arch program. Within the context of professional practice, students are exposed to the real-world process of designing within the parameters of local and regional codes and zoning.
   c. Optional electives offered in the past year that touch on these subjects are:
      o Codes and Specifications
      o Intro to Urban and Regional Planning
      o Advanced GIS for Urban planning and Development

3. **Assessment & Goals**
   a. Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.
   b. Goal 1 – to better review course outcomes, and verifying that students are applying the knowledge they have been taught throughout various courses in their upper level design proposals.
   c. Goal 2 - developing a checklist of specific code and zoning requirements expected within each studio context will ensure students clearly understand expectations, and also instructors will have a clear assessment rubric to follow as they review often very complex design proposals.

4. **Recent Assessment Outcomes**
   a. The regulatory environment and laws governing the built environment can be quite complex making it difficult for students to understand and navigate. While most classes attempt to present regulations, codes, "standards of care," and ethical positions relative to the process of building, the density of such regulations make is difficult to address other than through excerpts which lead to generalizations.

5. **Growth Opportunities**
   a. The Comprehensive Studio/ Tech 5 tandem has been striving for students to understand regulations well enough to exceed them. Understanding regulations as minimum standards can change the dynamic of the profession in positive direction.

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

Program Response: *M.Arch Curriculum:* [Link]

TJU architecture graduates are sought after hires as a result of their proficiency in building assemblies and technical drawing. The curriculum supports both understanding and designing within the established systems and current innovations. The M.Arch students graduate equipped with the knowledge and confidence to design a well-considered and detailed building proposal. Additionally, students are taught the tools for building performance analysis, which allows them to self-critique design proposals at multiple scales – from site orientation to material selection to flashing details.

	SUMMER	YEAR 1		YEAR 2		YEAR 3	
Curricular Sequence	SU1	FA1	SP1	FA2	SP2	FA3	SP3
TECHNOLOGY & STRUCTURES			ARCH-651 STRUCTURES 1 *Linear Forces* 3CR	ARCH-652 STRUCTURES 2 *Cols/Beams* 3CR			
		ARCH-641 TECH 1 *Materials + Methods* 3CR	ARCH-642 TECH 2 *Pass. Sys. + Building Env.* 3CR	ARCH-643 TECH 3 *Dynamic Systems* 3CR	ARCH-644 TECH 4 *Applied Systems* 3CR	ARCH-645 TECH 5 *Revit + CDs* 3CR	

1. **Specific Curricular Experience**
   a. ARCH 642 Technology 1 – Materials & Methods. Course includes a sustainability overlay in introducing materials and assemblies of buildings.
   Level: Understanding.
   b. ARCH 651 Structures 1. Course focuses on linear forces and analysis.
   Level: Understanding.

c. SDN601 Principals and Methods of Sustainable Design – Sustainable building practices, materials, methods and analysis.

Level: Understanding

d. ARCH 643 Technology 2 – Passive Systems & Building Envelope. Course addresses passive environmental systems in relation of building and site as well as the nature of building enclosure.

Level: Ability

e. ARCH 652 Structures 2. Course focuses on columns, beams, plates and overall building structures and analysis.

Level: Ability.

f. ARCH 643 Technology 3 – Dynamic Systems. In implementation and coordination of complex dynamic building systems, the role of the architect as an active leader of the building team is strong emphasized.

Level: Ability

g. ARCH 644 Technology 4 -   Applied Systems & Building Analysis. Course includes advanced case study research in exploring global high performance façade systems. Focus is on students developing innovative façade design strategies.

Level: Ability.

h. ARCH 615 Design 5 – Comprehensive Design & ARCH 645 Technology 5 – Revit & Assemblies. These co-requisite courses comprise the "Comprehensive Project' where students, in small groups, are required to collaboratively design as "complete" a building as possible. Professional leadership on the part of the architect is strongly emphasized as design proposals are iteratively "built" throughout the semester. Interdisciplinary responsibilities are considered. It is the goal of Fall 2021 class to incorporate our structures faculty and outside MEP engineering consultants to widen the interdisciplinary experience.

Level: Ability.

2. **Extracurricular & Optional Frameworks**

a. In addition to the core M.Arch curriculum, there are many optional elective that offer a comprehensive look into building assemblies, technologies and innovations. A few are listed below:

- o Experimental Modeling
- o Experimental Structures
- o Experimental Materials

3. **Assessment & Goals**

a. Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.

b. Goal 1 – to better track the building technology content through the five courses. This will lead to a more comprehensive roadmap that faculty and students will benefit from.

c. Goal 2 – to better track the relationships between the technology and other courses in the curriculum especially the design studios to strengthen the bridges an connections that exist.

4. **Recent Assessment Outcomes**

a. The technology of buildings is obviously complex and in response, the architecture programs have a five course sequence ranging from basic materials and methods to advanced building analysis. Students have a tendency to compartmentalize the courses and relegate them to chores.

5. **Growth Opportunities**
   a. Continuing to expand the understanding of technology as a holistic process of building and making will promote further bridging between all courses in the curriculum.

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

Program Response: *M.Arch Curriculum:* [Link]

This specific PC, as well as PC.6, is the cornerstone of the curriculum, as it has always been an essential objective to have a singular moment wherein the core lessons and value structures are synthesized and applied to generate a comprehensive building proposal.

1. **Specific Curricular Experience**
   a. ARCH 615 Design 5 – Comprehensive Design & ARCH 645 Technology 5 – Revit & Assemblies. These co-requisite courses comprise the "Comprehensive Project' where students, in small groups, are required to collaboratively design as "complete" a building as possible. Professional leadership on the part of the architect is strongly emphasized as design proposals are iteratively "built" throughout the semester. Interdisciplinary responsibilities are considered. It is the goal of Fall 2020 class to incorporate our structures faculty and outside MEP engineering consultants to widen the interdisciplinary experience.
   Level: Ability.

2. **Extracurricular & Optional Frameworks**
   a. All architecture design studios require students to weave together their knowledge at the time of the studio, which is to say that as the student's progress through the curriculum they are charged with managing more complexity in their projects. While the metrics for all of the studios are not as clearly aligned with this specific SC, students are learning and developing these skills throughout the program.

3. **Assessment & Goals**
   a. Assessment of courses will occur by semester and by curricular thread leading to short term and long term planning. See NAAB PC-SC Criteria Matrices.
   b. Goal 1 – to continue to update and develop charting/ check sheet systems that students and faculty can use to track their process through the complex iterations the Comprehensive Studio involves – as well as provide better tools for faculty to assess student's design processes.

    c. Goal 2 – to track digital software student skills and performance in the Comprehensive Studio.

4. **Recent Assessment Outcomes**

    a. As noted above, students have responded well to having all practicing faculty teaching in the technology, professional management and especially the Comprehensive Studio. This immediate connection to actual practice and the professional process of building is very informative for the students.

    b. The students have tended to do well with the iterative incorporation of site/ site analysis, programming, codes & regulations, pre-design, and schematic design into their design studio processes in the Comprehensive Studio. Understandably, it is the design development phase of the studio that they begin to struggle and the studio slows down. There is a need for more time to consider the range of factors in the design development phase of the studio. Greatly affecting student performance is the size of the student cohort per studio and studio faculty. Larger cohorts results in less time to consider the nuances involved in synthesizing the numerous design components into a coordinated whole. Faculty have moved to small groups to not only implement a collaborative component to the class but gain more time.

    c. The measurable impacts of design decisions requires advanced modeling skills which themselves can be time consuming to adequately learn and utilized. Many courses have utilized *Sefaira* but students have struggled since *Sketchup* and *AutoDesk Revit* are the primary digital programs the software engages with. The M.Arch curriculum does not include *Sketchup* and *Revit* is introduced in the third year. The Comprehensive Studio recently utilized *ComCheck* from the *US Department of Energy* which did offer baseline energy performance metrics.

5. **Growth Opportunities**

    a. The issue of collaborative digital software programs continues to challenge the architecture programs, their students and faculty. The primary softwares used in course work are Rhinoceros and AutoDesk Revit with their associated plugins. Developing a clearer vision of the software tracking in the architecture programs will promote better preparation for students to undertake larger coordination tasks.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response: *M.Arch Curriculum:* [Link]
This PC, as well as PC.5 are the cornerstones of the curriculum, as it has always been an essential objective to have a singular moment wherein the core lessons and value structures are synthesized and applied to generate a comprehensive building proposal.

1. **Specific Curricular Experience**

    a. ARCH 615 Design 5 – Comprehensive Design & ARCH 645 Technology 5 – Revit & Assemblies. These co-requisite courses comprise the "Comprehensive Project' where

students, in small groups, are required to collaboratively design as "complete" a building as possible. Professional leadership on the part of the architect is strongly emphasized as design proposals are iteratively "built" throughout the semester. Interdisciplinary responsibilities are considered. It is the goal of Fall 2020 class to incorporate our structures faculty and outside MEP engineering consultants to widen the interdisciplinary experience.   Level: Ability.

2. **Extracurricular & Optional Frameworks**
   a. All architecture design studios require students to weave together their knowledge at the time of the studio, which is to say that as the students progress through the curriculum they are charged with managing more complexity in their projects. While the metrics for all of the studios are not as clearly aligned with this specific SC, students are learning and developing these skills throughout the program.

3. **Assessment & Goals; 4. Recent Assessment Outcomes, & 5. Growth Opportunities**
   a. Assessment of courses will occur by semester and by curricular thread leading to short term and long-term planning. See NAAB PC-SC Criteria Matrices.
   b. The Assessment and Goals, Recent Assessment Outcomes, and Growth Opportunities for this criterion are nearly identical to SC.5 above as they involve the same courses – especially the Comprehensive Studio. While SC.5 focuses on students synthesizing the many design and factors of a building into a coordinated whole, SC.6 layers in the specific technological systems, materials and assemblies that constitute that building. Refer to the response to SC.5 as the issues, goals, outcomes and opportunities are identical.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response: *Link to Letter*: https://philau.box.com/s/m1gu9aa4fgk88zf8xhd272qreoja4351

MSCHE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street
Suite 2 West
Philadelphia, PA 19104
(267) 284-5000
www.msche.org
Follow us: @mscheorg

March 10, 2021

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:

On behalf of the Middle States Commission on Higher Education, I am writing to inform you that on March 4, 2021, the Commission acted as follows:

> To acknowledge receipt of the self-study report. To note that the institution hosted a virtual site visit in lieu of an on-site visit in accordance with the United States Department of Education (USDE) guidelines published March 17, 2020. To reaffirm accreditation. To note that a verification visit is required by USDE guidelines and will be conducted within a reasonable period of time following the virtual site visit. The next evaluation visit is scheduled for 2027-2028.

Pursuant to the Commission's *Communication in the Accreditation Process Policy and Procedures*, this letter serves as the Commission's official notification of this action. This accreditation action will be publicly available on the Commission's website within 24 hours of informing the institution. This action will also appear on the institution's Statement of Accreditation Status (SAS). If any of the information contained within the action appears to be factually incorrect, please send an email within 60 calendar days of the action to actions@msche.org.

The following resources provide additional information that may be helpful to understanding the Commission's actions and the institution's accreditation status:

Accreditation Actions Policy **and** *Procedures*

Accreditation Review Cycle and Monitoring Policy **and** *Procedures*

Communication in the Accreditation Process Policy and Procedures

Public Disclosures Policy and Procedures

Standards for Accreditation and Requirements of Affiliation

Substantive Change Policy **and** *Procedures*

For questions about the Commission's actions, please contact the institution's assigned
Commission staff liaison. Questions from the public about the institution's accreditation phase or
accreditation status can be directed to communications@msche.org.

Sincerely,

Heather F. Perfetti, J.D., Ed.D.
President

4.2 Professional Degrees and Curriculum

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

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

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The Thomas Jefferson University Master of Architecture Program is a stand-alone 49-to-100 semester-credit curriculum and can be completed in two to three and one-half academic years. These credits are in addition to the $\pm$120 semester-credits applied for a baccalaureate degree. Advanced placement depends on previous education and academic credited experience. Note the minimum 49 credits to degree is only possible if the pre-professional degree is the TJU BS.Arch Studies degree with the student utilizing electives to complete professional courses in the M.Arch Program (undergraduate students are able to register for 12 graduate credits at Jefferson). Students entering with degrees from other pre-professional architecture programs will be required to complete additional courses depending on determination of advanced standing.

The base M.Arch curriculum consists of the following courses (more information on the courses will be found in successive sections of the APR):

Professional Courses

- (24) credits of courses designed specifically for the program
- (6) credits of courses shared with other grad programs (Sustainable Design, MS Architecture)
- (58) credits of graduate courses cross-leveled with undergrad program courses (NAAB accredited B.Arch program)

Elective/ Optional Courses

- (12) credits of electives

100 total credits

The program takes two forms:

Preprofessional-Plus:

Candidates to earn this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold a pre-professional undergraduate baccalaureate degree from an accredited institution (BA or BS) in architecture or a related field before admission to the graduate degree program. The graduate-level academic course work must include professional studies and elective/ optional studies.

> Note: If a student has completed their bachelor's degree either in architecture or a related field, a rigorous assessment of their previous experience is conducted and courses within the M.Arch program are recognized as having advance standing. Upper level courses within the M.Arch program are very rarely provided advance standing, which ensures that all students graduate with a Jefferson M.Arch only after having taken the core courses which satisfy the NAAB Program and Student criteria.

Non-Preprofessional Degree-Plus:

Candidates to earn this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold a non-preprofessional undergraduate baccalaureate degree from an accredited institution (BA or BS) before admission to the graduate degree program. The graduate-level academic course work must include professional studies and elective/ optional studies.

The Curriculum Flowchart Map shown on the following page represents the curriculum in its entirety and shows the sequence of courses. Course descriptions/outlines are found in:

> *Supplemental Materials: Descriptions of all courses Offered in the Curriculum:*
> https://philau.box.com/s/jggldvk50eng2a4fainb9wo9yrdj5hp3

NAAB

THOMAS JEFFERSON UNIVERSITY | COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT
MASTER OF ARCHITECTURE
3.5 year curriculum

	SUMMER	YEAR 1		YEAR 2		YEAR 3	
Curricular Sequence	SU1	FA1	SP1	FA2	SP2	FA3	SP3
DESIGN & REPRESENTATION	**ARCH-601** INTRO TO DESIGN 3CR	**ARCH-611** DESIGN 1 *Urban Site + Context* 4CR	**ARCH-612** DESIGN 2 *Natural Site + Context* 4CR	**ARCH-613** DESIGN 3 *Urban Operations + Programming* 4CR	**ARCH-614** DESIGN 4 *Sustainability + Tectonics* 6CR	**ARCH-615** DESIGN 5 *Comprehensive Project* 6CR	**ARCH-616** DESIGN 6 *Masters Project* 6CR
	ARCH-602 INTRO TO VISUALIZATION 3CR	**ARCH-622** VIS 1 *Drawing + Orthogonal Projection* 3CR		*SDN-622 SUSTAINABLE DES. STUDIO* (retired) 3CR	**ARCH-624** VIS 2 *Tech + Graphic Rep Adobe/CAD* 3CR		
DESIGN SEMINAR & RESEARCH		**ARCH-603** M.ARCH SEMINAR 1 2CR	**ARCH-604** M.ARCH SEMINAR 2 2CR			**ARCH-630** RESEARCH METHODS 3CR	
HISTORY & THEORY		**ARCH-629** HISTORY 1 *Ancient - Medieval* 3CR	**ARCH-632** HISTORY 2 *Renaissance - Baroque* 3CR	**ARCH-633** HISTORY 3 *Early Modern* 3CR	**ARCH-634** HISTORY 4 *Contemporary* 3CR		
SUSTAINABLE DESIGN & PROFESSIONAL MANAGEMENT				**SDN-601** PRINCIPALS SUST. DESIGN 3CR			**ARCH-661** PROFESSIONAL MANAGEMENT 3CR
TECHNOLOGY & STRUCTURES			**ARCH-651** STRUCTURES 1 *Linear Forces* 3CR	**ARCH-652** STRUCTURES 2 *Cols/Beams* 3CR			
		ARCH-641 TECH 1 *Materials + Methods* 3CR	**ARCH-642** TECH 2 *Passive Systems + Building Envelope* 3CR	**ARCH-643** TECH 3 *Dynamic Systems* 3CR	**ARCH-644** TECH 4 *Applied Systems* 3CR	**ARCH-645** TECH 5 *Revit + CDs* 3CR	
ADVANCE STANDING & ELECTIVES	**ELECTIVE 9 CREDIT CONCENTRATIONS** SND - Sustainable Design MUD - Urban Design MSIA - Interior Architecture RED - Real Estate Development GEO - GeoDesign CM - Construction Management HP - Historic Preservation *Summer Electives Available*		**ADVANCE STANDING** Advance standing is provided when a student has successfully completed equivalent coursework while previously attending an accredited university. Students with a previous degree in Architecture from an accredited university may be eligible for up to 51 credits of advance standing, with a total Undergraduate and Graduate credit count equaling a minimum of 168 credits.	**ELECTIVE** 3CR	**ELECTIVE** 3CR	**ELECTIVE** 3CR	**ELECTIVE** 3CR
							ELECTIVE 3CR
CREDITS	6	15	15	16	18	15	15
						TOTAL PROGRAM CREDITS	100

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:
The M.Arch program is a stand-alone program which gained its initial 3-year accreditation term by NAAB in 2018 as presently configured. A baccalaureate degree from an accredited institution (BA or BS) is required for entrance to the program. With this admissions requirement, the general education requirement is satisfied by the incoming student's baccalaureate degree with the following exceptions:

- The professional course ARCH 651 Structures 1 requires successful completion university level applied calculus and general physics courses as a pre-requisite. The general studies portion of an applicant's baccalaureate degree is reviewed to determine if acceptable calculus and physics courses have been successfully completed. If not, students can be accepted to the program but must complete these pre-requisite courses prior to entering Structures 1. Such students are strongly encouraged to complete these courses before arriving on campus. The students can take the courses at Jefferson but the credits will not count toward the M.Arch degree. A less expensive option is to complete the courses at other accredited institutions including community colleges. These two pre-requisites equally affect undergraduate transfer students to the B.Arch program and the Undergraduate Admissions team has developed a list of the regional institution equivalent courses that will satisfy the calculus and physics requirement that is typically shared with M.Arch students.

It should be noted if a student is enrolled in Jefferson's BS.Arch studies, the general studies requirement is satisfied by CABE architecture programs curriculum.

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

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
Since its inception, M.Arch students have been encouraged to take advantage of the diversity of programs within the College, and use their required four (4) free electives to pursue deeper

knowledge in a related field. Students often took more than one course in a discipline, which led the College to develop the "concentrations" program in 2020. A graduate concentration is a secondary area of interest that complements or reinforces a graduate student's primary discipline and personal interests. A concentration allows students to group electives together in a meaningful way, providing a set of courses that provides supplemental study in a particular subject area. A concentration indicates versatility and flexibility to a prospective employer, increasing a student's marketability and expanding prospects for internships and future employment. Graduate concentrations consist of a minimum of nine (9) credits in the subject area.

Current Concentrations available for M.Arch students in the following programs: Concentrations can be found here: https://philau.box.com/s/h7va3ihdknc7f1w2z2viwinmet4zxfc1

- Construction Management   9 credits

- Historic Preservation/Urban Revitalization   9 credits

- Real Estate Development   9 credits

- Sustainable Design   9 credits

- Sustainability Leadership   9 credits

- GIS (Geographic Information Systems)   9 credits

- Interior Architecture_____ 9 credits

Internship: CABE offers internship courses ranging one-credit to six-credit options for students to work in the profession and gain academic credit. These are coordinated by Jefferson's Marian Able Career Services Center. https://www.eastfalls.jefferson.edu/careerservices.
Internship Guide & Policies: https://philau.box.com/s/iz5dwugwl54kg7oavpqjcx3h9efuxtpv

Study Abroad: Architecture students have access to many study abroad options in addition to the primary location of the Arkansas Rome Center (UARC). UARC, which is housed in an extensive former palace in Rome's historic center, has been Jefferson's most popular study abroad architecture program. Jefferson Study Away website: https://philau.studioabroad.com/

Electives : We offer a wide range of elective studies as optional studies. Some electives may be reviewed in the following links:
Elective Offerings Fall 2021: https://philau.box.com/s/z8175fpkw39rydhrsp333buo8f8fe0kz
Elective Offerings Spring 2021: https://philau.box.com/s/adtfgg66bu0vodhj0zjmi9pajhfqkjma

Studio Option: Max Zahniser has been conducting multidisciplinary studios over the past five years focused on the US DOE Solar Decathlon Competition. The studio is very successful, with at least one of the teams of students placing every year the studio has been running. M.Arch students are given the opportunity to substitute this upper-level undergraduate studio for ARCH 614. Over the years, this has been a desirable substitution and as a result, many M.Arch students have been on award winning Solar Decathlon teams.
  Solar Decathlon: https://www.solardecathlon.gov

https://www.solardecathlon.gov/2020/assets/pdfs/MM_Second%20Place_Jefferson_Project_Summary.pdf

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

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
TJU offers the following degrees in architecture, within the College of Architecture and the Built Environment:

M.Arch (NAAB accredited)
Curriculum Chart: https://philau.box.com/s/m9vziek0ub3iliblkuzrdbpogp8o7727

MS.Arch (not NAAB accredited)
Curriculum Chart: https://philau.box.com/s/yxaf68nibmn58p5vi1lngtoi2t1bey28

B.Arch (NAAB accredited)
Curriculum Chart: https://philau.box.com/s/tjprdfd43b9kf73c2r21o2288llt9g4e

BS.Arch Studies (not NAAB accredited)
Curriculum Chart: https://philau.box.com/s/7588s3m0cmtc5u8ovdkhf6jc95rrplwu

Ph.D Arch and Design Research (not NAAB accredited)
Curriculum Chart: https://philau.box.com/s/3eok7gd4y6qeypguogagjaez7g30rkpn

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

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

Program Response:
The TJU B.Arch program is 164 semester-credit curriculum and can be completed in five academic years. The B.Arch is a professional degree program accredited by NAAB. 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. As architectural practices evolve rapidly to meet new environmental, economic and societal challenges, our curriculum's unique focus on market-driven innovation and sustainability gives students a competitive advantage in the

industry. 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.

