

Architecture Program Report-Candidacy (APR-C)

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Submission Requirements:

- The APR-C must be submitted as one PDF document, with supporting materials, to accreditation@naab.org. APR-C submissions must include at a minimum the PC/SC matrix and one-page faculty resumés.
- The APR-C template document must not be reformatted. Font size should not be less than size 10. Programs may add bullets, paragraphs headings, etc. to aid in the clarity of the narrative.
- The APR-C must not exceed 20 MB and 150 pages, excluding appendices.

Institution	Pennsylvania College of Technology
Name of Academic Unit	Architecture Department
Date of APR-C Submission	May 5, 2025
Degree Described in the APR-C Track(s) <i>Include all tracks offered by the program under the respective degree, including total number of credits required for completion.</i> <i>Examples of tracks:</i> <ul style="list-style-type: none"> • 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 	<input checked="" type="checkbox"/> <u>Bachelor of Architecture</u> Track: 152 semester undergraduate credit hours <input type="checkbox"/> <u>Master of Architecture</u> Track: NA Track: NA <input type="checkbox"/> <u>Doctor of Architecture</u> Track: NA Track: NA
Application for Accreditation	Continuation of Candidacy
Year of Previous Candidacy or Eligibility Visit	Fall 2023
Current Term of Candidacy <i>(refer to most recent decision letter; N/A for initial candidacy)</i>	Initial Candidacy
Program Director/Administrator <i>Name, Title, Email</i>	Dorothy Gerring, Architecture Department Head, dgerring@pct.edu Dr. Ellyn Lester, Assistant Dean of Construction & Architectural Technologies Division, ealester@pct.edu
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Provost/Chief Academic Officer <i>Name, Title, Email</i>	Joanna Flynn, Vice President for Academic Affairs/Provost, jflynn@pct.edu
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INTRODUCTION (limit 5 pages)

Progress Since the Previous Visit (not applicable to initial candidacy visits)

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

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

Program Response:

The VTR listed as “Not Met” PC.8 Social Equity and Inclusion, SC.1 Health Safety and Welfare in the Built Environment, and 5.2 Planning and Assessment.

The faculty had an [assessment day department meeting](#) May 8, 2024 and reviewed the comments from the VTR. We discussed the studio sequencing and focus, directly comparing to the studio intent and Required Student Outcomes (RSOs) with the PC/SC criteria. Discussion focused on disparity between PC/SC and wording of RSOs. It was determined to update particular RSOs in seven classes to improve coherence with the PC/SC criteria. See the appendix for comparisons of the [revised RSOs](#). The updated coursework has been approved by the curriculum committee for fall 2025. At assessment day meeting we also made changes to our NAAB PC/SC matrix to improve alignment between our program and NAAB conditions and we expanded the matrix to include all our coursework and initiatives. Updates to our [NAAB PC/SC Matrix](#) are shown in the appendix by highlighting the altered RSO coursework and cells. In fall 2024 the faculty created a document that coordinated course RSOs with PC/SC criteria. This information is presented in the [RSO Matrix](#) in the appendix.

PC.8 VTR comments: *The condition is not met. As noted in the matrix, BSD 322 and BSD 482 are intended to meet this criterion. The abstract for BSD 322 outlines a course focused on the application of sustainability to sites at multiple scales. The abstract for BSD 482 outlines a course focused on the running of an architectural firm and career paths. While both courses are planned to be taught in coming years, the lack of information and focus on social equity and inclusion is a concern for the team. Additional programming noted to meet this condition include the annual learning and teaching culture policy review as well as the mentoring program. There is a lack of direction and connection from course content to social equity and inclusion that allows for understanding of diverse cultural and social concepts, and the inclusion of different backgrounds, resources, and abilities. These findings were confirmed during the site visit via review of team room documents and conversations with faculty and students.*

The faculty altered the following RSOs because of the VTR comments and our discussions at our May 2024 assessment day department meeting:

- BSD 322, modified RSO 5 and added a new RSO 11 (underscored wording indicates new wording): 5. create a plan for a community which integrates mixed use and open space in order to minimize infrastructure and promote equity and inclusion; 11. demonstrate the ability to design sustainable community plans that prioritize diversity, equity and inclusion while promoting the health, safety, and welfare of the public, fostering integration between the built environment and its surroundings at various scales.
- BSD 482, RSOs (underscored wording indicates new wording):
 1. produce a variety of examples of how to create, organize, and manage architectural practices, including diversity, equity and inclusion (DEI);
 3. practice correct ethical behavior in relation to the practice of architecture including DEI principles;
 5. develop DEI marketing options and means of project acquisition;
 7. organize a plan for becoming registered as an architect, maintaining registration, gaining reciprocity, and lifelong learning.

The faculty chose to continue to include the Learning & Teaching Culture Policy and the Architecture Peer Mentoring Program in our matrix because they reflect how we model equity and inclusion for our students. The Learning & Teaching Culture Policy documents behaviors and expectations while the mentoring program helps new students adjust to college and be welcomed into the architecture program. At the time of the 2023 visit, the Learning & Teaching Culture Policy was just implemented and the mentoring program not yet developed. Please see the appendix for the [Learning & Teaching Culture Policy](#) and the [Architecture Peer Mentoring Program](#).

During the course assessment process for fall 2024, faculty identified that BSD 432 (Architectural Design Studio VI) has outdated RSOs and that several of the RSOs are similar to RSOs in BSD452 (Architectural Design Studio VII), a new studio course being offered for the first time in spring 2026. Faculty have discussed that the course be revised, and the studio emphasis changed to urban planning to provide a higher level of mastery of PC.8 criteria for students. The course revisions will be completed at department meetings after finals in May 2025. This would modify our matrix since it would be added to the PC.8 row. The revised course will be made available to the visiting team, as it has not been completed at the time of this APR submission. The revised course would go to the curriculum committee in fall 2025 for implementation in fall 2026.

SC.1 VTR comments: *The condition is not met. The program denotes ACH 141 to meet this condition through lectures, presentations, and exams. The team's review found basic coverage of health, safety, and welfare, but no at a level of understanding. Additionally, the criteria require health, safety and welfare to be understood at multiple scales, which is not present in ACH 141. The program is currently assessing student learning via grades on quizzes and exams but lacks benchmarks that integrate with course content or the condition. There is no note or recommendation of findings that lead to improvements or alterations: thus the assessment cycle has not been completed. These findings were confirmed during the site visit via review of team room documents.*

The department has updated the strategic goals and addressed this through 1d. The entirety of the goals is in [section 5.2.2](#). In addition, as part of our department's program review (will be completed after courses are completed mid-May 2025) we are reviewing the coursework identified in matrix and have discussed eliminating early introductory coursework from our NAAB PC/SC Matrix.

1. **Attain NAAB accreditation for B.Arch. program:** **Person responsible:** Department Head, Assistant Dean and Architectural Faculty, Architecture Licensing Advisor, Architecture Club at Penn College (ACPC) Advisor, Architecture Advisory Committee, College Relations; **Progress indicators:** meeting required dates for APR submissions, visiting teams on campus and continuous improvement of program per course and program assessment, integrate PC/SC into Architecture Program Goals, review of studio sequence/focus/RSOs, update course mapping and NAAB matrix, continual improvement of courses, create a culture of licensure, create a culture of respect, assist ACPC in creating a continuous cycle of improvement for club activities, and articulate NAAB values associated with our department goals.
 - d. **Goal:** As part of the next course offering and assessment cycles, faculty consider how class assignments relate to course RSOs and designated PC/SCs particularly paying attention to types of assessments used: mastery achieved through applying concept in coursework. This is to happen each time the course is offered. **Assessment/Benchmark:** use of current course assessment to inform course and coursework, particularly RSOs connected to PC/SCs. **Improvement:** course materials and RSO assessment assignment aid students in applying information in a context, growing application mastery and providing evidence of ability.

The faculty altered the following RSOs because of the VTR comments and our discussions at our May 2024 assessment day department meeting:

- ACH 141, RSO 2 added underscored wording: describe the various building codes, standards and regulations and their applicability to health, safety and welfare in built environment;
- BSD 322, modified RSOs 5 and 11 with the highlighted wording: 5. create a plan for a community which integrates mixed use and open space in order to minimize infrastructure and promote equity and inclusion; 11. demonstrate the ability to design sustainable community plans that prioritize diversity,

equity and inclusion while promoting the health, safety, and welfare of the public, fostering integration between the built environment and its surroundings at various scales.

5.2 Planning and Assessment comments: 2023 Team Analysis:

PCT is focused on preparing the next generation of industry leaders with real world experience and an innovative spirit. Part of their fulfillment of this goal is to achieve NAAB accreditation. The 2022-2026 Strategic Plan outlines progress towards NAAB accreditation as its first goal, as well as other goals such as achieve eligibility/candidacy by summer of 2024, increase the architecture department dedicated space by 50-% in 2025, grow the Advisory Board to 9 by 2025, purchase a scanner by 2026, develop an equity policy by 2023, develop an learning and teaching culture policy by Fall of 2023, develop an architecture department mission statement by fall of 2023, verify approach to badging/credentials and immersion areas, and continue existing marketing efforts. Specificity to meet NAAB conditions and how that is woven into the strategic goals is missing.

Key performance indicators provided via the APR include NAAB eligibility and candidacy, as well as many of the other goals listed in the program's multiyear strategic objectives. While many of these goals are geared towards the unit, they do not touch on the key indicators in reference to course and assessment outcomes for PCs and SCs. Performance indicators for course assessment rely on benchmarks focused on passing grades and rarely include benchmarks geared towards content or the conditions. Multiyear goals provided by the program have proved to be successful as they have made great progress towards them including this visit for Candidacy, major renovations underway for a dedicated architecture space, adding two members to the advisory board, implementation of the Learning and Teaching Culture, and several others. While these strides are wonderful and show great effort, additional efforts of goals and detailed achievements to the NAAB conditions are missing.

Of the many strengths, some include a good faculty to student ratio, the B.Arch. degree and benefits it will provide students, upgrades to spaces and tools for the program, and increased marketing efforts. Weaknesses include emphasizing the design process in all studios and the need to update facilities, both of which are in the works. The Architecture Advisory Committee meets twice a year and provides input on the curriculum as well as the NAAB accreditation process. The board includes five local architects, a construction manager, an educator, and a manufacturing executive which leads to a broad input of external ideas and practitioners. Input is also collected at career fairs by PCT.

The first cohort for the B.Arch. program started in fall of 2022, with targeted initial accreditation by spring 2028. While PCT is on their way with plans laid out, they have not scaled up or implemented a cycle towards continuous improvement. And their strategic objectives do not match NAAB objectives. The process of assessment lacks benchmarks and learning outcomes that can be reviewed, data aggregated, and edits implemented.

The department has worked to improve the documentation of continuous improvement since the previous team visit. The department head and Assistant dean attended NAAB assessment training. The department worked with the college's Assessment Committee to improve the benchmarking and summary reporting in faculty course assessments. Beginning in the fall of 2024, the Assessment Committee began to give specific feedback on course assessments so that faculty can continuously improve their assessments. The architecture department has established a spreadsheet for tracking when courses are scheduled to be assessed. The department is completing their program review (to be completed in May 2025) and is implementing changes addressing NAAB values and their integration into the program goals as well as the department's strategic goals for the next 3-5 years.

We have expanded the information pertaining to each of our department's strategic goals and related how we are implementing NAAB values and objectives into our program. For each of our goals we have listed the goal, person responsible, progress indicators and how the goal relates to NAAB values. Each goal is broken down into sub-goals which outline specifics for an aspect of the goal, how it is assessed/benchmarked and how improvements will be made. Here is an example of the first part of our first goal (the entirety is in section 5.2.2).

2. *Attain NAAB accreditation for B.Arch. program:* **Person responsible:** Department Head, Assistant Dean and Architectural Faculty, Architecture Licensing Advisor, Architecture Club at Penn College (ACPC) Advisor,

Architecture Advisory Committee, College Relations; **Progress indicators:** meeting required dates for APR submissions, visiting teams on campus and continuous improvement of program per course and program assessment, integrate PC/SC into Architecture Program Goals, review of studio sequence/focus/RSOs, update course mapping and NAAB matrix, continual improvement of courses, create a culture of licensure, create a culture of respect, assist ACPC in creating a continuous cycle of improvement for club activities, and articulate NAAB values associated with our department goals.

- a. **Goal:** As part of the architecture department program review, update our program goals to reflect language and intent specific to identified PC/SC for current goals. **Assessment/Benchmark:** review our current goals and PC/SCs identified for each goal; discuss effectiveness of intent and language of goal in comparison with the PC/SC intent. **Improvement:** update program goals based on review. (Note: program review will be finished in May 2025 and can be made available to visiting team. Changes to the program will be used in the next NAAB review cycle.)

Clarification on pathway to B.Arch. for students graduating from Penn College BS degree

On November 21, 2024, we emailed the Accreditation staff the following information. The staff confirmed that, because we assess all students in our programs and courses using the same criteria, that we would only accept PCT ASD graduates, and that all ASD graduates coming in as ARC students would complete the entire ARC curriculum by the time they graduated with the ARC degree; this would not be a change that needed to have prior approval.

At the November 11 Open Office Hours, we were asked to provide more information about our intention to accept students graduating May 2025 with our four-year BS degree into our BArch program.

We currently have two bachelor's programs: a four-year BS in Architecture & Sustainable Design (ASD program designation) and a five-year BArch (ARC program designation). We are in initial candidacy for the ARC program and our first graduates from the ARC will be in May 2027. Please find attached the comparison of the two programs.

The ARC and ASD programs are exactly the same through the third year of the programs. Students intending to move between the programs need to declare the appropriate major by the end of their third year. Students in both programs take the same architecture courses during their fourth year. The ARC students have additional architectural coursework during their fifth year.

Our ASD students graduating in May 2025 didn't have the option to select the ARC major because the fifth year of architectural coursework isn't being offered until the 2026-27 school year. The catalog that the May 2025 ASD graduates are enrolled under requires all but one of the courses (ACH253 - Structural Applications, a third-year spring semester course) that the current ASD & ARC students are required to complete. These May 2025 graduates would have to take that course, in addition to the fifth-year architectural coursework in order to earn the ARC degree.

We do not believe it is a substantial change to our candidacy to allow this year's graduates to return after a gap year and take the additional coursework needed to attain the ARC degree. We have approval from our administration that they would accept the students, and they would be eligible for the degree as long as they complete all coursework required for the ARC degree.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR-C must include a brief description of changes made to the program as a result of changes in the Conditions.

Program Response:

NA

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:

Pennsylvania College of Technology (Penn College), a public institution located in a rural area in north central Pennsylvania, offers associate’s, bachelor’s, combined bachelor’s/master’s, and master’s degrees, along with certificates and competency credentials in over 100 majors, emphasizing hands on learning and applied technologies. Penn College also offers workforce development, non-credit coursework and training, which served 4,425 participants in over 600 unique organizations from around the world. According to college “Fall 2024 Fast Facts”, 4,575 (4,227 full-time-equivalent) students were enrolled in classes at four locations: the main campus in Williamsport, PA (population 27,381; metropolitan statistical area population 114,000); the Lumley Aviation Center in Montoursville, PA; the Schneebeil Earth Science Center in Allenwood, PA, and Penn College at Wellsboro in Wellsboro, PA. While most degrees are in-person, there are also hybrid and online degrees. Penn College provides an academic environment with modern facilities, an exceptional array of student-centered services, and academic programs with an overall graduate placement rate of 96.4% (2020–23) in high-demand industries.

The college began in 1914 as a high school offering adult training to meet the growing demands of local industry. In 1941, the emphasis shifted to vocational training and the Williamsport Technical Institute (WTI) was established. The passage of the Community College Act of 1963 led to the next evolutionary stage: the Williamsport Area Community College (WACC), which used the WTI programs and facilities as the starting point for continued growth and development. During the 1970s and 1980s, enrollment grew, physical property expanded, and curricular offerings increased. Economic shifts in the 1980s led school districts to withdraw sponsorship when the original 20-year sponsorship agreement expired. In Pennsylvania, community colleges were required to have a local sponsor, thus the city of Williamsport stepped in to fill that role and keep the institution open.

The presidents of Penn State University and the Williamsport Area Community College, along with the governor of Pennsylvania, announced the intent to create an affiliation between Penn State and Williamsport Area Community College, creating the next iteration of the institution. On July 1, 1989, Williamsport Area Community College became Pennsylvania College of Technology, “Penn College”, a special mission affiliate of Penn State. As an affiliate rather than a branch campus, Penn College positioned itself as Pennsylvania’s premier technical college, maintaining governing and curricular independence. With this evolutionary stage, the College added bachelor’s degrees to its curriculum portfolio and on-campus housing to meet the changing needs of its students. The Architecture Department launched the four-year “Building Science and Sustainable Design” Bachelor of Science degree in 2009. It was later renamed “Architecture and Sustainable Design”.

The mission and goals of Penn College are at the core of its identity as a college of *applied technology*. Time and resources are invested in defining, articulating, and assessing strategic goals that support the mission and reaffirm the college’s unique position in higher education within the state and the nation. The mission is guided by the college’s commitment to providing its students an array of opportunities to achieve their goals. The college offers a variety of academic degrees and certificates, workforce training, and co-curricular experiences that are supported through the mission, vision, values, and strategic plan.

In the summer of 2022, the Board of Directors approved new mission and vision statements and refined Penn College’s core values, strategic goals, and initiatives. The college derives its strength and focus from its mission, which articulates the close alignment with hands-on, experiential learning opportunities that are responsive to

career-focused education. The mission reflects the college's longstanding commitment to guiding its students to work and lead in a wide range of fields. In alignment with the mission, the college's current strategic plan (2022-2026) was developed as a 4-year initiative with three overarching goals and associated initiatives. Goal 1: Growth through Access; Goal 2: Continuous Improvement through Innovation; and Goal 3: Excellence through Distinction. See [Appendix H](#) for 2024 report.

The college's mission and vision statements as well as its core values, strategic goals, and initiatives, provide direction to the college's three schools: Business, Arts & Sciences, Nursing & Health Sciences, and Engineering Technologies (which houses the Architecture Department).

The Architecture Department:

As an integral part of the college and the school, the Architecture Department has influenced and is influenced by each in turn. As such, the department fully embraces the college's mission to prepare the next generation of industry leaders by integrating real-world experiences throughout the program. In addition to the obvious connection to industry, this has led to an ongoing focus on sustainability that remains a primary focus of the department today.

The architecture program at Penn College was first offered by the Williamsport Technical Institute (predecessor of Penn College) in 1941 as an architectural drafting program to assist with the war effort. It has continually grown and been updated over the years by the faculty and advisory board. The two-year associate degree was the only degree offered until 2009, with the inception of the Bachelor of Science (B.S.) degree in Building Science and Sustainable Design. The program has always balanced technical proficiency with architectural theory and the four-year degree allowed for an additional emphasis on sustainability. The current B.S. degree (renamed "Architecture and Sustainable Design") was updated to make it possible for graduates to complete NAAB accredited Master of Architecture (M.Arch.) programs at other institutions within 2-3 years, as about 20% of the graduates were applying to M.Arch. programs.

From the beginning, the various iterations of the architecture program have all required on-campus instruction emphasizing experiential opportunities that integrate the inspirational with the creative while focusing on real-world applications. The B.Arch. program (designated as ARC) is a face-to-face, on-campus degree, but it does include four courses that are currently being taught in online or hybrid format.

In the mid 1990's, total enrollment in the two-year associate degree (the only program offered at the time) was approximately 85 or 90 students. This number grew steadily to 136 in 2007 and jumped to 164 during the first two years of the four-year degree (number of students includes both two- and four-year degrees). With this increase in enrollment, the full-time architecture faculty grew to six. In spring of 2022, enrollment was approximately 100 students, which has increased to 128 in the spring of 2024.

The Architecture Department now offers the following degree programs:

- Two-year Associate of Applied Science in Architecture (AX)
- Four-year Bachelor of Science in Architecture and Sustainable Design (ASD)
- Five-year Bachelor of Architecture (ARC)

Graduates from our existing architecture programs are in high demand. With our "hands-on" focus emphasizing the tools and technology used in industry (including but not limited to AutoCAD, Revit, Photoshop, Lumion, and various energy analysis programs), our graduates enter the workforce with the ability to be productive team members from day one. They have a strong foundation in materials, structure, detailing, technology, sustainability, and design. We frequently hear from employers who tell us that they seek out our graduates for this reason. This same "hands-on" focus applies to our Bachelor of Architecture degree.

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 architecture program, students, faculty and staff benefit from being part of the college community and contribute to both the college and the Williamsport area community:

1. Architecture students can enroll in unique, multidisciplinary electives such as BCT103 Construction Hand and Power Tools; BCT 104 Construction Safety & Equipment, and CCM 140 Woodworking – Art, Craft & Design.
2. Architecture students can declare minors and immersions in areas such as Accounting, Digital Marketing, Management, Marketing and Small Business Management & Entrepreneurship which would be helpful in running an architectural firm.
3. The Dr. Welch Workshop: A Makerspace at Penn College is open to all students and has a wide variety of equipment for wood and metalworking, fabric arts, electronics and 3D printing. Architecture students have used the Makerspace and equipment to fabricate models large and small.
4. The architecture department offers minors in architecture and in sustainable design, open to all students enrolled in bachelor's degrees at the college.
5. The architecture department offers global travel opportunities which can earn credit as general electives, and which are open to all students at the college.
6. The college offers dual enrollment at Pennsylvania high schools. These courses are free for high school students and fulfill credit requirements for many introductory courses, which are then applied automatically upon acceptance and matriculation. The college maintains the program, while faculty work with the students and staff at the high schools to ensure that all course objectives are met. Architecture offers ACH135, Architectural Computer Aided Drafting, as a dual enrollment course. Complete information about the college's dual enrollment coursework, which includes many English, math, psychology and more, see the dual enrollment [website](#).
7. The college requires that student organizations document their participation in service projects for both the college and the community in order to remain in good standing and receive future funding. The department is associated with the Architecture Club at Penn College (ACPC), an official Penn College student organization funded by mandatory student fees.
8. Architecture students participate in student clubs on campus, which are open to any college student at Penn College. Clubs relating to architecture/construction include the Architecture Club at Penn College (ACPC), the PCT ACI Student Chapter - ConCreate Design Club, the Penn College Women in STEAM, and the Penn College Construction Association.

Faculty have been involved in recent college-wide initiatives:

1. Insuring that course material meets accessibility standards, including, but not limited to: providing alternative text on images in handouts and class lectures; posting class materials in the college's course management system P.L.A.T.O.; assisting students with class scheduling and materials in conjunction with identified disabilities; and providing college descriptions for alternative assignments for persons with disabilities that could not easily use any particular equipment.
2. Participation in the college's book club "The Color of Emotional Intelligence" by Farah Harris. Free copies of the book were given out to interested faculty and staff. There were three discussions held over the course of spring 2024. The third meeting featured Farah Harris in person at both the college and a presentation at the James V. Brown Library in Williamsport, PA in conjunction with Penn College.
3. Faculty have completed college required training for HIPPA and computer security, as well as harassment in the workplace.
4. Faculty have reviewed the Architecture Department website and provided updates.
5. Faculty have participated in providing personal tours for prospective students, as well as being present at open houses.

Faculty are also involved in the wider community, locally, regionally and nationally. For example:

1. In the fall of 2024, the B.S. in Architecture and Sustainable Design and Bachelor of Architecture degrees received the U.S. Department of Energy's Zero Energy Design Designation, in recognition of our commitment to high-performance building design and building science education.
2. Kara Demmien was interviewed in 2021 for the Women's Roundtable with Commercial Construction & Renovation Magazine.
3. Ellyn Lester was recognized as a national leader in construction (2024, Construction Dive: Construction Champion) and a Building & Infrastructure trailblazer (2024, City & State PA) and has published articles in multiple magazines or journals.