The Curriculum Chart:

THOMAS JEFFERSON UNIVERSITY | COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT
BACHELOR of ARCHITECTURE
5 year curriculum

Curricular Sequence	YEAR 1 FA1	YEAR 1 SP1	YEAR 2 FA1	YEAR 2 SP2	YEAR 3 FA3	YEAR 3 SP3	YEAR 4 FA4	YEAR 4 SP4	YEAR 5 FA5	YEAR 5 SP5
DESIGN STUDIOS + REPRESENTATION	AFRD-101 DESIGN 1 Interdisc Explorations 4CR	ARCH-102 DESIGN 2 Architectural Precedent + Graphics 4CR	ARCH-213 DESIGN 3 Urban Site + Context 4CR	ARCH-214 DESIGN 4 Natural Site + Context 4CR	ARCH-311 DESIGN 5 Urban Operations Social Issues 6CR	ARCH-312 DESIGN 6 Sustainability + Tectonics 6CR	ARCH-401 DESIGN 7 Nexus Experience Options 4CR	ARCH-412 DESIGN 8 Comprehensive Project 4CR	ARCH-501 DESIGN 9 Research Studio I 4CR	ARCH-508 DESIGN 10 Research Studio II 4CR
	AFRD-103 VIS 1 Drawing + Orthogonal Projection 3CR	AFRD-108 VIS 2 Tech + Graphic Rep Adobe/CAD 3CR	ARDS-208 VIS 3 Digital Modeling Rhinoceros 3CR			ARCH-308 VIS 4 Advanced Modeling + Digital Fabrication 3CR				
HISTORY + THEORY			AHST-205 HISTORY 1 Ancient to Medieval 3CR	AHST-206 Renaissance - Baroque 3CR	AHST-305 HISTORY 3 Early Modern 3CR	ASHT-306 HISTORY 4 Contemporary 3CR		ARCH-4XX or ARST-3XX THEORY SEMINAR 3CR		
TECHNOLOGY	MATH 1 (up to INTRO TO CALCULUS) 3CR	MATH 2 OR ELECTIVE 3CR		ARCH-303 STRUCTURES Linear Forces 3CR	ARCH-303 STRUCTURES Linear Forces 3CR					
	SCI-108 ENVIRONMENTAL SCIENCE 3CR	PHYS-101 GENERAL PHYSICS 3CR	ARDS-210 TECH 1 Materials and Methods 3CR	ARCH-212 TECH 2 Passive Systems & Envelope 3CR	ARCH-212 TECH 3 Dynamic Systems 3CR	ARCH-212 TECH 2 Applied Systems + Performance 3CR		ARCH-416 TECH 5 Revit + Documents 3CR		
PROFESSIONAL PRACTICE									ARCH-503 PROFESSIONAL MANAGEMENT 3CR	
HALLMARKS	WRIT-101 WRITING SEMINAR 1 3CR	AMST-114 TOPICS IN AMERICAN STUDIES 3CR	WRIT-201/202 WRITING SEMINAR 2 3CR	ETHC-2XX ETHICS 3CR	ADUV-2XX AMERICAN DIVERSITY 3CR	GDIV-2XX GLOBAL DIVERSITY 3CR	GCIT-2XX GLOBAL CITIZENSHIP 3CR			PHIL-499 PHILOSOPHIES OF THE GOOD LIFE 3CR
	FYS-101 FIRST YEAR SEMINAR 1CR						SEM-3XX INTEGRATIVE SEMINAR 3CR	GGIS-300 CONTEMP. GLOBAL ISSUES 3CR		
ELECTIVES	ELECTIVE 12 — SND - Sustainable Design; RED - Real Estate Development; GEO - GeoDesign; CM - Construction Management; HP- Historic Preservation; UD - Urban Design								ELECTIVE 3CR	ELECTIVE 3CR
							ELECTIVE 3CR	ELECTIVE 3CR	ELECTIVE 3CR	ELECTIVE 3CR
CREDITS	17	16	16	16	16	18	15	18	15	15 = 164

164 Total Credits

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

Program Response:

The M.Arch program is a 49-to-100 semester-credit curriculum and can be completed in two to three academic years. These credits are in addition to 120 semester-credits applied to a baccalaureate degree. Advanced placement depends on previous education and experience. The curriculum outline is provided below for the M.Arch program. Below is the outline of courses.   KEY:

Green: Introductory courses, and often considered for advance standing after careful review.

Blue: elective professional studies classes

Black: upper level courses (years 2 and 3 of the program) considered for advance standing on an occasional basis after careful review of course content in a pre-professional degree program. *Note: These courses are rarely granted advanced standing.*

ARCH 601	INTRO TO DESIGN	3.00
ARCH 602	INTRO TO VISUALIZATION	3.00
ARCH 611	DESIGN 1	4.00
ARCH 603	SEMINAR 1	2.00
ARCH 622	VISUALIZATION 1	3.00
ARCH 629	HISTORY 1	3.00
ARCH 641	TECHNOLOGY 1	3.00
ARCH 612	DESIGN 2	4.00
ARCH 604	SEMINAR 2	2.00
ARCH 632	HISTORY 2	3.00
ARCH 651	STRUCTURES 1	3.00
ARCH 642	TECHNOLOGY 2	3.00
ARCH 613	DESIGN 3	4.00
ARCH 633	HISTORY 3	3.00
SDN 601	PRINC & METHODS OF SUST. DSGN	3.00
ARCH 652	STRUCTURES 2	3.00
ARCH 643	TECHNOLOGY 3	3.00
ARCH 614	DESIGN 4	6.00
ARCH 622	VISUALIZATION 2	3.00
ARCH 634	HISTORY 4	3.00
ARCH 644	TECHNOLOGY 4	3.00
ELECTIVE	ELECTIVE	3.00*
ARCH 615	DESIGN 5 FOR ARCHITECTURE	6.00
ARCH 630	ARCH RESEARCH METHODS	3.00
ARCH 645	TECHNOLOGY 5	3.00
ELECTIVE	ELECTIVE	3.00*
ARCH 616	DESIGN 6	6.00
ARCH 651	PROFESSIONAL MANAGEMENT	3.00
ELECTIVE	ELECTIVE	3.00*
ELECTIVE	ELECTIVE	3.00* Total 100 Credits

Degree Certification
When a student is nearing the end of the M.Arch degree program, the program director completes a degree certification process. The records at the registrar are confirmed, and all supporting documents are provided to ensure that each student has taken the required courses for the M.Arch degree.

Growth Opportunity
Within the application process, it should be explicitly stated that M.Arch graduates must take a total of 168 credits when the bachelors and master's degree programs are considered together. If a student does not have enough academic credit, make a note that they will be required to take additional courses at Jefferson.

Admissions confirms the total credits earned at a previous institution and include that in the application file to increase transparency and translation of previous degrees, particularly for international students.

The M.Arch Curriculum Chart shown below represents the curriculum in its entirety and shows the sequence of courses.

Link to M.Arch Curriculum Chart: https://philau.box.com/s/m9vziek0ub3iliblkuzrdbpogp8o7727

THOMAS JEFFERSON UNIVERSITY | COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT
MASTER OF ARCHITECTURE
3.5 year curriculum

	SUMMER	YEAR 1		YEAR 2		YEAR 3	
Curricular Sequence	SU1	FA1	SP1	FA2	SP2	FA3	SP3
DESIGN & REPRESENTATION	**ARCH-601** INTRO TO DESIGN 3CR	**ARCH-611** DESIGN 1 *Urban Site + Context* 4CR	**ARCH-612** DESIGN 2 *Natural Site + Context* 4CR	**ARCH-613** DESIGN 3 *Urban Operations + Programming* 4CR	**ARCH-614** DESIGN 4 *Sustainability + Tectonics* 6CR	**ARCH-615** DESIGN 5 *Comprehensive Project* 6CR	**ARCH-616** DESIGN 6 *Masters Project* 6CR
	ARCH-602 INTRO TO VISUALIZATION 3CR	**ARCH-622** VIS 1 *Drawing + Orthogonal Projection* 3CR		*SDN-622 SUSTAINABLE DES. STUDIO* (retired) 3CR	**ARCH-624** VIS 2 *Tech + Graphic Rep Adobe/CAD* 3CR		
DESIGN SEMINAR & RESEARCH		**ARCH-603** M.ARCH SEMINAR 1 2CR	**ARCH-604** M.ARCH SEMINAR 2 2CR			**ARCH-630** RESEARCH METHODS 3CR	
HISTORY & THEORY		**ARCH-629** HISTORY 1 *Ancient - Medieval* 3CR	**ARCH-632** HISTORY 2 *Renaissance - Baroque* 3CR	**ARCH-633** HISTORY 3 *Early Modern* 3CR	**ARCH-634** HISTORY 4 *Contemporary* 3CR		
SUSTAINABLE DESIGN & PROFESSIONAL MANAGEMENT				**SDN-601** PRINCIPALS SUST. DESIGN 3CR			**ARCH-661** PROFESSIONAL MANAGEMENT 3CR
TECHNOLOGY & STRUCTURES			**ARCH-651** STRUCTURES 1 *Linear Forces* 3CR	**ARCH-652** STRUCTURES 2 *Cols/Beams* 3CR			
		ARCH-641 TECH 1 *Materials + Methods* 3CR	**ARCH-642** TECH 2 *Passive Systems + Building Envelope* 3CR	**ARCH-643** TECH 3 *Dynamic Systems* 3CR	**ARCH-644** TECH 4 *Applied Systems* 3CR	**ARCH-645** TECH 5 *Revit + CDs* 3CR	
ADVANCE STANDING & ELECTIVES	**ELECTIVE 9 CREDIT CONCENTRATIONS** SND - Sustainable Design MUD - Urban Design MSIA - Interior Architecture RED - Real Estate Development GEO - GeoDesign CM - Construction Management HP - Historic Preservation *Summer Electives Available*		**ADVANCE STANDING** Advance standing is provided when a student has successfully completed equivalent coursework while previously attending an accredited university. Students with a previous degree in Architecture from an accredited university may be eligible for up to 51 credits of advance standing, with a total Undergraduate and Graduate credit count equaling a minimum of 168 credits.	**ELECTIVE** 3CR	**ELECTIVE** 3CR	**ELECTIVE** 3CR	**ELECTIVE** 3CR
							ELECTIVE 3CR
CREDITS	6	15	15	16	18	15	15

TOTAL PROGRAM CREDITS	100

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

Program Response:
N/A

4.2.7   Other Affiliated Architecture Programs Not Accredited by NAAB.

Program Response:

Ph.D in Architecture and Design Research
Curriculum Chart: https://philau.box.com/s/3eok7gd4y6qeypguogagjaez7g30rkpn

The Ph.D in Architecture and Design Research is focused on anticipating and shaping the future of practice. The mission is to create new avenues of investigation, expand knowledge bases, solve time-sensitive, contemporary issues across architectural disciplines and yield new insights into the past, present and future of the field. Interdisciplinary and transdisciplinary research are important elements of this program, which builds on the wide-ranging expertise of faculty within the College of Architecture & the Built Environment and across Jefferson, a National Doctorial Research University. This program is new, with its inaugural year in Fall 2021. It is not accredited at this time.

THOMAS JEFFERSON UNIVERSITY | COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT
PH.D. IN ARCHITECTURE AND DESIGN RESEARCH
4 year curriculum

Curricular Sequence	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	FA1	SP1	FA1	SP2	FA3	SP3	FA4	SP4
DISSERTATION + RESEARCH	ADR-701 RESEARCH THEORIES + METHODS I 3CR	ADR-702 RESEARCH THEORIES + METHODS II 3CR	ADR-7XX DIRECTED RESEARCH SEMINAR 3CR	ADR-7XX DISSERTATION PROPOSAL 9CR	ADR-7XX DISSERTATION RESEARCH/ WRITING 3CR	ADR-7XX DISSERTATION RESEARCH/ WRITING 3CR	ADR-7XX DISSERTATION RESEARCH/ WRITING 3CR	ADR-7XX DISSERTATION RESEARCH/ WRITING 3CR
ELECTIVES	GRADUATE ELECTIVE 3CR	GRADUATE ELECTIVE 3CR	GRADUATE ELECTIVE 3CR					
	GRADUATE ELECTIVE 3CR	GRADUATE ELECTIVE 3CR	GRADUATE ELECTIVE 3CR					
CREDITS	9	9	9	9	3	3	3	3
							TOTAL PROGRAM CREDITS	48

B.S.in Arch Studies *Chart*: https://philau.box.com/s/7588s3m0cmtc5u8ovdkhf6jc95rrplwu

The four-year Bachelor of Science in Architectural Studies (BS) program allows students to focus on a field allied to the profession of architecture, customize their education and earn a pre-professional degree. After completing a foundation sequence of studio and technical courses in the first two years, common to the Bachelor of Architecture curriculum, students can choose to apply to the five-year architecture program, specialize in one of three tracks — Real Estate Development, Historic Preservation, or XR Game Environments — or explore various architecture-related disciplines from a broad array of available minors.

THOMAS JEFFERSON UNIVERSITY | COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT
BACHELOR SCIENCE IN ARCHITECTURE STUDIES
4 year curriculum

Curricular Sequence	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	FA1	SP1	FA1	SP2	FA3	SP3	FA4	SP4
DESIGN + REPRESENTATION + CAPSTONE PROJECT	AFRD-101 DESIGN 1 *Interdisciplinary Explorations* 4CR	ARCH-102 DESIGN 2 *Architectural Precedent* + Graphics 4CR	ARCH-213 DESIGN 3 *Urban Site + Context* 4CR					ARCH-616 ARCH STUDIES CAPSTONE PROJECT 3CR
	AFRD-103 VIS 1 3CR	AFRD-108 VIS 2 3CR	ARDS-208 VIS 3 3CR					
HISTORY + THEORY			AHST-205 HISTORY 1 *Ancient to Medieval* 2CR	AHST-206 HISTORY 2 *Renaissance - Baroque* 3CR	AHST-305 HISTORY 3 *Early Modern* 3CR	ASHT-306 HISTORY 4 *Contemporary* 3CR		
TECHNOLOGY	MATH 1 (up to INTRO TO CALCULUS) 3CR	MATH 2 OR ELECTIVE 3CR		ARCH-303 STRUCTURES *Linear Forces* 3CR				
	SCI-108 ENVIRONMENTAL SCIENCE 3CR	SDN-601 GENERAL PHYSICS 3CR	ARDS-210 TECH 1 *Materials and Methods* 3CR	ARCH-212 TECH 2 *Passive Systems & Envelope* 3CR				
HALLMARKS	WRIT-101 WRITING SEMINAR 1 3CR	AMST-114 TOPICS IN AMERICAN STUDIES 3CR	WRIT-201/202 WRITING SEMINAR 2 3CR	ETHC-2XX ETHICS 3CR	ADUV-2XX AMERICAN DIVERSITY 3CR	GDIV-2XX GLOBAL DIVERSITY 3CR	SEM-3XX INTEGRATIVE SEMINAR 3CR	
	FYS-101 FIRST YEAR SEMINAR 1CR					GTIT-2XX GLOBAL CITIZENSHIP 3CR	GGIS-300 CONTEMP. GLOBAL ISSUES 3CR	PHIL-499 PHILOSOPHIES OF THE GOOD LIFE 3CR
GENERAL ELECTIVES + TWO MINORS	ELECTIVE 12 CREDIT MINORS MINIMUM OF TWO — SND - Sustainable Design; RED - Real Estate Development; GIS - Global Information Systems; CM - Construction Management; HP - Historic Preservation; UD - Urban Design; INT - Interior Design; ASHT - Architecture History Theory; PHOTO - Photography; COM - Computational Designs; LA - Landscape Architecture				GENERAL ELECTIVE 3CR	GENERAL ELECTIVE 3CR	GENERAL ELECTIVE 3CR	GENERAL ELECTIVE 3CR
				MINOR 1 3CR	MINOR 1 3CR		MINOR 1 3CR	MINOR 1 3CR
					MINOR 2 3CR	MINOR 2 3CR	MINOR 2 3CR	MINOR 2 3CR
CREDITS	16	16	16	15	12	15	15	16

TOTAL PROGRAM CREDITS: 124-127

M.S.Arch Program
Curriculum Chart: https://philau.box.com/s/yxaf68nibmn58p5vi1lngtoi2t1bey28

Recognizing that the architecture profession is constantly changing, the M.S.Arch is an advanced post-professional and research based degree. The program is designed to fit current industry needs and is adaptable as requirements and expertise evolves. The MS provides its graduates with an additional credential that enables them to pursue research and entrepreneurial practices, careers in academia or expand the knowledge of the profession. It is expected that students will have previous experience in the technical and professional aspects of building design with a degree in architecture, engineering or other related field. The typical program length is three or four semesters.

THOMAS JEFFERSON UNIVERSITY | COLLEGE OF ARCHITECTURE + THE BUILT ENVIRONMENT
MASTER OF SCIENCE IN ARCHITECTURE
1.5 - 2 year curriculum

	YEAR 1	YEAR 2		YEAR 3	
Curricular Sequence	SP1	FA1	SP2	FA3	SP3
DESIGN + REPRESENTATION	MARCH-601 PRE-DESIGN (Optional for Non-Design Majors) 3CR	SDN-622 SUSTAINABLE DESIGN STUDIO 4CR			
	MARCH-602 INTRO TO VIS (Optional for Non-Design Majors) 3CR	SDN-601 PRINCIPLES OF SUSTAINABLE DESIGN 3CR			
ELECTIVES			ELECTIVE 3CR		
			ELECTIVE 3CR		
			ELECTIVE 3CR	ELECTIVE 3CR	
RESEARCH + THESIS				MARCH-901A* GRADUATE THESIS PROJECT 3CR	MARCH-901B* GRADUATE THESIS PROJECT I 3CR
		ARCH-630 RESEARCH METHODS 3CR			MARCH-902* GRADUATE THESIS PROJECT 3CR
CREDITS	6 OPTIONAL	10	9	6	6
				TOTAL PROGRAM CREDITS	6

- OPTIONAL PREPARATORY SUMMER COURSES
- MSSD COURSES
- MS ARCH COURSES

Notes:
*Graduate Thesis Project courses can be configured in any combination to satisfy 9 total credits
**Students can shorten degree time by completing summer courses if available

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response:

The M.Arch Program is designed for students with non-architectural baccalaureate degrees as well as students with a pre-professional architecture degree. Applications to the program are received and coordinated by the Jefferson East Falls office of graduate admissions to determine completeness and that all minimum standards have been met. Completed applications are then forwarded for review of transcripts, portfolio and undergraduate equivalency by the Director of Architecture Programs and M.Arch Associate Director.

Application requirements and evaluation criteria are:

- Bachelor's degree from an accredited institution
- Official academic transcripts*
- Current resume
- Two letters of recommendation
- Personal statement (see below for full details)
- Portfolio (see below for full details)
- Evidence of English language speaking, writing and comprehension proficiency. Official IELTS or TOEFL reports are required for all non-native English speakers.

*For international applicants, all official academic transcripts may be evaluated by a NACES accredited academic credential evaluation company or similar agencies such as WES. The Office of Graduate Admissions has international coordinators who review applications for GPA and course equivalency as well as work with international student brokers such as INTO. The two primary contacts the Program Directors work directly with for international applications and ongoing management are:

- Suzanne Iseminger, MEd, MIA Associate Director, International Admissions. Enrollment Management.

    Suzanne coordinates international applications.

- Hannah Bar-Giora, Director, International and Exchange Student Programs Office of Global Education and Initiatives.

    Hannah coordinates visa and educational status for international students.

Personal Statement

The personal statements are to articulate why the student wants to become an architect, personal experience which supports that plan, their professional goals and why they wish to join the Jefferson Master 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 Jefferson M.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 promise and potential in architecture, as well as to give evidence of interests, skills, and talent. Students need not have architectural drawings or work. The portfolio should include examples of projects, coursework or independent creative work that showcases abilities and promise specific to the M.Arch program. These might include drawings, photographs, sculpture, handcrafted items, written essays etc.

An application review form is used to evaluate each applicant according to the same criteria. The program director reviews the applications and takes comprehensive notes before rendering an admissions decision. The notes are used to determine an approximation of how many semesters the students will be enrolled for the M.Arch program. More information about this process is shared in 4.3.2.

Master of Architecture | Program Application Review
Jefferson | College of Architecture and the Built Environment

Applicant:		Date:		Reviewed By:	
Applicant's Degree Institution:				**Major:**	
Degree Earned:		Date:		GPA:	

Required Materials	Standards Not Met	Meets Standard	Exceeds Standards
Transcript/GPA			
(2) Letters of Recommendation			
TOEFL / IELTS [If Applicable: Min. Score: 79 / 6.5]			
Personal Statement			
TJU Application			
Portfolio			
Resume			

Required Prerequisites for MARCH-651 Structures 1			
Calculus (Equivalent to MATH-103)			
Physics (Equivalent to PHYS-101)			

UG Credit Count:	**Entry Term:**
G Credits Needed:	**Comments:**
Comments:	

Portfolio Review Sheet

Type of Work	Standards Not Met	Meets Standards	Exceeds Standards
Portfolio Requirement for 3+ M.Arch*			

Advanced Standing *(must be verified by transcript and/or course descriptions)*

	Standards Not Met	Meets Standards	Exceeds Standards
Design	601	611 / 603	612 / 604
Visualization	602	622	624
Technology	641	642	643
Structures	651	652	
History	629	632	633

Notes:

*Minimum Portfolio Requirement for 3+ M.Arch: Portfolio must indicate that the applicant has the ability to format, visualize, and represent two and three-dimensional information.

**Advanced Standing: For students with preparatory or pre-professional design or engineering degrees. The portfolio review for advanced standing is used for admission purposes only into the M.Arch Program. The M.Arch Review Sheet for Advanced Standing is used for evaluating placement in the program.

Comments:

Students seeking advance standing submit valid transcripts during the general application process, course descriptions and often syllabi for review. These in combination with the applicant's portfolio are used to determine satisfactory competency in specific subject matter. M.Arch courses within the curriculum are only granted advanced standing if a student has successfully completed one or more courses (a bundle of sequential courses) that contains the same content and matches or exceeds content and credits.

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

Program Response:
It is very rare that courses carrying NAAB accreditation student criteria or learning objectives are granted advance standing. In those extreme cases, students are required to indicate competency through a rigorous assessment of previous course materials and work product. In some cases, the course instructor will meet with the student and assess that the student does in fact maintain the core knowledge required by NAAB.

Note: Courses that satisfy SC.5 and SC.6 are never considered for advance standing.

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

Program Response:
During the application review process, transcripts and portfolios are reviewed and a cursory assessment of the student's likely advance standing is established. The remaining courses and the time it will take to complete the courses is determined, and the anticipated degree program length is determined. A note from the program director is documented in the application file so the admissions team can share the assessment with the applicant in their admissions letter.

An example of a note for a 3+ year track internal admissions note is below:

Full Admission.
Expectation that student can complete program in 3.5 years (full time). Students in the 3.5 year program are required to begin the program with a summer design studio and visualization course, which begin in June.

University level Physics and Calculus are pre-requisites for the program, and should be completed before enrollment. They may also be taken in the Summer of 2021 alongside Intro to Vis and Intro to Design. If they are not completed before FA21, the program may extend beyond the aforementioned timeline.

At the time of deposit, student must submit detailed course descriptions from their prior degree program if seeking advanced standing credit. Upon review, advanced standing credits and a semester-by-semester study plan will be completed and shared with the student.

An example of a 2 year track internal admissions note is below:

> *Full Admission.*
> *For a Fall 2021 start, it is expected that student can complete program in 2 years (full time).*
>
> *As <u>NAME</u> holds an undergraduate degree in Architecture, it is assumed that University level Physics and Calculus courses have been completed as part of structures and technology coursework.*
>
> *OTHER NOTES*
> *Depending on number of waived courses, student may be required to take summer classes.*
>
> *A delayed start date to Spring 2022 may increase the total time it takes to complete the program.*

Once a student declares a commitment to attending the University by submitting their deposit, or if a student requests ahead of depositing, the program director will review all submitted documentation of previous coursework according to the process laid out in 4.3.1 to determine if the student qualifies for any advance standing and, if so, for which courses.

A study plan draft is put together by the program director which indicates which courses the student will be required to take throughout the M.Arch program. It is at this point that the student has a clear indication of the exact number of credits that will be required to complete the program.

Once enrolled and throughout the program, the academic advisor (in this case, the Program Director) meets with each student at least once a semester to review the study plan. It is very common for the study plan to be adjusted to accommodate academic, personal, financial and a variety of other needs that are synonymous with the complex lives of graduate students.

A sample study plan without advanced standing:
https://philau.box.com/s/eu7nj3vumqke759q65epu654oyymjy8z

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

CABE Leadership

CABE is led by the Dean, Barbara Klinkhammer; assisted by the Associate Dean for Graduate Studies, Dr. Suzanne Singletary; and the Associate Dean for Undergraduate Studies, Dr. David Breiner. The Dean is responsible for running all aspects of the College and reports directly to the University Provost. The Associate Deans' responsibilities for the College include coordinating course and critique schedules; coordinating work-study students, graduate assistants, and fabrication lab staff; resolving grade disputes; assisting with student opportunities, recruitment, retention; managing facilities; outreach and emergent management tasks as required by the Dean, program, faculty and students. The Manager of Academic Operations (MAO), Christianna Fail; assists with many 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 Associate Deans and the MAO oversees and coordinates all daily activities within the College.

TJU Academic Pillar Organizational Chart:
https://philau.box.com/s/befmm5a8qe50d8mrvg9433b0tc8d6lqc

Architecture Programs Leadership

The four Architecture Programs are led by the Architecture Programs Department Chair, David Kratzer. These programs include the a 5-year Bachelor of Architecture, a 4-year Bachelor of Science in Architectural Studies, the Master of Science in Architecture, and the Master of Architecture program. The new Ph.D program has its own director. The Assistant Director of the B.Arch Program, Carol Hermann; is primarily responsible for course and classroom scheduling, student advising coordination, and some curricular development. The Associate Director of the M.Arch Program, Evan Pruitt; 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 Associate Director is also responsible for the day-to-day running of the program and reports directly to the Director of Architecture Programs and Dean. Two full-time administrative assistants are available to offer assistance.

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

The Associate Deans and Program Directors also teach (50% & 25% depending on position), perform University service, and pursue professional development. The Associate 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.

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

Undergraduate Programs
- Architecture [5-year B. Arch, last accredited by NAAB 2018]
- Architectural Studies [4-year B.S. Architectural Studies; concentrations in Real Estate Development, Historic Preservation and XR Gaming Environments (Extended Reality)]
- Construction Management [4-year B.S. Construction Management, last accredited 2021]
- Interior Design [4-year B.S. Interior Design, last accredited by CIDA 2020]
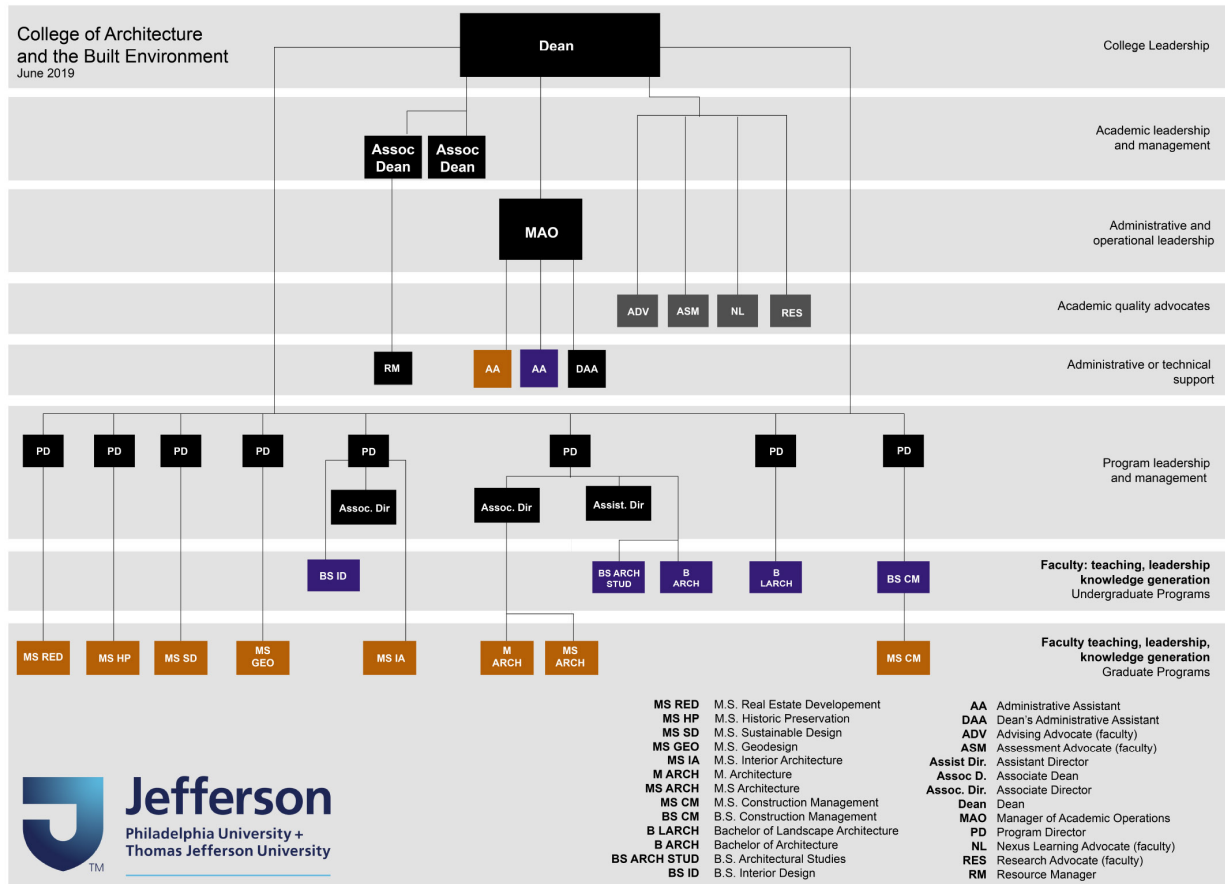- Landscape Architecture [4-year B. Landscape Arch., last accredited by LAAB 2014]

Graduate Programs
- Architecture [M. Architecture, (professional degree) initial accreditation by NAAB 2018]
- Architecture [M.S. Architecture (post-professional degree)]
- Architecture [PhD in Architecture and Design Research (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]
- Historic Preservation [M.S. Historic Preservation]
- Urban Design [M. Urban Design)

Change in College Administrative Structure Since Previous Report

As described in the previous APR, the CABE administrative structure was organized by programs each led by a Program Director. As the College has grown and added programs, this structure has created inefficiencies in management and communications as well as budgeting complexities. In academic year 2020-21, Dean Barbara Klinkhammer proposed and gained approval from the Provost's office to institute a departmental structure. The five undergraduate and nine graduate programs are currently being transitioned into four departments during the 2021-22 academic year. This will provide for greater administrative efficiencies and a clear line of responsibility for decisions, planning and budgeting of the programs. The four departments will be structured with the following organization:
- Department of Architecture: M.Arch, MS.Arch, B.Arch, BS.Arch, Ph.D Arch, & MS.HP
- Department of Sustainable Environments: B.Larch, MS.SD, MS.RED, MS.GeoD & M.UD
- Department of Interior Design & Architecture: BS.IntD & MS.IntArch
- Department of Construction Management: BS.CM & MS.CM

Previous Organizational Structure of the College of Architecture and the Built Environment (Ending Summer 2021)
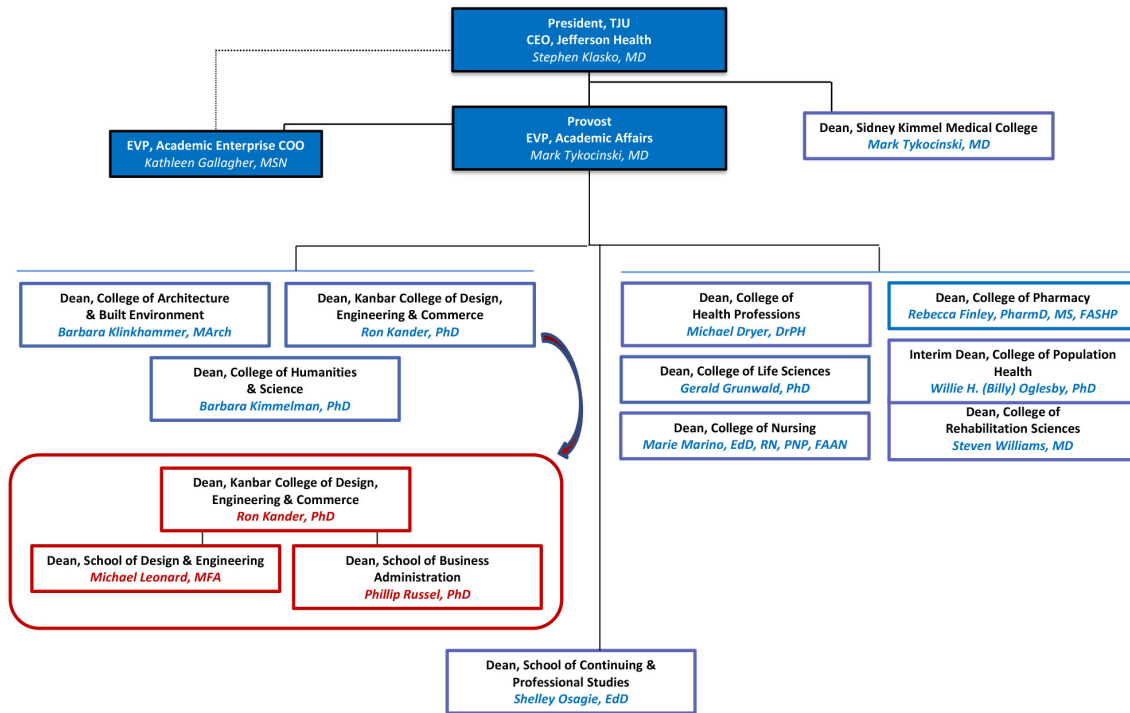
NAAB

JEFFERSON | College of Architecture and the Built Environment
Architecture Program Report – Continuing Accreditation
September 2021

Dean
Barbara Klinkhammer

Associate Dean Undergrad Studies
Dr. David Breiner

Associate Dean Grad Studies New Initiatives
Dr. Suzanne Singletary

Dean's Admin. Assistant
Sarah Bott

Manager of Academic Operations
Christianna Fail

Resource Manager
Drake Schaefer

CABE Admin. Assistant
Maria Gonsalves-Perkins | TBD

Department of Architecture

David Kratzer
Department Chair
Program Director

Evan Pruitt
Associate Prog. Director (M.Arch | M.S.Arch)

Carol Hermann
Associate Prog. Director (B.Arch | B.S.Arch)

M. Architecture (NAAB)
M.S. Architecture
B. Architecture (NAAB)
B.S. Architectural Studies

Dr. Kihong Ku
Program Director
Ph.D Architecture
Design + Research

Dr. Suzanne Singletary
Program Director
M.S. Historic Preservation

13 Full Time Faculty
303 Full Time Students

Department of Sustainable Environments

Rob Fleming
Department Chair
Program Director
M.S. Sustainable Design
M.S. Sustainable Des. Online

Kim Douglas
Program Director
B. Landscape Arch (LAAB)

Troy Hannigan
Program Director
M.S. Real Estate Development
M.S. Real Estate Dev. Online

Dr. Peng Du
Program Director
M.S. Geodesign
M. Urban Design

6 Full Time Faculty
69 Full Time Students

Department of Interior Design

Lauren Baumbach
Department Chair
Program Director

Martha Anez
Associate Program Director

B.S. Interior Design (CIDA)
M.S. Interior Architecture

6 Full Time Faculty
92 Full Time Students

Department of Construction Management

Dr. Gulbin Ozcan-Deniz
Department Chair
Program Director

B.S. Construction Management (ABET)
M.S. Construction Management
M.S. Construction Management Online

3 Full Time Faculty
70 Full Time Students

COLLEGE OF ARCHITECTURE AND BUILT ENVIRONMENT
Organization Chart 2021-2022

Jefferson
Thomas Jefferson University
HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

New Departmental Organizational Structure of the College of Architecture and the Built Environment (Starting Fall 2021) Link to Chart: https://philau.box.com/s/f50auiwi2ol2cv95yuvrwaga2fxvwin1

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

The TJU Academic Pillar Organizational College Leadership is organized in the following structure:

ACADEMIC PILLAR ORGANIZATIONAL STRUCTURE
COLLEGE LEADERSHIP

President, TJU
CEO, Jefferson Health
Stephen Klasko, MD

EVP, Academic Enterprise COO
Kathleen Gallagher, MSN

Provost
EVP, Academic Affairs
Mark Tykocinski, MD

Dean, Sidney Kimmel Medical College
Mark Tykocinski, MD

Dean, College of Architecture & Built Environment
Barbara Klinkhammer, MArch

Dean, Kanbar College of Design, Engineering & Commerce
Ron Kander, PhD

Dean, College of Humanities & Science
Barbara Kimmelman, PhD

Dean, College of Health Professions
Michael Dryer, DrPH

Dean, College of Pharmacy
Rebecca Finley, PharmD, MS, FASHP

Dean, College of Life Sciences
Gerald Grunwald, PhD

Interim Dean, College of Population Health
Willie H. (Billy) Oglesby, PhD

Dean, College of Nursing
Marie Marino, EdD, RN, PNP, FAAN

Dean, College of Rehabilitation Sciences
Steven Williams, MD

Dean, Kanbar College of Design, Engineering & Commerce
Ron Kander, PhD

Dean, School of Design & Engineering
Michael Leonard, MFA

Dean, School of Business Administration
Phillip Russel, PhD

Dean, School of Continuing & Professional Studies
Shelley Osagie, EdD

Jefferson
Philadelphia University •
Thomas Jefferson University

Pillar Chart Organization Chart - Part of Institutional Middles States Accreditation Submission, 2019

University Administrative Structure and CABE Representation

The College of Architecture and the Built Environment is one of ten Colleges that make up the Academic Pillar of the university. The primary decision making body of the Academic Pillar is the Dean's Council which reports to the Provost Mark Tykocinski, MD. Dean, Barbara Klinkhammer, represents the interests of CABE at the highest academic level and participates in the decisions which guide the University.

Other members of CABE participate in University Leadership on behalf of the College at many levels:

- Associate Deans David Breiner and Suzanne Singletary represent the college at the university level on a wide range of committees and leadership organizations.
- Susan Frosten, a CABE architecture faculty member, joined the Provost's office in the role of Associate Provost bringing her architectural knowledge and experiences to the highest academic decision making body at TJU.

- Chris Harnish, also a CABE architecture faculty member, is the Director for the Health and Design Collaborative as well as the Director for the Jefferson Consortium of African Partnerships. Both of these operative at the university level in developing both domestic as well as international initiatives and programs. Chris has been able to leverage his personal research on informal settlements and the African continent to a university level agenda and include CABE and TJU students into the research network.
- In addition to these three, most full- time faculty participate in shared leadership through university level committees.

University Shared Governance and Committees

The CABE and architecture program faculty participate in shared governance alongside their peers. More information can be found here:

https://www.jefferson.edu/faculty-affairs/governance/bylaws/faculty-shared-governance.html

University Standing Committee Structures organization:

https://www.jefferson.edu/faculty-affairs/governance/standing-committees.html

CABE and University Committee Representation

Given the expanded size of the combined university, CABE representation is required on a range of committees. Most CABE faculty serve on both University and College level committees in addition to Program representation.

2020-2012 Governance Representation List

CABE College-Level Committees

(A) = Architecture; (AD) = Associate Dean; (I) = Interior Design/ Architecture; (L) = Landscape Architecture; (C) = Construction Management; (S) = Sustainable Design; (G) = Geo Design; (U) = Urban Design

College Governance Committee
Chris Harnish (A), Jack Carnell (A), Edgar Stach (A), chair (2021)

College Curriculum Committee
Loukia Tsafoulia (I), Andrew Hart (A), Suzanne Singletary (AD), chair (2022)

CABE Committee on Academic Outcomes Assessment (AOA)
Severino Alfonso (I), Gulbin Ozcan-Deniz (C), Evan Pruitt (A), Lisa Phillips (I), chair (2022)

Faculty Affairs Committee:
Kihong Ku (A), Kim Douglas (L), Martha Anez (I), Jack Carnell (A), Craig Griffen (A), chair (2022)

College Committee on Lectures and Exhibitions – Action committees (meets as needed)
Matt Tucker (I), Edgar Stach (A), Andrew Hart (A), Grace Ong Yan (I), chair (2021)

College Committee on Diversity, Equity and Inclusion
David Breiner (A), Kimberlee Zamora (C), Martha Anez (I) and Chris Harnish (A) - co-chairs (2022)

College Committee on Educational Resources - Action committees (meets as needed)
Dean, Associate Dean, Rob Fryer (S) (appointed) (2021)

Doctoral Affairs Committee
Grace Ong Yan (I), Suzanne Singletary AD), Kihong Ku (A), chair

Dean's Faculty Advisory Council
Faculty meeting serves as the Dean's Faculty Advisory Council

Executive Committee (new)
Dean, Associate Deans, Program Directors, & 2 Associate or Assistant Program Director's:
Evan Pruitt (A), Martha Anez (I)

University Level Committee CABE Representation

Faculty Advisory Council
Edgar Stach (A), David Kratzer (A)

Jefferson Committee on Educational Resources
Rob Fryer (S)

Jefferson Committee on Educational Quality
Lisa Phillips (I) as Chair of Academic Outcomes Assessment

Jefferson Committee on Research
Christopher Harnish (A) (2021)

Jefferson Committee on Academic Programs and Policies
Suzanne Singletary (AD) as Chair of Curriculum Committee

Jefferson Committee on Student Academic Standing
Lauren Baumbach (I) (primary), David Breiner (alternative)

Jefferson Committee on Faculty APT
Rob Fleming (S)

Jefferson Committee on Student Affairs
TBD

Jefferson Shared Governance Committee
Jack Carnell (A)

EF Senior Faculty Advisory Forum
David Breiner (AD)

Opportunities for Involvement in Governance

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. Faculty also

participate in monthly meetings of the College and monthly (sometimes more frequent) meetings of the Programs. 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. Many CABE committees include adjunct faculty including the new CABE DEI Committee, search committees, and general CABE faculty meetings - charged to review and recommend revisions of policies and procedures regarding adjunct faculty compensation, working conditions, review, and other issues.

Students have the opportunity to participate in the governance at the College level by electing a program representatives to serve on the **Dean's Student Advisory Committee**. In 2021, Stephanie Catrambone was elected to serve in this role as the M.Arch representative. The CABE Dean's Student Advisory Council advises the Dean and Associate Deans on issues related to the student experience in the College of Architecture and the Built Environment. It is comprised of members from the CABE student organizations (AIAS, NOMAS and others) and typically student organizations have their president/chair attend the sessions. Membership can also be extended to student representatives from individual programs. Student representatives serve as the liaison to the entire student body of CABE. DSAC meets monthly with the senior administrative leadership of the college. DSAC students elects a chair who creates the agenda and works directly with the college's leadership in bringing topics forward to DSAC.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

Planning and Assessment NAAB 2020 Conditions Implementation Timeline Note

Following the 2018 initial accreditation visit granting a three year initial term, the M.Arch program was preparing for its first continuing accreditation visit scheduled for Spring 2021. Upon issuance of the new NAAB 2020 Conditions for accreditation, the M.Arch program was given the choice of proceeding with the Spring 2021 visit reviewed under the previous 2014/15 Conditions or postponing the visit to Spring 2022 and be reviewed under the new 2020 Conditions. It was decided to be reviewed under the new 2020 Conditions in Spring 2022, so as to focus time and resources on an accreditation system that would not be retired. This decision required numerous changes in the program over the period of one year in order to implement the conditions – including updated formal planning and assessment systems – the implementation of which is being phased in as best as possible in a short time frame. As such, conclusions drawn from assessment systems currently being launched will be limited.

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

M.Arch and the Architecture Programs

The M.Arch and B.Arch are the two NAAB accredited architecture programs in the college. The two programs align, coordinate and complement each other in providing the primary graduate and undergraduate architecture degrees. The affiliated M.S.Arch and BS.Arch Studies programs utilize the M.Arch/ B.Arch foundation in offering research, technology, digital skill and focused minor alternative degree options for those students not interested in architectural licensure. The just launched Ph.D in Architecture and Design Research program builds upon the M.Arch and M.S.Arch program foundations, and has its own director given its unique curriculum.

The continued improvement of the overall learning environments and experiences is the focus of the Architecture Department Chair (M.Arch, B.Arch, MS.Arch & BS.Arch Studies) in collaboration with the Associate Director of the M.Arch Program and the Assistant Director of the Architecture Programs, who meet on a weekly basis throughout the year. 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 Directors are constantly seeking new opportunities within the Architecture Program, the University at large and the community to strengthen the learning experiences.

The Program Directors reference the below stated learning goals for each program as assessment is taking place, making sure the pedagogical structure and course content support the overarching goals for the degree program. These learning goals were developed at the initiation of the programs and re-coordinated for the M.Arch and B.Arch NAAB reviews in 2018. They provide an overall achievement baseline for planning and assessment.

The Architecture Programs General Learning Goals are for students to:
- Demonstrate the required levels of proficiency set forth by the 2020 NAAB Conditions for Accreditation, including specific Program and Student Criteria.
- Value and celebrate a diversity of people, communities and environments: addressing social, cultural and environmental needs through informed design solutions.
- Demonstrate the ability to research and apply history and theory, sustainable practices, and technology in a global environment.
- 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.
- Integrate professional practice with issues of wellbeing, public health, safety, and welfare regulations.
- Exhibit an awareness of structural, environmental, and other building systems that support a healthy environment, and understand their role in the design and performance of buildings.
- Demonstrate an understanding of working with clients, consultants, and community groups – collaborating with professionals and constituents beyond the expertise of architects.