4. Dorothy Gerring was a keynote speaker for the 2025 Pennsylvania Housing Research Center Housing Conference. Her presentation was titled “Universal Design & Visitability in Our Homes from Curb to the Closet.” She also published the book *“Renewable Energy Systems for Building Designers: Fundamentals of Net Zero and High Performance Design”* with Routledge (New York, NY) in 2023. She was an invited researcher at the Symposium on Building-Energy Research, November 2024, sponsored by the University of Arizona and held at NREL.
5. Naim Jabbour was a member of the USGBC’s LEED Diversity, Equity, and Inclusion (DEI) Working Group in 2023. He was also the principal investigator for the National Science Foundation’s S-STEM BE Scholars Program (2017-present).
6. Anthony Komarnicki is Co-Chair of the Loyalsock Township Planning Commission (2005-present), and Board of Appeals Member, IBC Code for Codes Inspection Inc. for multiple Pennsylvania municipalities.
7. Jessica Oberlin, School of Engineering Technologies (Architecture) designated librarian, has published articles for the American Library Association and Emerald Publishing.

Unique opportunities exist between the institution and the architecture department and the community. Examples of this include:

1. Inviting local and regional architects and professionals into the classroom for presentations, juries and career explorations.
2. At the college’s open houses, there is a general area where visitors can learn about different professions and architecture faculty and students are available for conversations and share models and drawings.
3. Architecture faculty conduct activities relating to the architectural profession at events held for elementary and high school students at the college. The largest example would be PA Build My Future, where over 900 high school age students visit the college and explore career options like Architecture, and where local and regional architecture firms have tables with activities and information. Architecture faculty also participate in college-organized visits to regional Career and Technical Centers (CTCs).
4. Area non-profits reach out to the architecture department for assistance on generating ideas for projects which can be used in conjunction with coursework. Some recent examples include the design for a World War II memorial garden in Selinsgrove, PA; design for outdoor activities area and a stage for a local church; design for an outdoor stage for a local park; and expansion ideas for a local church that has doubled its congregation.
5. The college offers summer camp to high school students and the architecture faculty participate.
6. The college works with the Susquehanna Boy Scout Council to offer The Merit Badge College (MBC). This yearly event held at Pennsylvania College of Technology offers an opportunity for scouts to earn up to twenty different merit badges. Penn College architecture faculty facilitates and presents the Architecture and Sustainability badges. In 2025, MBC was attended by 178 scouts, including those from five states other than Pennsylvania representing 17 other councils.
7. The college has worked with the architecture department to provide design visualization for use to procure funding for projects. Examples include the Fish Real Estate Leadership Challenge Course and a new entrance at the Carl Building Technologies Center.
8. The Penn College Solar Decathlon Team regularly works with clients in the local area, including Habitat for Humanity and the City of Williamsport. The 2025 team is designing a Boys & Girls Club for the City, working with Mayor Slaughter and national Boys & Girls Club leadership. The facility is slated to be built in a low-income area of the city, providing specific programming for tweens and high school students.
9. Faculty work collaboratively with local architectural offices. For example, in BSD352 (Architectural Design Studio V) the students work with Larson Design Group and do Lidar scanning and create a point cloud model, which is then used in an adaptive reuse focused project.
10. The department has also worked with Habitat for Humanity to produce drawings and ideas for multiple projects both as class assignments and as extra-curricular activity in the Department of Energy’s BuildingsNEXT Competition (formerly Solar Decathlon). These projects have followed the Habitat for Humanity International Guidelines and worked collaboratively with the Greater Lycoming Habitat for Humanity. Currently, the college is building a Habitat house, based on student designs, at a location near the college. The Penn College Habitat Team would like the architecture students to create a set of As Built documents, which could be used to construct future homes.

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:

Field trips are a significant part of several courses in the Architecture Department. Students tour architect's offices and construction sites in ACH 101 "Introduction to Architecture". Many field trips have been arranged in various building materials courses and other classes. Design studios, historic preservation and other classes include field trips to sites and buildings related to current topics. Recent field trips have included:

- BSD 432 (Architectural Design Studio VI): in-depth tour of a local country club and regional park for programming
- ACH 101 had a visit to Larson Design Group, a visit to another local architecture firm, BRIX Design Group, a tour of an active construction site at UPMC Hospital, and a tour of Your Building Center (YBC), a local lumber and building material supplier
- BSD 332 (Architectural Design Studio IV) conducted a site visit to 3D (LiDAR) scan a vacant building for a point cloud for the adaptive reuse focused studio, as well as a tour of a local, recently completed Journey Bank by local firm Anthony H. Visco, Jr. Architects
- BSD352 (Architectural Design Studio V) conducted research focused site visits to a local Hotel and Wolf Run Veterinary Clinic, designed by a faculty member, Anthony Komarnicki, RA, NCARB while at Architrave Architecture & Design Inc.

The biennial Alumni + Student Day, which began in 2017 and last took place in February 2025, brings back alumni to showcase their career paths and projects. This year's event included a networking lunch for students and alumni, including Dustin Bailey '16, Brandon DeHaas '11, Haley Harlow '23 and Shawn Strohman '96 and '01 who gave individual presentations and then participated in a panel discussion moderated by Dorothy Gerring; this was followed by an open Q&A / round-table discussion with the panelists, followed by the keynote presentation by Adam Walker '08.

Students participate in the Solar Decathlon, recently renamed The U.S. Department of Energy BuildingsNEXT™ Student Design Competition. A team from Penn College was chosen as one of four grand prize winner finalists in the second Race to Zero Student Competition in 2015 with a project for Habitat for Humanity. In the spring of 2022, a team of Penn College students advanced to the Solar Decathlon finals in Golden, Colorado with a design for the Community Theater League. The 2025 team competed in the Open Commercial Division collaborating with the City of Williamsport on a design for a Boys & Girls Club in a disadvantaged neighborhood. Architecture students have also designed projects for local charities and organizations. This includes Greater Lycoming Habitat for Humanity, Family Promise of Lycoming County, and the City of Williamsport. Seniors graduating from the ASD program have had their work showcased at The Gallery at Penn College for the past six years. The reception brings together the students and their families, alumni, faculty and staff, architecture advisory board members and the community at large.

Architecture students have used their design studio projects over the years to help the College with on-campus projects. Examples include the Victorian House (constructed at the center of campus), the Dr. Welch Makerspace, the Fish Real Estate Leadership Challenge Course, the sign for the Larry A. Ward Machining Technologies Center, and the entrance to the Carl Building Trades Center. The architecture club at the College has existed since the mid-1960s and the architectural program began offering international travel opportunities to students in the early 1990s. Currently, students have a choice of two "Global Experience" courses focusing on architecture, sustainability and urban planning at various European locations and including a two-week trip at the beginning of the summer. Typically, 3-4 architecture faculty travel with, instruct, and chaperone the students.

The college offers staff development and wellness courses, both required and optional, for faculty and staff. Required training includes Preventing Harassment and Discrimination and HIPPA/computing safety topics. Development and Wellness classes include topics ranging from class planning, understanding the college's digital classroom management tool, leadership training, advising and accessibility. Newly hired faculty who have not had prior teaching experience are required to take two 3 credit courses on teaching as well as participate in a mentoring program. Faculty can take Penn College credit coursework for free and also receive steeply discounted tuition at Penn State University. Additionally, faculty can apply for funding of up to \$3,000/activity through the Retraining-Upgrading Grant Fund Application. The School of Engineering Technologies' Construction and Architecture Division budgets for architecture faculty attendance at conferences and training sessions annually.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the Visting Team Report; limit 250 words.

Program Response:

Pennsylvania College of Technology, a public institution located in north central Pennsylvania, offers certificates, associate's, bachelor's, and master's degrees in over 100 majors which emphasize hands-on learning and applied technologies.

The architecture program began in 1941 to assist in the war effort. The program transitioned to an associate degree in the mid-1960s, and almost fifty years later, a B.S. degree was added in 2009. The five-year professional Bachelor of Architecture (B.Arch.) is intended for those who wish to pursue a career as a practicing architect. The program focuses on four main areas: fundamentals of building, design, technology, and sustainability. The B.Arch. offers students in-depth engagement in the fields of architecture and sustainability, augmented by the broader Penn College mission of applied technical innovation and hands-on learning. This major promotes a healthier, more energy efficient way to build, which reduces negative environmental impacts and slows the depletion of natural resources. Students study sustainable and equitable approaches to materials, construction, site design, building design, community planning, and the generation and conservation of energy. In addition, students receive training in building science fundamentals and are introduced to historic preservation and the renovation and reuse of existing buildings. The B.Arch. program has the U.S. Department of Energy's Zero Energy Design Designation in recognition of its commitment to sustainable practices.

Graduates are equipped with the knowledge to design buildings that make positive contributions to their communities and to the plane.

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.

In addition to Penn College’s strategic planning process, which is an ongoing, collaborative, initiative-based planning process that provides the “guard rails” for the entire institution's path forward, every five years each department must complete an Academic Program Review to maintain curricular integrity, program relevance and provide a benchmark for continual improvement. Considering both quantitative and qualitative data, the document must include curriculum assessment data, cost/revenue data, and recommendations for the path forward including timelines, assessment measures, and responsible individuals.

The Academic Program Review must also include a complete evaluation of each course’s abstract. Before submitting the document to the Dean/Provost, the Assistant Dean must complete this process and sign the Abstracts Verification Form to attest to the accuracy of the information. The Assistant Dean must also write an Executive Summary that includes an overview of the pertinent data and results, which will be posted on the department's webpage, for transparency.

The Shared Values of the Discipline and Profession is also considered in Architecture’s Academic Program Review. Each of the components listed in this section are reviewed on an annual basis by the faculty and fully considered during the Program Review process. Please see below for additional information on how each value relates to the long-range planning process. The Program Review includes assessment of student to faculty ratios and faculty loads, which is used to support the need for hiring additional full-time and adjunct faculty. Program Review also requires review and setting of 3 to 5-year goals, tying these to program and curriculum needs, Advisory Committee recommendations as well as school and college mission and values. Programs complete a Program Review every 5 years. Program goals identify timelines, responsible parties and target outcomes.

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:

The program introduces, develops, and re-enforces understanding of design as a multidimensional process via the various design studio courses throughout the five years of the curriculum. Our students are exposed to the iterative nature of design early and are trained to utilize appropriate methods to fully explore design problems and solutions. Students are also involved in research opportunities at various levels tailored towards developing and discovering novel opportunities and approaches. Students receive continual feedback to assess their designs’ levels of development and the skills they are developing via portfolio reviews and juries.

The early studios focus on a fluid and iterative design process involving conceptual thinking and a hands-on approach. In later studios, sustainability-centered approaches are used as a guiding roadmap complemented by comprehensive design thinking and processes that develop future leaders of design teams.

Each studio is designed to include a topical summary and course brief that outlines outcomes, expectations, and subject matter. This information is incorporated into each course abstract and syllabus. The outcomes specified are geared towards attaining the required knowledge and skills necessary to earn a professional degree with the view of ultimately becoming a licensed architect. The School of Engineering Technologies maintains a digital archive of all course abstracts and syllabi. These are routinely reviewed and assessed.

Through various courses and activities, the program introduces students to the range of career options available to graduates, both traditional and non-traditional. The first semester “Introduction to Architecture” seminar course (ACH 101) is one example where students are introduced to the possibilities available within the built environment. Additionally, the curriculum offers students the opportunity to explore the work done by those focusing on such diverse AEC industry career paths as code officials, CAD technicians, specification writers, structural and MEP engineers, BIM modelers, sustainability experts, and designers at all scales. The college conducts exit surveys and post-graduation surveys to determine where students are in their professional careers, with multiple touchpoints providing longitudinal data and critical actionable feedback.

One of the main pillars of the program is its focus on technical skills and technology. Students are exposed to a wide array of technology-based components starting in the first year of instruction in which they use industry tools such as AutoCAD and Revit to create technical drawings for residential projects of constrained scope. Various courses are designed to develop and expand each student’s technical skills throughout their progression within the program. Professional practice content is embedded in multiple courses spanning every year of the curriculum. Course assessments as well as portfolio reviews are routinely used to assess and document both student development and aggregate outcomes.

The program and its associated student groups offer workshops, events, and activities that focus on exploring the latest trends and issues in our industry. Furthermore, we routinely seek counsel and guidance from our industry advisory board regarding developments within the AEC community. The best example of this is the biennial Alumni + Student Day. This event is geared towards dialogue, discussion, and engagement between students and alumni, and high levels of engagement were evident at the 2025 event.

As a significant part of the shared values critical to the discipline and the profession, *design* must be fully integrated throughout the program and included in the department’s long-range planning process.

Future actions regarding this design “review” process pertain specifically to each element discussed, are part of the department’s assessment processes and are included in the Program Review long-range planning process. Embedded in those elements, when a specific component of the activities listed below seems lacking, the faculty utilize the college’s short and long-range planning process to find a better approach/solution to the issue.

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:

Sustainability and environmental stewardship are significant focus areas for the Architecture Department historically, and the new ARC program will build on that foundation. To that end, many of the courses are designed and structured with sustainability at their core. All students are required to take an introductory sustainability course (ACH 262) in the second year of the curriculum. Similarly, several courses are tailored towards exploring the role of architects and designers within the built environment and society at large, including our “Sustainable Community Planning & Design” course (BSD 322), which tackles sustainability on a macro / urban scale. The department follows a pedagogical approach focusing on problem solving and tackling societal challenges. For example, all students in the program are required to take the LEED Green Associate exam in the “Sustainable Rating Systems” course (BSD 450), enabling our graduates to be competent using sustainable rating systems and standards and well equipped to inculcate the future growth and evolution of green buildings during their careers. Our exam pass-rates range between 80% and 100%, depending on the year. Moreover, building performance modeling is embedded in all upper-level studios, allowing students to explore the ramifications of their design decisions and their pragmatic and systematic impacts on the environment. We’ve also had student teams that

have entered the BuildingsNEXT (previously DOE Race to Zero and Solar Decathlon) competitions for many years. In fall of 2024, the BS in Architecture and Sustainable Design (ASD) and Bachelor of Architecture (ARC) degrees received the U.S. Department of Energy's Zero Energy Design Designation, in recognition of our commitment to high-performance building design and building science education.

Alongside environmental stewardship, the program promotes professional and ethical values. One course is focused on "Professional Practice" (BSD 482). Students are also routinely exposed to representatives from local architecture firms in their classes and to professionals outside the local area through the architecture recruitment day and career fairs. The first semester course "Introduction to Architecture" (ACH 101) includes visits to the offices of several local architects and a construction manager. This is followed throughout the program with feedback from industry professionals invited to jury students' milestone presentations. Finally, our Alumni + Student Day provides comprehensive interaction with alumni in informal settings, via panel discussions, in lively Q&A sessions, and through a keynote presentation. This format moves beyond the didactic and sometimes adversarial nature of visiting lecturers, charrette participants, and architecture juries and delves into the personal with respect to professional practice and the impact of Penn College architectural education on alumni's lives.

In each case listed above, the department reviews the coursework in relation to the Required Student Outcomes, completes assessments, makes recommendations and revises the course. Extracurricular opportunities are also reviewed annually to ensure that they align with the program's values, the state of the profession, and the advisory board professional's' opinions and feedback., etc. The integration between the program, the profession and the built environment takes place in more detail in the Program Review.

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:

Penn College, through processes that include both faculty and staff (and students in some cases), has developed mission, values, goals, and policies that reflect desirable qualities of equity, diversity, and inclusion.

To help reduce the burden of student debt, the college provides many incentives and scholarships. The college offers the Momentum incentive program. All first-time, full-time bachelor's degree students with fall semester starts will be automatically enrolled in Momentum. If students are enrolled continuously and maintain a 3.0 GPA, their incoming year tuition rate will be locked in for their remaining three years. In 2024, effective for fall 2025, the Pennsylvania State Legislature passed "Grow PA Higher Education Reform" which offers grants of up to \$5,000 per year for in-state students who attend college in Pennsylvania, pursue a degree in a high-demand industry, and

agree to live and work in that industry in Pennsylvania after graduation. Penn College is the only institution pre-approved in the program, with all majors at Penn College being eligible to receive funding. Penn College provides a \$1,000 scholarship per academic year for completing one of our summer camps, and we offer an architecture summer camp every year. The scholarship is renewable for a total of 4 years. While there are many scholarships available through the college, there are two specifically for architecture students, both endowed by architecture faculty members.

With the addition of the new ARC program, the architecture department now has three degrees which provide varied paths into the profession. A graduate with an A.A.S. degree in “Architecture” (the AX degree) can join the workforce after only two years of education. The B.S. degree in “Architecture and Sustainable Design” (ASD) adds two years of school focused on sustainability and design to the AX degree. ASD graduates can either join the workforce upon graduation, or they can pursue an NAAB accredited M.Arch. Historically, about 15-20% of our ASD graduates have taken this approach. With the addition of the new five-year ARC program, we expect that the number of graduates pursuing an M.Arch. at other schools will drop. However, due to the many options for concentration emphasis of various M.Arch. programs, we believe there will likely continue to be a small number who pursue M.Arch. degrees based on their specialized interests or professional aspirations.

Since the inception of the B.Arch. degree, we have seen an increasing number of students choosing the ARC major. Because all three programs have the same coursework and expectations, students can easily change their major as they advance through the requirements for their chosen college degree. Academic advisors reinforce that students wanting to move into the ARC degree should do so by the end of their third year in order to maintain full-time status. As of the spring 2025 semester, we have 70 students enrolled in the ASD and 78 students enrolled in the ARC.

We expect that over time, most of our bachelor’s degree students will obtain the B.Arch. (ARC) NAAB accredited first professional degree. However, we will retain the ASD degree for those students who either prefer it, or who are unable to complete the ARC program for whatever reason. These three degrees provide an array of varied access points to the industry and multiple career paths for our graduates.

In the past we have had articulation agreements with several community colleges in Pennsylvania. Over time, after changes to our curriculum, these have not been updated, but we still get transfer students from these colleges (including Harrisburg Area Comm. College, Luzerne County Comm. College, Johnson College, and Thaddeus Stevens College of Technology). Minority students and students whose families are in the lower income brackets historically attend community colleges at greater rates. By accepting these students into our program, if they meet the established transfer criteria, Penn College promotes diversity and inclusion in our student body.

The architecture department established an articulation agreement in 2022 with the M.Arch. program at Rochester Institute of Technology (RIT) in Rochester, NY. This provides another path to licensure for the graduates of our ASD program. RIT has also established a scholarship for our graduates, which helps make this option more affordable.

The department has considered establishing the NCARB Integrated Path to Architectural Licensure (IPAL) at Penn College. This program could significantly cut the time to licensure, which would have many benefits for our graduates. We have concerns about our rural area not being able to support the number of jobs that would be required for students in an IPAL program as well as how to seamlessly integrate IPAL with our current curriculum choices (AX, ASD, ARC). For the moment, we are developing a series of internship courses that would allow students to get up to 9 credits of internship which would be equivalent to a minimum of 240 work hours per class, 720 work hours for all three courses, and have students establish their NAAB Record and start documenting AXP competency.

The Penn College Career Fair occurs in both the fall and spring semesters and brings our students into contact with many AEC industry firms scouting for new employees. For the past two years the architecture department has offered Architecture Recruitment Day once per semester, providing firms the chance to meet and grow relationships with architecture students in specific. Penn College students can also attend career fairs at Penn State's main campus. The college's [Career Services](#) department offers many services that help students and alumni prepare for employment and advancement.

In the fall of 2023, the architecture department established a learning and teaching culture (L&TC) policy. It established a L&TC Policy Review Committee consisting of two student representatives selected from each class year, the student president of the Architecture Club at Penn College (ACPC), two faculty members, the Assistant Dean of Construction and Architectural Technologies and our college's DEI director. The policy includes our equity, diversity and inclusion policy. The policy is posted in the studio areas and by studio faculty on the college's learning management system (P.L.A.T.O.) for each of their courses. Assessment of the policy was conducted in the spring 2024 and fall 2024 semesters and sent to students, faculty and staff. Review of survey results by the committee resulted in no changes to the L&TC policy but did result in developing a clickable link, located in the Architecture Department P.L.A.T.O. site "The Arch Hub" where students, faculty and staff can enter comments and communicate issues, which are automatically sent to the Assistant Dean. Please see the appendix for the full 2025 Penn College Architecture Department Learning and Teaching Culture Policy Report.

In alignment with the college's strategic plan, the faculty continually review of the events and materials listed above annually or more often, if necessary. Following each review, updates are incorporated into the policies and processes of the department and incorporated into the department's long-range planning process.

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:

Penn College is a teaching institution, focused on immersing students with hands-on interaction in their subject matter. Many of the architecture classes include both lecture and lab time in order to allow for research, discovery, and application of concepts. Because of the program's focus on sustainability, and the consistent advances, changes, and improvements in the planned and built environment, faculty are presenting cutting edge information in many classes as well as having students research new products and innovations, which are then applied to their assignments/projects and future curricular content. As our students' progress through the curriculum, the amount and level of detail required in projects increases.

Students typically create posters and booklets that describe and document their design studio projects. Posters and other materials are hung in hallways for all to study. Material samples are put on display and used in classes. In many architectural classes, students do in-depth precedent and case studies of published projects, which connects them to both past and current ideas and practices.

Students complete original research and apply it to their classroom projects. One example is in BSD 322 (Sustainable Community Planning & Design) where students create and deploy a visual preference survey. They collect, tabulate, and share their outcomes, using the data for the evidence-based design of a sustainable neighborhood intervention applied to that particular urban neighborhood.

Students have the option to participate in the DOE BuildingsNEXT (previously Solar Decathlon) Student Design Competition team, which is typically inter-disciplinary and harnesses innovation in design for the local community. Penn College team submissions have been regularly cited for their innovative solutions, and they have won two awards over the years. The 2025 submission was based on team collaboration with the City of Williamsport and various professionals to design a Boys & Girls Club.

Faculty frequently bring in local professionals and take their students on field trips in order to connect them with the architectural and construction fields. The course ACH 101 (Introduction to Architecture) tours students through local architectural offices. Faculty have incorporated Zoom or Teams meetings with professionals for lectures, Q&A, and critiques to broaden input and mentoring – mirroring the growth of remote / teleconferencing technologies in the profession.

For example, the first annual all-architecture "Visionary Spatial Form Charette" was held in fall 2024. The project was titled "Translating Music into Architectural Space" and students from second-, third- and fourth-year design studios participated. Our guest lecturer and juror was Andrea Keller, principal of Four D Design, located in Joshua Tree, California. She gave a live lecture over Zoom to share her ideas and explorations using Grasshopper iterations in Rhino to create space based on musical tones. Students in BSD 432 connected with content expert mentors, both local and from around the USA, to assist them with questions about program development and design.

Faculty have worked with the local office of the Larson Design Group to assist in teaching students how to use the department's Lidar equipment to document buildings and spaces. Students have used the resultant point clouds to generate Revit models for their renovation projects. The BSD 400 "Internship" course provides students with the opportunity to work in an office and use that time to "learn on the job" and earn course credit. It is required that the internship is in a setting where the student is learning and applying sustainable design practices. It is an obvious outcome of such approaches that students develop robust relationships that are often leveraged post-graduation.

Penn College has the Dr. Welch Workshop: a makerspace with a wide variety of equipment that is available for use by all students. The space was the result of designs from architecture students in the ACH 281 studio. It has a "clean" space that has computers, 3D printers, sewing machines, a vinyl cutter, breadboarding materials (electronic components that interact with, control and monitor devices), large worktables and a lounge area. The "dirty" space has wood and metal working equipment, including CNC, laser cutting, and both MIG and TIG welding. Use of the equipment is free, as are certain materials. Students must provide their own materials for specific projects. The staff of the makerspace provide training and supervision to students on the equipment. Architecture faculty and students have used the space to complete assignments such as full-sized representative building sections for the detailing class.