In addition, graduates of the Master of Architecture program will:
- Have demonstrated the CABE core values of Design Excellence, Social Equity and Sustainability.
- Have applied and demonstrated an integrated design process that synthesizes ecological and social responsibility, cultural significance, 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 and analysis to expand the knowledge of the discipline.
- 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, or sponsorships.
- 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.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

There are many performance indicators programs can and should use to assess their success, as well as that of their institution. Some are: diversity of students, faculty and staff; graduation rates; licensure statistics; job placement data; publications and research dissemination of faculty; awards of students and faculty. These metrics are being incorporated more clearly into the new assessment plans that have been developed in response to the 2020 NAAB conditions.

In addition, student input on program performance is very important, and there are many avenues for students to communicate their broad and specific experiences. 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. The M.Arch Program Associate Director is the primary adviser for all of the M.Arch students, however, most faculty also serve in an informal advisory capacity. In addition, 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.

Students also complete anonymous "Course Evaluations" for each course near the end of each semester, but before final projects, exams or grades are due. Questions prompt input on both faculty performance and course content including methods, materials and open comments. These evaluations are discreetly reviewed by course coordinators and Program Directors, and included in assessment review. In addition, the University *Office of Institutional Research* coordinates and 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/).

Each academic year the Dean, Associate Dean, and the Program Director each arrange various meetings with students to disseminate general information, upcoming events, and encourage the students to make recommendations about their education and collegiate experience. In particular, the **Dean's Student Advisory Council**, comprised of representatives of CABE student organizations, meet with the 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.

Lastly, the M.Arch program is striving to grow, and as such recruitment numbers and reasons prospective students choose TJU or go elsewhere has been of great interest to both the program and University admissions. The balance of scholarships and assistantships relative to tuition has been carefully reviewed and monitored monthly given the current challenges in recruitment. As a young program, the clarity of messaging to prospective students is constantly evaluated, as admissions awards involve multiple offices including admissions, financial, and the M.Arch program director in review of applications and the granting of advanced standing. Reviewing the data informs the development of the program and the admissions process.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:
The M.Arch program is making positive progress towards its mission and objects as evidenced by:
- Applicant Pool Growth: The number of applications has been growing steadily as is the program's reputation.
- Applicant Strength Increase: The quality of the applicants has also steadily risen with many more students from upper tier schools applying and seeking information on the program.
- Curricular Adjustments: As a young program, the M.Arch curriculum has now run with a large enough cohort of students to exhibit strengths, weaknesses and potential areas of improvement. Curricular changes have been made (see "Program Changes" in the APR "Introduction") and more are being planned.
- Important adjustments have also been made administratively in the coordination of policies, procedures, student registrations, course pre-requisites, academic standing and graduate student requirements. This work has been akin to "working the bugs out" for a young graduate program whose early years occurred during a University merger with constantly meshing academic policies.
- Improving Diversity of Students: While slight improvements have been seen, diversity of students remains an ongoing challenge.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
The opportunities of the program continue to be:
- TJU and CABE's Philadelphia location providing a rich social, cultural and political context for study, research and professional engagement with the numerous firms in the city and region.
- The merger between Philadelphia University and Thomas Jefferson University has opened up a wide variety of study, research and professional collaborations.
- The close proximity of CABE programs continues to be a great opportunity to promote interdisciplinary education.

The strengths of M.Arch program continue to be:

- A student body comprised of a wide range of unique backgrounds and professional experiences.
- The retention rates for CABE prior to the pandemic were holding at 85%.
- Up until the COVID pandemic, the M.Arch program had a nearly 50/ 50 mix of international to domestic students creating a rich academic dialogue.
- Graduates of the architecture programs continue to find employment in the discipline. As of 2020 (pre-pandemic) 95% of graduates of CABE found employment in their field (of those that replied to the alumni post-graduation survey).
  - For the M.Arch program, employment numbers have been difficult to track given the international student cohorts and the varied life situations of the older graduate students. Recent discussions with Career Services have focused on expanding the undergraduate alumni tracking systems to include graduate students.
- The graduation of students well versed in the wide range of skills required for professional practice including hand and digital drawing, digital software and their applications, as well as a varied view of the profession given the variety of experiences of the adjunct and full-time faculty.
- Local employers continue to be advocates for our students - finding them to be well balanced, talented and positive employees.

Recent challenges for the College, architecture programs and the M.Arch program since the last accreditation review include:

- The Merger of PhilaU and Jefferson had just been finalized as the time of the 2018 M.Arch visit. Since that visit, the PhilaU administrative, financial, and management systems have been discontinued and CABE has transitioned to the institutional systems used by Thomas Jefferson University. This has required training with some learning curves for students, faculty and staff. The digital and informational technologies of Philadelphia University were migrated to those of Jefferson. The systems affected included email, registration, enrollment management, admissions, financial aid - as well as the need to mesh, and coordinate, the overall academic policies and procedures. New *University Bylaws* were developed and approved by the faculty at large. Each college is in the process of developing their own *Handbook Supplements* which address their specific disciplines. The CABE Faculty Handbook is scheduled to come before the faculty for review in Fall 2021. The overall transition is 90% complete at the time of this APR writing and the majority of the systems are fully operational - but the transition has created some stress and inefficiencies which are still being resolved.
- The COVID pandemic affected CABE and the architecture programs immensely - as it has for all academic institutions and professional organizations. In March of 2020, the academic University pivoted to online instruction at all of its campuses while the hospital units provided health care services in a high-pressure atmosphere. All aspects of the University were affected. CABE launched immediate in-house online teaching trainings led by Rob Fleming from CABE, whose MSSD program has been teaching online studios and courses. Rob provided presentations and resources for the entire University to help with the pivot. The remainder of Spring 2020 semester, as well as the Summer and Fall semesters, were taught remotely. The Spring 2021 semester was taught partially in-person/ online depending on the class type and the number of students allowed in a classroom by CDC and City of Philadelphia COVID guidelines. The Fall 2021 semester is proceeding in-person for the architecture programs. While the B.Arch program enrollment overall remained steady, the freshman years saw a slight drop in retention enrollment at the end of the Fall 2020 and

Spring 2021 semesters as online learning has shown to be most difficult for students entering college. Fall 2021 B.Arch enrollment has slightly exceeded expectations with a freshman enrollment of close to 100 architecture, interior design and landscape architecture students in the shared first year design studios – a 10% increase from 90 entering students in Fall 2020. The M.Arch program, on the other hand, has seen a drop in new student enrollment from the pandemic in the first and second years as international students were unable to enter the country and foreign embassies have had difficulty processing visas. This situation has continued into the Fall 2021 semester. Interestingly, the M.Arch program saw one of its largest cohorts enter the first year curriculum in Fall 2020, at the height of the pandemic, made up of exclusively domestic students.

- As a condition of the PhilaU/ TJU merger, the Middle States Commission accreditation for the institution had to be updated. The review and visit occurred in 2020, and was successful. As part of the process, the overall *Institutional Learning Outcomes* were revised, requiring an update of program curriculum planning maps and assessments. For CABE, this effort was coordinated by the CABE Committee of Academic Outcomes and Assessment (AOA). During the Middle States review process, it was decided to allow programs to align their professional accreditation learning outcomes (NAAB) with the University's creating a better coordinated assessment process.

- In the Summer of 2020, the University changed the enterprise-wide course management system from Blackboard to Canvas. This change has created a reworking of all courses, assessment systems, archives and interactions with students.   While Canvas is fairly intuitive overall, it has required a learning curve to implement and faculty and students are continuing to adjust and improve their use of the platform. It has affected the implementation of architecture program NAAB 2020 Conditions assessment system adjustments, especially relating to rubrics. Developing and sharing common rubrics is unfortunately one of the weaknesses of the Canvas platform. Work continues on program wide learning outcome rubrics, with the intention of standardizing the gathering, reporting and analysis assessment process. The goal is to test run these pilot rubrics by the end of Fall 2021.

- At the same time the University switched from Blackboard to Canvas, it also began implementing an external "assessment management platform" vendor system which channels through Canvas. Faculty will be able to build rubrics with criteria that tie to an external data base for tracking and reporting. While a welcome option, the "Assessment, Evaluation, Feedback & Intervention System" (AEFIS) is in its pilot phase at the time of this APR writing: https://www.aefis.com. It is the goal of the architecture programs to complete some test rubrics in a few courses in Fall 2021.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The formal accrediting institutes for architecture degree programs at Jefferson are the National Architecture Accreditation Board (NAAB), 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 intuitions provide insight into the successes and weaknesses of the program, and any changes suggested or required will be overseen and implemented by the Director of Architecture Programs and M.Arch Associate Director.

Informal input on the performance of the College and architecture programs occurs through many avenues. 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 reviews, and to the faculty after the reviews, provides insight into how well the course achieved its 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.

The architecture programs also employ a large number of adjunct faculty who act as direct conduits for student performance observations relative to the skills and knowledge they expect for interns in their offices. Common discussions have involved improving student's sketching, researching, problem solving and critical thinking skills. Of special note, the majority of the adjuncts and critics are consistently impressed with the TJU architecture student's digital skills.

A more formal source of input is the CABE Advancement Council made up of professionals from, and leaders of, architecture, design, research and industry firms in the Philadelphia region. They offer valuable insight into the emerging trends of the professions and engage in on-going conversations on the goals, planning and future directions for CABE, the architecture programs and Jefferson students and faculty. The council was instrumental in reviewing and contributing to the recent rework of the CABE Strategic Plan. *Link to Advancement Council:* https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/about/advancement-council.html

In response to the NAAB 2020 Conditions, an external *Jefferson Architecture Programs Advisory Group* is in the planning stages with the goal of being in place by Summer 2022 in order to participate in the soon to be annual review of assessment findings found at the end of the 2021-22 academic year. The goal of this group is to advise on the planning and direction of architecture programs.

A unique opportunity to gain input and gauge Jefferson student performance is the aforementioned 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. Jefferson B.Arch students have taken 1st Prize in 2020, 2018, 2017, 2016, and 2014 of the John Stewardson Fellowship Competition. In addition to competitions, students participate in both internal and external exhibitions.

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

Program Response:
The architecture programs assessment and planning systems have been updated and refocused to address the 2020 NAAB conditions for accreditation. Program planning begins with course assessment, and below is a summary of the current systems and their adjustments primarily implemented over the past year.

Institution Wide Assessment and Planning - Middle States Commission

The architecture programs planning and assessment systems have been led by the annual institution wide assessment and reporting completed each year for the regional accreditor Middle States Commission on Higher Education. Each college and program are required to complete an assessment review of institutional and program learning outcomes in a set of identified courses. For architecture, four reports are submitted (M.Arch, B.Arch, MS.Arch & BS.Arch Studies). The Ph.D program launched in Fall 2021 and will submit its first report in Summer of 2022.

The Program Director is required to submit an annual "Assessment of Student Learning Report" on the Program Assessment Plan to the University. With the learning reports, the University reviews and updates the five-year Curriculum Assessment Map, Program Goals (connected to Institutional Learning Outcomes), Program Learning Outcomes with the courses involved, methods of measurements, a time frame, the actual learning outcomes, and how feedback improves the course and/or curriculum. Annual updates are forwarded to the Director of the Academic Success Center.

In preparing the report, the director meets with the CABE Committee on Academic Outcomes Assessment (AOA), as well as the specific faculty and coordinators of the scheduled courses. They review student performance relative to the institutional and program learning outcomes, needed changes to the Curriculum Assessment map and learning outcomes, and the feedback changes planned in the courses. This review, planning and reporting has been the foundational process for the architecture programs to progress towards their missions and stated objectives.

The Master of Architecture Curriculum Middles States Assessment Plan 2021-2026

The curriculum map on the following page represents the five-year M.Arch assessment plan, which is based on the Middle States 5-year assessment cycle. Benchmark courses were selected to help identify program strengths as well as weaknesses in concert with the 2020 NAAB PC & SC criteria.

New Cycle Curriculum Map Starting AY 2021-22

I = Introducing
D = Developing
M = Mastering
A = Assessment

Master of Architecture Curriculum Map 2021-2026

Institutional Learning Goals (tan) / Program Learning Outcomes (white)	601	602	611	612	613	SDN-422	614	615	616	621	622	631	632	633	634	SDN-601	MSARC-631	641	642	643	644	645	651	652	661	Time Period	Measures + Targets
MS.1 Apply Broad & Deep Professional Knowledge and Skills																											
NAAB - SC.5 Design Synthesis - How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.					I	I	D	M/A												I					M/A	2021-22 2022/23	Rubrics & surveys and/or reflections used to evaluate projects. Target is to score average or above average. 80% for D, 90% for M.
MS.2 Synthesize Disciplinary and Liberal Arts/Humanities Understanding to Formulate Transdisciplinary Approaches																											
NAAB - PC.6 Leadership and Collaboration—Understand and apply approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts			I	I	D/A	D/A		M/A														M			M/A	2021/22 2022/23 2023/24	Rubrics & surveys and/or reflections used to evaluate projects. Target is to score average or above average. 80% for D, 90% for M.
MS.3 Communicate Effectively																											
NAAB - PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.	I	I	I		D/A	D/A			M/A	I								M/A			D/A					2022/23 2023/24	Rubrics & surveys and/or reflections used to evaluate projects. Target is to score average or above average. 80% for D, 90% for M.
MS.4 Interpret, Respect, and Value Local, Global, and Conceptual Diversity																											
NAAB - PC.8 Social Equity and Inclusion—Understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.					D/A	D/A			M/A			I	I	D	D		M/A									2023/24	Rubrics & surveys and/or reflections used to evaluate projects. Target is to score average or above average. 80% for D, 90% for M.
MS.5 Act Ethically in Personal, Professional and Civic Spheres																											
NAAB - SC.2 Professional Practice: Understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice.			I		I	I		D/A															D		M/A	2021-22 2022-23	Rubrics & surveys and/or reflections used to evaluate projects. Target is to score average or above average. 80% for D, 90% for M.
MS.6 Integrate Theory and Practice to Guide Research, Scholarship, and Creative Endeavors																											
NAAB - PC.5 Research and Innovation: Prepares students to engage and participate in architectural research to test and evaluate innovations in the field.			I		I	I			M/A						D	M/A										2025/2	Rubrics & surveys and/or reflections used to evaluate projects. Target is to score average or above average. 80% for D, 90% for M.
MS.7 Integrate Technology Appropriately into Professional Practice																											
NAAB - SC.4 Technical Knowledge: Understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies.								M/A					I						I	D	M/A		I	D		2021-22 2024-25	Rubrics & surveys and/or reflections used to evaluate projects. Target is to score average or above average. 80% for D, 90% for M.

The 2020-21 M.Arch Institutional Middle States Curriculum Map 2021-26 with Learning Outcomes & Feedback Link to the 2020 M.Arch Curriculum Map 2021-26:
https://philau.box.com/s/c3uzm9gc9me7vn4qlxnvfp24ln59704b

In adopting the NAAB 2020 Conditions for Accreditation, it was determined that the assessment systems required expansion and redirected focus for both the M.Arch and B.Arch accredited programs. These programs complement each other and, as such, the 2020 NAAB conditions impact both programs. The planning and assessment systems have been updated for both programs, with implementation in the Fall semester of 2021. These changes also affect the other allied architecture programs including the M.S.Arch and BS.Arch Studies. The upgraded assessment systems are as follows:
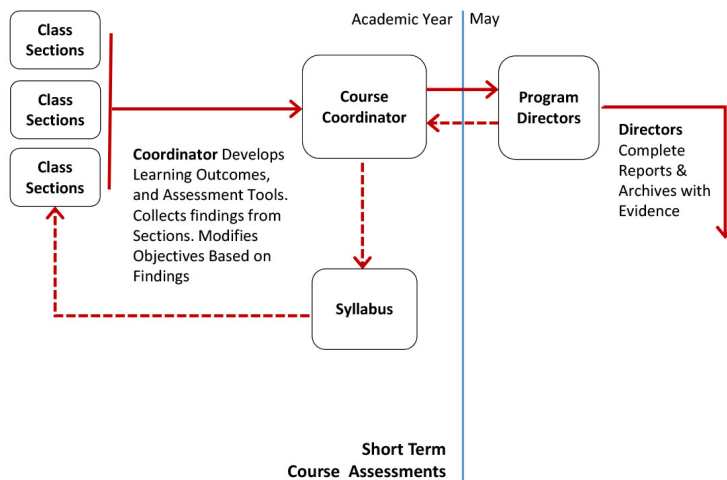
Assessment System Building Blocks
- Course Archives: While all faculty and coordinators archive student work, course materials and rubrics, a comprehensive centralized archive system was established in Summer 2020. All full time and adjunct faculty are required to archive their courses at the end of each semester. Course faculty, coordinators and program directors have access to the archives for management, marketing, and program wide assessment review. Each course archive is divided into the following folders:

- o Syllabi and Schedules
- o Course Materials – Faculty's presentation of course content
- o Rubrics - Direct evidence of student performance and comprehension. Note: Common NAAB criteria Canvas course benchmark rubrics will be generated and test piloted for faculty to use in Fall 2021.
- o Assessments – Collection of review worksheets and notes.
- o Student Surveys - Indirect student input evidence. Note: Common Canvas student surveys will be generated and test piloted for faculty to implement in Fall 2021.

- Course Assessment by Semester: At the end of each semester, course coordinators and solo course faculty will review how well the course did in satisfying the course learning outcomes. A "Coordinator Course Assessment Worksheet" will be completed where the faculty outlines the successes, challenges, and appropriate changes to be made in the next cycle of the course. Link to Course Coordinator Assessment Worksheets: https://philau.box.com/s/8t5cd0p22k9y8pzfycu8enrne09zcmuq

- Review of Course with Program Director: After completion of the "Assessment Worksheet" the faculty meet with the Program Director to review the performance of the course, the student's Course Evaluations and to discuss appropriate adjustments to the course, learning outcomes and NAAB criteria. The faculty are then to record the past semester's strengths, challenges and adjustments in the next course syllabi for an open discussion with the students in the initial presentation of the course. Jefferson believes it is important that the students understand, and become a part of the course assessment dialogue.

In order to inform and guide faculty a *CABE Architecture Programs Assessment & Planning Guide* was created. The comprehensive assessment system is in the process of implementation given the recent 2020 NAAB Conditions of Accreditation.

NAAB 2020 Conditions Building Blocks – Short Term Course Assessment
15 July 2020

Jefferson Architecture Programs
College of Architecture & The Built Environment

NAAB 2020 Conditions Implementation
MArch & BArch Programs

National Architectural Accrediting Board
Architecture Program Report   99

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

NAAB Program and Student Criteria (PC & SC)

The Master of Architecture aims to prepare students to enter the professional world of architecture through a process that relies on increasingly independent work and iterative exercises. Students will arrive in the M.Arch Program with varying skill sets from a range of undergraduate disciplines. With two possible tracks, it is critical that students will graduate with the same pedagogical outcomes. With an emphasis on high-level sustainable design and technology skills, knowledge of project management, and collaborative experiences in an interdisciplinary environment, the M.Arch curriculum and courses were initially developed with the 2014 NAAB Student Performance Criteria (SPC) as an integral constituent to the structure of the program. Continued assessment of M.Arch and B.Arch courses has resulted in measurable outcomes as well as subsequent adjustments and refinements.

The recent 2020 NAAB Conditions for Accreditation have revised the initial 2014 criteria. In review of the M.Arch curriculum relative to the new criteria, it was determined that no changes were required of the curriculum but the new PC & SC criteria did need to be assigned to the existing M.Arch courses. Adjustments to these courses to more tightly align with the new curriculum are in process. The new PC & SC criteria were incorporated into the Institutional Middle States Learning Outcomes, aligning the two sets of outcomes.

It should be noted that M.Arch and B.Arch programs simultaneously address the new criteria and cross-level courses carry the same criteria. The following is a summary of the initial pedagogical objectives for the M.Arch program which remain:

- By the end of 1st year: fundamental architectural vocabulary and principles; developing architectural drawing and model-building skills; developing digital methods of representation; developing design-based time-management skills; understanding that design involves concept, development, and craft; basic ability to site a building and relate interior and exterior spaces; basic ability to relate architectural form, program, materiality, and structure; basic understanding of historical, cultural, and physical contexts.

- By the end of 2rd year: increased architectural vocabulary, principles, and strategies; design buildings that demonstrate sustainable strategies in their social and environmental settings; use analog and digital methods of design and representation, and as an analytical tool; basic understanding of the theoretical underpinnings of recent and contemporary practice; demonstrate an advanced understanding of many technical aspects of design; demonstrate an awareness of urban and global issues in architecture.

- By the end of 3th year: Demonstrate the ability to collaborate in teams to produce an integrative or 'comprehensive' design for a building; show a more sophisticated tectonic approach to design, including the incorporation of BIM; demonstrate an understanding of professional practice issues including ethical issues in the exercise of professional judgment in architectural design; approach architectural design in a holistic way, in a project or research-based thesis studio.

To present the PC & SC course assignments and to introduce the process of assessment and planning, the following three matrices are presented as part of this APR:

M.Arch NAAB PC-SC Criteria Matrix – exhibits the M.Arch curriculum and courses which satisfy the PC & SC.

Link to Matrix: https://philau.box.com/s/wk9yd96oq5du6c3rhe7x9m21dn6y88ty

Jefferson
Thomas Jefferson University

Master of Architecture
NAAB PC-SC MATRIX
2020 NAAB Conditions

Architecture Programs
College of Architecture & the Built Environment
Thomas Jefferson University

September 2021

NAAB Criteria		
SV	**Shared Values**	**SV**
SV. 1	Design	SV. 1
SV. 2	Env. Stewardship & Professional Respon.	SV. 2
SV. 3	Equity, Diversity & Inclusion	SV. 3
SV. 4	Knowledge & Innovation	SV. 4
SV. 5	Leadership, Collab & Community Engmt.	SV. 5
SV. 6	Lifelong Learning	SV. 6
PC	**Program Criteria**	**PC**
PC. 1	Career Paths	PC. 1
PC. 2	Design	PC. 2
PC. 3	Ecological Knowledge and Responsibility	PC. 3
PC. 4	History and Theory	PC. 4
PC. 5	Research & Innovation	PC. 5
PC. 6	Leadership & Collaboration	PC. 6
PC. 7	Learning and Teaching Culture	PC. 7
PC. 8	Social Equity and Inclusive Environments	PC. 8
SC	**Student Criteria**	**SC**
SC. 1	Health, Safety, & Welfare in the Built Environment	SC. 1
SC. 2	Professional Practice	SC. 2
SC. 3	Regulatory Context	SC. 3
SC. 4	Technical Knowledge	SC. 4
SC. 5	Design Synthesis	SC. 5
SC. 6	Building Integration	SC. 6

Course columns (YEAR 1 – SUM, FALL, SPRING; YEAR 2 – FALL, SPRING; YEAR 3 – FALL, SPRING; Non-Curricular Activities):

ARCH-601 INTRO TO DESIGN, ARCH-602 INTRO TO VISUALIZATION, ARCH-611 DESIGN 1: Urban Context, ARCH-603 M.ARCH SEMINAR 1, ARCH-622 VISUALIZATION 1: Digital Model, ARCH-629 HISTORY 1, ARCH-642 TECHNOLOGY 1, ARCH-612 DESIGN 2: Natural Context, ARCH-604 M.ARCH SEMINAR 2, ARCH-632 HISTORY 2, ARCH-651 STRUCTURES 1, ARCH-642 TECHNOLOGY 2, SDN-601 PRINCIPLES & METH. SUS. DESIGN, SDN-622 SUSTAINABLE DESIGN STUDIO-OLD, ARCH-613 DESIGN 3 - Urban Operations, ARCH-633 HISTORY 3, ARCH-652 STRUCTURES 2, ARCH-643 TECHNOLOGY 3, ARCH-614 DESIGN 4: Sustainable Tectonics, ARCH-624 VISUALIZATION 2: Adv. Model, ARCH-633 HISTORY 4, ARCH-644 TECHNOLOGY 4, FREE ELECTIVE, ARCH-615 DESIGN 5: Comprehensive Studio, ARCH-645 TECHNOLOGY 5, ARCH-630 RESEARCH METHODS, FREE ELECTIVE, ARCH-616 DESIGN 6: Masters Project, ARCH-661 PROFESSIONAL MANAGEMENT, FREE ELECTIVE, FREE ELECTIVE, LECTURE SERIES, STUDY ABROAD, INTERNSHIP FOR CREDIT, DESIGN EXPO CAREER EVENT, STRUCTURED FIELD TRIPS

**Required NAAB Documentation**
- Narrative + Self Assessment + Supporting Materials
- Narrative + Self Assessment + Instructional Materials
- Narrative + Self Assessment + Instructional Materials + Student Work

M.Arch/ B.Arch Shared PC-SC Criteria Matrix – exhibits the M.Arch and B.Arch Curricula and cross level courses which satisfy the PC & SC for both programs.

Link to the Matrix: https://philau.box.com/s/cqn9vnb15zau3fzdma0nk9quo7mjtwqn

M.Arch Assessment Plan Matrix 2021 - 2026 - exhibits focused course assessment schedule

Link to Matrix: https://philau.box.com/s/61zwdwkxyolu3cpwwg7v0q5wtfwv8hp3

<div style="background-color: #FAE8D8;">

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

</div>

Program Response:

NAAB 2020 Conditions Building Blocks – Long Term Program Assessment
15 July 2020
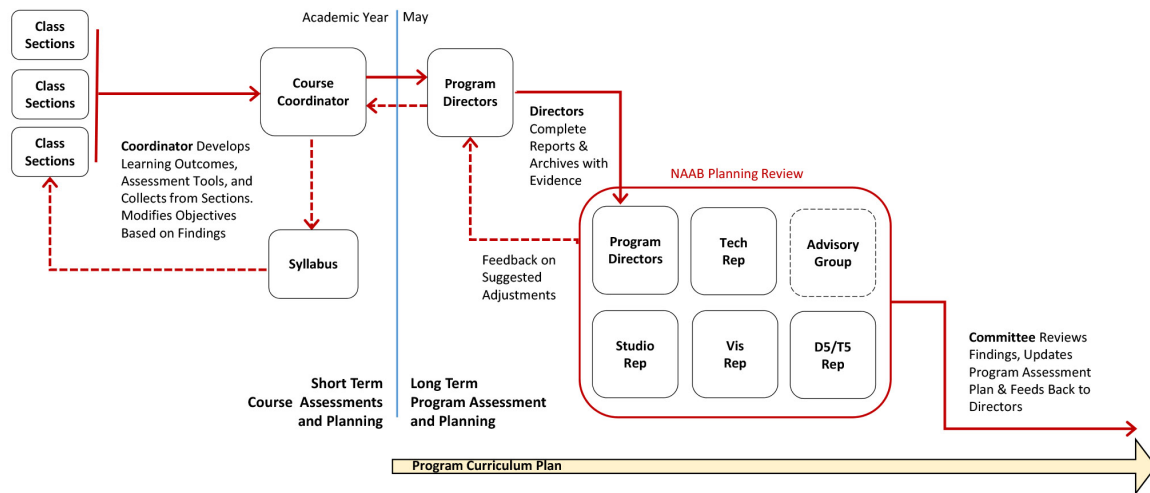
Curricular Assessment and Planning

At the outset of every semester, faculty coordinators and solo course faculty develop and modify syllabi and judge student work according to the defined learning outcomes for every course. Similar to the B.Arch Program, this will occur on a frequent schedule for individual courses, and on a more structured schedule as a program. Having NAAB visit our architecture programs on a regular basis has encouraged the development of 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 designated 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. Since the full-time faculty meet twice per month (one College faculty meeting and one Architecture Program meeting), there are multiple opportunities to informally discuss curricular issues as a group each academic year. The College Committee on Academic Outcomes Assessment (AOA) 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.

As mentioned above, the course coordinators and solo course faculty meet with the Program Director(s) in May at the end of each academic year to review the short-term course assessment findings, the anonymous student completed Course Evaluations, and what improvements the coordinators are proposing for the coming semester. The Program Directors will then convene a *NAAB Planning Review Committee* to review the findings and discuss revisions to the overall curriculum. A report recording the discussions as well as an updated Programs Curriculum Map will

![NAAB logo]

JEFFERSON | College of Architecture and the Built Environment
Architecture Program Report – Continuing Accreditation
September 2021

be generated and shared with faculty. This work will be completed alongside the Institutional Middle States Program Assessment Report due by July 1.

Note that given the roll out of this yearly planning process, an abbreviated 2021 NAAB Planning Review Committee (David Kratzer, Program Director, Evan Pruitt, Associate Director of M.Arch, and Carol Hermann, Assistant Director B.Arch) met only briefly to review findings and build the initial Programs Curriculum Map in consultation with the CABE Committee on Academic Outcomes Assessment (AOA). The Review Committee will have its first full deliberation in May 2022.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The administrative system transition from Philadelphia University to Thomas Jefferson University has resulted in many changes to the committee and shared governance structure for CABE, and the programs in the college, described in the 2018 B.Arch and 2018 M.Arch Architecture Program Reports. To summarize, given its smaller size, Philadelphia University utilized an overall University shared governance structure that was focused on setting common standards for all colleges and programs. Such standards and processes included University level curriculum, assessment, and academic policy committees to create a consistent academic platform. Relative to previous APR's, all curricular changes were required to gain final approval at the University level.

With the transition to the larger Jefferson enterprise, the University is in the process of shifting to a local oversight model where each college is responsible for building procedures and standards appropriate to their specific programs in concert with the TJU basic University level policies. This was necessary given the wide variety of colleges, schools, programs and initiatives that are a part of Jefferson. This transition continues to progress, and is close to 90% complete. The changes have reorganized some architecture program committee organizations. Below are the personnel and committees in the architecture program responsible for assessment and planning – some of which have been recently reorganized and renamed as part of the transition.

The Program's curricular review process is led by the Program Director. Coordinators and representatives from the different sequence "threads" of the curriculum are involved in the assessment discussions, and include: Studio, Visualization/ Representation, History/Theory, Technology/ Structures, and Professional Management. Coordinators and the faculty in the curricular threads meet at the start, end and periodically throughout the semester to set up and manage the courses. Discussions focus on syllabi, procedures, learning outcomes and goals for the courses. After review of the courses and curriculum threads with the Program Director at the end of the academic year, findings and proposed changes are communicated to the NAAB Program Review Committee.

Changes to the curriculum are initiated by proposals from Program Directors to the CABE College Curriculum Committee, and can include new course proposals as well as revisions and minor administrative adjustments to existing courses. The committee convenes monthly to meet with the Program Directors to review and, once the proposal is deemed administratively complete, approve before sending it to the CABE faculty at large for review, comment and eventually a formal vote to

accept. Such votes can open or closed ballot, depending on the nature of the proposal or if requested. Upon favorable vote, the proposal and all supporting information is forwarded to the East Falls Registrar for formal incorporation into the curriculum, the academic catalogue and program degree checklists. The current personnel involved in this process.

Program Directors

- David Kratzer, AIA; Department Chair. Program Director M.Arch, MS.Arch, B.Arch & BS.Arch Studies
- Evan Pruitt, Assoc. AIA; Associate Program Director M.Arch
- Carol Hermann, AIA; Assistant Program Director B.Arch & BS.Arch Studies

Curriculum Thread and Course Coordinators

- Studios: Carol Hermann, Andrew Hart, Evan Pruitt, Craig Griffen & Chris Harnish
- Visualization/ Representation: Andrew Hart
- History/ Theory: David Breiner
- Technology/ Structures: Craig Griffen, Roberto Rodriguez, Matt Gindlesparger & Edgar Stach
- Professional Management: David Kratzer

CABE College Curriculum Committee

- Loukia Tsafoulia (I), Andrew Hart (A), Suzanne Singletary (AD), chair (2022).

  The role of this committee is to formally facilitate all reviews and changes to program curricula in the College. Approval of the committee is required for all official changes.

CABE Committee on Academic Outcomes Assessment (AOA)

- Severino Alfonso (I), Gulbin Ozcan-Deniz (C), Evan Pruitt (A), Lisa Phillips (I) (Chair 2022)

  The role of this committee is to coordinate the college wide assessment policies, procedures and standards and has representatives from the major design programs in the college including the M.Arch program. The committee oversees and coordinates the Institutional Middles States yearly reporting, archiving and submissions.

5.4 Human Resources and Human Resource Development

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

As part of the merger process between Philadelphia University and Thomas Jefferson University, new bylaws were constructed, approved and posted in 2018:

The Bylaws of the Schools and Colleges of Thomas Jefferson University - 2018
https://www.jefferson.edu/content/dam/academic/faculty-affairs/Bylaws%202018-10-05.pdf

> *Upon recommendation of the Schools and Colleges of Thomas Jefferson University, the Board of Trustees of the corporation enacts these Bylaws to define organization, authority and basic procedures for the conduct of the Schools and Colleges of Thomas Jefferson University and its faculty.*

Following the development of the Bylaws, the University moved to constructing a new TJU Faculty Handbook to reflect the new combined institution which was reviewed, approved by the faculty and posted in 2019. All colleges, including CABE, are currently constructing specific college faculty handbook attachments which address the specific issues of their students and faculty. These college handbooks will compliment and further the University handbook and are scheduled to be submitted to the Provosts Office by September 30, 2021. In reflecting the differing academic units including design, medical and nursing colleges, multiple faculty "tracks" were developed to reflect the different types of faculty positions operating within the comprehensive research institution. "Un-prefixed" tracks include: "Tenure Track, Teacher Scholar Track, and Clinical/ Practice Scholar Track." There is one "Prefixed" track applicable to CABE which is the "Teaching Excellence Track." The specific definitions of these tracks, and their expectations for teaching, research and service, can be found in the TJU Handbook starting on page 24:

The TJU Faculty Handbook - 2019

https://www.jefferson.edu/content/dam/academic/faculty-affairs/tju-faculty-handbook-2019-2020.pdf

Typically, CABE faculty are expected to complete teaching, research and service as part of their responsibilities to the college and University. A full-time faculty member will typically teach (12) workload units per semester. The University recognizes 12 undergraduate contact credit hours or its equivalent as a Full Time Equivalent (1 FTE). For architecture program faculty, the typical course load is one 6 credit design studio, a secondary 3 credit course, and associated course coordination responsibilities. For non-studio teaching faculty, the typical load is (4) 3 credit courses. More information on faculty workloads and course responsibilities can be found in the academic catalogue:

The 2020-21 University Academic Catalog

https://www.jefferson.edu/content/dam/academic/life-at-jefferson/handbooks/catalog/University_catalog_2020_2021.pdf

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
The Architect Licensing Advisor (formerly the Intern Development Program (IDP) Coordinator) is an assigned service position in the architecture programs. Professor Carol Herman, AIA, a full-time faculty member and registered architect in Pennsylvania, has served as our Architect Licensing

Advisor for well over a decade. Prof. Hermann has remained current with Architectural Experience Program (AXP) and professional licensing issues. She has attended summer AXP/IDP Educator Coordinator workshops (now called "Summits") in Chicago, Portland, Miami, and San Diego, CA. She has organized NCARB AXP presentations in addition to advising students on the licensure process, including providing preliminary information at New Student Orientation. Past presentations by NCARB representatives are usually 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. Professor Hermann remains active with AIA Philadelphia, having served as a member of the Board of Directors of the Philadelphia Chapter Director in 2012-13. Andrew Hart, the second year design studio coordinator, will be taking over for Carol Hermann beginning Fall 2021. His plan to attend the NCARB Licensing Advisors Summit in August 2021 was challenged by continuing effects of the pandemic. Link to the Spring Event poster: https://philau.box.com/s/hotgf9p93xh2jgnmgv2wm3puov3hxplp

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

CABE faculty are expected to complete teaching, research and service as part of their responsibilities to the college and University. Each full time faculty is allotted annual "professional development" funds of $1,500 to support their research work ($2,000 if the work involves international travel). As mentioned in the APR section above, the new TJU Faculty Handbook (2019) outlines faculty tracks and expectations for teaching, research and service. Faculty research endeavors were greatly curtailed from March 2020 through summer 2021.

In order to provide greater support within the college, junior faculty are assigned a more experienced faculty mentor who can advise and contextualize the many facets of academic workloads. The Dean also hosts monthly Junior Faculty meetings to discuss challenges and opportunities, particularly related to promotion. All faculty typically meet with the Program Director at least once per semester to discuss progress in teaching, professional development, and service.

Evaluation of the teaching effectiveness of adjunct faculty is periodically performed by program directors or course coordinators, with a focus on new adjunct faculty after their first semester of teaching. This is not intended as an evaluation but rather an opportunity to gain advice and constructive criticism. The meetings include a review of syllabus (if applicable), project briefs and assignments, review of student/course evaluations, classroom observations (if performed), and a sharing of observations.

In terms of on and off-campus resources, faculty have access to professional journals, in particular *Architect*, *JAE* the *Journal of Architectural Education,* and *TAD the journal of Technology, Architecture, and Design.* Faculty often attend lectures on campus, including the annual Sustainability and GeoDesign Forums. Many faculty also take advantage of the numerous lectures and seminars at the other Philadelphia and regional institutions, and network at conferences/conventions such as the ACSA, ARCC, AIA, FTI, SAH, Greenbuild, etc. These activities update their exposure to the field and impact what they bring to the classroom and studio. Adjunct faculty in the architecture programs also tend to be licensed architects and/or engineers practicing in greater Philadelphia. They largely work full-time in architectural practice and bring that current experience into the classroom/studio with them. Professional currency is particularly important to our programs.

As an extension, the majority of M.Arch/ B.Arch faculty teaching studio and technology courses are registered architects and members of the American Institute of Architects, and consequently subject to the same continuing education requirements as any professional architect. In addition, despite full-time teaching and service loads, several faculty continue to practice architecture: finding smaller projects, those that appeal to a particular niche, and/or participate in design competitions.

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 Faculty Development and Nexus Learning, digital technology workshops designed and conducted for staff and faculty by the Office of Information Resources (OIR).

Office of Applied Research

The East Falls Applied Research Office was established in the summer of 2017 with the merger of Philadelphia University and Thomas Jefferson University. At that time, Jefferson's Research Affairs Office was established with a tripartite approach to research with offices for Clinical Research, Programmatic Research, and Applied Research. The Clinical Research and Programmatic Research offices are located on the Center City campus and primarily serve medical, biomedical, and healthcare related scholarly activities historically associated with that campus. The Applied Research office is located on the East Falls campus and primarily serves scholarly activities historically associated with that campus, including Engineering, Design, Business, Architecture, Sciences (Physical, Life & Social) & the Humanities.

> The **research mission** for Jefferson is to advance our current understanding and knowledge to improve lives. Jefferson will reimagine discovery to create value for all who participate in research. Jefferson will achieve this mission by creating an environment that nurtures and supports all research stakeholders and promotes a culture of innovation and scholarship. We will commit to identifying new discoveries with the highest integrity and accountability.

The Research Affairs Office was initially (and still is) staffed as follows:
- Brian Squilla - Sr. Vice President for Administration & Provost's Chief of Staff
- Ted Taraschi – Associate Provost for Research Conduct and Compliance
- Steve McMahon – Associate Provost for Programmatic Research
- Dave Whellan – Associate Provost for Clinical Research
- Ron Kander – Associate Provost for Applied Research

Internal Faculty Grant Programs: Since its inception, the Applied Research Internal Grant programs have awarded 24 Seed Grants to 23 different faculty in 6 different academic units. Similarly, 21 Completion Grants were awarded to 20 different faculty in 7 different academic units. Overall, these grants have been received by faculty in the College of Life Sciences, College of Humanities & Sciences, College of Architecture & the Build Environment, College of Rehabilitation Sciences, Kanbar College School of Business, Kanbar College School of Design & Engineering, College of Nursing, and the Sidney Kimmel Medical College.

Grant/Contract Productivity: Working in conjunction with all of the Research Services offices, East Falls faculty have increased external grant/contract activity since the inception of the Applied Research office. In FY21, 38 proposals were submitted to a very diverse range of agencies, foundations, and industry partners. 17 of these 38 proposals were successfully funded for total external support of more than $2.7 million. The average award size for successful proposals in FY21

was $159,176. 12 of the 38 proposals were still pending review as of the preparation of this report. Excluding proposals pending review, this translates to a very strong success rate of 65% in FY21.

Office of Applied Research: https://research.jefferson.edu/applied.html

Internal Grants: https://research.jefferson.edu/applied/grants-contracts/internal-grants.html

Research Resources: https://research.jefferson.edu/resources.html

Faculty Research Playbook: https://www.jefferson.edu/content/dam/university/research/Applied-Reserach-Playbook.pdf

CABE Research Advocate

During AY 2015-16, faculty Research Advocate positions were created to represent each of the University Colleges which continue. 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.

The TJU Facuty Handbook outlines a number additional faculty support and review components of the University starting on page 51: https://www.jefferson.edu/content/dam/academic/faculty-affairs/tju-faculty-handbook-2019-2020.pdf

Section 10 – Faculty Development and Achievement

Faculty Development Programs

The University offers faculty many programs geared toward professional advancement and skills development. Programs include on-campus sessions in the areas of education, research/scholarship/creative work, and professional development and leadership. Additionally, the Faculty Development website is home to numerous self-directed learning modules and archived faculty development programs as well as other faculty development resources.

The Office of Faculty Affairs and Professional Development

Conducts numerous faculty development events including TJU Faculty Days, a day-long conference organized around a current topic in pedagogy relevant to faculty. Faculty Days offers a plenary session, workshops and break-out sessions, poster sessions, and networking opportunities to maximize peer-to-peer learning. Importantly, Jefferson also sponsors the Jefferson Leadership Academy, a 9-month program to develop senior leaders as change agents who will propel Jefferson's transformation. This program is competitive and requires senior leader sponsorship.

Mentorship

The University fosters a culture of mentorship for faculty to support the career development of early career faculty through promotion to professor. Mentoring occurs through both structured and intentional programs and in informal ways. The University's mentorship initiatives seek to expedite orientation of new faculty; enhance acclimation and support career progression of faculty; and support the University's goal to recruit and retain the finest faculty to achieve its vision and mission.

Annual Performance Evaluation Policy
Jefferson requires that all full-time faculty receive an Annual Performance Review (APR). The purpose of the APR is: (1) to connect annual goal setting and performance evaluation to University goals and values; (2) to clarify expectations and set goals for the upcoming academic year for the faculty member; (3) to provide the faculty member with feedback about their performance to date including performance in the domains of teaching, research/scholarship/creative work, and service, and (4) to review achievement to date with respect to expectations and milestones for career development including progress towards promotion, and if applicable, tenure. An APR is conducted in-person by a supervisor such as a college or a school dean, division chief, department chair, or program director. The written APR will be copied to the dean and the provost if the performance rating is unsatisfactory.

Faculty Awards Program
Intrinsic to the University's core values is the recognition and celebration of achievement. Through its Faculty Awards program, the University celebrates its faculty and encourages them to pursue satisfying and productive careers at Jefferson as teachers, researchers, scholars, clinicians, practitioners, and citizens. The University's suite of awards recognizes excellence in teaching/education; research/scholarship/creative work; mentorship; citizenship/service; and team work and collaboration. The Faculty Awards program offers college-specific awards that are selected at the college-level, as well as University-level awards submitted by each college and vetted by a University faculty committee. Recipients of faculty awards are honored at the annual faculty awards dinner held in the spring.

Not included in the TJU Handbook but a very important faculty resource is: **The Center for Faculty Development and Nexus Learning (CFD&NL)**

The center supports a dynamic academic community for all faculty at Thomas Jefferson University. The Center integrates evidence-based principles in teaching and learning, scholarly inquiry, and action research to develop programs and initiatives that meet the needs of faculty across the professional lifecycle. The Center is dedicated to the continuous growth and development of faculty, as they prepare graduates who are adaptive, lifelong learners, capable of embracing the fields of tomorrow. To this effect, the Center provides ongoing support with curricular and instructional design; transdisciplinary learning; online learning; assessment; health professions education; and scholarship. https://www.jefferson.edu/faculty-affairs/professional-development/faculty-development/development-learning.html

Sabbatical

Tenure and Teacher Scholar Track faculty, who are in their 7th year of full-time service at the University, are eligible to apply for an initial sabbatical leave, which - if approved - would occur no sooner than their 8th year of full-time service. Eligible faculty may re-apply for subsequent sabbatical leave after seven years of continuous service, since the end of their last sabbatical leave. Applications are reviewed by the College and recommendations are forwarded to the Provost for decision.

Sabbatical Policy per the current Faculty Manual:
10.6 Scholarly and Professional Leave Program

10.6.1 University Sabbatical Leave
The University Sabbatical Leave Program affords dedicated time to pursue research, scholarship, or creative work that is aligned with the expectations for the faculty

member's professional achievement relative to their rank and track. A sabbatical leave granted from typical duties is an investment in: the professional development of the faculty member and their intellectual and scholarly plans; the promise of advancing the discipline of study; and the University's mission to serve society through innovations and new knowledge. Faculty must secure the approval of their supervisor and dean prior to applying for a University Sabbatical Leave. Specifics of the sabbatical leave, including application eligibility and program requirements, are described in the University's Scholarly and Professional Leave policy. The availability of sabbatical leaves is dependent upon financial resources. Application deadlines and procedures are determined by the Office of the Provost.