In the architecture print room, we have five MakerBots and a laser cutter, as well as printers and scanners from small to large format. The architecture computer labs have Alienware computers to process VR and real-time rendering/walkthroughs using programs such as Lumion and Twinmotion. The Madigan Library has an immersive virtual reality lab that is available for use by anyone during regular library hours.

Students integrate the use of building performance modeling into their later design studio projects: studying energy use intensity (EUI), material impacts, as well as the success of daylighting strategies. They do multiple studies to determine optimal massing, window to wall ratios, and orientation.

Knowledge sharing and transfer is the core of architectural education. As demonstrated throughout this section, this occurs on a daily basis within the department via formal and informal faculty/student interactions. At the end of each semester, primarily during extended faculty meetings, a Needs Analysis occurs based on changes in the profession, observations throughout the semester, etc. These discussions are noted, reviewed in future meetings to look for trends, and moved throughout the governance process, when necessary.

In addition to faculty meetings, annual assessment reviews and updates, and the Program Review, as part of the institutions long-range planning, each department develops a list of needs for the school's Capital Equipment Expense list. At least one request is made by the faculty annually based on new knowledge advances and industry innovation.

In conjunction with the Asst. Dean and Dean, the faculty determine a hierarchy of these larger, more expensive items, which is shared with the administration and used when Corporate Relations has funding opportunities via

private donations, etc. This list is also the basis for several larger-scale purchases that occur at the school-level each year. As such, this document is a key part of the long-range planning process for the department.

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:

There are many opportunities for students at Penn College to be engaged in leadership roles. Students can apply to participate in the Leadership Development Series. There are student seats on college committees in governance, student government organization (SGA), and in clubs across campus. The Architecture Club at Penn College (ACPC) has leadership positions for President, Vice President, Secretary, Treasurer, and Class Representative. Throughout the 2024/2025 academic year, ACPC has focused significant effort on collaborating with the faculty on design competitions and workshops, as well as independent initiatives such as aluminum can recycling and ArchCreate. ArchCreate is a website designed by the ACPC for the architecture students at Penn College. It serves as a one-stop-shop of resources for new and continuing students that includes references to specific studio standards, precedent research, etc., and provides key definitions and explanations to help their fellow students navigate a successful journey through the architecture programs at Penn College.

Beginning in fall 2025, upper class students can be peer mentors in our Architecture Mentoring Program. This program pairs an upper-class student with a small group of incoming students for the fall semester in order to facilitate adjustment to the college and foster inclusion and belonging within the architecture program. The structure of the mentoring program includes that the mentors meet with the faculty advisor and their mentees every two weeks, with structured materials to address at each meeting.

The Office of Student Engagement offers many leadership opportunities. Some of the unpaid opportunities include Lead-PCT and W.I.L.D. (Wildcats Immersed in Leadership Development), both are five-week guided leadership experiences; and Wildcat Events Board (WEB) which does event planning, marketing, and social events on-campus. There are paid opportunities including: Peer Facilitator (diversity, health and wellness, or community topics); various jobs available on-campus; and being a Student Conduct Board member (who hear matters involving alleged infractions by a student, student organization, or student group alleged to be in violation of the Student Code of Conduct).

Every year for the past six years, the graduating Bachelor of Science (ASD) students have had a showcase of their design projects at The Gallery at Penn College, an exhibition space on the Third Floor of the Madigan Library. Invitations are sent out not only to the architecture advisory board, but also to The Gallery's email list of thousands. Shows during Covid included on-line viewing of projects. The faculty have also sent invitations to high school architecture programs to visit the show during its run and tour the architecture facilities.

The architecture department regularly receives requests from members of the public for help with drawings for various small projects. When these requests come from charitable organizations looking for ideas, they frequently become design studio projects. Project solicitations from the public are posted so that interested students can respond, and we recommend that students request payment for their work. PCT does not compete with local architects for architectural services.

High School (H.S.) students have several ways that they can earn Penn College credits prior to attending classes at one of our campuses. Most of these are opportunities through dual enrollment, where the college has faculty that work with H.S. faculty to offer general classes such as English and math at no cost to the student. The architecture department offers ACH 135 "Architectural Computer-Aided Drafting", which is also free to the student. The coursework that a student completes is shown on their Penn College transcript and can fulfill certain requirements

for their major. These classes can also be transferred to other institutions.

Another option for H.S. students, entering grades 10-12, is to attend the College’s summer camps. In the summer of 2025, the college is offering 11 camps with students staying overnight in campus dorms for between 2 to 5 days. Students who attend one camp receive a \$1,000 yearly scholarship in the form of a tuition deduction split across semesters. If a student attends two camps, they receive an annual \$2,000 scholarship. The cost of the architecture pre-college program is currently \$500 for a 5-day camp.

The Architecture Department has offered the “Architecture Odyssey” pre-college program since the summer of 2016. This program has been a consistently strong draw for high school students with an interest in architecture. In total, 125 students have attended the camp and 29 have enrolled in our architecture programs (23%). See the table below for the breakdown of the student numbers and majors.

Year Attending Camp	Number Attending Camp	Number Enrolling in B.Arch. (2022+)	Number Enrolling in Architecture 2-4 Year Programs	Number Enrolling in Other Majors
2016-2019	73	NA	16	7: Construction Management, Electronics, Technology – Robotics & Automation, Engineering Design Technology, Graphic Design, Industrial Design, Pre-Nursing, Surveying Technology
2020-2021	Cancelled due to COVID-19			
2022	15	2	1	2: Nursing, Construction Management
2023	18	5	0	0
2024	19	5	0	1: HVAC

All new first year students at Penn College take the course “First Year Experience” (FYE101) which is designed to support students by providing them with academic success strategies, while encouraging student engagement in the academic and social cultures of the college. Three architectural faculty have been teaching sections of this course on a regular basis since 2016. Beginning in the fall of 2022, several sections of the FYE course have been set aside for program-specific application. To date, there have been three architecture-specific courses. Architecture faculty plan to continue teaching FYE, both for the campus community as well as the program-specific sections, in the fall 2025 semester and beyond.

In 2022, the department signed an articulation agreement with the Architecture Department at Rochester Institute of Technology (RIT) enabling our ASD graduates to matriculate to the RIT M.Arch. program with certain benefits in terms of time to completion and costs. Although we don’t have formal articulation agreements with Penn State University or the University of Maryland, we do have similar understandings with these M.Arch. programs, which have historically drawn from our graduates. These institutions have actively recruited our ASD graduates.

Business and Industry Partnerships:

We partner with business and industry to keep our curriculum, technology, and equipment current, preparing our graduates to compete successfully in the global economy.

Here are examples of Architecture Department partnerships:

- Industry representation in the program advisory committee, which serves as a platform for academic and industry collaboration to ensure that our curriculum reflects emerging technical and workforce needs.
- Industry representatives have collaborated with certain architecture courses including design studios on

various projects. In one recent case, a local architecture firm provided a high-end 3D scanner and a technician to show the students how to create a digital point cloud for an existing building. This former graduate subsequently came to the studio to assist students with inserting the point cloud file into Revit and using it to create a base model.

- Local architects and construction managers frequently participate as guest jurors in design studios.
- Architects and local developers have shared real world project information and drawings which have become the basis of design studio projects.
- The construction department at Penn College hosts Penn State architecture students each year in the masonry lab, where they get hands-on experience working with masonry that is not available at The Pennsylvania State University.

Although many of the opportunities for leadership, collaboration and community engagement fall beyond the control of the department, on an annual, long-term basis, our students are exposed to numerous opportunities. As such, many of these activities are part of the long-range planning process and funded annually during the budgeting process. For instance, Architectural Odyssey, the architecture summer camp, is earmarked in the division budget, as is the Senior Showcase, the advisory committee meetings, and the BuildingsNEXT Student Design Competition (formerly the Solar Decathlon).

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:

Architects, students, faculty and staff all must be adept at recognizing when additional information is required and must be able to locate, evaluate and use the appropriate information to complete tasks. Due to rapid changes in technology, today's AEC industry workers must stay abreast of the knowledge, techniques, and tools available. Therefore, skills that support lifelong learning are a part of the curriculum. At Penn College, "information literacy" outcomes must be defined as part of every course abstract. These outcomes help to ensure that our graduates are well prepared for lifelong learning.

For example, the following "information literacy" outcomes are specified for BSD 332, the fifth semester design studio focused on passive solar and Passive House approaches to design:

In order to successfully complete this course, students must practice these information literacy skills by:

- becoming familiar with the library's passive solar / Passive House design related books,
- accessing relevant information via online databases found on the library website,
- assessing the timeliness and credibility of online information sources to ensure valid results, and
- keeping abreast of and documenting new developments in the field.

Coursework focusing on issues pertaining to lifelong learning include BSD 322 "Sustainable Community Planning & Design", where students learn about cultural, social, and environmental issues vis-a-vis neighborhood identity and urban design, BSD 442 "Architectural Theory", bringing exposure and understanding of the impact of architectural theory in the expression and development of architectural expression and research, and BSD 482 "Professional Practice", where students are exposed to the culture of architectural practice, including the need for and methods employed to foster lifetime learning.

The architecture faculty continually bring experts into the classroom both physically and virtually to present materials and provide feedback on student projects. Coursework requires that students research buildings, materials, and techniques: emphasizing that they will have to continue to research information throughout their careers. During the Architecture Alumni + Student Day presentations, Q&A and lunch networking conversations,

students hear about the different directions graduates have taken their careers and what changes and new developments they've had to keep abreast of. At the college's career fair, students have the opportunity to converse with potential employers about each company's work focus, technological environment and firm organization. In addition, the faculty Architect Licensing Advisor provides information about becoming licensed and the responsibilities of architects.

Students have opportunities to work with students in other majors: for example, architecture students have worked with baking students to create space visualizations for pastry businesses. The BuildingsNEXT (previously DOE Solar Decathlon) team is typically an interdisciplinary group including architecture, residential construction management, and HVAC majors. Beyond learning to respect other disciplines and the contributions they can make to successful projects, students carry out research and receive working support from AEC professionals.

The architecture department's Learning & Teaching Culture Policy creates awareness and respect for everyone in the program and is upheld by PCT Code of Conduct which requires that students live, work and play in a culture of respect. These are foundational for understanding how to carry that respect for self and others into the profession and out into the built environment.

The Office of Student Engagement offers a wide variety of opportunities and services that students are encouraged to take advantage of, making the most of their out-of-class experiences. The mission of the Office of Student Engagement is to provide a student-centered holistic collegiate experience for our students, providing an environment that promotes:

- Co-curricular learning
- Effective transitions into, and through, collegiate life
- Social Awareness
- Commitment to diversity
- Productive use of leisure time
- Leadership and group development through a wide range of programs and services
- A passion for lifelong learning

In addition to previously mentioned opportunities for life-long learning, the college provides a dedicated librarian who supports the architecture programs on a multi-year basis. Thus, she has gotten to know the faculty and the program's goals, including the pursuit of NAAB accreditation and the architecture licensing process. Annually, and over the course of the last several years, she has actively planned what materials the library will purchase for the students. As a member of the Association of Architectural Librarians and Archivists, she supports AALA's mission to "advocate and enrich architectural education through librarianship by building community, fostering professional growth, and promoting cooperation among members."

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.

3.1 Program Criteria (PC)

The program must provide:

- A narrative description of how the program achieves each criterion.
- Evidence that each criterion is assessed by the program on a recurring basis, and
- A summary of the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

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:

Narrative:

In the first semester Introduction to Architecture (ACH 101) course, students are introduced to the diverse career paths available within the field of architecture. This is achieved through lectures, guided discussions, and opportunities to visit local architecture-related firms. When feasible, students also tour active construction sites to gain firsthand exposure to the building process. Additionally, ACH 101 includes a dedicated lecture on the requirements for becoming a licensed architect. As students progress through the program, various courses provide deeper insights into the roles of key industry stakeholders. The Structures sequence (ACH 243 and ACH 253) explores the responsibilities of structural engineers, while ACH 141 Building Codes & Accessibility frequently features guest lectures by local building code officials. The role of specifications writers is examined in the two Construction Documents courses (ACH 139 and ACH 239), and the fundamentals of cost estimation are introduced in Computers & Estimating (ACH 264). Throughout the curriculum, the design studios and BSD 482 Professional Practice offer a comprehensive understanding of an architect's work, integrating both design and professional responsibilities. Beyond coursework, students gain additional industry exposure through networking events such as the fall and spring Career Fairs and Architecture Recruitment Days, as well as the department's Alumni + Student Day, which brings graduates back to share insights from their career journeys. In addition, the Architect Licensing Advisor assists throughout the program by providing office hours, presentations, and NCARB pamphlets for first-year students in ACH 101, older students seeking additional information about licensure, as well as prospective students visiting the program to learn about architecture. Finally, the Architecture Mentoring Program includes career guidance. The department offers an "NCARB Record Scholarship" to help students offset the cost of establishing their Record.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of criteria PC.1:

"Introduction to Architecture" (ACH 101)

An overview of the architectural field. ACH 101 Introduction to Architecture is an eight-week course which consists of three lectures and four trips or tours to construction sites and architects' offices or guests brought to campus. Emphasis is on tours of architectural and construction-related businesses. Topics include career paths, educational opportunities, registration requirements, and the architect's responsibilities.

Quizzes on class lectures, guest lecturers, field trips and the final exam.

Assessment used as primary evidence: Homework, quizzes, and final exam.

Benchmark: "Class average score \geq 75%"

Identified RSOs: PC.1 - RSOs 2, 5

Summary RSO outcomes & faculty observations: All homework exercises, as well as the final exam, utilized our PLATO system. There were 35 questions on the final exam. While each exam question was related to at least one of the course's RSO's, two questions were chosen to assess the student level of achievement for each RSO of this assessment. As faculty, we are pleased with the level of student achievement. The last RSO, "describe the development of a job through an architect's office" shows the weakest results, similar results as last time the class was assessed.

ACH 101 Introduction to Architecture is an eight-week course which consists of three lectures and four trips or tours to construction sites and architects' offices or guests to campus. There is a homework assignment for each of the three lectures. The intent of the homework assignments is to reinforce the lecture as well as to prepare the student for the final exam. All homework exercises, as well as the final exam, utilized our PLATO system. There were 35 questions on the final exam. While each exam question was related to at least one of the course's RSO's, two questions were chosen to assess the student level of achievement for each RSO of this assessment. As faculty, we are pleased with the level of student achievement. The last RSO, "describe the development of a job through an architect's office" shows the weakest results, the same results as the last time the class was assessed. However, when combining the two selected question results together, the 75% benchmark is still attained.

Specify RSO(s): #5 - continue adjusting/modifying the method of teaching this subject. More class time should be spent on describing the development of a job through an architect's office since the results for this RSO, while

meeting the minimum standard set, are noticeably weaker than the results of the other four RSO's.

“Professional Practice” (BSD 482)

Advanced study of the professional aspects of running an architecture firm. Includes the responsibilities of the architect, client, and builder as well as ethical standards of behavior. This course was not offered until the spring of 2025. Assessments are expected to include projects, reports, and exams.

Anticipated Assessment used as primary evidence: Projects, reports, in class and homework, and exams.

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC-1 – RSO 7

Summary RSO outcomes & faculty observations: NA: This course was not offered during the assessment period Spring 2024 – Fall 2024.

Supplemental Activities:

Career Fair & Architecture Recruitment Day

The college organizes a fall and spring career fair for students in all majors. These are large, two-day events where students can network with potential employers. There is a website where students can look at the employer listing and see what majors the employers are interested in and locate the booth. Some employers do interviews during the career fair. Beginning in the spring of 2023, architecture developed a recruitment day specifically for employers looking to hire our majors. Architecture Recruitment Day has been held once a semester since then. Students are encouraged to attend these career events through announcements made in classes, college email and posters in the architecture area.

Statistics:

Career Fair – Employers registering identifying Architecture & Sustainable Design majors in their registration:

Spring 2023, 2/28: 32 employers

Fall 2023, 10/2 & 10/3: 75 employers

Spring 2024: 2/27 & 2/28: 69 employers

Fall 2024: 10/1 & 10/2: 80 employers

Architecture Recruitment Day

2/21/23: 13 employers 37 students attended

9/14/23: 14 employers 76 students attended

2/20/24: 6 employers 35 students attended

10/22/24: 5 employers 22 students attended

2/20/25: 4 employers 17 students attended

Architect Licensing Advisor

Penn College's NCARB Architect Licensing Advisor during 2024 was Dorothy Gerring. She has attended NCARB trainings and office hours, offered office hours every week, individually assisted students with questions about the AXP and setting up their NCARB Record, had students who completed internships present about their experiences to other students, created and posted posters about AIA Young Architects Award from the 2024 Cohort, and led portfolio workshops. The Architect Licensing Advisor worked with the college to acquire a Walmart Community grant in April 2024 for \$1,000 to help offset student cost for establishing an NCARB Record. Additional fundraising led to another donation of \$10,000 in fall 2024. The Architect Licensing Advisor is responsible for planning Architecture Alumni + Student Day. The Architecture Club at Penn College (ACPC) established a Student Architect Licensing Advisor position in their club structure and have elected their first representative for the 2025-2026 school year.

Architecture Alumni + Student Day

This biennial event was held in February 2025. 60 students, faculty and alumni experienced a networking lunch and presentations from 5 alumni about their career paths. Lunch tables had assigned seating so that architecture students with a range of years in the program were seated with an alumnus. Tables had sheets with typical networking conversation starter questions. Q&A followed the presentations and enthusiastic engagement by both

students and alumni was evident. The program was an unqualified success.

Architecture Mentorship Program

Policies and procedures for the Architecture Mentorship Program have been completed and Dr. Naim Jabbour has been appointed to lead the program for fall 2025. Interested students submitted applications and were reviewed by the faculty. Eight students have been selected as mentors for fall 2025.

Summary of Modifications:

Faculty will continue to improve coursework as noted in course assessment documentation. The department will continue to hold the Architecture Recruitment Day, in both the fall and spring semesters. Faculty will continue to encourage students to attend the career fair, Architecture Recruitment Day and the Architecture Alumni + Student Day. Faculty will continue to develop ways to help students be aware of career events and encourage attendance (signage, assignments). The faculty have written a new elective course, ACH 200 Architectural Internship, focused on establishing a NCARB Record and gaining competency experience in the AXP. This course is being offered for the first time in the summer of 2025 and is currently in the process of being officially added to the curriculum through the college's curriculum committee process. Students taking either internship course (ACH 200 or BSD 400) receive a full refund of the cost of establishing their NCARB Record. All others receive half the cost. This is to encourage students to take the internship and begin to track competencies through the AXP. At the spring 2025 Architecture Advisory Committee meeting, the committee decided to create an annual fall semester event for portfolio review and interviewing. The committee and the faculty believe that this event will help students bridge the gap between coursework and learning how to develop conversations with professionals and present themselves and their work with confidence. The Architecture Mentorship Program has a component for enhancing career emphasis. The program has completed application and selection of fall 2025 Architecture Mentors, and it will be offered for the first time in fall 2025.

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:

Narrative:

The program features a structured design studio sequence each semester, beginning in the second semester and continuing through the final year. Each studio builds upon the skills, methodologies, and critical thinking developed in the preceding courses, fostering a progressive and iterative learning experience. The early studios emphasize fundamental design principles, iterative processes, and design thinking, a foundation that is continuously refined throughout the curriculum. This sequence culminates in the fifth-year Architectural Thesis Studio II, where students synthesize their knowledge into a comprehensive design project.

To complement the studio experience, the curriculum integrates coursework in architectural graphics, building materials, codes, construction documents, structural applications, environmental systems, historic preservation, community planning, and sustainability. These subjects provide students with essential technical and theoretical knowledge, equipping them to apply these concepts effectively within their studio projects. BSD 322, Sustainable Community Planning & Design, has design projects that focus on neighborhood, community and urban design principles.

Each of the nine studio courses has a distinct focus area, starting at smaller scales and working to larger scale projects, ensuring a well-rounded architectural education:

Architectural Design Studio I (ACH 181) – Design Fundamentals

Architectural Design Studio II (ACH 261) – Site Design

Architectural Design Studio III (ACH 281) – Design and Detailing

Architectural Design Studio IV (BSD 332) – Passive Design

Architectural Design Studio V (BSD 352) – Adaptive Reuse

Architectural Design Studio VI (BSD 432) – Integrated, High Performance Building Design + Teamwork

Architectural Design Studio VII (BSD452) – Net Zero, Sustainable Design

Architectural Thesis Studio I (BSD 472) – Research and Programming
Architectural Thesis Studio II (BSD 492) – Comprehensive Design

This structured approach ensures that students systematically develop their design abilities while integrating technical knowledge, preparing them for professional practice in the field of architecture.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criteria:

“Sustainable Community Planning & Design” (BSD 322)

Theory and application of the development of sustainable sites at scales ranging from a small neighborhood to a community or an urban plan.

Essay quizzes on various aspects of community planning, lab projects applying various community planning and site protection issues, planning experiments.

Assessment used as primary evidence: Final project, Projects, Quizzes

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC2- RSOs 3, 5

Summary RSO outcomes & faculty observations: The evaluation of the 2024 results highlights the successful attainment of all established course benchmarks and student learning outcomes. However, it also identifies areas for ongoing improvement, notably in the graphical representation of low impact diagrams and various analytical diagrams. In response, there will be a concerted effort to dedicate more class time to demonstrating examples and discussing relevant case studies. These continuous assessment efforts aim to refine teaching methodologies and enhance student understanding and satisfaction in the future.

“Architectural Design Studio VI” (BSD 432)

Design studio focused on integrated, high performance building design and teamwork including a significant collaborative commercial project. Written summaries of reading assignments, and generation of vision/benchmarks/goals.

Assessment used as primary evidence: project poster, comprehensive project booklet, and grading rubrics for various phases of development for one or two course projects.

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC2-RSOs 1, 4, 9

Summary RSO outcomes & faculty observations: The assessment reveals that students have successfully met the established course benchmark and corresponding student learning outcomes. The cohort regularly failed to follow processes and complete analysis as directed. This points to the need for further expanding demonstrations and to provide examples within the course. Further integration of reading assignments with specific design topics could aid student’s understanding of topics. Moreover, more checkpoints will be established during the first half of the semester to ensure proper understanding and execution in the student’s design process, technical knowledge components, and building integration elements. Continual improvements to rubrics for assignments are needed.

“Architectural Design Studio VII” (BSD 452)

Design studio focused on Net Zero/Sustainable design. Case/precedent studies, periodic design development critiques focusing on various aspects of the design, and periodic formal student presentations/critiques including final design jury/review. Currently being offered as BSD 497 = assessment as BSD 497.

Assessment used as primary evidence: project poster, comprehensive project booklet, and grading rubrics for various phases of development for one or two course projects.

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC2-RSO 3

Summary RSO outcomes & faculty observations: The assessment reveals that while all students have successfully met the established course benchmark and corresponding student learning outcomes, this cohort encountered challenges during the design process and in understanding certain definitions and topics throughout the semester. Notably, they faced difficulties with the conceptual and theoretical aspects of project design. Consequently, it is imperative to allocate additional time and resources to address these shortcomings. This will involve implementing supplementary lectures and workshops tailored to enhance understanding and proficiency in these areas.

Furthermore, there is a need to bolster comprehension and application of technical systems and building integration, particularly at the outset of the design process. This will be achieved through early introduction, reinforcement, and supplementation with relevant examples and case studies. Moreover, more checkpoints will be established during the first half of the semester to ensure proper understanding and execution of technical knowledge components and building integration elements. These proactive measures aim to further enhance the quality of education and student satisfaction in the future.

“Architectural Thesis Studio II” (BSD 492)

Design studio focused on comprehensive thesis project. The course focuses on an integrated design process to achieve a holistic, contextual, and high-performance building design solution with emphasis on the integration of design process, theory, research, tectonics, structure, site design, natural infrastructure, mechanical systems, and sustainable systems. Coursework includes research, planning, programming (continuation of BSD 472), performance modeling, and generation of a comprehensive design project.

This course was not offered during the assessment period Spring 2024 – Fall 2024. The course will be offered for the first time in Fall 2027.

Anticipated assessments used as primary evidence: project poster(s), comprehensive project booklet, and grading rubrics for various phases of development for the comprehensive course project.

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC2-RSOs 6, 7

Summary RSO outcomes & faculty observations: NA, course has not yet been offered nor assessed as of this assessment cycle.

Summary of Modifications:

Faculty will continue to leverage knowledge base from all coursework appropriately to the design studio and assist students in the development of their design skills through an iterative process. Faculty will improve coursework as indicated per course assessment outcomes and observations. Additionally, RSOs for BSD 432 will be reviewed and revised in relationship to BSD 452 and to consider adding an urban design component to BSD 432 to round out the studio sequence. The Architecture Club at Penn College started a “Student Design Jury” in the spring of 2024. This has been offered by students for students to provide mentoring for design development. The “Student Design Jury” has been well received and appears to be a successful way for older students to assist younger designers.

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:

Narrative:

Sustainability and ecological knowledge are core principles embedded throughout our architecture programs. The curriculum is designed to integrate sustainable design strategies across multiple courses, with a strong emphasis in the final three years. Our four-year Bachelor of Science degree, *Architecture and Sustainable Design* (ASD), shares many courses with the Bachelor of Architecture program (ARC), reinforcing the department’s commitment to environmentally responsible design. In the fall of 2024, the college received the U.S. Department of Energy’s Zero Energy Design Designation (ZEDD) for both the ASD and ARC Bachelor programs.

Students are first introduced to sustainability concepts in their first-year *Building Materials* courses, where they explore the environmental impact of construction materials using *Fundamentals of Building Construction: Materials and Methods, 7th Edition* by Allen. This foundation is expanded in the third semester with *ACH 262 – Sustainability: Building & Living Green*, which examines sustainability from a holistic perspective. Throughout the program, sustainability is integrated into both lecture and studio courses:

BSD 340 – Detailing & Applications: Covers high-performance detailing for sustainable buildings.

BSD 410 – Historic Preservation: Explores the sustainability benefits of preservation and adaptive reuse.

BSD 332 – Architectural Design Studio IV: Emphasizes passive solar / Passive House design strategies, typically featuring a Passive House Standards-focused residential project.

BSD 352 – Architectural Design Studio V: Focuses on adaptive reuse, incorporating BIM-based energy analysis as a design tool.

BSD 420 – Renewable Energy Technologies: Provides an overview of renewable energy sources and their applications.

BSD 400 – Internship (Optional): Must include hands-on experience in building science and sustainable design practices.

BSD 432 – Architectural Design Studio VI: Applies an integrated whole-building design approach to optimize performance through all stages of development.

BSD 450 – Sustainable Rating Systems: Students study how third-party rating systems encourage development of ecological and sustainable building practices and take the LEED Green Associate exam.

BSD 452 – Architectural Design Studio VII: Focuses on net-zero design, energy efficiency, sustainable materials, renewable energy systems, and sustainability rating frameworks.

BSD 492 – Architectural Thesis Studio II: Synthesizes sustainable strategies through an integrated design process to achieve high-performance architecture.

Our students actively participate in the U.S. Department of Energy BuildingsNEXT Student Design Competition (previously Solar Decathlon), a prestigious international competition that challenges teams to design high-performance, energy-efficient buildings. This experience allows students to apply sustainable design principles in real-world scenarios, integrating cutting-edge renewable energy technologies, passive design strategies, and high-performance building systems. Sustainability is further reinforced within the design studio sequence, where students engage in technical applications such as BIM-based energy analysis, daylighting simulations, material life-cycle assessments, and integrated whole-building design. By combining conceptual exploration with hands-on technical problem-solving, students develop the expertise needed to create innovative, net-zero, and environmentally responsible architectural solutions.

By embedding sustainability across lecture courses, design studios, and hands-on experiences, the program equips students with the expertise to create environmentally responsible and energy-efficient buildings, preparing them to lead in the field of sustainable architecture.

Self-Assessment:

The courses specified in the PC/SC Matrix for primary evidence have a strong sustainability focus:

“Sustainability: Building & Living Green” (ACH 262)

Overview of sustainability as it relates to both buildings and to living in a sustainable fashion. Weekly lecture outlines, 14 quizzes, and 6 journal entries.

Assessment used as primary evidence: Two exams, Quizzes, and two comprehensive projects: Sustainable building case study emphasizing various facets of high-performance building related to LEED, LBC, or Passive House. Research project that explores topics such as ecological footprint, policy, materials, water, and energy.

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC3-RSOs 1, 3, 4, 9

Summary RSO outcomes & faculty observations: The 2024 results affirm that students are consistently attaining the requisite knowledge within the course. Moreover, these results indicate a satisfactory level of accomplishment concerning course learning objectives. This validation is derived from a comprehensive array of assessment tools, both direct and indirect, which collectively underscore a clear grasp of class outcomes and objectives.

Consequently, students are demonstrating acceptable levels of comprehension across various phases of the course. Notably, there has been an enhancement in both course delivery and outcomes, which can be attributed to the integration of online weekly discussion forums and optional review sessions for projects and exams. These newly introduced mechanisms fostered active engagement among students, significantly enhancing instructional delivery and the overall pedagogical experience. As a result of these positive developments, we intend to continue offering the course in its revamped format.

“Sustainable Community Planning & Design” (BSD 322)

Theory and application of the development of sustainable sites at scales ranging from a small neighborhood to a community or an urban plan.

Essay quizzes on various aspects of community planning, lab projects applying various community planning and site protection issues, planning experiments.

Assessment used as primary evidence: Final project, Projects, Quizzes

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC3- RSOs 1, 4, 6, 9, 10

Summary RSO outcomes & faculty observations: The evaluation of the 2024 results highlights the successful attainment of all established course benchmarks and student learning outcomes. However, it also identifies areas for ongoing improvement, notably in the graphical representation of low impact diagrams and various analytical diagrams. In response, there will be a concerted effort to dedicate more class time to demonstrating examples and discussing relevant case studies. These continuous assessment efforts aim to refine teaching methodologies and enhance student understanding and satisfaction in the future.

Supplemental Activities:

LEED Green Associate Exam: Students in BSD 450 are required to take the LEED Green Associate exam by the end of week 10. This external assessment provides further evidence of student comprehension of ecological issues and how they might be addressed by those involved in the design and construction of buildings. All students enrolled in the course must take the exam. The national average is a 65% passing rate, for the last three years our students have been between 60-65% passing rate. Students taking the course include ASD, ARC and Building Construction Management majors.

BuildingsNEXT (previously Solar Decathlon): Extra-curricular team made up of ASD and ARC students as well as Business/Marketing and HVAC students. Project for 2024 submission: Boys and Girls Club for the City of Williamsport. Client: City of Williamsport, represented by Mayor Slaughter. Project is net-zero, mass timber community building located in an economically depressed city neighborhood. Students worked with structural and electrical engineers.

Summary of Modifications:

The program will continue to have a fundamental focus on sustainability as represented by the U.S. Department of Energy’s ZEDD achieved in fall 2024. Faculty will continue to improve coursework as described in the outcomes and faculty observations. Students participating in the BuildingsNEXT competition with an NCARB Record received AXP credentials per NCARB’s design competition requirements for the first time in spring 2024. The faculty team mentor and Architect Licensing Advisor will continue to coordinate this in the future.

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:

Narrative:

Students develop a comprehensive understanding of architectural history and the forces that have shaped the built environment through a sequence of three key courses. Architectural History (ACH 112) provides a global overview of architecture from prehistory to modern times, examining the geopolitical, societal, cultural, and religious influences that have driven architectural evolution. As a first-year course, it also fulfills an Arts Perspective elective, broadening students' understanding of the built environment within a wider historical and artistic context. Building on this foundation, History of Modern Architecture (ACH 272) focuses on architectural developments from the mid-19th century to the present, analyzing how historical, technological, and ideological shifts have influenced design thinking. This course explores how buildings reflect and respond to the evolving theories and external forces of their time. Further deepening students’ theoretical knowledge, Architectural Theory (BSD 442) provides an in-depth exploration of architectural thought, tracing major theories that have shaped architectural discourse and practice. Together, these three courses equip students with a strong

intellectual framework, enabling them to critically engage with historical precedents and apply theoretical principles to contemporary design challenges. Our architectural history courses ACH 112 and ACH 272 also draw students taking history electives for other programs.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criterion:

“Architectural History” (ACH 112)

A global overview of architectural history from prehistory to modern times. Sixteen-week lecture-style classroom setting with an associated lab. The course has two significant projects and a final exam.

Assessment used as primary evidence: Section 03- final exam, Quizzes, Projects, Section 01, 02, 04- final exam

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC4-RSOs 1,2,4

Summary RSO outcomes & faculty observations: The assessment results reveal that student learning outcomes were successfully met across all categories. This indicates a strong alignment between the instructional methods employed and the intended objectives of the course. However, while the overall outcomes are positive, there are areas that warrant attention for further improvement. One suggestion for enhancement could involve diversifying assessment methods to provide a more comprehensive evaluation of student understanding. Integrating additional hands-on projects or incorporating peer evaluations alongside traditional assessments may offer students a more holistic learning experience. Moreover, soliciting feedback directly from students about their learning preferences and challenges can provide valuable insights for refining instructional strategies. Additionally, leveraging technology to facilitate virtual field trips or interactive multimedia resources could further enrich the learning environment and cater to diverse learning styles. An exceedingly effective approach involved the incorporation of weekly review sessions utilizing Poll Everywhere interactive games (section 03). This method effectively captivated students' interest while guaranteeing thorough absorption of the weekly lecture content. By continuously assessing and adapting our approaches based on these insights, we can ensure ongoing improvement in the delivery and effectiveness of the architectural history course, ultimately fostering deeper engagement and understanding among students.

“History of Modern Architecture” (ACH 272)

Worldwide overview of modern architectural history from the mid-nineteenth century to the present. Sixteen-week lecture-style classroom setting, no lab. The course has three graded exams, two projects, fourteen homework assignments and a final exam.

Assessment used as primary evidence: final exam

Benchmark: “Class average score \geq 75%”

Identified RSOs: PC4- RSOs 1,5,6,7

Summary RSO outcomes & faculty observations: The results for this assessment are lower than assessment scores for this course in the past. No doubt there are many reasons. I discussed in #8 (above) the apparent effect of the new textbook and homework assignments and the possibility that that may have had on this assessment. There are other intangibles, as well. This is an elective class open to all students across campus- this is not new- it has been an elective open to all students across campus for several years. The time of day the class meets can have an effect. This particular class met on Tuesday and Thursday afternoon beginning at 5:00 PM. The particular architecture cohort that took this course has often been a subject of faculty discussion- sometimes their depth of their passion, interest, dedication and work ethic for architecture has been discussed. All of these things can have an effect on assessment data. It is really hard to say why several of these categories do not meet the 75% goal. Four of the RSO's meet the goal, two are very close and one six points shy of reaching the benchmark. I think that there is a good 'system' in place. Even though the results are not as strong as I might like, in reflection, students seemed to enjoy the course and while in class were actively engaged- just not meeting the benchmarks I set for the course. I do not suggest that we alter the benchmarks (see below)- rather, adjust the instructional approach.

“Architectural Theory” (BSD 442)

Global introduction to architectural theories over time. Weekly readings, weekly discussions, short writing exercises, group presentations. This course will not be offered until the fall of 2025. Assessments are expected to

include case studies and term papers.

Anticipated Assessment used as primary evidence: Case study research midterm project and an end of semester historiographic term paper.

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC4- RSOs 1, 2, 4, 5

Summary RSO outcomes & faculty observations: NA, course neither offered nor assessed during current assessment cycle

Summary of Modifications:

To further reinforce PC.4 History and Theory within the curriculum, the department has introduced BSD 442 – Architectural Theory, which will be offered for the first time in Fall 2025. This course provides an in-depth exploration of architectural theories, tracing their evolution and influence on design practice. By examining major theoretical frameworks and their impact on the built environment, students will develop a deeper understanding of how architecture responds to cultural, technological, and philosophical shifts over time. This addition strengthens the program’s historical and theoretical foundation, ensuring that graduates are equipped with the critical thinking skills necessary to engage with architectural discourse and apply theory to contemporary design challenges. Faculty will continue to improve instructional approach per the course assessment outcomes and observations.

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:

Narrative:

Research is a fundamental component of our curriculum, equipping students with the ability to analyze information critically and make informed design decisions. Throughout their coursework, students engage in research-driven tasks such as comparative analysis, performance evaluation, and applied design solutions. In the design studio sequence, research is integrated from the outset. In Architectural Design Studio I (ACH 181), students learn to analyze climatic data and evaluate precedents to inform their design choices. As they progress, they conduct in-depth investigations into materials, building systems, and life cycle assessments, ensuring that design decisions are grounded in both performance and sustainability. This iterative approach allows students to refine their projects through comparative analysis, functional performance, and aesthetic development. In Architectural Design Studio VI (BSD 432), students take research further by conducting expert interviews, touring facilities, and synthesizing client needs into a comprehensive program, fostering innovation through goal-setting and benchmarking. This research-driven methodology culminates in Architectural Thesis Studio I (BSD 472), where each student independently develops a program that serves as the foundation for their capstone project. Beyond the studio, courses such as Renewable Energy Technologies (BSD 420) integrate research with technical application, challenging students to explore energy production strategies to achieve net-zero design. Through these experiences, students gain the skills necessary to evaluate, innovate, and apply research to real-world architectural challenges. Students have completed visual preference surveys in the community in BSD 322, learning how to properly conduct a study with human subjects and tally resulting data.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criteria:

“Renewable Energy Technologies” (BSD 420)

Overview of renewable energy using sunlight, wind, tides, geothermal, biomass and biofuels. Quizzes on aspects of building performance and renewable energy systems. labs using various equipment and wiring.

Assessment used as primary evidence: Projects showing design of renewable energy systems for PV, solar thermal, and small wind as well as projects showing evaluation of building performance.

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC5- RSOs 1, 8

Summary RSO outcomes & faculty observations: Course was not offered during the assessment period due to being moved from third year to fourth year. In previous assessments, students met the benchmarks, however,

they are not demonstrating mastery in applying concepts to studio projects. Due to changing the sequencing of the course, course materials and assignments will be reevaluated for how they fit with the student's broader knowledge and background in the fourth year. Also, assignment materials and rubrics will be revised to more easily track student outcomes.

"Architectural Thesis Studio I" (BSD 472)

Design studio focused on programming and research for thesis project. Weekly critiques, case studies, a review of seminal research papers and thesis projects. Formal presentations including a midterm and final review. Periodic schematic design reviews will occur near the end of the semester. First offering of course in fall 2026.

Anticipated Assessment used as primary evidence: Student generated thesis program and initial draft of thesis booklet.

Benchmark: "Class average score $\geq 70\%$ "

Identified RSOs: PC5-RSOs 2, 3, 6

Summary RSO outcomes & faculty observations: NA, course neither offered nor assessed during current assessment cycle.

"Architectural Thesis Studio II" (BSD 492)

Design studio focused on comprehensive thesis project. Course focuses on an integrated design process to achieve a holistic, contextual, and high-performance building design solution with emphasis on the integration of design process, theory, research, tectonics, structure, mechanical, and sustainable systems. Coursework includes research, planning, programming, performance modeling, and generation of a comprehensive design project. This course was not offered during the assessment period Spring 2024 – Fall 2024. The course will be offered for the first time in Fall 2027. Assessments are expected to include projects poster, comprehensive project booklet and grading rubrics for various phases of development.

Anticipated assessment used as primary evidence: project poster, comprehensive project booklet, and grading rubrics for various phases of development for comprehensive course project.

Benchmark: "Class average score $\geq 70\%$ "

Identified RSOs: PC2-RSOs 6, 7

Summary RSO outcomes & faculty observations: NA, course has not been offered nor assessed as of this assessment cycle

Summary of Modifications:

Faculty will continue to update course materials and assignments for BSD 420. It is anticipated that students will have a strong record of research produced from BSD 472. It is possible that students could take an aspect of their research and present it in a research paper format, which could be submitted for presentation at conferences.

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:

Narrative:

In the third semester, Sustainability: Building & Living Green (ACH 262) introduces students to the significance of building performance and personal ecological footprints. The course also covers the global disparities in resource availability, support systems, biophilia, and social issues, fostering an understanding of how these factors intersect with sustainability in the built environment. In Sustainable Community Planning & Design (BSD 322), students begin working in collaborative teams on large-scale projects, emphasizing the importance of community engagement. Topics such as diversity, walkability, green spaces (parks and plazas), and the creation of "third places" (public spaces outside of home or work) are explored, providing a foundation for future projects that prioritize human-centered, sustainable urban development. Detailing and Applications (BSD 340) builds on collaboration through the planning and construction of building assemblies. In the course's inaugural offering in fall 2022, students created full-scale wall mockups, including a standard insulated light wood-framed wall section meeting the 2018 IECC code and another designed to comply with Passive House criteria, providing hands-on

experience with energy-efficient construction techniques. In the sixth semester, Architectural Design Studio V (BSD 352) typically involves a collaborative design-build project. Recent iterations have included a two-week challenge where teams of 3–4 students designed and constructed cardboard chairs, using the College's makerspace for fabrication. The finished chairs are then displayed and tested by the public in the design studio gallery. Architectural Design Studio VI (BSD 432) further develops collaboration by teaching students how to gather and analyze input from large groups using the consensus-based charrette process developed by the National Charrette Institute. Students learn to identify stakeholders from both the community and within their team, working together to define a project vision, establish goals, and set benchmarks. The course emphasizes team leadership and ownership, empowering students to take initiative and collaborate effectively on a unique group project. An example of students taking leadership and collaborating is a new initiative the Architecture Club at Penn College (ACPC) has created to implement recycling of aluminum cans in the fourth-floor architecture building. The students saw that many cans were being thrown away, rather than placed in the recycling bins. They worked with each other and the college to create a recycling program that was approved to begin in the latter part of spring 2025. See appendix for complete list of ACPC events and activities.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criteria:

“Sustainable Community Planning & Design” (BSD 322)

Theory and application of the development of sustainable sites at scales ranging from a small neighborhood to a community or an urban plan. Essay quizzes on various aspects of community planning, lab projects applying various community planning and site protection issues, planning experiments.

Assessment used as primary evidence: Final project, Projects, Quizzes

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC6-RSOs 3, 5

Summary RSO outcomes & faculty observations: The evaluation of the 2024 results highlights the successful attainment of all established course benchmarks and student learning outcomes. However, it also identifies areas for ongoing improvement, notably in the graphical representation of low impact diagrams and various analytical diagrams. In response, there will be a concerted effort to dedicate more class time to demonstrating examples and discussing relevant case studies. These continuous assessment efforts aim to refine teaching methodologies and enhance student understanding and satisfaction in the future.

“Architectural Design Studio VI” (BSD 432)

Design studio focused on integrated, high performance building design and teamwork including a significant collaborative commercial project. Written summaries of reading assignments, and generation of vision/benchmarks/goals.

Assessment used as primary evidence: project poster, comprehensive project booklet, and grading rubrics for various phases of development for one or two course projects.

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC6-RSOs 3, 5

Summary RSO outcomes & faculty observations: The assessment reveals that while all students have successfully met the established course benchmark and corresponding student learning outcomes, this cohort encountered challenges during the design process and in understanding certain definitions and topics throughout the semester. Notably, they faced difficulties with the overall design process, conceptual and theoretical aspects of project design. Consequently, it is imperative to allocate additional time and resources to address these shortcomings. This will involve implementing supplementary lectures and workshops tailored to enhance understanding and proficiency in these areas. Furthermore, there is a need to bolster comprehension and application of technical systems and building integration, particularly at the outset of the design process. This will be achieved through early introduction, reinforcement, and supplementation with relevant examples and case studies. Moreover, more checkpoints will be established during the first half of the semester to ensure proper understanding and execution of a proper design process, technical knowledge components, and building integration elements. These proactive measures aim to further enhance the quality of education and student satisfaction in the future.

Supplemental Activities:

Architecture Mentorship Program

Policies and procedures for the Architecture Mentorship Program have been completed and Dr. Naim Jabbour has been appointed to lead the program for fall 2025. Interested students submitted applications and were reviewed by the faculty. Eight students have been selected as mentors for fall 2025.

Architecture Club at Penn College (ACPC)

ACPC is a recognized club at Penn College. As such, it is required to have by-laws filed with Student Government Association (SGA) and follow SGA guidelines in order to receive funding. ACPC has multiple roles for students to participate, from being an officer or Student Architect Licensing Advisor to volunteering to help organize club activities.

Summary of Modifications:

Faculty have engaged in discussions about teamwork and the need for students to learn to work with all their colleagues. As part of our current program evaluation, we will compare the architecture students' Collaboration Core Assessment to that of the college and determine where improvements would be appropriate to make. Student support for building collaboration skills could include bringing staff from academic success and career services to give presentations. These could be targeted especially to 2nd year students and an all-architecture meeting. Faculty will continue to implement improvements in coursework per course outcome assessment and faculty observations. Faculty and staff will continue to support ACPC in achieving its goals and putting on events.

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:

Narrative:

The program has developed a Learning and Teaching Culture (LTC) policy with input from faculty, administration, the advisory committee, and a representative panel of students. This policy, implemented in the fall of 2023, is subject to an annual review involving the entire Architecture Department student body, faculty, and specific administrators. The reviews, conducted in spring and fall 2024, included the collection and analysis of feedback, leading to a formal evaluation and revision process initiated by the LTC committee. All students within the Architecture Department, as well as across the College, are expected to adhere to the Penn College Code of Conduct. The Code outlines students' commitment to responsible conduct, both on and off campus, in alignment with accepted standards of behavior within an academic community. It emphasizes courtesy and respect for faculty, staff, and peers in all interactions. The program actively fosters innovation through various channels, including professional development opportunities for faculty and funding for extracurricular student competitions with faculty mentorship. Currently, two of the six full-time faculty members have authored and published textbooks during their tenure within the department. Additionally, BSD 482 – Professional Practice addresses the importance of creating a respectful and inclusive environment, preparing students for success both within the academic setting and in their future professional careers

Self-Assessment:

The following courses and supplemental activities are specified in the PC/SC Matrix for assessment of this criteria:

“Professional Practice” (BSD 482)

Advanced study of the professional aspects of running an architecture firm. Includes the responsibilities of the architect, client, and builder as well as ethical standards of behavior. This course was not offered until the spring of 2025. Assessments are expected to include projects, reports, and exams.

Anticipated Assessment used as primary evidence: Projects, reports, in class and homework, and exams.

Benchmark: "75% of the students will earn 75% or higher"

Identified RSOs: PC7-RSO 3

Summary RSO outcomes & faculty observations: NA, course was neither offered nor assessed during the current assessment cycle.

Supplemental Activities:

National Architectural Accrediting Board
Architecture Program Report- Candidacy, rev. Jan 2025

Annual Learning and Teaching Culture Policy Review: conducted per the LTC requirements. Student body, faculty, and administrators participated in an annual review of the department LTC in the spring (beginning spring 2024). The data from this review will be analyzed and utilized to help shape the LTC. Summary of this year’s findings provided in the appendix. No changes were made by the review committee. A survey was conducted to gain feedback. In spring 2025, the college added Learning and Teaching Culture Response link in The Arch Hub. Responses go directly to Assistant Dean.