10.6.2 Sponsored Scholarly Leave
A sponsored scholarly leave of absence affords full-time, employed faculty dedicated time for research, scholarship or creative work or teaching, and is subsidized in whole or in part by a public or private institution or program, such as a Smithsonian Fellowship; Fulbright U.S. Scholar Program; Robert Wood Johnson Foundation; and the National Science Foundation Scholar-in-Residence Program. A sponsored leave is not employment elsewhere, but rather an externally-sponsored opportunity to pursue dedicated, professionally-enriching activities that contribute mutually to the faculty member's career and the University's mission. Faculty must secure the approval of their supervisor and dean, in advance of applying for a sponsored scholarly leave. Applications to and awards for sponsored leaves of absence are administered through the Offices of Research Support Services. The procedures for requesting and receiving permission for such a leave is described in the University's Scholarly and Professional Leave Policy.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
Academic Learning and Advising

The Academic Success Center, serving both undergraduates and graduate students, is the primary learning assistance resource at the University. Professional and peer tutors assist graduate and undergraduate students in all majors. M.Arch student advising files are located in the M.Arch Associate Director's office. Advising meetings are generally individual, however, each semester there is a shared graduate student meeting and the program hosts a lunch – both of which offer M.Arch students shared space to ask questions and/or provide feedback on their academic experience. The events also serve as an opportunity to disseminate important information to the students with regard to issues related to the M.Arch Program, College, University, and the profession.

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.

https://www.eastfalls.jefferson.edu/successcenter/

Personal Advising and Counseling
The Student Counseling Center provides support for personal concerns, including misuse or abuse of alcohol or other drugs, and 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 University 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 Hours 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.

https://www.eastfalls.jefferson.edu/counseling/

Career Guidance and Internship Courses

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)
- Design Expo (each year, including portfolio reviews by industry reps)
- Handshake (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
- Career resource library and online research database (including Reference USA and Going Global).
  https://www.eastfalls.jefferson.edu/careerservices/

In addition, several architectural studio sections are taught by adjunct faculty with full-time positions in Philadelphia based architectural firms; M.Arch 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.

International Students

The M.Arch program has many international students who bring with them unique needs. From the time they are accepted into program, they begin working directly with Hannah Bar-Giora, Director of International Student Programs. The Office of International Student Programs is responsible for students entering the country on an F-1 visa. Hannah is instrumental to answering questions and providing support throughout a student's time at Jefferson.

JeffSecure Emergency Fund

The JeffSecure emergency fund is intended to provide matriculated Jefferson students with short-term financial assistance in the event of unforeseen and unavoidable emergency expenses. Many students greatly benefitted from the JeffSecure fund during COVID. Examples of immediate critical needs for which JeffSecure may be able to provide short-term support include, but are not limited to:

Food insecurity (Short-term and reoccurring) / Unavoidable Emergencies / Curricular Support

- Jefferson Ramily Market
- Food store cards
- Non-perishable food supplies
- Travel or transportation of a student or a student's belongings home due to family emergency or death
- Mental health co-pays
- Lost or stolen academic-related materials
- Shelter as a result of an unsafe living situation
- Expenses to assure academic progressions
  - Computer support for students in immediate need
  - Curricular materials (e.g. books, design materials, class materials, software)

JeffSecture Website: https://www.jefferson.edu/life-at-jefferson/jeffsecure-emergency-fund.html

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

Thomas Jefferson University and CABE continue to be dedicated to creating an academic environment and curricula that supports equity, diversity and inclusion, and is fully committed to making diversity an integral part of its mission. As an extension of this commitment, "Social Equity" is one of the three core CABE Strategic Plan Key Values in addition to "Design Excellence" and "Sustainability." Improving diversity, equity and inclusion in the architectural profession, academic environments and society continues to be a challenge deserving of focused attention. The majority of all decisions made in the college and programs relative to management, policy, planning and growth are tempered by questions about the current state of, and means by which to improve, diversity, equity and inclusion.

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

Thomas Jefferson University is a health and academic organization involving 8,500 plus students and over 33,000 faculty and staff across multiple campuses and satellite locations. The Jefferson "enterprise" is comprised of a wide variety of colleges, schools, programs and business units ranging from hospitals to medical colleges to design and engineering programs – all operating at undergraduate, graduate and residency levels. The questions of equity, diversity and inclusion which exist across such a wide gamut of contexts and experiences demands strong leadership and commitment at what the University refers to as the "enterprise level" – the level that both overlays and governs the entire organization.

Thomas Jefferson University Executive Vice President and Chief Diversity Officer

With the goal of advancing the implementation of diversity goals and initiatives, the University appointed at the "Enterprise" level Lisette Martinez, MBA, as the Executive Vice President and Chief Diversity Officer for Thomas Jefferson University and Jefferson Health in the 2020-2021 academic year. Her position is hierarchically at the top administration level of the entire Jefferson enterprise,

offering great visibility and opportunity to affect change.
https://www.jefferson.edu/University/diversity/staff.html

Thomas Jefferson University Office of Diversity and Inclusion Initiatives

Ms. Martinez works directly with the Office of Diversity and Inclusion Initiatives (ODII) which:

…supports an institutional framework that acknowledges the importance of a diverse community and an inclusive environment. ODII promotes initiatives and programs that increase awareness, understanding and sensitivity to the needs of all individuals regardless of age, class, physical ability, gender, gender identity, race, religion and sexual orientation.

"Our mission is to support and promote an inclusive environment that embraces and celebrates the diversity of our people. The office provides students, residents, faculty, and staff with a cooperative, safe and supportive environment and assists in preparing them with an education in caring for patients with diverse backgrounds."
https://www.jefferson.edu/academics/colleges-schools-institutes/skmc/diversity/office-administration.html.

Ms. Martinez and ODII develop, promote, and implement a wide array of programs and initiatives focusing on DEI issues across the University, colleges and programs. Examples of these programs include mandatory training sessions for the 33,000+ employees, staff and faculty (including all adjunct faculty), as well as workshops, programs, presentations and seminars. Example of monthly newsletter and programs: https://philau.box.com/s/q454eachmj5xlwe56e2euvrb3mxf7uo4

The ODII also *"supports a number of SKMC and TJU student groups that eliminates health and education disparities, enhances cultural competency education, and increases the diversity of the student body."* https://www.jefferson.edu/academics/colleges-schools-institutes/skmc/diversity/student-groups.html

Ms. Martinez's office and leadership has strengthened DEI awareness and requirements in existing policies, procedures, initiatives and operations of Enterprise components including those effecting facilities, faculty and staff, students and financial resources. While this is a general narrative response to the APR prompt, improvement of DEI imbalances requires a centralized voice which Ms. Martinez's appointment and department restructuring has generated within Thomas Jefferson University.

A related and recent example of this attitudinal clarity, Dr. Willie McKether, Ph.D, was appointed Chancellor of the University's East Falls Campus starting at the end of September 2021. "He most recently served as Vice President for Diversity, Inclusion and Equity and Vice Provost at the University of Toledo. As campus chancellor, Dr. McKether will be a key member of University Provost Dr. Mark Tykocinski's cabinet. In this new role, Dr. McKether will focus on bolstering the connected student experience and developing innovative ways to engage more regularly with students." The choice of Dr. McKether for Chancellor of the East Falls Campus is a strong indicator of the importance the University is placing on addressing the challenging issue of diversity, equity and inclusion in the Enterprise. https://www.jefferson.edu/about/news-and-events/2021/8/thomas-jefferson-University-appoints-chancellor-for-its-east-falls-campus.html

CABE Committee on Diversity, Equity & Inclusion

In the 2020-21 Academic Year, CABE formed and gained approval for a college committee dedicated to diversity, equity and inclusion in the College of Architecture and Built Environment. Upon formal approval in January 2021, elections were held and the committee populated. The charge of the committee is to:

> *Advise the Dean of the College as to 1) college priorities to foster a diverse and inclusive working and learning environment, and 2) actions and resources necessary to enhance diversity, equity, and inclusion within the college.*

In its inaugural year, the committee is focused initially on membership recruitment, action plans development, and identifying DEI resources both within and outside of Jefferson. The primary 2021-22 objective for the committee is to formulate and establish a comprehensive DEI focused strategic plan for the College, which will form the basis of a long term strategy of cultural transformation in the College and its programs. The College is in the process of retaining the services of an outside DEI implementation consultant to facilitate this strategic plan process over the course of the 2021-22 academic year.

The committee meets monthly as a CABE formal committee, and quarterly with Bernard L. Lopez, MD; Associate Provost for Diversity and Inclusion/ TJU Associate Dean for Diversity and Community Engagement, to review committee workings and to provide University level direction. The committee is also required to present a yearly report on its actions and activities as well as quarterly updates to the CABE administration. The architecture programs will greatly benefit from DEI leadership, programming and strategic planning to prompt and guide continual progress in addressing change.

The CABE DEI committee is comprised of the following members:
- Co-Chairs: Martha Añez (Interior Design/ Interior Architecture) & Chris Harnish, (Architecture)
- Committee Members:
    - Faculty: Kim Zamora (Construction Management); David Breiner (Assoc. Dean/ Architecture).
    - Administration: Christianna Fail, (Manager of Academic Operations)
    - Students: Quanniesha Pierre-Louis (M.Arch), Auriel Lewis (B.Arch) and Tabassum Aminur (INTD).
    - Faculty/ Alumni: Natasha Trice (Architecture)
    - Alumni: Alex Jones (Architecture), Sarah Hall (B.Arch), Rich Vilabrera (Architecture), Sarah Farella (MSIA), Kathianna Rousseau (INTD) and Hakeem Wilson (LARC).

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

The approved CABE Strategic Plan 2021-24 outlines a number of DEI goals and initiatives for its program faculty and staff:

4. Cultivating a Dynamic Academic Community

Crossing traditional disciplinary lines
Assembling a portfolio of marquis programs and reinforcing legacy strengths
Empowering and engaging faculty, staff and students

Goal 3: Recruit and retain high caliber, diverse faculty

Objective:

Expand, recruit and build a high caliber, diverse faculty strengthening areas of distinction

Action item:

Develop a Faculty Diversity Recruiting Plan to augment existing programs and to build areas of distinction.

Tactics:

Increase Full-Time Faculty

Measures:

% of URM and women faculty

↑ Ratio Full-time faculty/ adjunct faculty

Meet or exceed the mean for diversity of other Jefferson Colleges in the "StandPoint" Survey

All faculty and staff hires must be completed through the Jefferson open hiring process administered by the Provost's Office and Department of Human Resources. All full-time positions must be fully advertised and include statements of equal employment opportunity and encouraging under-represented minorities to apply. The positions are advertised on the Jefferson HR Employment Application website portal and a number of public information distribution services such as Higher Ed Jobs. Given the level of position, the advertisements also might include the Chronical of Higher Education as well as ACSA and other hosting databases. The College is actively expanding its position advertisement locations to provide greater visibility.

The College employs a large number of adjunct faculty and with the goal of diversifying this professional talent base. To increase visibility and diversity within the applicant pool, the architecture programs began a general open adjunct faculty position advertisement on the Jefferson HR Employment Application website portal and Higher Ed Jobs in the summer of 2021.

The full-time faculty and staff diversity balance has seen improvement with 3 of the 4 recent full-time hires in the 2020-21 academic year - one female faculty, one under-represented minority faculty and one under-represented administrative staff member were hired. The URM faculty, Roberto Rodriguez, in addition to teaching, will join the Advising Center as a freshman advisor as well as continuing as a NOMAS advisor. He brings to the College a history of mentoring Latino high school students in the Norristown, PA area.

2020 Faculty Demographics

The chart below indicates the 2020 racial makeup of the Faculty for the University (CC is Center City Campus / EF is the East Falls Campus) and CABE Faculty.

East Falls Faculty - Fall 2020	FT	%	PT	%	Total	%	CABE FT	CABE PT
Non Resident	-	0.0%		0.0%		0.0%		
Hispanic/Latino	5	3.2%		0.0%	5	2.5%	2	
American Indian or Alaska Native	3	1.9%		0.0%	3	1.5%		
Asian	7	4.5%		0.0%	7	3.4%	1	
Black or African American	4	2.6%	7	14.6%	11	5.4%		
Native Hawaiian or Other Pacific Islander	-	0.0%		0.0%		0.0%		
White	77	49.7%	35	72.9%	112	55.2%	16	6
Two or more races	3	1.9%	2	4.2%	5	2.5%	1	
Race and ethnicity unknown	56	36.1%	4	8.3%	60	29.6%	6	
	155		48		203		26	6

In review of Diversity Reporting Sources noted above, the 2019 AIA Membership Demographic Report summarizes many of the sources that best capture the current professional demographics, which can be used as a benchmark while reviewing the programs in CABE.

Faculty Gender Identity and Expression:

AIA's membership has become more gender diverse over time. This is attributed in part to several key factors.

- *NAAB reports that women make up nearly half of enrolled students and graduates from NAAB accredited programs of architecture, creating gender diversity in the pipeline to the profession.*
- *NCARB reports in 2019 women made up 39% of those completing the ARE and 42% of those completing AXP requirements, up from 35% and 39%, respectively, in 2012.*

East Falls Faculty - Fall 2020	FT	%	PT	%	Total	%	CABE FT	%	PT	%	Total	%
Male	68	43.9%	19	39.6%	87	42.9%	15	57.7%	4	66.7%	19	59.4%
Female	87	56.1%	29	60.4%	116	57.1%	11	42.3%	2	33.3%	13	40.6%
	155		48		203		26		6		32	

The overall current CABE faculty gender balance is 59.4% male and 40.6% female. TJU as an institution is 57.1% female faculty and 42.9% male faculty.

As reported in the NAAB 2020 Annual Program Submission Report (ARS) the gender balance of the full-time architecture program faculty is 65% male and 35% female. For the adjunct faculty, the balance is 76% male and 24% female. While the balance of full-time faculty is roughly similar

to the balance of professionals completing the architectural licensing exam, for adjunct faculty this balance is much lower for women. The overall faculty gender balance is not similar to the noted NAAB institution enrolled student balance of roughly 50% male and 50% female. The architecture programs incoming class does exhibit the 50% male and 50% female balance, however. This indicates a distinct need to recruit and retain women faculty.

Faculty Race and/ or Ethnicity:

- *NAAB reports that 30.3% of its graduates were from underrepresented racial and/or ethnic groups in 2019. The highest shares of underrepresented racial and/or ethnic groups were Hispanic/Latino and Asian at 14.3% and 8.5%, respectively.*

- *NCARB reports that 79% of people completing the ARE were "white, not Hispanic or Latino" in 2019, down from 83% in 2012. Asians made up the second largest proportion of those completing exams at 12%.*

As reported in the Jefferson NAAB 2020 Annual Program Submission Report (ARS), for full-time architecture program faculty: 6% reported as being from underrepresented racial and/ or ethnic groups, 52% reported as White, and 29% reported "race and ethnicity unknown." For the adjunct faculty, 7% reported as being from underrepresented racial and/ or ethnic groups, 51% reported as White, and 42% reported "race and ethnicity unknown."

The overall CABE faculty demographics exhibited in the chart above echo that 29% of the faculty reported as "unknown." Two primary conclusions become evident: the faculty is predominately white, and the numbers of faculty reporting "race and ethnicity unknown" makes it difficult to build demographics to accurately monitor, and improve, the situation.

Reference: AIA Membership Demographics Report 2019
https://content.aia.org/sites/default/files/2021-01/2019-Membership-Demographics-Report.pdf

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The approved CABE Strategic Plan 2021-24 outlines a number of student DEI goals and initiatives for the students of its programs:

1. Teaching to Fields of Tomorrow

Pioneering new offerings to meet the evolving needs of professional disciplines

Crafting academic programming around a 'learning for life' gestalt

Cultivating the nexus between computational thinking and all professions

Goal 1: Building Programs of Distinction to Create Larger Market Share and Greater Societal Impact

Objectives:

Drive growth through a targeted and flexible enrollment strategy to capture highly qualified students.

Action item:

Develop a comprehensive Enrollment Management Initiative in partnership with the Jefferson Office of Admissions.

Tactics:

Increase total undergraduate enrollment to 500 FTE while increasing quality of students

Measures:

↑ application pool and deposits

↑ GPA, SAT, ACT

↑ Quality of portfolio

Align financial aid strategy to grow enrollment

Increase Graduate enrollment to 200 FTE while increasing quality of students

Measures:

↑ international enrollment; India, China, Turkey, Middle East, Brazil

↑ domestic enrollment; expand to national audiences

# of graduate assistantships and scholarships

↑ GPA (GRE option)

# of institutional partnership / pipeline agreements

Increase diversity of student body

Measures:

% of underrepresented minorities and female students

# of scholarships for URM

Improving the diversity, equity and inclusion balance within the CABE student body mirrors the challenges seen broadly within the profession. The AIA Membership Demographics Report of 2019, the NCARB 2020 Demographic Report, and the NAAB 2019 Annual Report on Architecture Education together provide a fairly consistent picture of the current situation. These demographics clearly outline the challenges, and the work that lies ahead for the architecture discipline.

2020 Enrolled Student Demographics

The chart below indicates the 2020 racial makeup of the Students within the University (CC is Center City Campus / EF is the East Falls Campus) and CABE Faculty.

Fall 2020 Enrollment

IPEDSRACE	CC	%	EF	%	Total	%		CABE	%
Non Resident	64	1.4%	178	4.7%	242	2.9%		58	10.5%
Hispanic/Latino	394	8.7%	446	11.8%	840	10.1%		75	13.6%
American Indian or Alaska Native		0.0%	7	0.2%	7	0.1%		2	0.4%
Asian	85	1.9%	337	8.9%	422	5.1%		25	4.5%
Black or African American	294	6.5%	525	13.9%	819	9.9%		39	7.1%
Native Hawaiian or Other Pacific Islander	1	0.0%	5	0.1%	6	0.1%		2	0.4%
White	2,671	59.1%	1,923	51.0%	4,594	55.4%		312	56.7%
Two or more races	735	16.3%	245	6.5%	980	11.8%		25	4.5%
Race and ethnicity unknown	274	6.1%	103	2.7%	377	4.5%		12	2.2%
	4,518		3,769		8,287			550	

In review of Diversity Reporting Sources noted above, the 2019 AIA Membership Demographic Report summarizes many of the sources in capturing the current professional demographics that can be used in review of the programs in CABE and are quoted below as benchmarks.

Student Gender Identity and Expression:

> *AIA's membership has become more gender diverse over time. This is attributed in part to several key factors.*
>
> - *NAAB reports that women make up nearly half of enrolled students and graduates from NAAB accredited programs of architecture, creating gender diversity in the pipeline to the profession.*
> - *NCARB reports in 2019 women made up 39% of those completing the ARE and 42% of those completing AXP requirements, up from 35% and 39%, respectively, in 2012.*

Fall 2020 Enrollment - Gender

IPEDSGENDER	CC	%	EF	%	Total	%		CABE	%
Male	1,226	27.1%	1,145	30.4%	2,371	28.6%		259	47.1%
Female	3,292	72.9%	2,624	69.6%	5,916	71.4%		291	52.9%
	4518		3769		8,287			550	

The overall current CABE student gender balance 47.1% male and 52.9% female. Interestingly enough, TJU as an enterprise is 71.4% female and 28.6% male.

As reported in the NAAB 2020 Annual Program Submission Report (ARS) the gender balance of conferred degrees to the 58 architecture program students in 2020 was: 62% male & 38% female. This number is roughly similar to the balance of professionals completing the architectural licensing exam but is not similar with the noted NAAB institution enrolled student balance of roughly 50% male and 50% female. The architecture programs incoming class does exhibit the 50% male and 50% female balance. This may indicate a need for more focus on creating support and mentoring for female students as they progress through the program.

Student Race and/ or Ethnicity:

- *NAAB reports that 30.3% of its graduates were from underrepresented racial and/or ethnic groups in 2019. The highest shares of underrepresented racial and/or ethnic groups were Hispanic/Latino and Asian at 14.3% and 8.5%, respectively.*

- *NCARB reports that 79% of people completing the ARE were "white, not Hispanic or Latino" in 2019, down from 83% in 2012. Asians made up the second largest proportion of those completing exams at 12%.*

As reported in the Jefferson NAAB 2020 Annual Program Submission Report (ARS), 36.3% of architecture program students reported being from underrepresented racial and/ or ethnic groups. 12% reported as Hispanic/ Latino and 7% reported from Asian. These numbers roughly reflect the AIA membership demographics, and reinforce the imbalance that currently exists in academia and the profession.

Diversity Reporting Sources Considered in Review of the CABE Programs

AIA Membership Demographics Report 2019
https://content.aia.org/sites/default/files/2021-01/2019-Membership-Demographics-Report.pdf

NCARB + NOMA 2020 – Baseline on Belonging: Equity, Diversity and Inclusion in Architecture Licensing
https://www.ncarb.org/sites/default/files/BOB_ExperienceReport.pdf

NCARB by the Numbers
https://www.ncarb.org/nbtn2021

NCARB Demographics Report 2021
AXP and ARE: https://www.ncarb.org/nbtn2021/demographics-axp-are
Career and Licensure: https://www.ncarb.org/nbtn2021/demographics-licensure

NAAB 2019 Annual Report on Architecture Education
https://www.naab.org/wp-content/uploads/2019_NAAB-Annual-Report.pdf

Commitment to Improving Student Diversity

CABE and the architecture programs are committed to diversifying the student body and faculty while providing support to the current students and student run organizations. Examples include:

Relationships with Community Colleges

The program directors and faculty have worked hard to develop relationships with a number of local and regional community colleges to create clear pathways for their students to enter the College and University. For the B.Arch program, the program directors have collaborated with undergraduate

admissions to meet with groups of interested students and develop course equivalency charts for academic transfer plans. This work has generate a baseline of equivalent courses for students to plan around, and has provided advanced standing for a few M.Arch students whose academic journeys have not been typical. This work has provided pathways for under-represented minorities to enter the architecture programs especially from Hispanic/ Latino and Asian populations. The community colleges include The Community College of Philadelphia, Brookdale Community College, Northampton Community College, and Montgomery County Community College. Given greater student application interest, the Program Directors and Admissions will be engaging with Mercer County Community College to create a course equivalency chart and set up meetings with students.