PCT Code of Conduct: Upon admission to PCT all students agree to adhere to the College Code of Conduct. Failure to comply with the [College Code of Conduct](#) (scroll down to Instructional and Student Related) result in censure, suspension, or expulsion and is reviewed before the College Code of Conduct board which is made up of students, faculty and staff.

Summary of Modifications:

The spring 2025 semester the faculty and college established a survey mechanism by which students, faculty and staff could easily report LTC concerns. A clickable link was added to the department’s website, The Arch Hub. The LTC is posted in studio areas, faculty agree to post the document in their individual design studio course management (P.L.A.T.O.) in the future. Faculty will continue to update coursework per assessment outcomes and observations.

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:

Narrative:

Each fall, all Penn College departments, including the Architecture Department, host a “Program Welcome” meeting to greet new and transfer students. This event introduces students and highlights various extracurricular opportunities, such as the Architecture Club, AXP involvement, and participation in the BuildingsNEXT (previously Solar Decathlon). Additionally, the department created The Arch Hub, a P.L.A.T.O. website, where students can access announcements about department activities. The department has developed a mentoring program, based on input from current students and faculty, to pair all new architecture students (all architecture programs AT, ASD and ARC) in a mentoring group led by an upper-level peer mentor. This program begins in the fall of 2025. New faculty are assigned a mentor for their first year, as well as having college support through two teaching orientation courses.

Throughout the curriculum, coursework emphasizes the importance of designing with consideration for diverse populations. The Sustainable Community Planning and Design (BSD 322) course is particularly oriented to these issues and addresses community needs for mixed use, mixed income housing, community third places, transit-oriented communities, parks and walkability, and community identity. Design studio projects require that students meet Americans with Disabilities Act (ADA) requirements, and some include other aspects of universal design and visitability. Project briefs may include focus on clients from varied socio-economic backgrounds or other aspects of inclusion within communities. Some examples of these activities and projects from 2024 include:

- In the studio sequence from ACH 261 forward, all commercial projects are required to meet ADA requirements;
- ACH 261 incorporated several client-based projects including redesigning Brandon Park, proposals for a new Selinsgrove Veteran's Memorial, and improvements for exterior activities for the Cogan Station Christian Church
- In *Building Codes & Accessibility* (ACH 141), students did a scavenger hunt for items across campus where they had to find examples of accessible means across campus. This activity, linked to content about IBC Chapter 11, ICC A117.1 and Universal Design, encourages students to better understand the challenges faced by disabled individuals and develop sensitivity as designers;
- BuildingsNEXT (previously Solar Decathlon) project for a new Boys and Girls Club for the City of Williamsport. This project specifically addresses needs for disadvantaged youth in an area of high single

parent households and low economic status as well as providing community space for daytime activities for the elderly.

Self-Assessment:

The following courses and supplemental activities are specified in the PC/SC Matrix for assessment of this criteria:

“Sustainable Community Planning & Design” (BSD 322)

Theory and application of the development of sustainable sites at scales ranging from a small neighborhood to a community or an urban plan. Essay quizzes on various aspects of community planning, lab projects applying various community planning and site protection issues, planning experiments.

Assessment used as primary evidence: Final project, Projects, Quizzes

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC8-RSOs 3, 8

Summary RSO outcomes & faculty observations: The evaluation of the 2024 results highlights the successful attainment of all established course benchmarks and student learning outcomes. However, it also identifies areas for ongoing improvement, notably in the graphical representation of low impact diagrams and various analytical diagrams. In response, there will be a concerted effort to dedicate more class time to demonstrating examples and discussing relevant case studies. These continuous assessment efforts aim to refine teaching methodologies and enhance student understanding and satisfaction in the future.

“Professional Practice” (BSD 482)

Advanced study of the professional aspects of running an architecture firm. Includes the responsibilities of the architect, client, and builder as well as ethical standards of behavior. This course was not offered until the spring of 2025. Assessments are expected to include projects, reports, and exams.

Anticipated Assessment used as primary evidence: Projects, reports, in class and homework, and exams.

Benchmark: “Class average score \geq 70%”

Identified RSOs: PC8-RSO 2

Summary RSO outcomes & faculty observations: NA, course was neither offered nor assessed during the current assessment cycle.

Supplemental Activities:

Annual Learning and Teaching Culture Review: conducted per the LTC requirements. [2025 Annual Report is in Appendix F](#). The student body, faculty, and administrators participated in an annual review of the department LTC in the spring (beginning spring 2024). The data from this review will be analyzed and utilized to help shape the LTC. Summary of this year’s findings provided in the appendix. Survey was conducted to gain feedback. No changes were made by the review committee. In spring 2025, the college added Learning and Teaching Culture Response link in The Arch Hub. Responses go directly to Assistant Dean.

Architecture Mentorship Program

Policies and procedures for the Architecture Mentorship Program have been completed and Dr. Naim Jabbour has been appointed to lead the program for fall 2025. Interested students submitted applications and were reviewed by the faculty. Eight students have been selected as mentors for fall 2025.

Summary of Modifications:

Introduction of the Architecture Mentorship Program in Fall 2025 will assist in creating a welcoming and supportive environment for our entering students. Faculty Mentor will conduct a survey to evaluate the effectiveness of the program. Faculty will continue to impress the importance of ADA requirements as well as universal design and visitability in studio program briefs, as well as code requirements. The faculty just learned about UpCodes student discount (\$50/year), so intend to have one course per year that requires UpCodes subscription so students can save project details and code requirements. Faculty, staff and students will continue to create a welcoming and supportive environment for all. Faculty will continue to improve coursework per assessment outcomes and observations.

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.

For SC.1-SC.4: The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;

- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit.

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:

Narrative:

Health, safety, and welfare in the built environment are fundamental aspects of the curriculum, introduced through a range of courses that emphasize material selection, construction detailing, accessibility, and regulatory compliance. Foundational courses such as Building Materials I (ACH 119) and Building Materials II (ACH 129) educate students on appropriate material choices and their impact on occupant well-being. Construction Documents – Residential (ACH 139) and Construction Documents – Commercial (ACH 239) focus on proper detailing and documentation for safe and effective building construction. In Architectural Design Studio I (ACH 181) and Building Codes & Accessibility (ACH 141), students develop a deeper understanding of life safety considerations, egress, accessibility requirements, and the application of building codes. As students progress through the studio sequence, they build on this foundation by conducting code analyses, selecting environmentally responsible materials that promote occupant well-being, and integrating design strategies that enhance daylighting, indoor air quality, and biophilia. In Sustainable Community Planning & Design (BSD 322), students explore the broader implications of urban design on community health, safety, and welfare, analyzing how walkability, green spaces, and public infrastructure contribute to the overall quality of life for city dwellers. Through this comprehensive approach, students develop a strong awareness of how design decisions influence the well-being of individuals and communities alike.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criteria:

“Building Codes & Accessibility” (ACH 141)

Overview of zoning and building codes. Lecture presentations along with a guest lecture from a code official address introductory content related to the International Building Code, International Residential Code, International Energy Conservation Code, and ICC A117.1 - Accessible and Usable Buildings and Facilities to address ADA requirements.

Assessment used as primary evidence: Weekly quizzes, a midterm exam and final exam.

Benchmark: “Class average score ≥ 70%”

Identified RSOs: SC.1 - RSOs 1, 4, 5, 7

Summary RSO outcomes & faculty observations: Two of the RSO’s do not meet or exceed the expected benchmark. These include the results from Quiz 1 which showcase the students understanding of the importance of building codes and various stages of building code administration and the results from Quiz 10 which showcase the students understanding of the minimum level of energy performance based on energy code requirements. Knowing the students were weak in understanding RSO 1, improvement will be made in the classroom to assure understanding prior to taking the quizzes.

“Sustainable Community Planning & Design” (BSD 322)

Theory and application of the development of sustainable sites at scales ranging from a small neighborhood to a community or an urban plan. Essay quizzes on various aspects of community planning, lab projects applying various community planning and site protection issues, planning experiments.

Assessment used as primary evidence: Final project, Projects, Quizzes

Benchmark: “75% of students will score 75% or higher”

Identified RSOs: SC1-RSO 3, 5

Summary RSO outcomes & faculty observations: The evaluation of the 2024 results highlights the successful attainment of all established course benchmarks and student learning outcomes. However, it also identifies areas for ongoing improvement, notably in the graphical representation of low impact diagrams and various analytical diagrams. In response, there will be a concerted effort to dedicate more class time to demonstrating examples and discussing relevant case studies. These continuous assessment efforts aim to refine teaching methodologies and enhance student understanding and satisfaction in the future.

Summary of Modifications:

Faculty will continue to improve courses according to outcomes assessment and observations. Faculty discussed that assessment should be at the point in the coursework where students have mastery of material, rather than every quiz or assignment during the course. Faculty updated outcomes of both ACH141, Building Codes & Accessibility and BSD 482, Professional Practice, to more clearly emphasize HSW issues.

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:

Narrative:

Professional practice concepts are primarily introduced through two key courses: Introduction to Architecture (ACH 101) and Professional Practice (BSD 482), ensuring students gain a comprehensive understanding of the architectural profession. ACH 101 is an eight-week course that provides an overview of career opportunities within the AEC industry, the phases of an architectural project, and the path to professional licensure. The course includes visits to architectural firms and, when possible, active construction sites, offering students firsthand exposure to professional environments. These visits incorporate Q&A sessions with practicing architects, allowing students to gain insights into real-world practice. In addition to coursework, students engage with professional practitioners throughout the design studio sequence. Guest jurors from the industry participate in design critiques, offering valuable feedback and raising relevant professional practice considerations. BSD 482 is a comprehensive, three-credit, 16-week course that delves into the full spectrum of professional practice, covering topics such as ethics, regulatory frameworks, project management, and the business operations of architecture firms. This course prepares students for the professional responsibilities they will encounter in practice, equipping them with the knowledge and skills necessary for a successful transition into industry. There are two internship courses that students can select as electives, new for summer 2025 is ACH 200, focusing on establishing Record and gaining AXP competencies, while BSD 400 is intended for upper-level students with a focus on sustainability. Students establishing their NCARB Record qualify for reimbursement through the “NCARB Record Scholarship”. In addition to these courses, students are exposed to AEC professionals through various class experiences, such as invited jurors and our adjunct faculty who are practicing professionals, Emily Diehl and David Daneker. Faculty have organized AEC professionals to mentor students in BSD 432, Architectural Design Studio VI, to provide project specific insights.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criteria

“Introduction to Architecture” (ACH 101)

Overview of the architectural field. Three weekly lecture presentations followed by four weekly visits to architectural and construction related businesses and one alumni presentation.

Assessment used as primary evidence: three graded exercises, four graded tours, one quiz, and a final exam.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC.2 - RSOs 1, 3, 4

Summary RSO outcomes & faculty observations: All homework exercises, as well as the final exam, utilized our PLATO system. There were 35 questions on the final exam. While each exam question was related to at least one

of the course's RSO's, two questions were chosen to assess the student level of achievement for each RSO of this assessment. As faculty, we are pleased with the level of student achievement. The last RSO, "describe the development of a job through an architect's office" shows the weakest results, similar results as last time the class was assessed.

"Professional Practice" (BSD 482)

Advanced study of the professional aspects of running an architecture firm. Includes the responsibilities of the architect, client, and builder as well as ethical standards of behavior. This course will not be offered until the spring of 2027. Assessments are expected to include projects, reports, and exams.

Anticipated Assessment used as primary evidence: Projects, reports, in class and homework, and exams.

Benchmark: "Class average score \geq 70%"

Identified RSOs: SC-2 – RSOs 1, 2, 3, 5, 6

Summary RSO outcomes & faculty observations: NA, course was neither offered nor assessed during the current assessment cycle.

Summary of Modifications:

Faculty will continue to improve the coursework according to course assessment and observations. We added ACH 200 to provide an internship option earlier in the curriculum. Faculty will continue to bring in professionals for juries, guest speakers and mentoring. Faculty will also consider using assessment criteria for RSOs from final exam or later assignments in coursework when students have mastery of the information.

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:

Narrative:

The Bachelor of Architecture (B. Arch.) program integrates essential content throughout the curriculum to ensure that students develop a strong understanding of fundamental principles related to life safety, land use, and the legal and regulatory frameworks governing buildings and sites in the United States. The following courses explicitly incorporate these critical topics:

Building Materials I (ACH 119) & Building Materials II (ACH 129) – Introduce building codes as they apply to various materials, emphasizing their impact on construction and design decisions.

Construction Documents – Residential (ACH 139) – Includes a required student outcome (RSO) to "apply pertinent residential codes and design requirements," ensuring students gain practical experience in residential code application.

Construction Documents – Commercial (ACH 239) – Features an RSO requiring students to "plan and create a set of commercial construction documents," including a site plan, foundation plan, framing plans, building sections, elevations, wall sections, and specifications. Much of this coursework is centered on the application of regulatory requirements.

Structural Principles (ACH 243) – Incorporates the use of the ICC International Residential Code, which is the currently mandated code in Pennsylvania.

Architectural Design Studio II (ACH 261) – Covers laws and regulations related to site drainage, parking lot design, ADA-compliant ramps, and zoning requirements.

Computers & Estimating (ACH 264) – Examines the influence of construction specifications and building codes on cost estimation and project budgeting.

Architectural Design Studio III (ACH 281) – Includes design projects that address specific building code requirements.

Architectural Design Studio IV (BSD 332) – Engages students in design projects that incorporate critical code-related concerns such as egress, fire safety, and accessibility compliance.

Architectural Design Studio V (BSD 352) – Focus on adaptive reuse including evaluation of existing buildings, design documentation, and development of building information modeling (BIM) throughout the building’s life cycle, emphasizing the design stage.

Detailing & Applications (BSD 340) – Focuses on developing detailed architectural solutions that meet building code requirements while achieving high-performance standards.

Architectural Design Studio VI (BSD 432) – Features an RSO requiring students to “synthesize the relationship between building code issues and energy efficiency,” fostering an integrated understanding of regulations and sustainability.

Additionally, upper-level design studios (**BSD 352, BSD 452, BSD 472, and BSD 492**) further reinforce the application of codes and regulations, ensuring that students graduate with the expertise needed to navigate the complexities of legal and safety requirements in architectural practice.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criteria:

“Building Codes & Accessibility” (ACH 141)

Overview of zoning and building codes, with emphasis on energy performance and applicability of meeting health, safety and welfare requirements. Lecture presentations along with a guest lecture from a code official address introductory content related to the International Building Code, International Residential Code, International Energy Conservation Code, and ICC A117.1 - Accessible and Usable Buildings and Facilities to address ADA requirements.

Assessment used as primary evidence: Weekly quizzes, a midterm exam and final exam.

Benchmark: “75% of students will score 75% or higher”

Identified RSOs: SC.3 - RSOs 1, 2, 3, 4, 6, 7

Summary RSO outcomes & faculty observations: Two of the RSO’s do not meet or exceed the expected benchmark. These include the results from Quiz 1 which showcase the students understanding of the importance of building codes and various stages of building code administration and the results from Quiz 10 which showcase the students understanding of the minimum level of energy performance based on energy code requirements. Knowing the students were weak in understanding these RSO’s, improvement will be made in the classroom to assure understanding prior to taking the quizzes.

“Professional Practice” (BSD 482)

Advanced study of the professional aspects of running an architecture firm. Includes the responsibilities of the architect, client, and builder as well as ethical standards of behavior. This course will not be offered until the spring of 2027. Assessments are expected to include projects, reports, and exams.

Anticipated Assessment used as primary evidence: Projects, reports, in class and homework, and exams.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC-3 –RSO 4

Summary RSO outcomes & faculty observations: NA, course was neither offered nor assessed during the current assessment cycle.

Summary of Modifications:

Faculty will continue to look for community interaction for codes and client experiences in the architecture coursework. Faculty will continue to update and improve coursework as indicated in the course assessment and faculty observations. Faculty will be requiring students to use UpCodes starting in fall 2025 to track and save regulatory information concerning their design studio projects. Faculty will be requiring students to update to the 2021 ICC Codes per their adoption in Pennsylvania in July 2025.

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:

Narrative:

The Bachelor of Architecture (B.Arch.) program provides a comprehensive technical foundation through a structured sequence of required courses, ensuring students develop proficiency in key architectural principles, building systems, and sustainability strategies.

Technical Foundations in Years 1 & 2

During the first two years, students gain a strong technical background across various subject areas, including materials, structural systems, environmental systems, digital tools, and construction documentation. The following courses establish this essential knowledge base:

ACH 119 – Building Materials I – Introduction to fundamental building materials and their properties.

ACH 129 – Building Materials II – Advanced study of material applications in architectural design and construction.

ACH 135 – Architectural Computer-Aided Drafting – Development of 2D and 3D drafting skills using industry-standard software.

ACH 211 – Architectural Graphics II – Introduction to **Revit**, focusing on digital modeling and parametric design workflows.

ACH 139 – Construction Documents – Residential – Development of residential construction drawings and code compliance.

ACH 239 – Construction Documents – Commercial – Production of commercial construction documents, including site plans, building sections, and details.

ACH 240 – Environmental Systems – Exploration of mechanical, electrical, and plumbing (MEP) systems and their integration into architectural design.

ACH 243 – Structural Principles – Fundamental principles of structural behavior, including loads, forces, and material properties.

ACH 253 – Structural Applications – Application of structural concepts to architectural design and construction methods.

ACH 262 – Sustainability: Building and Living Green – Introduction to sustainable design principles and environmental responsibility.

ACH 264 – Computers and Estimating – Examination of construction cost estimating and the impact of building codes on project budgeting.

Advanced Technical Studies in Years 3 & 4

As students advance, they engage with more specialized courses that deepen their technical expertise:

BSD 340 – Detailing and Applications – Development of architectural details to enhance building performance and meet regulatory requirements.

BSD 410 – Historic Preservation – Study of preservation techniques, adaptive reuse strategies, and conservation of historic structures.

BSD 420 – Renewable Energy Technologies – Exploration of sustainable energy solutions and their integration into architectural design.

BSD 450 – Sustainable Rating Systems – Examination of green building certification programs, such as **LEED** and **Passive House** standards.

Integration of Technical Knowledge in Design Studios

From the **first-year design studio** through the **thesis project**, students are expected to integrate technical knowledge into their architectural designs. This progression includes:

Application of **structural systems**, **material properties**, and **building performance** strategies.

Implementation of **passive design principles**, **energy production methods**, and **sustainable building strategies**.

Use of **industry-standard software**, including **Revit**, **Rhino**, **Grasshopper**, and **energy modeling tools**, to support analysis and design decision-making.

In **Architectural Design Studio VI (BSD 432)** and subsequent studios, students synthesize commercial building systems into their projects, ensuring a **realistic and holistic** approach to architectural design.

By integrating technical competencies across coursework and design studios, the B.Arch. program equips students with the skills and knowledge necessary to design innovative, sustainable, and high-performing buildings.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criteria:

“Construction Documents – Commercial” (ACH 239)

This lab-based course focuses on the development of construction documents for a commercial project using Revit software. There are typically weekly assignments to develop different sheets in the sheet set. ACH 239 builds upon the skills and knowledge gathered from earlier courses including ACH 129 – “Building Materials II”, and ACH 211 “Architectural Graphics II” – the introductory Revit course.

Assessment used as primary evidence: The set of commercial construction documents generated by each student – including a site plan, foundation plan, floor plans, framing plans, building sections, wall sections, elevations, details, specifications, and schedules. Aggregated data will be provided for each of the assignments (drawings and specs) as well as the overall derived grade.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC.4 - RSOs 1, 2, 3, 4, 5, 6, 7, 8

Summary RSO outcomes & faculty observations: 26 out of 29 students received a score of 70% or better, which met or exceeded the benchmark metrics.

“Structural Applications” (ACH 253)

Principles of developing, evaluating, and applying appropriate structural systems for multi-family and commercial buildings. Including the influence of an architectural design concept on a structural system.

Assessment used as primary evidence: Exams and structural design problems.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC.4 - RSOs 3, 4, 5

Summary RSO outcomes & faculty observations: Overall students met the metrics for the objectives. Exploration could be made for some in-class games/non-graded assignments using the sizing charts so students are sure about which resources they need to refer to. Students overall did better on quizzes and assignments when they didn’t have deadlines in their design studio class. They would often miss class, therefore missing helpful information and time to ask questions during labs. As it was the first time teaching the course, some quiz questions were misunderstood. These questions will be modified and updated for clarity. Students didn’t always get started on lab projects during their lab time, which made it difficult if they got stuck on something the night before it was due. Although the standardized exercise submission form worked fairly well, the format could be improved upon to be clearer both in instruction and rubric grading.

“Detailing & Applications” (BSD 340)

Focus on creating appropriate detailing to meet code and high- performance building standards. Weekly lecture and lab opportunities that build upon and address and consider various ways to communicate theoretical knowledge to create architectural details and wall sections along with building related physical mockups that address actual constructability along with continuous air, moisture barrier, air sealing, and insulation requirements.

Assessment used as primary evidence: Related quizzes, drawings, and physical mockup assignments.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC-4 – RSOs 1, 2, 3, 4

Summary RSO outcomes & faculty observations: The assessment results reveal that student learning outcomes were successfully met across all categories. This indicates a good alignment between the instructional methods employed and the intended objectives of the course. However, while the overall outcomes are positive, there are areas that warrant attention for further improvement. One suggestion to incorporate more field trips to buildings that are under construction. This would require a direct link with local contractors and architects working on buildings under construction that they would be willing to allow the students to tour. Integrating additional site visits, especially adaptive reuse projects where the students can witness and be a part of the process of the adaptive reuse project seeing the integration of detailing within the existing building environment. Moreover,

facilitating these field trips or interactive multimedia resources could further develop the learned environment and allow further insight to new building construction and re-use building repairs and the techniques and materials that are used in adaptive reuse building projects. By continuously assessing, yearly, readjusting our approaches based on these insights, we can continue ongoing improvement in the delivery and effectiveness of the Detailing and Applications class.

“Renewable Energy Technologies” (BSD 420)

Overview of renewable energy using sunlight, wind, tides, geothermal, biomass and biofuels. Quizzes on aspects of building performance and renewable energy systems. Labs using various equipment and wiring.

Assessment used as primary evidence: Projects showing design of renewable energy systems for PV, solar thermal, and small wind.

Projects showing evaluation of building performance.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC4- RSOs 2, 4, 7, 8

Summary RSO outcomes & faculty observations: S Course was not offered during the assessment period due to being moved from third year to fourth year. In previous assessments, students met the benchmarks, however, they are not demonstrating mastery in applying concepts to studio projects. Due to changing the sequencing of the course, course materials and assignments will be reevaluated for how they fit with the student’s broader knowledge and background in the fourth year. Also, assignment materials and rubrics will be revised to more easily track student outcomes.

Summary of Modifications:

Faculty will continue to update the coursework based on assessment outcomes and faculty observations. It is anticipated that the two materials courses (ACH 119 and ACH 129) and the Detailing and Applications (BSD 340) will be able to use the new materials area slated for construction in the next year for the Construction & Design Division. It is anticipated that there will be a robust library of materials and building assemblies which will support visualization and understanding of materials and their installation. The first offering of Structural Applications (ACH 253) appears to have helped the students practice materials knowledge while in the concurrently running ACH 281 studio as well as the fall courses BSD 332 (studio) and BSD 340 (Detailing and Applications) as faculty reported that students seem to be having a bit easier time with applying materiality and technical items into their projects.

For SC.5 and SC.6: Programs may design their curricula to satisfy these criteria via a single course or a combination of courses.

The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit. Student work samples (see [2020 Conditions](#)) are due at the time of the site visit.

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:

Narrative:

The architecture program has a series of nine studio courses, each with a distinct focus area. Program briefs early on start at smaller scales with less complexity while later studios progress to larger scale projects, ensuring that students develop design skills and can make decisions based on progressively more realistic and comprehensive requirements:

- Architectural Design Studio I (ACH 181) – Design Fundamentals
- Architectural Design Studio II (ACH 261) – Site Design
- Architectural Design Studio III (ACH 281) – Design and Detailing
- Architectural Design Studio IV (BSD 332) – Passive Design
- Architectural Design Studio V (BSD 352) – Adaptive Reuse
- Architectural Design Studio VI (BSD 432) – Integrated, High Performance Building Design + Teamwork
- Architectural Design Studio VII (BSD452) – Net Zero, Sustainable Design
- Architectural Thesis Studio I (BSD 472) – Research and Programming
- Architectural Thesis Studio II (BSD 492) – Comprehensive Design

Most of the studio courses have two projects during the sixteen weeks of the semester, allowing time for students to interact with new course information and more challenging requirements to develop and change their designs as they discover how to make their creative idea for the project conform to site constraints, functionally work for a variety of users, be structurally viable, meet code requirements and accessibility, provide community benefits, and evaluate the energy use intensity (EUI), carbon and life cycle impacts.

Overall regulatory requirements are introduced in ACH 141 (Building Codes & Accessibility) and are first applied in ACH 261 (Architectural Design Studio II) for life safety and accessibility. Structural design and materiality impacts are introduced in ACH 243 (Structural Principles) and ACH 253 (Structural Applications) and first applied in ACH 281 (Architectural Design Studio III) where students need to create viable material choices, structural grids and select reasonably sized elements for their projects.

Introduction to site evaluation and constraints begins in ACH 261, where students learn how to manipulate contours and evaluate basic site conditions such as climate and topography. BSD 322 (Sustainable Community Planning & Design) develops a richer base of questions to ask about the site relating to community and biome context, daylighting & views, history, biological systems, public transportation, walkability, third places and neighborhood identity.

Sustainability impacts of materials and choices are introduced in ACH 119 (Building Materials I), ACH 129 (Building Materials II) and ACH 262 (Sustainability: Building & Living Green). These are first applied in ACH 281 (Architectural Design Studio III). Studios IV through VII continue to expand and develop this emphasis through study of passive design and high-performance wall assemblies, adapting and reusing buildings, using building information modeling (BIM) tools such as Revit, Sefaira, Cove Tool, DesignBuilder and Wufi to assess early design performance and carbon impacts and meet benchmarks for EUI and net zero performance.

Our systematic and progressive approach ensures that by the time students reach their final year, they can holistically integrate building codes, accessibility standards, site considerations, and energy performance analysis into comprehensive architectural solutions that meet both regulatory and environmental requirements.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criteria:

“Architectural Design Studio II” (ACH 261)

Design studio focused on site design including contour modifications, parking lot layouts, accessibility related to sites, and zoning.

Assessment used as primary evidence: various projects and exercises.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC.5- RSOs- 1, 2, 3, 5, 6, 7, 9, 10, 12

Summary RSO outcomes & faculty observations: The assessment results reveal that student learning outcomes were successfully met across all categories, with the exception of contours. This indicates a good alignment between the instructional methods employed and the intended objectives of the course. However, while the overall outcomes are positive, there are areas that warrant attention for further improvement. We noticed after

the Midterm that the students were struggling with contour manipulation. We went back and revisited the topic in more depth prior to the 3rd project. We incorporated another exercise on manipulation of contours, however, next time this should be taught earlier in the course and dedicate more time to this topic.

“Architectural Design Studio VI” (BSD 432)

Design studio focused on whole-building design including a significant collaborative commercial project. Written summaries of reading assignments, and generation of vision/benchmarks/goals.

Assessment used as primary evidence: project poster, comprehensive project booklet, and grading rubrics for various phases of development for one or two course projects.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC5-RSOs 1, 3, 13

Summary RSO outcomes & faculty observations: The assessment reveals that while all students have successfully met the established course benchmark and corresponding student learning outcomes, this cohort encountered challenges during the design process and in understanding certain definitions and topics throughout the semester. Notably, they faced difficulties with the overall design process, conceptual and theoretical aspects of project design. Consequently, it is imperative to allocate additional time and resources to address these shortcomings. This will involve implementing supplementary lectures and workshops tailored to enhance understanding and proficiency in these areas. Furthermore, there is a need to bolster comprehension and application of technical systems and building integration, particularly at the outset of the design process. This will be achieved through early introduction, reinforcement, and supplementation with relevant examples and case studies. Moreover, more checkpoints will be established during the first half of the semester to ensure proper understanding and execution of a proper design process, technical knowledge components, and building integration elements. These proactive measures aim to further enhance the quality of education and student satisfaction in the future.

“Architectural Thesis Studio II” (BSD 492)

Design studio focused on comprehensive thesis project. The course focuses on an integrated design process to achieve a holistic, contextual, and high-performance building design solution with emphasis on the integration of design process, theory, research, tectonics, structure, mechanical, and sustainable systems. Coursework includes research, planning, programming, performance modeling, and generation of a comprehensive design project. This course was not offered during the assessment period Spring 2024 – Fall 2024. The course will be offered for the first time in Fall 2027. Assessments are expected to include projects poster, comprehensive project booklet and grading rubrics for various phases of development.

Anticipated assessment used as primary evidence: project poster, comprehensive project booklet, and grading rubrics for various phases of development for comprehensive course project.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC5-RSO 3, 8

Summary RSO outcomes & faculty observations: NA, course has not been offered nor assessed as of this assessment cycle.

Summary of Modifications:

In the spring of 2024, faculty reviewed the focus and sequencing of the design studio sequence. While it was determined to retain the studio sequence structure, RSOs for ACH 181 (Architectural Design Studio I) and ACH 261 (Architectural Design Studio II) were updated. Based on discussion of the NAAB VTR, especially the “not met” items, additional updates to RSO coursework were identified. The following summarizes changes:

- ACH141: clearly state HSW focus
- ACH181: combine RSOs, clearly state design in the RSOs and integration of design process
- ACH261: clearly state design synthesis (building & site) in RSOs, add small scale projects
- ACH272: clearly state architectural theory in the RSOs
- BSD322: revise RSOs to reflect the DEI and HSW topics contained in the coursework as well as including leadership and collaboration skills in the RSOs
- BSD450: revise RSOs 5-6 to clearly state value system behind the rating system
- BSD482: revise RSOs to clearly state DEI and lifelong learning

These updates were approved by the college's curriculum committee and go into effect starting in the fall of 2025.

Faculty will continue to update coursework with regards to the assessment outcomes and faculty observations.

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:

Narrative:

Our curriculum provides a comprehensive and progressive approach to building envelope systems, structural principles, environmental control systems, life safety, and energy modeling, ensuring that students develop both technical expertise and practical application skills throughout their academic journey.

Building Envelope Systems

Students are introduced to fundamental concepts related to building envelope systems in the following courses:

- ACH 119 (Building Materials I) and ACH 129 (Building Materials II): materials, assembly methods, and performance considerations.
- ACH 139 (Construction Documents – Residential) and ACH 239 (Construction Documents – Commercial): reinforces envelope detailing within the documentation process.
- BSD 332 (Architectural Design Studio IV): specifically focuses on envelope components and design.
- BSD 340 (Detailing & Applications): emphasizes high-performance building envelopes with a focus on energy-efficient assemblies.

These concepts are integrated into design studios, where students apply their knowledge through iterative design development.

Structural Systems

There are two specific courses that address structural support for buildings. These are:

- ACH 243 (Structural Principles): introduces fundamental structural concepts and their application in architectural design and uses the International Residential Code (IRC) to design structure and wall bracing.
- ACH 253 (Structural Applications): focuses on materials, material applications and the integration of design ideas and structural systems. Includes hands-on lab sessions (3 hours per week), where students analyze and apply structural principles to realistic design scenarios. Emphasis on use of International Building Code (IBC) especially for construction types and use groups.

Structural understanding is progressively refined and integrated starting in ACH 281 (Architectural Design Studio III) and all subsequent design studios, where students must select and justify structural systems within their projects.

Environmental Control Systems

Our program ensures students gain expertise in coordinating environmental control systems in their design projects through the following course sequence:

- ACH 240 (Environmental Systems): introduces HVAC, plumbing, electrical, and daylighting strategies.
- BSD 332 (Architectural Design Studio IV): incorporates a passive design approach, emphasizing mechanical system strategies in passive house (Passive House Institute US, Phius) design.
- BSD 420 (Renewable Energy Technologies): focuses on sustainable and renewable energy solutions for buildings, including correct siting and space needed for systems.
- BSD 432 (Architectural Design Studio VI): introduces large-scale commercial environmental control systems and sustainable strategies.

Life Safety & Code Compliance

Our students are first introduced to these topics in their second semester in the following course:

- ACH 141 (Building Codes & Accessibility): fundamental concepts of egress, fire protection, and accessibility.

Students apply life safety principles starting in ACH 261 (Architectural Design Studio II) and in subsequent design studios, where they are expected to incorporate code-compliant solutions in their projects.

Energy Modeling & Sustainability

Sustainability impacts of materials and choices are introduced in ACH 119 (Building Materials I), ACH 129 (Building Materials II) and ACH 262 (Sustainability: Building & Living Green). These are first applied in ACH 281 (Architectural Design Studio III). Energy modeling is a core component of upper-level studios as indicated below:

- BSD 332 (Architectural Design Studio IV): introduces performance-based energy analysis using tools such as Revit daylighting, Sefaira and COVE tool.
- Upper-Level Studios (BSD 352, BSD 432, BSD 452, BSD 472, BSD 492): students work with advanced energy analysis programs including Sefaira, DesignBuilder, BeOpt, Cove Tool, and others to optimize building performance.
- BSD 450 (Sustainable Rating Systems): provides an in-depth exploration of the LEED rating system for sustainable and energy-efficient buildings. All students in this course are required to take the LEED Green Associate Exam to develop their professional credentials.

Conclusion

By integrating technical knowledge with design applications, our curriculum ensures that students develop a holistic understanding of building envelope systems, structures, environmental controls, life safety, and sustainability. As they progress through the program, students refine their ability to synthesize these elements into well-performing, code-compliant, and environmentally responsible architectural solutions.

Self-Assessment:

The following courses are specified in the PC/SC Matrix for assessment of this criteria:

“Architectural Design Studio VI” (BSD 432)

Design studio focused on whole-building design including a significant collaborative commercial project. Written summaries of reading assignments, and generation of vision/benchmarks/goals.

Assessment used as primary evidence: project poster, comprehensive project booklet, and grading rubrics for various phases of development for one or two course projects.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC6-RSOs 3, 5, 7

Summary RSO outcomes & faculty observations: The assessment reveals that while all students have successfully met the established course benchmark and corresponding student learning outcomes, this cohort encountered challenges during the design process and in understanding certain definitions and topics throughout the semester. Notably, they faced difficulties with the overall design process, conceptual and theoretical aspects of project design. Consequently, it is imperative to allocate additional time and resources to address these shortcomings. This will involve implementing supplementary lectures and workshops tailored to enhance understanding and proficiency in these areas. Furthermore, there is a need to bolster comprehension and application of technical systems and building integration, particularly at the outset of the design process. This will be achieved through early introduction, reinforcement, and supplementation with relevant examples and case studies. Moreover, more checkpoints will be established during the first half of the semester to ensure proper understanding and execution of a proper design process, technical knowledge components, and building integration elements. These proactive measures aim to further enhance the quality of education and student satisfaction in the future.

“Architectural Thesis Studio II” (BSD 492)

Design studio focused on comprehensive thesis project. The course focuses on an integrated design process to achieve a holistic, contextual, and high-performance building design solution with emphasis on the integration of design process, theory, research, tectonics, structure, mechanical, and sustainable systems. Coursework includes research, planning, programming, performance modeling, and generation of a comprehensive design project.

This course was not offered during the assessment period Spring 2024 – Fall 2-24. The course will be offered for the first time in Fall 2027. Assessments are expected to include projects poster, comprehensive project booklet and grading rubrics for various phases of development.

Anticipated assessment used as primary evidence: project poster, comprehensive project booklet, and grading rubrics for various phases of development for comprehensive course project.

Benchmark: “Class average score \geq 70%”

Identified RSOs: SC6-RSO 8

Summary RSO outcomes & faculty observations: NA, course has not been offered nor assessed as of this assessment cycle.

Summary of Modifications:

In the spring of 2024, faculty reviewed and discussed the NAAB VTR, especially the “not met” items, and identified updates concerning HSW to RSOs in our coursework. The following summarizes coursework changes:

- ACH141: clearly state HSW focus
- BSD322: revise RSOs to reflect the DEI and HSW topics contained in the coursework as well as including leadership and collaboration skills in the RSOs

These updates were approved by the college’s curriculum committee and go into effect starting in the fall of 2025. Faculty will continue to update coursework as indicated in the course assessment and faculty observations.

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:

A copy of the Middle States Statement of Accreditation Status (SAS) can be found on the web at:

<https://www.msche.org/institution/0581/>

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.

Program Response:

The main page for the [B.Arch. degree](#) includes a “[VIEW GOALS & COURSE LIST](#)” link which shows all courses taken during the ten semesters of the five-year curriculum. The chart below lists all courses that are required of every student enrolled in this program. The total number of credits for these required architecture department courses is 108.

Course Designation	Course Name	Credits
ACH 101	Introduction to Architecture	1
ACH 111	Architectural Graphics	3
ACH 112	Architectural History	3
ACH 119	Building Materials I	3
ACH 135	Architectural Computer-Aided Drafting	3
ACH 129	Building Materials II	3
ACH 139	Construction Documents - Residential	3
ACH 141	Building Codes & Accessibility	2
ACH 181	Architectural Design Studio I	3
ACH 211	Architectural Graphics II	3
ACH 239	Construction Documents - Commercial	3
ACH 243	Structural Principles	3
ACH 261	Architectural Design Studio II	3
ACH 262	Sustainability: Building & Living Green	3
ACH 264	Computers & Estimating	3
ACH 240	Environmental Systems	3
ACH 253	Structural Applications	3

ACH 281	Architectural Design Studio III	4
BSD 332	Architectural Design Studio IV	5
BSD 340	Detailing & Applications	3
BSD 410	Historic Preservation	3
ACH 272	History of Modern Architecture	3
BSD 322	Sustainable Community Planning & Design	3
BSD 352	Architectural Design Studio V	5
BSD 420	Renewable Energy Technologies	3
BSD 432	Architectural Design Studio VI	5
BSD 442	Architectural Theory	3
BSD 450	Sustainable Rating Systems	3
BSD 452	Architectural Design Studio VII	5
BSD 472	Architectural Thesis Studio I	6
BSD 482	Professional Practice	3
BSD 492	Architectural Thesis Studio II	6
	Total Architectural Credits for B.Arch. Degree	108

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.

Program Response:

The following chart outlines the general studies requirements for all bachelor's degrees at PCT. The chart specifies a range of 43 to 45 credits. Since the ARC program specifies 6 credits of math, the total for our program is 43 credits. This approach fulfills the general education requirement of the Middle States Commission on Higher Education (MSCHE). MSCHE doesn't state a minimum number of credits but rather specifies the categories that must be addressed (see [MSCHE Standard III, #5](#)). The process for evaluating the transfer of general studies courses is outlined in Section 4.3.1 below.

Note that the College allows for overlap between major specific or "professional studies" courses and certain "general studies" courses. For example, ACH 112 "Architectural History" can be taken by Architecture Department students and by those outside of our department to fulfill the College's 3 credit Arts Perspective requirement. Similarly, ACH 272 "History of Modern Architecture" can be used by any bachelor's degree student to fulfill the 3 credit Historical Perspective requirement. For B.Arch. students, ACH 272, which is a required course, fulfills the Historical Perspective requirement. Both ACH 112 and ACH 272 have been evaluated by the curriculum committee to ensure that they meet the requirements for Arts and Historical perspective courses.

A combination of three Architecture Department courses have been approved by the curriculum committee as being equivalent to the 3 credit CSC124 "Information, Technology & Society". To establish this equivalency, competencies from CSC124 were added to the RSO's for these three courses.

The following charts depict the College's bachelor's degree general studies requirements. The B.Arch. program implementation of these requirements can be found in the right column of this chart.

Bachelor Deg. General Studies	Credits	Requirement	B.Arch. Implementation
Foundations	18-20		
Communication	9	ENL111, ENL121 or ENL201, and SPC elective	ENL111 "English Composition I", ENL121 "English Composition II" or ENL201 "Technical & Professional Communication", and SPC Speech elective
Quantitative Thinking	6-8	MTH designator (course(s) determined by major from Catalog)	MTH181 "College Algebra & Trigonometry I" plus MTH172 "Geometry" or MTH183 "College Algebra & Trigonometry II" (for a total of 6 credits)
Technological Literacy	3	CSC124 (or major designated equivalent)	In the fall of 2020, the curriculum committee approved the equivalency between three ACH courses and CSC124 "Information, Technology & Society". Competencies related to the content of CSC124 have been added to these courses. The three courses are ACH 111 "Architectural Graphics", ACH 135 "Architectural Computer Aided Drafting", and ACH 264 "Computers and Estimating". This equivalency was approved for the fall 2020 versions of the AX and ASD programs, and for the fall 2022 versions of the AX, ASD, and ARC programs.
Critical & Ethical Thinking		introduced in "First Year Experience" (FYE101) and other Foundation courses	
Collaboration		introduced in FYE101 and other Foundation courses	
Perspectives	19		
Arts	3		Students in a bachelor's degree must take one course which is designated as an ARP Core Arts Perspective course. ARC students are required to take ACH 112 "Architectural History" which is designated as ARP and fulfills this perspective requirement.
Global & Cultural Diversity	3		Both GLB 270 and GLB 271 are included among the several courses that ARC students can take to fulfill this requirement (including courses from outside of the Architecture Department). These two courses can also be taken to fulfill the 3 credit ARC elective requirement. Note however that one of these 3 credit courses will not fulfill both the ARC elective and the Global & Cultural Diversity elective simultaneously. If GLB 270 or GLB 271 is specified as fulfilling the ARC elective, then some other 3-credit course must be taken to fulfill the Global and Cultural Diversity Perspective.

Historical	3		Students in a bachelor's degree must take one course which is designated as an HIP Core Historical Perspective course. ARC students are required to take ACH 272 "History of Modern Architecture" which is designated as HIP, and which fulfills this perspective requirement.
Natural Sciences	7	includes a 4-credit course with a lab	In the 4th semester, ARC students take either PHS103 "Physics Survey" (3 credits) or PHS114 "Physics with Technological Applications" (4 credits). In the ninth semester, ARC students take a 3 credit SCI elective or a 4 credit SCL elective (depending on whether they took a 3 or 4 credit physics course in the 4th semester). Students must take a total of 7 credits of Natural Science courses.
Social Science	3		Students in a bachelor's degree must take one 3 credit Social Science course.
Exploration Electives	6	(From approved list)	Students select courses from the list of approved Exploration Electives (Foundations, Perspectives, or current COR electives), or in the case of accreditation/certification requirements or program standards, these 6 credits may be prescribed by the program from the list of approved Exploration Electives.
Total Credits	43-45		

Related Areas: 10-13 Credits	Credits	Requirement	B.Arch. Implementation
First Year Experience	1	FYE101	FYE101 "First Year Experience"
Writing Enriched (WRT)	0-3		Students must take a course which is designated as "Writing Enriched". The required course, ACH 262 is one of many with this designation, and it fulfills this requirement for students in the ARC program.
Open Electives	6		Students select courses at the 100-level and above, or in the case of accreditation/certification requirements, these 6 credits may be used to limit the maximum number of credits.
Senior Project	3		Students in bachelor's degree programs must take a "Senior Project" type course. BSD 492 fulfills this requirement.

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.

Program Response:

Course Designation	Course Name	Credits
Exploration Electives	Students can choose from a long list of designated "Exploration Electives".	6
Open Electives	Students select courses at the 100-level and above, or in the case of accreditation/certification requirements, these 6 credits may be used to limit the maximum number of credits.	6
ARC Elective	ACH 258 "Computer Modeling & Animation" or CAD247 "CAD Management & Customization" or GLB 270 "Global Cities: European Sustainable Building, Historical Architecture, and Art" or GLB 271 "Global Cities: Architecture Ideals, Urban Forms, and Artistic Aspirations", or ACH 200 "Architectural Internship", or ACH 260 "Theory & Practice of House Design", or BSD 400	3
	Total Credits	15

The Core Education requirements for the Bachelor of Architecture degree includes six credits of Exploration Electives. Students fulfill this requirement by selecting courses from the approved list of Exploration Electives. This list contains all the courses that are approved as Foundation or Perspective courses along with any courses that were already included in the COR-Liberal Arts elective category. Exploration Electives provide students with an opportunity to further explore topics or disciplines that they were exposed to through their coursework in the Foundations and Perspectives. Ideally, these are electives that students fulfill with courses of their own choosing. Students could use their Exploration Electives to fulfill Immersion sequences if they chose to do so. Immersions are well-thought-out sequences of interdisciplinary Foundation and/or Perspective courses that allow students to follow a particular interest through Core Education. Students use their Exploration electives (6 credits) from an approved list of courses of Foundations and Perspectives to fulfill Immersion sequences. An Immersion encourages students to see how general education courses are interrelated and to be more deliberate with their course selections. Immersions also encourage faculty from different disciplines to collaborate to develop and offer sequences of courses that interrelate. The first Immersion sequence focused on Diversity and Inclusion was approved by the Curriculum Committee in the spring of 2022. The Architecture Department is exploring the possibility of creating a sustainability related "Immersion sequence" in collaboration with other departments and programs at the college.

Students in the ARC program can take ACH 200 & BSD 400 "Internship" courses as an OPEN Elective. ACH 200 is a new course currently submitted for approval in the curriculum process and being offered for the first time over summer 2025. It focuses on students establishing a NCARB Record and gaining competencies in the AXP. BSD 400 is intended for upper-level students who have completed some of the third-year sustainability related courses and requires the student to have an aspect of sustainability in their internship. It requires BSD 352, the sixth semester design studio as a prerequisite.

In our program, all the students take the same coursework with the same emphasis on sustainability and technical applications as required and described in the course abstracts and syllabi for the major's classes. We do not have different studio sequence options. Students have the ability to select their elective coursework to learn about particular subjects and expand their experience in line with their interests. The elective coursework is shown in the table above.

Students are required to take one three-credit ARC (architecture) elective. The current ARC electives are listed in the chart above and generally described below:

ACH 258 = Rhino, Grasshopper and Rhino Inside Revit

CAD 247 = Management and customization of AutoCAD, SolidWorks and Inventor

GLB 270 & 271 = Global travel courses, focusing on either sustainable buildings or urban planning, which include 2 weeks of travel to different European locations. These are each offered every other year, alternating.

ACH 200 = Student internship emphasizing establishment of NCARB Record and application of architecture skills in the workplace

ACH 260 = Study and application of residential design to single and multifamily projects

BSD 400 = Student internship emphasizing sustainability in the application of architecture skills in the workplace

Students are required to take two three-credit open elective courses. These courses include many of the classes offered across the campus such as history and art. Several of our department's courses are listed as "open": ACH 258, GLB 270 & 271, and ACH 260. Any student on campus can take these courses to fulfill their open elective credits.

The "Exploration Electives" are classes that have been approved through the curriculum process as Foundation or Perspective courses or are liberal arts types of classes. Students are required to take two of these three-credit classes. The Curriculum Manual defines Foundations as: practical, intellectual, and social skills: communication, collaboration, critical and ethical thinking, quantitative thinking, and technological literacy – while a course may not include all five, the coursework provides students with meaningful opportunities to develop their Foundation skills. The Curriculum Manual defines Perspectives as: points of view, and understanding and use of skills, concepts, and methods for explaining, utilizing approaches of academics and professionals to study, or analyze, or understand problems and offer solutions – these are often offered in the subjects of arts, global & cultural diversity, historical, natural sciences and social sciences.