JADE – Justice Alliance for Design Education in Philadelphia

Rob Fleming, Director of the MSSD program, and a regional and national leader in sustainability, was instrumental in working with Tya Winn, the Executive Director of the Community Design Collaborative and regional/ national leader in social equity work, to form the *Justice Alliance for Design Education* in Philadelphia. JADE is focused on diversity, equity and inclusion in the academic environment. Initially starting within the AIA Philadelphia Committee on Education as an initiative, JADE evolved to be a standalone alliance of the Philadelphia local and regional architecture programs under the umbrella of the Center for Architecture and Design. From the JADE website https://www.philadelphiacfa.org/jade-phl:
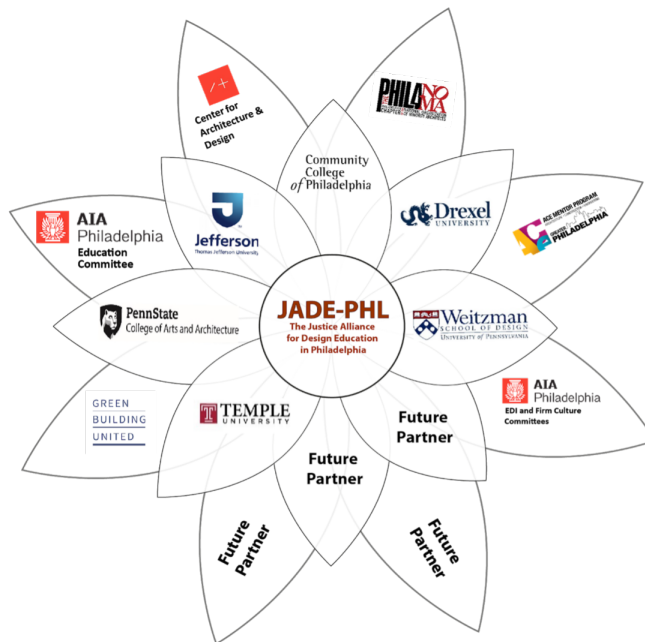
Who We Are (JADE):
- *We are a collective of educators, professionals, non-profit leaders, students, and administrators in the greater Philadelphia area.*
- *We formed in 2019 as a long overdue initiative to address institutional racism within architecture education.*
- *Our activities build upon the centuries of work by Black people, Indigenous people, and other people of color to create a just society.*
- *We aim to help create lasting, broad change from within our world of architecture education.*

- *Our membership includes representation from 6 universities, and 5 non-profits/trade associations.*

Current JADE initiatives include development of cross University programs to build awareness, work with community colleges and students to promote University support and entrance as well as develop curricular workshops and sessions to be shared amongst the participating schools including: Community College of Philadelphia, Temple University, Drexel University, University of Pennsylvania, Penn State, Carnegie Mellon, and Thomas Jefferson University. Their first cross university learning event, "First Annual DMU x JADE-PHL Social Justice in The Built Environment Learn-in" will be conducted September 27-30, 2021; and will focus on a shared experience amongst the university studios "to begin conversations around the impacts of racial injustice in the design of our shared spaces." https://philau.box.com/s/54kx0w7dnfo43lhpyzj2iomjiuq95jef

In Fall 2021, Michael Spain, the Director of Design Education for K-12 for the Center for Architecture in Philadelphia, will be appointed a co-leader of JADE. Tya Winn teaches at Thomas Jefferson University and Temple University, and Michael Spain teaches at Thomas Jefferson University. Both of these valued instructors offer conduits and resources for CABE to address the ongoing challenges of DEI in the College and Programs.

NOMAS _ National Organization of Minority Architecture Students

In the Spring of 2011, the Philadelphia University NOMAS chapter (now the TJU Chapter) was reengaged after several years of inactivity. In the Fall of 2014, Philadelphia University was the Official Host and Chapter Party Sponsor for the NOMAS Conference, which further highlights the commitment from the college to recruit and maintain minority students.

NOMA's mission, rooted in a rich legacy of activism is to empower our local chapters and membership to foster justice and equity in communities of color through outreach, community advocacy, professional development and design excellence.

NOMAS has consistently engaged with students, faculty, external peers and organizations to develop and host programs in support of minority students and their specific experiences. Some recent and notable examples are:

- Meeting every month on the first Thursday
- Every Spring, NOMAS hosts a panel session. The students meet, develop a concept, organize speakers and plan the event in entirety.
- Each year, students enter the NOMAS national design competition. In the summer of 2020, an M.Arch student, Quanniesha Pierre-Louis was a participant on this team.
- Develop and maintain an Instagram account (@jefferson_nomas) to promote issues of equity and diversity within the built environment both within and outside of the College.
- Generally promote diversity and equity within CABE.

  The 2021-2022 elected officials are:
  - President: Auriel Lewis
  - Vice President: Nick Rozas
  - Treasurer: Haile Hughes
  - Outreach Chair: Quanniesha Pierre-Lewis (M.Arch)
  - Secretary: Gabby Semana
  - Faculty Liaison: Rob Fleming

AIAS – American Institute of Architects Student Organization

The Architecture Program has a 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 region and country. 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 initial effort to generate the CABE's Studio Culture Policy which is being rewritten at the time of this APR. The new document will be titled *CABE Culture Policy* to be inclusive of the entire college. AIAS members have routinely attended and have played an important role in Northeast Quad Conference, the National Grassroots Leadership Conference, and other gatherings.

- TJU Chapter: https://www.aias.org/chapter/philadelphia-University/

Alongside AIAS, *Freedom By Design* has had a chapter on campus since 2007. According to the Freedom By Design website (https://www.aias.org/freedom-by-design/) the mission is:

Freedom by Design™, the AIAS community service program in partnership with the National Council of Architectural Registration Boards (NCARB), uses the talents of architecture students to radically impact the lives of people in their community through modest design and construction solutions. The program embraces efforts to provide both design-build and engagement solutions to address 5 barriers:

- *Physical*
- *Educational*
- *Environmental*
- *Socio-Economic*
- *Cultural*

Freedom by Design™ (FBD) encourages students to serve their communities by addressing issues with design solutions. FBD provides real-world experience through working with clients, learning from local licensed architects and contractors, and experiencing the practical impacts of architecture and design.

With Philadelphia facing great challenges of inequity, organizations like *Freedom By Design* encourage students to understand their role as engagers, facilitators and advocates. The work the students do is meaningful, powerful, and in concert with the TJU, CABE and Architecture mission statements.

Architecture Program NOMAS/ AIAS "Informal" Mentors

With the goal of promoting "bottom up" DEI student dialog rather than a "top down" faculty/ administrative initiative, the Architecture Programs created NOMAS/ AIAS "informal" mentors to be a resource for both the formal student organizations and individual students. The hope is for them to work together to create a culture of awareness, engagement and support amongst the all of the students. The Mentors being faculty and professionals from diverse backgrounds receive stipends to be available for "informal" student support and advice relative to general societal and professional dialogues. The objective is to build ongoing, organic relationships with students and the student organizations to provide a sustained level of support, encouragement and to lead by example. The 2020-21 Mentors, who will continue for the 2021-22 academic year include:

- Roberto Rodriguez, PE – an architecture structures faculty and CABE Freshman Advisor at the Academic Success Center. He has a long history of mentoring area high school Latinx students.
- Natasha Trice, RA – an PhilaU alumni who grew up in Philadelphia and is currently practicing in the Netherlands. She is an adjunct architecture programs faculty who offers unique perspectives, including the international dimension.
- Michael Spain, Associate AIA, NOMA – an adjunct faculty member who is the Director of Design Education (K-12) for the Center for Architecture in Philadelphia.

ACE Mentor Program – Architecture, Construction and Engineering

CABE is proud to be a part of the ACE Mentor Program whose goal is:

> *To engage, excite, and enlighten high school students to pursue careers in architecture, engineering, and construction through mentoring and continued support for their advancement into the industry.* https://www.acementor.org/

Dean Barbara Klinkhammer coordinates CABE's involvement in the programs. In 2014/15, alumnus Breanna Sheeler (2019) was instrumental in founding the first Alumni Chapter of the ACE Collegiate Mentor Program, and she continues involvement to this day.

In partnership with the ACE Mentor Program, Thomas Jefferson University conducted its first *Summer 2021 Academy*. Led by an alumnus Erike De Veyra the academy was:

> *A pre-college course for high school students to explore the architectural design fields including architecture, interior design, landscape architecture, historic preservation and construction management. Juniors and seniors will learn from Jefferson faculty, alumni, and industry professionals, while participating in design projects, research projects and firm visits conducted in an online environment.* https://www.jefferson.edu/academics/summer-academy/architecture-and-the-built-environment-academy.html

Through hands-on and real-world learning, participants explored the architectural fields and were exposed to different study options and career pathways. Working with Jefferson faculty, alumni and current college students, the participants developed an understanding of the architecture and related design fields. The program involved a wide range of students, with detailed information provided below. With the majority of the participants identifying an an URM, this program (and programs like it) has great potential to shift the demographics of not only applicants, but more importantly the profession itself.

- Race/Ethnicity:
    - Asian or Asian American: 12 (32.4%)
    - Black or African American: 6 (16.2%)
    - Hispanic or Latinx: 7 (18.9%)
    - White or Caucasian: 11 (29.7%)
    - I prefer not to answer: 1 (2.7%)
- Gender:
    - Female: 29 (78.4%)
    - Male: 8 (21.6%)

- Age:
  - 15yo: 5 (12.5%)
  - 16yo: 20 (53.2%)
  - 17yo: 9 (25.4%)
  - 18yo: 3 (9.0%)

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

Thomas Jefferson University publicly posts Equal Employment Opportunity/ Affirmative Action policies in all components of the Enterprise. Other statements and commitments to the importance of diversity, equity and inclusion include:

Thomas Jefferson University's Mission includes the following statement:

Commitment to Diversity & Equity: *We are reimagining diversity and inclusion to promote and cultivate an inclusive environment that celebrates the differences and similarities of our patients, families, students, workforce and the communities we serve to achieve an equitable culture.*

The University's "Commitment to Diversity:"

Thomas Jefferson University is committed to building and expanding a diverse educational community founded on mutual respect and appreciation for each other. We aspire to create a diverse and inclusive environment, knowing that the creative energy and innovative insights that result from diversity are vital for our intellectual rigor and social fabric. As a scholarly community, we are people of all racial, ethnic, cultural, socio-economic, national, and international backgrounds. We welcome diversity of thought, pedagogy, religion, age, sexual orientation, gender, gender identity, and disability. Our shared responsibility is to enhance the quality of life for all members of the Jefferson community, providing a safe, welcoming, and supportive environment in which to learn, work, and grow. https://www.jefferson.edu/University/diversity/our-commitement.html

The University defines diversity and inclusion as the following:

Diversity: The richness of human similarities and differences.

Inclusion: The valuation of diversity that allows people to bring their whole selves to work and school and allows those that we serve to share their whole selves. At Jefferson (Philadelphia University + Thomas Jefferson University), we value an inclusive environment that embraces, cherishes, and celebrates the diversity of our people. We believe that a diverse and inclusive environment is key to achieving excellence in our missions of education, research, and patient care. https://www.jefferson.edu/University/diversity/diversity-defined.html

Student Handbook Notice of Equal Opportunity from the current Student Handbook:

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital

status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic. The consideration of factors unrelated to a person's ability, qualifications and performance is inconsistent with this policy. Any person having inquiries or complaints concerning Thomas Jefferson University's compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean or Human Resources – Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution's efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University's compliance with the equal opportunity laws. https://www.jefferson.edu/life-at-jefferson/handbooks/equal-opportunity-statement.html

The following statements can be found on Page 5 of the 2019-2020 (Current) Faculty Handbook:
https://www.jefferson.edu/content/dam/academic/faculty-affairs/tju-faculty-handbook-2019-2020.pdf

3.3 Commitment to Diversity
3.3.1 Enterprise-level Commitment to Diversity and Inclusion
Thomas Jefferson University ("Jefferson") and Jefferson Health "are reimagining diversity and inclusion to promote and cultivate an inclusive environment that celebrates the diversity of our patients, families, students, workforce, and the communities we serve. We believe that a diverse and inclusive environment is fundamental to our mission for the advancement of education and health and the achievement of health equity

3.3.2 University Commitment to a Diverse and Inclusive Educational Community
Thomas Jefferson University is committed to building and expanding a diverse educational community founded on mutual respect and appreciation for each other. We aspire to create a diverse and inclusive environment, knowing that the creative energy and innovation that result from diversity are vital for our intellectual rigor and social fabric. As a scholarly community, we are people of all racial, ethnic, cultural, socio-economic, national, and international backgrounds. We welcome diversity of thought, pedagogy, religion, age, sexual orientation, gender, gender identity, and disability. Our shared responsibility is to enhance the quality of life for all members of the Jefferson community, providing a safe, welcoming, and supportive environment in which to learn, work, and grow.

To achieve this, academic leadership is committed to fostering an equitable and supportive environment that allows faculty to bring their whole selves to work and focus on their work. We strive to support the learning and success of all students and the professional growth and development of faculty and staff. We support faculty to achieve teaching excellence that reflects and respects the students and communities we serve.

Further, the University will provide diversity and inclusion education throughout the University. We will support affinity groups, task forces, and forums to listen, make recommendations, and address diversity and inclusion topics and priorities. We will offer faculty development programming that includes culturally-responsive teaching methods; structural and cultural competence; and cultural humility.

At Jefferson, we value an inclusive environment that embraces, cherishes, and celebrates the diversity of our people. We believe that a diverse and inclusive environment is key to achieving excellence in our missions of education, research, and patient care.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

Thomas Jefferson University is committed to providing an environment inclusive of people of all physical abilities. All buildings on the East Falls Campus, the location of CABE, are ADA accessible. Most classrooms are provided with audio visual enhancements including speakers, projection screens, light level control as well as sufficient space and flexibility to provide temporary accommodations for any number of mobility, auditory and working challenges for both students and faculty. As an example, the college and University has been able to adjust the academic environment for an architecture student with a severe hearing impairment by coordinating studios and classrooms, incorporating sign language specialists physically and virtually as well as accommodate ancillary class sessions with the faculty to cover material that may not have been fully conveyed.

The TJU resources for students, faculty and staff include:

The Office of Student Accessibility Services

The process of accommodation is coordinated by Office of Student Accessibility Services who;

> *…is happy to work with students with disabilities and committed to providing students with access to all educational opportunities and full participation in programs and services.*

> *The Office of Student Accessibility Services works with students with disabilities through a collaborative process to identify accommodations that will allow equal access. The University fully complies with Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA).* https://eastfalls.jefferson.edu/accessibilityservices/

The office provides assistance via the following services: Academic Advisement, Academic Adjustments, Modified Tutoring Services, Note-Taker Services, Recording Lectures, Testing Accommodations, Referrals for Assessment/Evaluation, Residential Living, Safety and Security, Access to Technology, and Textbooks in Text Format.

A growth opportunity exists with expanding notions of diversity to include mental and physical realms. A large number of faculty research and design within these realms and it is a goal to better align the architecture programs curriculum to take advantage of the health and wellness resources the extended TJU environment offers.

Office of the Dean of Students

All issues related to student life, health and wellness are addressed, managed and coordinated by the Office of the Dean of Students. http://www.eastfalls.jefferson.edu/deanofstudents/. The office oversees: Residence Life, International Students, Health Services, New Students, Dining Services, Counseling Services, Student Engagement, Career Services and Jeff Secure – a student support system for students suffering from short term financial and technological challenges. Any student issue that can affect the health, wellness, and academic performance is forwarded to the Office of the

Dean of Students and their enormously helpful staff and experts. It should be noted that faculty and staff can engage with their counseling and health and wellness advisors as well.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

Studio and Teaching Spaces

M.Arch teaching spaces are located in a variety of buildings across campus. Studio and crit spaces for the M.Arch summer foundation studios are currently located in the SEED Studios and Lab. Hot-desk studios for M.Arch year-one are located in Search Studios, adjacent to the A+D Center, however, all M.Arch students are given their own individual studio desks in the A+D Center when they begin the program. Studios for M.Arch year-two, SDN 622 Sustainable Design Studio of the previous curriculum and SDN elective studio and lab courses are located in the SEED Center while ARCH 613 Design 3 and ARCH 614 Design 4 are located in the newly renovated lower-level of the A+D Center (dedicated studio spaces for B.Arch years three through five are primarily located in the A+D Center). The SEED Center is intended as the home of the College's graduate programs in Interior Architecture, Sustainable Design, and Construction Management, and is sometimes used for the cross-level MARCH 615 Design 5/ARCH-412 Design 8 architecture studios. SEED Center also houses a satellite fabrication lab (see below), computer lab, and the new aforementioned SEED Collaboration Studio, all of which used by graduate and undergraduate students.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

Technology and history courses continue to utilize classroom space shared by the University community. The architecture program, graduate and undergraduate, regularly uses seminar spaces and lecture theatres 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. College wide presentations, the lecture series and meetings are held in the large auditorium in Tuttleman which seats over 200 people, and the DEC Center which seats close to 150 people. Both A+D and SEED contain rotating exhibitions of student work. The University's Gutman Library is next to the A+D Center and has a *Media Classroom* which seats 120 and is regularly used by CABE studios, classes and open presentations for the general student population.

Smart Collaborative Teaching Spaces

In keeping with the Nexus Learning University Initiatives, the University has a large number of smart classrooms spread across the East Falls Campus. The rooms have movable furniture, multi-screen "smart technology" collaborative workstations, interactive projection screens with podium computers and white board walls for workshops and charrettes. Many of these spaces are scheduled for classes

while many are open for reservations. The wide variety of spaces allows programs alternative environments for teaching, meeting and collective working. Hayward Hall also houses the Design Factory international interactive classroom where Nexus. Technical information can be found here: https://www.philadelphiacfa.org/events/design-factory-global-network-current-projects.

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, Drake Schaefer, 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. Drake 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 M.Arch and B.Arch curriculum. CABE Fabrication Facilities Equipment Inventory includes:

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

Ink-jet Plotters, six
All Studio areas have shared 3D printers and Material Extrusion printers

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

Ink-jet Plotter
All Studios areas have shared 3D printers and Material Extrusion printers

SEED Fabrication Lab:
Digital tools
60W CO_2 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

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

Sander, comb. 1" belt x 6" disc	Grinder, 4" angle
Sander, spindle	Heat guns, three
Sanders, 12" disc, three	Routers, two
Scroll saws, four	Sander, belt, 4"
Steam bending cabinet	Sanders, 5" disc, three
Table saw, 10" (SawStop safety saw)	Saw, circular, 7 ½"
Table saws, mini 3 ½", two	Saw, jig
Tile cutting saw	Track saw, 6 ½

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

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

The Architecture Program offices (Director of Architecture Programs and M.Arch Associate Director) are located in the A+D Center, which is shared with the CABE 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. The A&D Center has a mezzanine, which houses faculty offices as well as an open shared faculty meeting/ work area which seats 20 and houses lockers and work stations for adjunct faculty. The A&D Center also houses a large conference room with large interactive display tech screen with computer. The room is the central event space for large events such as faculty meetings, receptions, ceremonies, critiques, presentations and workshops.

Link to the following plans and images for more information:
https://philau.box.com/s/6l6nk6f4b08t9hauih2xebewkub9u7av

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

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

Architecture education is by nature dynamic and highly digital. All academic buildings, including the Weber Fab Lab, are fitted with WIFI and connections to Jefferson servers through which students, faculty and staff access internet platforms. This digital access, of course, offers unlimited access to information, course management platforms (Canvas and Blackboard), Jefferson email, studio collaborative apps (Miro, Slack, Microsoft teams, etc.) as well as Jefferson dedicated storage clouds (One Drive and Box). Jefferson based platform licensing is offered for standard programs, apps and

services. This digital/ virtual environment has become central, and crucial, to all educational environments within the University and Enterprise.

This digital environment is managed by the Office of Information Resources (OIR). On the East Falls campus they provide a wide range of services from individual computer assistance to imaging and managing computer labs to implementation of infrastructure. Jefferson software, apps and networks for faculty, students, staff and alumni can be found on the OIR Website:
https://www.eastfalls.jefferson.edu/oir/index.html

For architecture students and faculty, working laptops capable of running heavy software and programs is required. CABE faculty teaching digital courses convene each summer to update the computer requirements which are then posted on the CABE website:
https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/student-resources/laptop-requirements-equipment-supplies.html.

For management and troubleshooting of computers, OIR hosts a service center in the basement of Gutman Library where students and faculty can schedule appointments or walk in. OIR manages an interaction service called HelpDesk where students, faculty and staff can call or email technology issues and requests. An automated service ticket is generated which tracks records the issue resolution process. OIR leadership, computer specialists, staff and technicians provide a valuable, and critical, service to the University and the students and faculty of CABE.
https://www.eastfalls.jefferson.edu/oir/TechnologyHelpDesk.html

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

Program Response:

The M.Arch and B.Arch programs are on-campus in-person programs. Off campus instruction does occur for study abroad experiences including full semester and short courses.

The CoVid pandemic, though, necessitated a temporary pivot in March 2020 to remote instruction. The transition was swift, forcing faculty and students to quickly adapt to new technologies and relationships.

In preparation of moving to a hybrid teaching and learning model in the Fall 2020, where some courses were taught fully online and others had optional in-person components, the Director of Architecture Programs put together a survey so each student would have the opportunity to anonymously contribute their preferences. The results of the survey greatly shifted the organization of the architecture course offerings to better support the architecture community.

Hybrid teaching was maintained throughout Spring and Summer 2021. At the time of writing this, the University is requiring all students to be vaccinated and to hold courses in-person, on campus. Recent changes as of August include requirement to wear masks while indoors. Jefferson will continue to follow CDC guidelines. Students are kept up to date regarding both policy and general information by accessing the following websites:
    Student Resources: https://www.jefferson.edu/coronavirus/information-for-students.html
    University Updates: https://www.jefferson.edu/coronavirus.html#updates

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Institutional Process for Allocating Financial Resources to the Professional Degree Programs:
The College of Architecture and the Built Environment's undergraduate operating budget and projected operating budget reflects the administrative structure and budget planning processes of the institution. This narrative provides context for the M.Arch program budget.

The Department of Architecture is established as a separate department unit within the College of Architecture and the Built Environment's overarching business unit. The departments are established within the College to reflect the administrative structure and the budget planning processes of the institution.

Historically, due to the nature of the undergraduate population, the enrollment and operating revenue for undergraduate students reside centrally at the College level and not at the Department level. As a result, there is an individual administrative unit established for the Undergraduate program expense budget. In contrast, graduate programs are considered to be individual administrative units that have their own revenue and expenses budget at the department level. Therefore, the current operating budget for CABE provides funding to support the Bachelor of Architecture and B.S. in Architectural Studies in one department. Additionally, the Master in Architecture and the MS in Architecture are combined in another department and the MS in Historic Preservation and the Ph.D. in Architecture and Design Research have distinct department numbers. All of these departments together are considered part of the Department of Architecture. Since the multiple program curricula consist of courses and facilities which overlap majors, it is difficult to extract budget allocations for individual programs.

The overall budget allocated for the programs in CABE by the University has been very stable since the last accreditation. The budget is adjusted annually following a University-wide budget planning process. In partnership with the Institutional Research Department, the Enrollment Management Department and the Finance Department, the College sets forth each year to carefully analyze enrollment trends to develop enrollment projections for the upcoming fiscal year. Once the projected class size is estimated, 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. Each of the graduate programs in the College have a budget based on an enrollment model and are adjusted accordingly to projected enrollments. Program budgets (revenue and expenses) are based on the projected enrollments and are adjusted each year based on review of the prior year's performance.

NAAB Annual Report Submissions (ARS) - Architecture Programs
Below is a summary of the Financial Resources portion of the submitted NAAB ARS Reports demonstrating the continued commitment of the College and University to the Architecture Programs. Specific M.Arch and B.Arch itemized financial statements can be available to the Visiting Team if requested.

NAAB ARS Report Year	Total Revenue All Sources	Expenditures Instruction	Expenditures Capital	Expenditures Overhead	Cost/ Student FTE Enrollment
2017	$9,429,015	$3,353,574	$30,069	$165,140	$13,379
2018	$10,588,995	$3,372,829	$27,491	$158,749	$12,604
2019	$10,662,824	$3,389,947	$28,591	$165,099	$13,465
2020	$11,447,000	$3,483,373	$0*	$0*	$12,054*

During the 2018-2019 academic year, budgeting of capital and overhead shifted from Colleges to the University academic unit. While both capital and overhead costs were expended, realistically tracking them per college and program is no longer possible as they are allocated from a larger, different pool of funds than had previously been the case. It is believed this different budgeting resulted in a lower cost/ student number.

The Expense Categories Over Which the Program Has Either Control or Influence:

The Master 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, 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 receiving approval for the investment in a 3D printing farm for use within the College.

The Revenue Categories Over Which the Program Has Control or Influence:

The College works closely with the Institutional Research Department, the Enrollment Management Team and the Finance Department to establish the enrollment projections and discounting strategy for new students that are recruited to the College.

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.

Internal Assistantships, Fellowship and Grant Funds Available for Students:

In addition to the student Graduate Assistantships offered by the University and the Research Assistantships and the Teaching Assistantships offered by CABE, it is possible for students, and especially graduate students, to receive project-based funding and support for entrepreneurship initiatives through our Blackstone Launchpad. The College also has discretionary funding for supporting student

projects through organizations like AIAS, NOMAS, Freedom By Design and varied travel to participate in student based conferences and charrettes. Another offering is the Student Travel Grant administered by the Jefferson Office of Applied Research. Students also are eligible for University Work Study, where they assist the College in wide range of assignments. Further information on funding sources:

- *Graduate Student Assistantships:*
  http://eastfalls.jefferson.edu/financialaid/Graduate/assistantships.html
- *Blackstone Launchpad:*
  http://www.philau.edu/entrepreneurship/blackstone/

Internal Assistantships, Fellowship and Grant Funds Available for Faculty Use:

A range of internal funding opportunities are available for faculty managed through the Jefferson Office of Applied Research. They include Seed Grants, Project Completion Grants, Nexus Learning Grants. Faculty often work directly with students on the application and resulting project associated with these internal grant resources. More information on grants and scholarships:

> *Faculty Research, Scholarship & Practice-Based Project Internal Grants:*
> https://research.jefferson.edu/applied/grants-contracts/internal-grants.html

Faculty Term Chairs

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 four term chairs with Architecture Program faculty holding two of these.

Pending Reductions or Increases in Enrollment and Plans for Addressing These Changes:

Jefferson is developing the infrastructure and strategy to increase the number of prospects and applications overall, and this includes M.Arch Program. Specific plans for increasing M.Arch enrollment include a re-organization and full staffing within enrollment management, and a marketing campaign that targets prospective students interested in graduate-level architecture nationally and internationally. These efforts include direct mail, email, social media, telemarketing, and micro-websites in addition to using a centralized application service. The recruitment campaign will heighten awareness of the program's quality and academic stature and its faculty. Furthermore, the University and College will continue to use college fair visits, robust on-campus recruitment events, extensive on-line recruitment events including portfolio review days, and new tracking mechanisms to optimize initiatives. The College has taken a very active role in developing outreach initiatives and will continue to work closely with Graduate Admissions to develop new 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 CABE and the architecture programs receive from the University.

Changes in Funding Models Since the Last Visit:

Jefferson completed the Merger with Philadelphia University in 2017-2018. As part of the merger the Academic Pillar implemented a new financial structure to align with the strategic plan of the Pillar. Business Units and Departments were established to align with the newly created structure and the

financial software systems of the Enterprise were implemented across all units. In July, 2021 the College of Architecture revised the financial structure for the College to establish reporting levels for four departments within the College: The Department of Architecture, The Department of Sustainable Environments, The Department of Interior Design and the Department of Construction Management. Each of these departments have an undergraduate and graduate component which roll up to the overarching level of the College of Architecture and the Built Environment.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

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 Director of Library Operations, DaVonne Rooney MLIS, 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. She reports to the Senior Associate Provost, who sits on the Provost's Council. The library director also 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 Dean, Director of Architecture Programs, 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.

The following page shows 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. Library Assistant Director for Special Collections and Reference, Sarah Slate, MFA, MLIS, is the Liaison to the College of Architecture & the Built Environment and College of Design, Engineering, and Commerce. She focuses on architecture, art history, and design, and coordination of the collections relative 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. She typically teaches orientation sessions and hands-on research workshops to the 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 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. *Table 1* on the following page approximates yearly amounts spent on the architecture and design collection, demonstrating the financial support for the architecture programs overall to FY 2021; *Table 2* summarizes the overall library collection expenditures for FY 2021.

Collection Type	Budget FY 2017	Budget FY 2018	Budget FY 2019*	Budget FY 2020*	Budget FY 2021**
A+D Book Expenditures	$26,739	$27,809	$28,330	$5,314	$2,089
A+D Journal Expenditures	$29,930	$24,924	$27,240	$16,514	$15,299

Table 1: Library expenditures for architecture and design

Collection Type	Budget FY 2017	Budget FY 2018	Budget FY 2019*	Budget FY 2020*	Budget FY 2021**
Books	$99,008	$91,808	$114,930	$0**	$16,103**
Journal Subscriptions	$223,242	$228,242	$295,358	$240,569	$528,167
Multimedia	$2,840	$4,040	$2,000	$0*	$0*
Electronic Databases	$284,677	$291,577	$483,370	$502,530	$266,704
TOTAL	**$608,767**	**$615,667**	**$608,767**	**$743,099**	**$810,974**

Table 2: Library collection expenditures overall for 2017 – 2021 fiscal years.

* Philadelphia University to Thomas Jefferson University Accounting Changes: Subscriptions and Database accounting was adjusted for university-wide coverage changing the accounting system compared to previous years.

** COVID Pandemic Note: Given the financial challenges created by the pandemic, especially for healthcare related enterprises, Jefferson instituted temporary budget reductions for many areas of the Enterprise including library collections. These reductions are being restored.

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.

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

Program Response:

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.

As mentioned above, Library Assistant Director for Special Collections and Reference, Sarah Slate, MFA, MLIS, is the Liaison to the College of Architecture & the Built Environment and College of Design, Engineering, and Commerce. She focuses on architecture, art history, and design, and coordination of the collections relative 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. She typically teaches orientation sessions and hands-on research workshops to the over 300 CABE students. She maintains professional affiliations with the Art Library Society of North America and the Association of School Architecture Librarians.

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

As required, the following statement will be included, in its entirety, in the catalogues and promotional materials, including the M.Arch and B.Arch program websites:

> *In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards. The Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.*

> *Thomas Jefferson University offers the following NAAB-accredited degree programs:*

> *Master of Architecture:*
> - *2 Year Track - Pre-professional architecture degree (an undergraduate degree with architecture major) + 49 TJU graduate semester credit hours*
> - *3 Year Track – Non pre-professional degree (a bachelor's degree in a non-architecture major) + 100 TJU graduate semester credit hours*
> - *Year of next accreditation visit is 2022*

> *Bachelor of Architecture:*
> - *5 Year – 164 undergraduate semester credit hours*
> - *Year of next accreditation visit is 2026*

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

    a)   Conditions for Accreditation, 2020 Edition

    b)   Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)

    c)   Procedures for Accreditation, 2020 Edition

    d)   Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

Transparency is extremely important throughout the TJU M.Arch program. Establishing a culture of trust, support and openness is central to building a collegial community. From the moment a potential student inquires about the M.Arch program, our website and team work hard to build a positive relationship.

While reviewing the updated accreditation requirements, some growth opportunities are presented – particularly related to the information that maintained on the M.Arch website. While this information has been shared with students in direct communication, the notion that it should be permanently available online will be an improvement to the commitment to transparency.

The public website home page for the Master of Architecture program maintains a permanent link to "NAAB Accreditation" documents that is clearly displayed and easy to access. Please visit the website and look in the primary column of information on the left-hand side of the page.
https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/programs/architecture-march.html

The NAAB Accreditation link (https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/about/history-and-accreditation/naab-accreditation.html) posts all NAAB materials including the information required of this subsection:

        2020 NAAB Conditions and Procedures for Accreditation

        2014 NAAB Conditions and Procedures for Accreditation – Conditions in effect at the time of the last accreditation visits (2018)

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

A link to "Career Development" is available in the NAAB Accreditation link found on the TJU M.Arch website home page:
https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/about/history-and-accreditation/naab-accreditation.html

The career development information links to the *Marianne Able Career Services Center*. The center coordinates an annual Design Expo to network students with prospective employers. The mission of the Center is:

> *Jefferson (Philadelphia University + Thomas Jefferson University) prepares students not only to land top internships and jobs, but to become industry leaders. At Jefferson, we call our transdisciplinary, professionally focused approach to education Nexus Learning. Consistent with this approach, the Marianne Able Career Services Center assists students and alumni in capitalizing on their Jefferson experience, helping them achieve their professional goals.*
> https://www.eastfalls.jefferson.edu/careerservices/

> *Design Expo: https://www.jefferson.edu/life-at-jefferson/activities-and-organizations/2020-design-expo.html*

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

c) The most recent decision letter from the NAAB

d) The Architecture Program Report submitted for the last visit

e) The final edition of the most recent Visiting Team Report, including attachments and addenda

f) The program's optional response to the Visiting Team Report

g) Plan to Correct (if applicable)

h) NCARB ARE pass rates

i) Statements and/or policies on learning and teaching culture

j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

The public website home page for the Master of Architecture program maintains a permanent link to "NAAB Accreditation" documents that is clearly displayed and easy to access. Please visit the website and look in the primary column of information on the left-hand side of the page.
https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/programs/architecture-march.html

The NAAB Accreditation link (https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/about/history-and-accreditation/naab-accreditation.html) posts all NAAB materials:

- Overview of NAAB accreditation
- Statement on NAAB Accredited Degrees (2020 Conditions Appendix 2)

- - (M.Arch and B.Arch programs)
- The most recent Architecture Program Reports (APR) for both accredited degrees, with the following associated with the M.Arch (and also provided for the B.Arch program on the same website:
    - 2018 NAAB Letter of Accreditation
    - 2018 Visiting Team Report
    - 2018 Architecture Program Report (APR)
- ARE Exam Pass Rates + Professional Licensing
- Studio Culture Policy Document – The 2018 Studio Culture Document, to be renamed CABE Culture Document to be more inclusive of the entire college, is currently being updated and in the process of faculty/ student review at the time of this APR writing. Issuance of the document is scheduled for early Fall 2021.

In specific response to the required items listed in the section prompt above relative to the M.Arch program:

A. No Interim Progress Reports were generated since last accreditation visit and therefore not posted.

B. A Plan to Correct was not required from the last accreditation visit and no responses to the Program Annual Reports were received.

C. The most recent decision letter from the NAAB (2018 Letter of Accreditation) is posted on the NAAB Accreditation website: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/about/history-and-accreditation/naab-accreditation.html

D. The most recent APR (2018 Architecture Program Report APR-IA) from NAAB is posted on the NAAB Accreditation website: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/about/history-and-accreditation/naab-accreditation.html

E. The most recent Visiting Team Report (2018) is posted on the NAAB Accreditation website: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/about/history-and-accreditation/naab-accreditation.html

F. No optional program response was generated in response to the VTR.

G. A Plan to Correct was not required from the last accreditation visit

H. NCARB ARE pass rates are available on the ARE website. A link to the ARE website is available on the NAAB Accreditation website: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/about/history-and-accreditation/naab-accreditation.html

I. The current student Studio Culture document is available on the NAAB Accreditation website: https://www.jefferson.edu/content/dam/academic/cabe/jefferson-cabe-studio-culture.pdf

J. In addition the University's statements and policies on diversity, equity and inclusion, the CABE DEI committee will be focused on clarifying action statements as part of its initial tasks. The goal is to post these statements to the website in the AY 2021-22.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

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

Program Response:

a. Information regarding the application process, as well as the necessary forms are provided for students on the main M.Arch application website: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/programs/architecture-march/admission-requirements.html

b. The application requirements are also listed on the M.Arch admission website: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/programs/architecture-march/admission-requirements.html

    a. The specific process for making admissions decisions, reviewing transcripts and portfolios and providing advance standing for equivalent pre-professional courses is not currently detailed on the website. Admissions governs this portion of the website as well as the external interactions and process of application. The means and methods of graduate admissions is currently being reviewed with leadership and the CABE programs to develop a clearer message on the process for prospective students. The language used by the Program Directors in communication with students is:

        i. *Advance standing is provided when a student has successfully completed equivalent coursework while previously attending an accredited University. Proof of equivalent coursework must be provided in the form of a transcript, official course descriptions and/or course syllabi as applicable with previous education. Students with a previous degree in Architecture from an accredited University may be eligible for up to 51 credits of advance standing, (49 credits if previous degree is the Jefferson BS.Arch Studies) with a total Undergraduate and Graduate credit count equaling a minimum of 168 credits.*

c. Students with non-accredited degrees are not considered for admission to the TJU M.Arch program, including associates degrees and some international practical degrees.

d. A link to the TJU scholarship opportunities and graduate student financial aid are available through the M.Arch website. At the moment they are a bit too hidden, so a request has been made to locate this information within a primary link on the main M.Arch website.

    a. Current CABE scholarship website: https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/student-resources/graduate-scholarships-and-assistantships.html

    b. Current graduate student financial aid website: http://eastfalls.jefferson.edu/financialaid/Graduate/index.html

e. Currently there is not a University wide statement about how diversity impacts admissions decisions. We have flagged this with admissions, and they are currently working with the legal department to develop a statement. They recognize the importance of this work and we expect a resolution in the near future.

6.6 Student Financial Information

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

Program Response:

Thomas Jefferson University is committed to making a high-quality, professional education affordable for every qualified student. If meeting educational costs is a concern, students are encouraged to apply for financial aid, regardless of family financial circumstances. Over 90% of East Falls students receive aid in the form of grants, loans, campus employment and/or scholarships.

Link to tuition and other fees:

https://www.jefferson.edu/tuition-and-financial-aid.html

https://www.jefferson.edu/content/dam/academic/tuition-financial-aid/fy21/2021-22-GRAD-RATE-SHEET.pdf

Financial Aid Information for Graduate Students:

http://eastfalls.jefferson.edu/financialaid/Graduate/index.html

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

Program Response:

As mentioned above, transparency about the time commitment and financial cost of earning a M.Arch degree is important to the successful relationship between the program and the students. We strongly believe that students should be equipped with all of the information they need to make responsible decisions that support their objectives. Earning an M.Arch degree can be challenging, but it should not be a burden.

When a student is admitted they receive two letters. The first is a general letter that states their admission to the University. A sample letter is provided below:

vvvvvvv

Jefferson
Thomas Jefferson University
HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

Date

Applicant Name
Address Here
Address Here

Dear XXXXX,

On behalf of the Dean and Faculty of the Jefferson College of Architecture & the Built Environment at Thomas Jefferson University, it is my pleasure to offer you admission to the **Master of Architecture for Fall 2021 at the East Falls Campus**. You were chosen from an extraordinarily accomplished and academically talented group of applicants.

Based upon your academic and extracurricular achievements, you have been selected to receive a **Dean's Scholarship** in the amount of **$2,000** for the **2021 academic year**. This amount will be divided evenly over the Fall and Spring semester. This scholarship is contingent on full-time enrollment and is renewable provided you are a student in good standing in the program. If you enroll in 6-8 credits per semester you will receive half of the total award. Enrollment in less than 6 credits per semester will forfeit the scholarship.

At Thomas Jefferson University, our approach is to intersect various fields of study to give students an education built for the 21st century, and the breadth and depth of understanding across disciplines that employers are seeking. Jefferson is a national doctoral research university delivering high-impact professional education in 160 undergraduate and graduate programs to 7,800 students in architecture, business, design, engineering, fashion and textiles, health, social science and science.

You may accept this offer of admission by completing "Tell Us Your Plans" under the Forms header on your MyJefferson portal at my.jefferson.edu/account and submitting a $500 non-refundable deposit. In order to secure your position in this class, your online deposit must be received by August 6, 2021.

Your enrollment at Jefferson comes at an unprecedented time as the world continues its fight against COVID -19; fortunately, there are many indications that the pandemic in the United States is abating and we are hopeful that we can return to normal campus operations in the upcoming academic year. For students enrolling in on-campus programs, it is the University's intention to offer in-person classes and a full residential experience for those students living on campus; in the event that pandemic conditions and/or federal, state, or local mandates require Covid-mitigation measures, the University reserves the right to pivot to a hybrid or online delivery model to protect the health of our University community members. Should that happen, the same tuition rates will apply and remain in effect for the duration of the academic year.

Additionally, as part of our continuing commitment to the health and safety of our University community, Jefferson requires that all students planning to be on campus in any capacity during the 2021-22 academic year must submit their COVID-19 vaccination information as proof they have received their final dose of a U.S. FDA Authorized or a World Health Organization approved vaccine for Emergency Use Listing (EUL) no later than September 16. Medical exemptions and religious exemptions from the vaccination requirement will be granted in accordance with the University's reasonable accommodation policies and legal requirements.

07/27/2021 09:48   letter: 07/26/2021   1/2

You are required to notify Jefferson of any legal or disciplinary actions taken against you prior to enrollment. Thomas Jefferson University reserves the right to withdraw your offer of admission in the event that (1) you show a significant drop in academic performance, (2) you fail to graduate (if your program requires a high school diploma or college degree), (3) you misrepresent yourself in the application process or (4) the University learns that you have engaged in behavior prior to enrollment that indicates a serious lack of judgment or integrity.

I look forward to personally welcoming you to Jefferson!

Sincerely,

Leslie Hindman
Sr. Director, Graduate Admissions

A second letter from admissions is emailed to every accepted student with more program specific detail related to pre-requisites and tuition. A sample of this letter is below:

Dear XXXX,

Congratulations on your acceptance to Thomas Jefferson University! It is anticipated that you can complete the Master of Architecture program in X years as a full-time student.

At the time of admissions deposit we require students to submit detailed course descriptions from their prior degree to your Program Director, Evan Pruitt, evan.pruitt@jefferson.edu. Upon review, advanced standing credits, and a semester-by-semester study plan will be completed and you will have an advising appointment where you will review all of this information. Your Program Director will reach out to you to schedule this appointment.

- ***If a student is admitted to the 3.5 year format, inform them they will begin in Summer II Term.***
- ***Only include if student does not have Physics or Calculus- If they are local include approved Community College course list.*** *https://jefferson.app.box.com/file/828270566632*

University level Physics and Calculus are pre-requisites for the program, and should be completed prior to beginning. If they are not completed, the program may extend beyond the aforementioned timeline. I've attached some local Community Colleges that offer courses to meet this requirement.

Please find the information regarding program cost and technology requirements at the links below.

Tuition and Fees for the 2021-22:
- *Tuition: $1,399/ credit hour*
- *General University Fee: $32/ credit hour*
- *Department Fee: $35/ credit hour*

The full listing of tuition and fees is available online at
https://www.jefferson.edu/content/dam/academic/tuition-financial-aid/fy21/2021-22-GRAD-RATE-SHEET.pdf
Note: Tuition is subject to increase each year per standard University increases

> *Computer, Software and Supplies Requirements:*
> *https://www.jefferson.edu/academics/colleges-schools-institutes/architecture-and-the-built-environment/student-resources/laptop-requirements-equipment-supplies.html*
> *We look forward to helping you continue your education at Thomas Jefferson University!*

The letters above provide information to the students regarding scholarships received, an estimate of time it will take to complete the program, and the cost of tuition per credit. After a student submits a $500 deposit, but before they arrive, they are provided with a comprehensive study plan that details the total credits they will take.

Additionally, a link is provided in the letters that directs them to the M.Arch website that details the cost of computers and other materials.

7.0 Supplemental Materials

Documents and links to documents that are to be included as part of this APR are included here. Many of these documents may have been directly linked in the body of the APR.

- Resumes of Faculty Teaching in the Accredited Program:
  https://philau.box.com/s/9ucfypf527vchk4lx84t3w1q8p0dpocg

- Resumes of Adjunct Coordinators:
  https://philau.box.com/s/l6uw6janpw46q0gn260d2o1o7331pr8v

- Faculty Course Matrix:
  https://philau.box.com/s/2rs2sjhijtfi83bm0caxxhqqa8lz6bju

- Physical Resources – Plans and Images:
  https://philau.box.com/s/6l6nk6f4b08t9hauih2xebewkub9u7av

- Descriptions of all Courses Offered Within the Curriculum:
  https://philau.box.com/s/jggldvk50eng2a4fainb9wo9yrdj5hp3

- Studio Culture Policy (soon to be the "Culture Policy"):
  https://philau.box.com/s/qx5egcww3u0s7of1nvssqad6jaxbwdc2

- Studio Rules: https://philau.box.com/s/i27v8h4y3oye7xskywctpp4y8sg6vifc

- CABE Graduate Student Handbook:
  https://philau.box.com/s/1rfq2tdfft52jmc1swo38qpeudp5fvi6

- CABE Graduate Student Resource Guide with Overview of Academic Policies:
  https://philau.box.com/s/t7dq3jxy2648gpbate2ns0ve1msk6w9e

- Current Thomas Jefferson University Faculty Handbook:
  https://philau.box.com/s/1afuuubomlig7ddqy95oyoyc1aasw8vk

8.0 Conclusion

Conclusion
Although not required, we felt it necessary to write a conclusive statement that addresses both the APR document itself, as well as the process of assembling it. It is likely common that programs allocate time and thoughtfulness into every APR, and yet still struggle to perfectly reflect every aspect of the hard work we do as a University, College, Program, Faculty (and student). While we are very proud of this work, and confident in the quality and professionalism of the graduates, we look forward to a productive dialog with the review team – both about what we do well, and what we can improve upon.

As a result, we consider the APR to be an accurate reflection of the M.Arch (and other architecture programs) *AND* a living document that will spawn new viewpoints and opportunities for our faculty and students. Already, the process of completing the APR has been very helpful in strengthening the overall planning and management of the architecture programs given the number of situational factors which have affected the College, not the least of which is the COVID19 pandemic.

We are grateful for the time all of you will take in learning about and providing feedback for the ongoing development of the TJU M.Arch.

David Kratzer, AIA. Chair Department of Architecture. Director Architecture Programs

Evan Pruitt, Associate Director M.Arch Program

Jefferson – Thomas Jefferson University Architecture Program Report (APR)
College of Architecture and the Built Environment
Master of Architecture Program