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:

The [main College website](#) includes a “[Program Finder](#)” option which has links to the main web pages for all programs offered by the College. On the “Program Finder” page, users can filter degrees. With the “Architecture & Sustainable Design” filter, the three degrees offered by the Architecture Department are visible. With the “School of Engineering Technologies” filter, only the programs offered by the School of Engineering Technologies are visible. Listed among the many bachelor’s degrees, associate degrees, and certificates are the three architecture degrees:

“[Architecture](#)” (Associate of Applied Science - A.A.S.): AX major – **pre-professional degree**

“[Architecture and Sustainable Design](#)” (Bachelor of Science – B.S): ASD major – **pre-professional degree**

“[Bachelor of Architecture](#)” (B.Arch.): ARC major – **professional degree**

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 [curriculum layout](#) for the ARC (B.Arch.) degree with a total of 152 credits is shown below. M=mandatory architecture credit while S=support course.

First Semester		Credits	M/S		Second Semester		Credits
FYE101	First Year Experience	1	S	M	ACH129	Building Materials II	3
ACH101	Introduction to Architecture	1	M	M	ACH139	Construction Documents – Residential	3
ACH111	Architectural Graphics	3	M	M	ACH141	Building Codes and Accessibility	2
ACH112	Architectural History	3	M	M	ACH181	Architectural Design Studio I	3
ACH119	Building Materials I	3	M	M	ACH211	Architectural Graphics II	3
ACH135	Architectural Computer Aided Drafting	3	M	S	ENL 111	English Composition I	3
MTH181	College Algebra & Trig I	3	S				
	TOTAL CREDITS	17				TOTAL CREDITS	17

Third Semester		Credits	M/S		Fourth Semester		Credits
ACH239	Construction Documents - Commercial	3	M	M	ACH240	Environmental Systems	3
ACH243	Structural Principles	3	M	M	ACH253	Structural Applications	3
ACH261	Architectural Design Studio II	3	M	M	ACH281	Architectural Design Studio III	4
ACH262	Sustainability: Building and Living Green (WRT)	3	M	M	ARC	Specified Architecture Elective	3
ACH264	Computers and Estimating	3	M	S	PHS 103	Physics Survey	3
SPC	Speech Elective	3	S		or		
				S	PHS 114	Physics with Technological Applications	4
	TOTAL CREDITS	18				TOTAL CREDITS	16/17

Fifth Semester		Credits	M/S		Sixth Semester		Credits
BSD332	Architectural Design Studio IV	5	M	M	ACH272	History of Modern Architecture	3
BSD340	Detailing and Applications	3	M	M	BSD 322	Sustainable Community Planning & Design	3
BSD410	Historic Preservation	3	M	M	BSD 352	Architectural Design Studio V	5
ENL121	English Composition II	3	S	S	MTH 172	Introduction to Geometry	3
or					or		
ENL201	Technical & Professional Communications	3	S	S	MTH 183	College Algebra & Trig II	3
				S	CDP	Global & Cultural Diversity	3
	TOTAL CREDITS	14				TOTAL CREDITS	17

Seventh Semester		Credits	M/S		Eighth Semester		Credits
BSD420	Renewable Energy Technologies	3	M	M	BSD 450	Sustainable Rating Systems	3
BSD432	Architectural Design Studio VI	5	M	M	BSD 452	Architectural Design Studio VII	5
BSD442	Architectural Theory	3	M	S	OEA	Open Elective	3
SSP	Social Science Elective	3	S	S	OEE	Exploration Elective	3
	TOTAL CREDITS	14				TOTAL CREDITS	14

Ninth Semester		Credits	M/S		Tenth Semester		Credits
BSD472	Architectural Thesis Studio I	6	M	M	BSD482	Professional Practice	3
OEA	Open Elective	3	S	M	BSD492	Architectural Thesis Studio II	6
SCI	Science Elective	3	S	S	OEE	Exploration Elective	3
or							
SCL	Science Elective with Lab	4	S				
	TOTAL CREDITS	12/13				TOTAL CREDITS	12
						TOTAL For ARC (B. Arch.)	152/153

List of Architectural Electives – One Required in Fourth Semester (3 Credits)

ACH200	Internship	3
ACH400	Internship	3
ACH258	3D Modeling & Animation	3
GLB270	European Sustainable Building, Historical Architecture & Art	3
GLB271	Global Cities - Architecture Ideals, Urban Forms & Artistic Aspirations	3
CAD247	CAD Management & Customization	3

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:

NA, Penn College does not offer an M.Arch. degree.

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:

NA, Penn College does not offer a D.Arch. degree.

4.3 Evaluation of Preparatory Education. 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.

Program Response:

Individual coursework presented for transfer is reviewed by the department head and/or the subject-matter faculty. General education coursework is reviewed by the faculty in the respective discipline. Technical coursework is reviewed by the department that oversees the particular coursework. If coursework has not been previously reviewed, the student presenting credit for transfer must present a syllabi or course abstract. If the course is rejected for transfer by the faculty, the student may appeal the decision to the academic school dean who makes the final determination regarding course equivalencies. If the course is accepted for transfer, the reviewing department notifies the Registrar's Office of the acceptance of the credit and identifies the course equivalency. The Registrar's Office documents date of review and unless instructed otherwise, loads the equivalency into the College's database. The department head and/or faculty reviewing coursework are charged with ensuring that the NAAB requirements for courses are met. Transfer credits for previously unreviewed architectural course credit require that faculty fill out the [Architecture Department Transfer Course Evaluation Form in Appendix G](#).

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:

The College has a web page devoted to "[Transfer Students](#)" and has established policies and procedures related to [Transferring Credits](#) (P4.34 and PR4.34). Additional information can be found on the "Transferring Credits" page related to "[Transfer Course Equivalency](#)".

The [Advanced and Alternate Credit](#) web page includes information related to the various types of advanced and alternate credit (Competency Assessment, Credit by Exam, Credit for Work/Life Experience, and Advanced Placement). The complete policies (listed below) can be made available during the upcoming virtual site visit.

P4.41 Advanced Credit

PR4.41.01 Advanced Credit: Competency Assessment PR4.41.02 Advanced Credit: Credit by Exam

PR4.41.03 Advanced Credit: Credit for Work/Life Experience

PR4.41.04 Advanced Credit: Advanced Placement (AP)/International Baccalaureate (IB)/ College Level Examination Program (CLEP)

The main ARC web page includes the following "[Alternative Credit](#)" information (scroll up to more information blue box and click open the green +): "Alternative Credit refers to academic credits earned through means other than traditional college course completion, including credit by exam, articulation, proof of competency gained in high school, work/life experience, and advanced placement."

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:

The main [B.Arch. \(ARC\) program web page](#) includes a section titled “Transfer Procedures” (near the [bottom of the page](#) - scroll up to more information blue box and click open the green +). This section includes the following text and a link to the “[Transfer Students](#)” page, which includes several additional links related to the process of transferring credits and the implications of transferring credits: “In addition to the transfer standards established by the College, students seeking transfer credit from another institution for architecture program courses may be asked to submit examples of coursework to the Architecture Department head. Determination by the department head as to whether transfer credit is given will be based on alignment of the transfer course with Penn College course content and established NAAB Program and Student Criteria.”

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:

The Governance System, as an integral part of Pennsylvania College of Technology, provides a mechanism for input into shared planning, decision-making, and evaluation through elected and appointed representatives of faculty, staff, and students. The governance structure of the college is as shown in Figure 5.1.1, Penn College Governance System Structural Outline.

Governance System Structural Outline & Information Flow

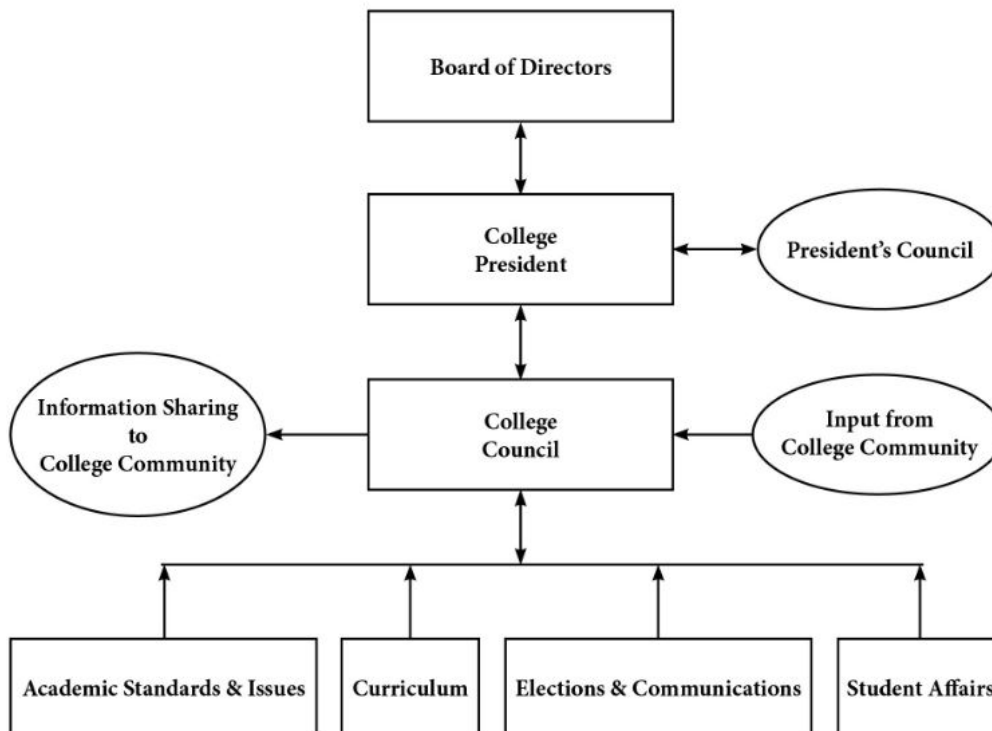


Fig. 5.1.1 Penn College Governance System Structural Outline

Structural Protocol:

- Standing committees investigate and analyze issues related to specific committee responsibilities and recommend action to the College Council.
- The College Council receives and acts on reports, proposals, and recommendations from the four standing committees and the college community. College Council also may request feedback and/or approval from the College President.
- The College President may request feedback and/or approval from President's Council.
- The College President may inform the College's Board of Directors of action taken or may request their input into various matters currently before the committees.

The college's academic school structure has three academic schools. These three schools are Nursing & Health Sciences, Engineering Technologies, and Business, Arts & Sciences. Each school is led by a dean and is divided into a number of divisions, and each division is led by an assistant dean. The Architecture Department is housed within the Construction and Architectural Technologies Division in the School of Engineering Technologies.

Following is a list of the key personnel in the program, division, school, and college:

Dorothy Gerring	Department Head – Architecture
Dr. Elyn Lester:	Assistant Dean – Construction & Architectural Technologies Division
Dr. Brad Webb:	Dean – Engineering Technologies
Andrea Campbell:	Assistant Dean of Curriculum and Instruction
Joanna Flynn:	Vice President for Academic Affairs and Provost
Dr. Mike Reed:	President of Pennsylvania College of Technology

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:

College Governance committees make up Penn College's in-house Governance system. They are comprised of interested faculty, staff and students who help make decisions that directly affect life at Penn College. The five Governance committees, which have faculty, staff, and student representation, are Academic Standards and Issues, Curriculum, Student Affairs, College Council, and Elections & Communications.

Any Pennsylvania College of Technology *student* who is in good standing (i.e., is not on academic probation and does not have an outstanding judicial record) can apply to serve on a College Governance committee as a *Student-at-Large*. SGA representatives serve on College Governance committees as fully participating members. Responsibilities of Students-at Large are to attend monthly meetings, participate in discussions, and vote on issues before the committee. **Each committee, except College Council, meets during the College hour on the second Tuesday of each month during the academic year. College Council meets on the fourth Tuesday of each month. All meeting minutes, agendas, summaries, and supporting documents are available from the individual committee pages.**

Additionally, to provide a “broad-based opportunity for input and participation” from all stakeholders and to ensure that the request/issue is properly “examined, discussed, or reviewed for further recommendation” the College also provides MyVoice. Anyone can submit a request/issue at any time.

To submit a comment, concern or message to Governance via MyVoice, the individual or entity sends an email to governance@pct.edu or can message College Council Chair, Dr. Nicole Warner nwarner@pct.edu or Elections & Communications Committee Chair, Crystal Rice cjb7@pct.edu. These submissions are forwarded to the correct Governance committee and/or College department for review and response. When the resulting actions/responses may be of interest to the College community, they will be summarized in a list on the Governance site under the “MyVoice” section.

Additionally, students participate on campus judicial boards in matters involving alleged infractions of the Student Code of Conduct. In recent years, students from the Architecture Department have served in SGA in various roles including SGA President (in 2019).

Department Heads at Penn College are appointed by the assistant dean of their school's division. Their primary responsibilities relate to generating schedules of courses each semester and to developing a budget for the department. They typically also take leadership roles in working with the faculty to conduct periodic program reviews and curriculum updates but have no authority over the faculty. Faculty report to the assistant dean of their division.

In our case, the architecture faculty report to Dr. Ellyn Lester – Assistant Dean of Construction and Architectural Technologies, in the school of Engineering Technologies. Any faculty who has concerns related to the department should address them with the assistant dean.

Students who have issues with a specific faculty member or course should first address them with that faculty member. If the issue remains unresolved, the assistant dean should be consulted. Similarly, matters which are not course related should be addressed to the assistant dean. In all matters, the assistant dean reports directly to the dean of Engineering Technologies and, in turn, to the provost, who oversees all academic issues.

The timing of these issues and their progress through the system varies depending on the subject.

In addition to each school's dean, within Academic Affairs the assistant dean of curriculum & instruction oversees curriculum issues and all curriculum updates. Likewise, the vice president of enrollment & academic operations leads the budget process, oversees facilities, and manages the master equipment list. Administration and faculty work together to build consensus and produce an inviting and effective environment for constituents, especially students.

5.2 Planning and Assessment

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

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

Program Response:

Penn College is deeply committed to providing educational experiences that support student learning and growth and prepare graduates for successful careers. The College's mission involves preparing the next generation of industry leaders—with real-world experience and an innovative spirit. Our courses and programs are directly in line with that mission and the strategic plan. The missions of each of the three academic schools focus on creating educational experiences that prepare students for industry. Faculty and staff provide students with skills, knowledge, and support that will make a difference throughout their time at the College and on the job. The administrative team ensures that the components of the academic system work together effectively and that each student experiences both the challenges and rewards of a superior applied technology education.

Penn College's culture of continuous improvement includes the systematic assessment of educational learning goals. Educational learning goals are clearly defined at the course, program, and institutional levels. These multi-level goals are building blocks that collectively support the College's mission. Institutional-level goals are the general education goals, referred to as the Core Education Foundation goals. Program and Core Education goals are listed in the *College Catalog* and website. Required student outcomes (RSOs) are tied to program goals. Meaningful program goals are defined through the curriculum development process and are based on academic discipline standards, as well as input from accreditors and advisory committees. The Curriculum Committee reviews course and program proposals for quality and rigor. Proposals for new certificate/degree majors must demonstrate connections to the College's mission and vision as well as specific strategic goals or initiatives that the major supports or advances.

Detailed information on the complete Penn College Assessment Plan and Process is available via the College portal (a login is required and will be made available on request).

The [Penn College 2022-2026 Strategic Plan](#) includes specific goals and initiatives. Progress toward the strategic

goals is released each fall, the most recent is “Fall 2024 Strategic Plan Updates Report” in Appendix H.

The Architecture Department has a multi-year strategic plan in alignment with the College’s strategic plan.

Every program on campus has to do a comprehensive program review every 5 years. From the program review template: “Purpose: Program review is an essential process in maintaining curricular integrity and program relevance and is used to demonstrate compliance with the Middle States Commission on Higher Education’s Standards for Accreditation. An ideal model for program review is both effective and efficient, serving as a benchmark for program comparison and continual improvement. The process provides analysis of both quantitative and qualitative data that are used for strategic planning and allocation of institutional resources.” The architecture programs are currently completing the program review; the document is due at the end of the Spring 2025 semester, in mid-May. The process requires faculty and their advisory committee to review the relevance of the programs, their goals, the coursework and relationship of the required student outcomes (RSOs) to the goals and college standards, complete a SWOT analysis, and create a 5-year set of goals. From this review process, changes are made to keep the programs and coursework updated with the discipline and college, school and department missions.

The current 2025-2030 Architecture Department goals are as follows (generated from 2025 SWOT Analysis as part of the program review):

1. Attain NAAB accreditation for B.Arch. program
2. Continue and expand relationships with alumni and employers: 2 recruitment days; alumni + student day every other year; guest lecture series – department wide (auditorium + lunch-and-learn) - CSI speakers
3. Advisory committee development: set schedule for service and continue to add new members for wider perspectives in architectural field.
4. Continue to work with College Relations for fundraising line item and sending out letters: reduce barriers to student NCARB Record costs and attending conferences/competitions
5. Work with the college to develop architecture-oriented posters/banners and speakers/guests showing width and breadth of practices and architecture field
6. Explore pursuing NOMAS student chapter
7. Develop relationships to expand our adjuncts and classroom presenters/jurors
8. Work with college administration to consider options for future growth and expansion of architecture program
9. Continue with marketing efforts for the architecture programs
10. Update department equipment

5.2.2 Key performance indicators used by the unit and the institution.

Program Response:

Successfully making progress on our department goals requires specific people to be assigned to the tasks and have measurable outcomes to determine progress. This matches how institutional performance indicators are set.

1. *Attain NAAB accreditation for B.Arch. program*: **Person responsible**: Department Head, Assistant Dean and Architectural Faculty, Architecture Licensing Advisor, Architecture Club at Penn College (ACPC) Advisor, Architecture Advisory Committee, College Relations; **Progress indicators**: meeting required dates for APR submissions, visiting teams on campus and continuous improvement of program per course and program assessment, integrate PC/SC into Architecture Program Goals, review of studio sequence/focus/RSOs, update course mapping and NAAB matrix, continual improvement of courses, create a culture of licensure, create a culture of respect, assist ACPC in creating a continuous cycle of improvement for club activities, and articulate NAAB values associated with our department goals.
 - a. **Goal**: As part of the architecture department program review, update our program goals to reflect language and intent specific to identified PC/SC for current goals. **Assessment/Benchmark**: review our current goals and PC/SCs identified for each goal; discuss effectiveness of intent and language of goal in comparison with the PC/SC intent. **Improvement**: update program goals based on review. (Note: program review will be finished in May 2025 and can be made available to visiting team. Changes to the program will be used in the next NAAB review cycle.)

- b. **Goal:** As part of the architecture department program review, consider how our studio sequence develops mastery of integration described in SC 5 & 6 in an iterative fashion. **Assessment/Benchmark:** review the design studio sequence, focus and RSOs in relationship to building mastery as described in SC 5 & 6, discuss and identify how mastery shown in the final Thesis Studio. **Improvement:** update design studio sequence, focus and RSOs based on review. (Note: program review will be finished in May 2025 and can be made available to visiting team. Changes to the program will be used in the next NAAB review cycle.)
 - c. **Goal:** As part of the architecture department program review, review architecture course mapping and update. **Assessment/Benchmark:** review alignment of updated program goals with coursework, achievement of PC/SCs, and appropriateness of identified assessment points. **Improvement:** update course mapping per the assessment results and reflect those changes in our NAAB PC/SC matrix. (Note: program review will be finished in May 2025 and can be made available to visiting team. Changes to the program will be used in the next NAAB review cycle.)
 - d. **Goal:** As part of the next course offering and assessment cycles, faculty consider how class assignments relate to course RSOs and designated PC/SCs particularly paying attention to types of assessments used: mastery achieved through applying concept in coursework. This is to happen each time the course is offered. **Assessment/Benchmark:** use of current course assessment to inform course and coursework, particularly RSOs connected to PC/SCs. **Improvement:** course materials and RSO assessment assignment aid students in applying information in a context, growing application mastery and providing evidence of ability.
 - e. **Goal:** Create a culture of licensure. a) The Architecture Licensing Advisor will provide at least two speaker events each year, post information about licensure, post information showing accomplishments of young professionals and encourage students to start their NCARB Record and AXP. The faculty advisor will work with the student ACPC advisor to coordinate information distribution. b) Architecture Advisory Board will create and offer portfolio + interview event with the intent to assist students in understanding how to be prepared and what to expect in an interview. c) Remove cost barriers for establishing NCARB Record by providing grants to students to reimburse cost. We have already established the “NCARB Record Scholarship” and received a \$1,000 Walmart Community Grant and an anonymous \$10,000 donation as of fall 2024. Requires fundraising and an estimate for annual expenses. **Assessment/Benchmark:** a) The Architecture Licensing Advisor will maintain a record of activities, attendance and outcomes as well as creating at least one survey sent to all students once a semester assessing outcomes for activities. Faculty and student advisors will meet at least twice a semester (fall and spring). b) Students and Advisory Board members will be surveyed on the outcomes of the portfolio + interview event. c) Survey of students to determine how many currently have NCARB Records and when they were established as well as identify barriers students perceived in creating or not creating NCARB Record. **Improvement:** a & b) Assessment results will be used to improve and develop future activities on a semester or annual basis. c) Use data to inform College Relations of annual funding need and discuss funding needs for expanding program from starting NCARB Record to also including annual renewal. Data will also be used to review grant award amounts.
 - f. **Goal:** Assist ACPC (Architecture Club at Penn College) in creating a continuous cycle of improvement for club activities. See Appendix M for a complete listing of [ACPC Activities](#). ACPC has offered a variety of activities, trainings, and new in the spring of 2025, student jury. Currently, they have no formal means of assessing activities. They do a survey each fall asking members about activities they would like to do. This relates strongly to NAAB’s shared values of leadership, collaboration and community involvement. **Assessment/Benchmark:** ACPC develops assessment feedback mechanisms for training and student juries beginning fall 2025. **Improvement:** ACPC uses the feedback in discussion with faculty advisor to improve the quality and subject of trainings and improve student juries.
2. *Continue and expand relationships with alumni and employers: 2 recruitment days; alumni + student day every other year; guest lecture series – department wide (auditorium + lunch-and-learn) - CSI speakers: **Person responsible:** NCARB Architect Licensing Advisor for guest lectures and biennial alumni + student day, Department Head and faculty and staff for expanding relationships with alumni and employers; **Progress indicators:** 1 Architecture Recruitment day each semester (total 2 per year) (intent to boost student attendance through advisory board portfolio + interview experience), minimum 1 guest speaker per semester*

for all-architecture attendance, invitations to alumni and employers to speak in classes or be studio juror. These activities develop understanding of the AEC profession and appreciation for lifelong learning.

- a. **Goal:** Hold 2 recruitment days (one each fall and spring), increasing attendance by both students and potential employers. **Assessment/Benchmark:** At least 10% increase of employers and 20% increase of students compared to spring 2025 recruitment event. Survey employers and students pertaining to attendance. **Improvement:** Identify indicators of success, where improvements for recruitment days can be made and implement improvements.
 - b. **Goal:** Architecture Alumni+ Student Day held in 2027, implementing improvements from 2025 to continue to grow student attendance and provide a varied set of speakers. **Assessment/Benchmark:** At least 10% increase in attendance for event. Develop and deploy survey for attendees (both alumni and students). **Improvement:** Implement changes as indicated by the survey results.
 - c. **Goal:** provide at least two guest lecturers (one each fall and spring) intended for the entire department. **Assessment/Benchmark:** two lecture events are offered, 50% of department attends. Develop and deploy survey for attendees. **Improvement:** Implement changes as indicated by the survey results.
3. *Advisory committee development: set schedule for service and continue to add new members for wider perspectives in architectural field.* **Person responsible:** Department Head, faculty, advisory committee; **Progress indicators:** Creation of document with rolling terms for advisory committee members as required by college, recruitment of new members to maintain college required number of advisors, submission for approval of advisory committee applications to Assistant Dean for College Board appointment. It is important for the department to have a diverse group of AEC professionals participating on the advisory committee to bring expert advice to the program and interact with our students.
- a. **Goal:** Create a document outlining rolling terms for advisory committee members. **Assessment/Benchmark:** Document is created by fall 2025 start of the semester. **Improvement:** Use document as a reference for timeframe for recruitment of new members.
 - b. **Goal:** Obtain technology and support for successfully allowing virtual attendance at advisory committee meetings for committee members at a distance. **Assessment/Benchmark:** Determine locations on campus and/or equipment needed to successfully host virtual meetings with clear sound, video and note taking options. Include virtual attendance option for meetings. Create and deploy survey for attendees. Begin 2025-2026 academic year. **Improvement:** Use outcomes of survey to inform improvements for future meetings.
4. *Continue to work with College Relations for fundraising line item and sending out letters: reduce barriers to student NCARB Record costs and attending conferences/competitions.* **Person responsible:** Department Head, Assistant Dean and College Relations; **Progress indicators:** donations to specific architecture initiatives are possible, Assistant Dean and College Relations are talking to possible donors about the initiatives, Department Head can send out fundraising letters for the initiative. This is an ongoing activity that allows the department to provide funding for specific student costs, desired equipment/improvements specific to the department. Our initiatives are focused on providing support to students for professional activities, both curricular and extracurricular, as well as providing funding for strategic outcome 5.
- a. **Goal:** Work with College Relations for fundraising. Department Head communicates list of initiatives, approved by Assistant Dean, to College Relations. Fundraising estimates provided for initiatives. Line items created for donations. College Relations, with assistance from the department as needed, works to find donors. **Assessment/Benchmark:** October 2025: list provided to College Relations with costs for NCARB Record and strategic outcome 5. Fundraising continues. Regular communication on progress is given to the department. Increase students requesting reimbursement for NCARB Record establishment by 20% compared to 2024-25 academic year. **Improvement:** Review guidelines for NCARB record reimbursement and determine funding by January 2026 and inform students. This will be reviewed annually. Review progress toward outcome 5, revise approach as indicated by success of fundraising such that outcome can be achieved within three-year time frame.
5. *Work with the college to develop architecture-oriented posters/banners and speakers and guests showing width and breadth of practices and architecture field.* **Person responsible:** Department Head, Assistant Dean, college marketing and College Relations, NCARB Architect Licensing Advisor; **Progress indicators:** posters are created and hung at least once a semester highlighting architects and their work, banner created for stairwell, main architecture stairwell renovated with architecture themes. The purpose is to provide a revolving display of diversity, equity and inclusion projects and architects.

- a. **Goal:** create interchangeable, durable banners focusing on a variety of projects and architects, highlighting diversity, equity and inclusion in the AEC field. **Assessment/Benchmark:** Ideas for banners and stairwell design by fall 2026. **Improvement:** Banner and stairwell renovation completed by fall 2028.
6. *Explore pursuing NOMAS student chapter.* **Person responsible:** Faculty (Naim Jabbour lead); **Progress indicators:** present information about what is required to establish and sustain a NOMAS student chapter for discussion at first fall 2025 faculty meeting, faculty discussion and student interest survey. This initiative relates to shared values of equity, diversity and inclusion.
 - a. **Goal:** explore pursuing NOMAS student chapter. **Assessment/Benchmark:** Fall 2025 – faculty have information on how to establish and survey students for interest. **Improvement:** Faculty use information on how to establish NOMAS and student survey to determine the viability of a chapter by January 2026. Action taken as appropriate.
7. *Develop relationships to expand our adjuncts and classroom presenters/jurors.* **Person responsible:** Department Head, Assistant Dean, Faculty; **Progress indicators:** expansion of adjunct faculty by at least one (currently two adjunct faculty) for fall 2027.
 - a. **Goal:** Invite professionals into our classrooms as presenters and jurors, both local and virtual. Create a shared spreadsheet of guests. **Assessment/Benchmark:** Spreadsheet created beginning fall 2025 that faculty fill in whenever bring guest into classroom. Each semester, studio faculty involve one new guest who wasn't on the list previously. **Improvement:** Faculty check list of guests and expand list every year.
 - b. **Goal:** Expand adjunct faculty. **Assessment/Benchmark:** College advertises for adjunct, interviews and hires adjunct faculty. Minimum one new adjunct by fall 2027. **Improvement:** professional expertise of adjunct and additional faculty to assign to coursework.
8. *Work with college administration to consider options for future growth and expansion of architecture program.* **Person responsible:** Department Head, Assistant Dean, Dean, College Administration (Provost, President); **Progress indicators:** Department Head and Assistant Dean bring forward information about current program capacity and NAAB annual costs to Administration and planning is put in place to reflect Administration stance. This fits into the need to have appropriate professional facilities for the students, faculty and staff as well as defining workloads for faculty and staff.
 - a. **Goal:** Establish desired student body size and number of faculty for architecture department. **Assessment/Benchmark:** Determination by college administration of what is the desired student body size and number of faculty for architecture department. Comparison of current size vs. desired size within the 3-5 year timeframe. **Improvement:** Appropriate action for appropriate number of full-time faculty, provision of physical and budgetary resources.
9. *Continue with marketing efforts for the architecture programs.* **Person responsible:** Department Head, Marketing Staff, Admissions Staff; **Progress indicators:** new posters and letter sent out to mailing list in the fall of each year. These efforts continue to build diversity of students within the department.
 - a. **Goal:** Annual marketing of the architecture programs. **Assessment/Benchmark:** Provide information and tours about architecture and architecture programs to admissions and marketing staff annually. Provide annual poster and letter to marketing for distribution to mailing list. Ask marketing/admissions for data pertaining to success of poster and mailing list. Update mailing list every two years. Develop and implement a survey about the success of poster from high school teachers, counselors, and students. Run survey every 3 years, starting in 2026-27 academic year. **Improvement:** Keep mailing list updated. Update poster format and content per survey results.
10. *Update department equipment. Current needs: replace 3D printers and blower door manometer. Determine if department should purchase second laser cutter.* **Person responsible:** Department Head, Assistant Dean; **Progress indicators:** replacement of 3D printers within two years, new manometer for fall 2025. Determine need for second laser cutter by October 2025, add to equipment request if needed. This strategic initiative helps our students achieve innovation in their coursework and understand building science principles.
 - a. **Goal:** Update department equipment. **Assessment/Benchmark:** Referencing course and department needs, providing cutting edge equipment to support student learning objectives and program goals. Annual review by faculty as part of course assessment for equipment needs. List equipment needed in the school's equipment request form. **Improvement:** Updating requests annually per identified needs.

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

Program Response:

The program has made progress toward our mission and stated objectives. The faculty, staff and students have been actively engaged in achieving our goals. In our previous APR our 2022-2026 goals and their outcomes were:

1. Make progress toward meeting the 2020 NAAB Conditions of Accreditation for the department's B. Arch. (ARC) degree. **Outcome:** program accepted into candidacy status.
2. Obtain additional Architecture Department dedicated space. **Outcome:** program moved to entirely new space, went from 3 dedicated rooms to an entire floor of studio and classrooms.
3. Expand our Advisory Committee. **Outcome:** added one member to the advisory committee and are in the process of recommending two additional members.
4. Obtain a 3D Scanner. **Outcome:** lidar scanner was purchased and has been used by students for two semesters in BSD 332 (Architectural Design Studio IV) for documenting structures for adaptive reuse
5. Develop a department policy on equity/inclusion and respect for diversity (DEI). **Outcome:** policy created and included in the Learning and Teaching Culture Policy.
6. Establish and implement a Learning and Teaching Culture (LTC) Policy. **Outcome:** policy created, policy implemented, publicly posted, committee members set, surveys completed, one review of policy completed.
7. Establish a Mission Statement for the department. **Outcome:** mission statement completed.
8. Explore the possibility of adding Architecture micro-credentials or "badges" in the areas of BIM, Sustainability, and others to serve the AEC industry and community. **Outcome:** explorations made, however, didn't seem to be in demand in our geographic area, so have tabled for the time being.
9. Explore the possibility of developing a campus-wide "Immersion" sequence of elective courses focused on sustainability in conjunction with other programs/departments. **Outcome:** person working on this retired without having garnered interest from other programs/departments. The architecture department already offers a minor in sustainability, so it is unclear how the immersion would be put together. Has been tabled for the time being.
10. Continue with our recent marketing efforts. **Outcome:** annual posters and letters updated and sent out to mailing list.
11. Establish a plan to maintain or increase the diversity of the Architecture Department faculty, staff, and student body by Nov. 1, 2023. **Outcome:** marketing to a wide range of students, State of Pennsylvania is providing grant funding for PCT low-income students staying in PA after graduation, advertising open faculty positions across wide range of platforms, celebrating and including everyone in Department activities.

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

Program Response:

The Architecture Department's 2025 SWOT analysis, which was reviewed by the Advisory Committee in February 2025:

Strengths:

eliminated two 2018 SWOT items (ATMAE & gallery space), updated and added to remaining items

1. We have more graduates in the "Architectural Technology" CIP code than any other college for the two most recent years of data
2. Invested and experienced faculty with diverse backgrounds focused on teaching
3. Student-centered hands-on learning experiential learning with current software and equipment
4. Strong, active student organizations in the ACPC and various construction clubs
5. Small class sizes provide excellent faculty to student ratios
6. PC Now program where high school students learn AutoCAD at three regional schools – expands to four schools January 2025
7. Students have 24/7 access to the design studios
8. Our department stays current with new technologies
9. The ARC/ASD/AX programs prepares students for multiple types of graduate programs and/or multiple career opportunities

10. Architecture Summer Camp and Merit Badge College helps to promote department programs and interest in the field of architecture
11. Makerspace provides improved access to tools and equipment for students and has been used as a resource for the detailing class
12. On track for NAAB accreditation of ARC program, currently accepted into initial candidacy
13. Fall 2024 received Department of Energy's (DOE) Zero Energy Design Designation (ZEDD)
14. Program focus on sustainability
15. Students can participate in national competitions such as NAHB and DOE Solar Decathlon
16. New facilities provide more dedicated space for students than the program had previously
17. Open admission programs with an established track record
18. College has career fairs and department has recruitment days to bring potential employers on campus to meet our students (both two times a year)
19. Student mentoring program for first year students starting Fall 2025
20. Department Teaching and Learning policy
21. Strong administrative support for faculty and students across campus
22. Department has global experience classes
23. Students are tech savvy
24. Regularly meet with advisory board for input and industry updates
25. Architecture faculty are student academic advisors
26. Our students are passionate about sustainability and architecture

Weaknesses:

Eliminated the following from 2018 SWOT: program name (changed), lower enrollment (has increased with new program offerings), DL and hybrid program expansion (not our market niche), teaching design process (improved RSO language of early studios), facilities (have new space, materials classrooms under construction, college moved to student purchased computers); added new items

1. The cost of higher education is prohibitive to some: computer, supplies, books, accreditation, AXP, travel
2. Marketing of the program could be stronger
3. Advisory board could have more people from more diverse backgrounds and firms
4. Capacity and H.C. access of our new spaces are concerning, waitlisted fall 2024
5. Rapid program growth has made it difficult to create student schedules without a lot of evening courses (evening courses perceived as undesirable by most students); faculty loads are quite high to cover the courses: need faculty and adjunct faculty
6. Students not doing traditional research, paper writing, and conference presentation; NAAB requirement to do research

Opportunities

Eliminated two 2018 SWOT: (virtual reality and stronger ties with PSU); kept two; added new items.

1. The current national focus on sustainability, "green buildings" and energy efficiency can provide opportunities for our architecture programs (in terms of both generating additional interest, and in helping to provide jobs for architecture graduates)
2. Current industry demand for architecture graduates is strong
3. AIA mentoring program open to our students
4. Alumni, industry partners, and advisory board are all staunch supporters of our program and provide employment opportunities for our graduates; may be able to bring people on board as adjuncts; can invite on campus to share expertise with students
5. NAAB accreditation process emphasizing continuous cycle of improvement
6. Community reaches out to our faculty to have students generate ideas for local projects
7. Technology, especially AI, continues to change and impact architecture and design; can drastically reduce mundane and repetitive basic research tasks
8. 1 billion more people on the planet between now and 2050

Threats

Eliminated two 2018 SWOT (competition and media); revised demographics and workers; added new item

1. High school enrollments are dropping, so there are fewer traditional students; more competition for these students
2. Workers in the field of architecture suffer when the economy slows or interest rates are high; prospective students could perceive there are no jobs in the building sector
3. Technology and building materials are changing at a rapid pace, this can make it harder for our program to stay on top of the leading edge

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The [Architecture Advisory Committee](#) is a group of professionals who have applied to be on the Committee and have been appointed by the College Board. The Advisory Committee acts as a recommending body to faculty and administration in the development of curriculum, equipment advice, industry connections and internship opportunities. All Advisory Committees are required to meet once each academic year in accordance with college policy. The new initiative created at the February 2025 Architecture Advisory Committee is a portfolio + interview event to assist students in being confident to approach employers and apply for internships and positions. This is in response to students telling faculty that they don't want to go to recruitment events or career fair because they aren't prepared and don't know what to talk about. The first event is slated for fall 2025. The board currently has eight representatives from industry – five local architects, a construction manager for a healthcare company, an educator, and an executive from a furniture manufacturing company. We have forwarded an application for approval from a local architect and have several other architects we are following up on their interest in joining the Committee.

The [Career Fairs](#) and Architectural Recruitment Days at PCT have provided informal feedback from regional architecture firms. One firm last year said they started coming to our recruiting events when they realized that our graduates were able to be productive sooner than the graduates from other “private universities”. Our graduates have extensive experience with industry software tools, such as Revit, which make them competitive candidates for industry positions.

The Graduate Survey Report explores educational and career outcomes and satisfaction with student services and program instruction. Until the end of 2010-11 academic year, this was an annual survey commencing five months after the close of the spring semester. Beginning in summer 2011, graduates are now surveyed term-by-term continuously, six months after the conclusion of their graduating semester. The college uses the results of the Graduate Survey Report for placement rates and average salary, among other things. Survey results are presented in a searchable database, posted online on the Assessment, Research and Planning department website. Data from 2020-2023 indicates that BSD (previous Bachelor of Science in architecture program) graduates had an average starting annual salary of over \$56,000.

In the past, the Architecture Department has conducted surveys of regional architecture firms to help guide changes to the curriculum. As an example of this, the department queried firms to determine which CAD and/or BIM programs were being utilized. That survey determined that while the trend is towards BIM (with Revit the leading BIM software employed), there were still a significant number of firms using CAD (and specifically AutoCAD). For this reason, we still teach both AutoCAD and Revit in our program, in addition to 3D modeling software such as Rhino and Sketchup.

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 Department faculty and students have multiple ways that we have approached improving the program through self-assessment. We have ongoing formal and informal means of self-assessment. Formal self-assessments occur at the course level on the cycle identified in the assessment schedule and on the program level both through NAAB APR every two years and Penn College program review every five years. Annual reviews are

done for the Learning & Teaching Culture Policy and for probationary faculty. The new Peer Mentoring program will also be reviewed annually through the Synthesis of Faculty Development form. Non-probationary faculty are reviewed every 3-5 years using the same form. Each of these review types has written information about needs, outcomes, results and plans to improve. The onus for implementing improvements falls to the faculty and committees in charge. Informal self-assessments occur through discussions, observations and students/faculty/staff questions, needs or comments. These types of concerns are typically addressed through faculty department meetings or student organization meetings. The issues are brought forward, discussed and action is taken to improve the concern. Depending on what the action is, there are varying levels of documented evaluation and improvement. Through both formal and informal channels of self-assessment the program is continually striving to improve and promote student and faculty success.

Formal self-assessment examples

Individual coursework: some specific examples of changes made to courses due to outcome assessments and faculty observations:

- ACH 101-03 offered Fall 2024: As faculty, we are pleased with the level of student achievement. The last RSO, *"describe the development of a job through an architect's office"* shows the weakest results, the same results as the last time the class was assessed. That section of the course was updated, and more time will be spent describing the development of a job through an architect's office in Fall 2025. Faculty believe this will improve student learning.
- ACH 112 offered Fall 2024: Based on review of previous course assessments, a new textbook was adopted that was more user friendly and aligned more efficiently with the course structure. Assessment results showed student learning outcomes were successfully met across all categories. Poll Everywhere was introduced to create interactive games. This method effectively captivated students' interest while guaranteeing thorough absorption of the weekly lecture content. By continuously assessing and adapting our approaches based on these insights, we can ensure ongoing improvement in the delivery and effectiveness of the architectural history course, ultimately fostering deeper engagement and understanding among students
- ACH 129-02 offered Spring 2024: faculty adjusted the benchmark from *"70% to 75% will score higher than 70%"* because meeting a 70% benchmark is not a very robust accomplishment. This new benchmark was used in Spring 2025. All other benchmarks were satisfied.
- ACH 262 offered fall 2024: faculty leveraged prior assessments as a foundation for reshaping the class's delivery, prioritizing student progress. This involved the introduction of newly structured and spaced assignments and course materials aimed at enriching the learning experience. Additionally, I continued to utilize weekly checkpoints to actively monitor students' acquisition of essential knowledge and skills pertinent to mastering class themes and topics. As a result of changes implemented in 2023, overall performance was enhanced. For example, breaking down the 2nd project into 4 different mini projects yielded positive outcomes.
- ACH 264-01 & 02 offered Fall 2024: faculty used the previous course assessment as a guide to improve student learning. The previous assessment called for adjustments in the course delivery to improve weak areas. In addition, assessment tools were modified to include additional in-class exercise, additional project, and a revised mid exam and final exam. One additional class period was added to perform additional in-class estimating exercises and projects. This helped students gain a much better understanding of types and classes of construction and common types of estimates. Additionally, students presented their additional estimating projects to the faculty in class so that it could be reviewed and be prepared for the final construction estimate. Also, at the end of the semester one class period was used to review for the final exam. This helped students prepare for the final exam the following week. This also helped achieve stronger and higher assessment results. These improvements will continue for Fall 2025
- ACH243 offered fall 2025: changed assessment grading from solely being comments on submissions to rubrics with corrected answers and ability to copy/snip comments on submissions into rubric comments. This was done to improve ease of accessing specific items from assignments in response to the assessment committee comments on correlations between RSOs and specific assignment questions, rather than the entire assignment.
- ACH 253 offered spring 2025: first course offering was spring 2024. The faculty enhanced 10 lectures with new

video, image and descriptive content to assist with student comprehension of material and added 1 lecture. The new lecture was on load tracing and addition of loads transferred through a building and was added because students didn't do well on that portion of a lab assignment last year.

- ACH 258 offered spring 2025: all course lectures updated because the new release of Rhino 8 has significantly different interface appearance and some new commands.
- ACH 272 offered spring 2025: three RSOs were not met in spring 2025. Faculty adjusted the course to reinforce the areas where the students were falling short, placing more emphasis and attention on those areas.
- ACH 281 offered spring 2025: Based on a review of the previous assessment, a more structured approach was adopted utilizing multi-phase design process starting with the research phase and working towards the post-processing stage of the design project. Assessment analysis underscored two specific shortcomings observed within the studied group: spatial interior design and detailing. This deficiency was particularly apparent in project 1's assessment. However, a notable enhancement was observed in project 2, attributed to prioritizing these aspects from the outset of the design phase. These findings will serve as valuable insights to shape future teaching approaches. Specifically, the focus will be on emphasizing these areas right from the inception of the initial project, supported by dedicated attention throughout the design process. Moreover, additional resources such as lectures, presentations, and workshops will be incorporated to augment students' understanding and proficiency in these domains.
- BSD 332 offered fall 2024: The findings from previous assessment cycles were utilized to enhance the learning experience, overall course delivery, and course outcomes. First, the course schedule was adjusted to allow for two projects (one group and another individual), as well as a robust design process and design exploration. Additionally, the course and projects were broken down into several phases spanning 8 weeks each, encompassing the following phases and stages: research, concept, SD, DD, building integration, technical knowledge, and production, fostering a more sequential and structured learning studio environment. Lastly, the course Plato site was also overhauled to provide a clearer and more organized platform, clearly delineating weekly agendas, deliverables, and targeted benchmarks and milestones.
- BSD 432 offered fall 2024: assignment rubrics significantly updated to better match course outcomes and permit easier access to faculty comments to students. This was done to improve ease of accessing specific items from assignments in response to the assessment committee comments on correlations between RSOs and specific assignment questions, rather than the whole assignment.
- BSD 450 offered spring 2025: The findings from previous assessment cycles were utilized to enhance the learning experience, overall course delivery, and outcomes. First, more emphasis was placed on providing comprehensive and targeted exam preparation resources, including more practice exams and study materials. Additionally, study groups and review sessions were employed to foster a virtual collaborative learning environment. Moreover, additional support and tutoring was offered for those who struggled with specific LEED topics. The course Plato site was also overhauled to provide a clearer and more organized platform, clearly delineating weekly agendas, deliverables, and targeted benchmarks and milestones. Finally, feedback was collected from both successful and Unsuccessful LEED GA candidates to shed valuable insights into topical areas that need improvement in the course.
- BSD 497 offered spring 2025: the findings from previous assessment cycles were utilized to enhance the learning experience, overall course delivery, and course outcomes. First, the capstone course schedule was adjusted from 10 weeks to 16 weeks to allows for a robust design process and design exploration. Additionally, the course and project were broken down into several phases spanning the entire term, encompassing the following phases and stages: research, concept, SD, DD, building integration, technical knowledge, and production, fostering a more sequential and structured learning studio environment. Furthermore, more emphasis was placed on tailoring the project and course outcomes to align and meet with the various NAAB criteria including the relevant PCs and SCs. Lastly, the course Plato site was also overhauled to provide a clearer and more organized platform, clearly delineating weekly agendas, deliverables, and targeted benchmarks and milestones.

Success of outcome assessment: We received feedback from assessment committee specific to the Architecture Department course assessments completed for fall 2023 and spring 2024 in fall 2024. We reviewed the comments at our November 2 Department Meeting. The major takeaways for the faculty were combining all sections of the same course into one course assessment and differentiating parts of course activities to different RSOs (not

referring to the same course activity as a whole for multiple RSOs). The other feedback related to lack of a stated course assessment schedule. Improvements made include:

- Starting with fall 2024, course assessments are now in our Teams workspace so that faculty teaching different sections of the same course can easily combine their assessments. We worked with the assessment committee to develop the format, as this is a new requirement from the assessment committee.
- Starting with fall 2024, many faculty have updated rubrics for their coursework to be able to identify multiple RSOs that were on the same assignment. Course assessments starting in fall 2024 should refer to specific parts of an assignment if the same assignment is used for multiple RSOs.
- There is now a spreadsheet in our shared workspace that specifies when every course is to be assessed. This was developed by the faculty in response to our NAAB accreditation cycle and the college's requirement that courses must be assessed at a minimum of every 5 years. Appendix I has the department's [course assessment schedule](#).

Synthesis of Faculty Development: specific improvements faculty have made due to observations from evaluations:

- Dorothy Gerring was encouraged to publish. (The college is focused on teaching and doesn't require faculty to publish.) Combined with the observed need for an up-to-date book for BSD 420 Renewable Energy Technologies, she ended up writing the book "Renewable Energy Systems for Building Designers" published in 2023 by Routledge.

NAAB feedback: evaluation of how our coursework applies to PC/SC

As part of both the NAAB accreditation cycle of improvement and our architecture Program Review, the department has updated the strategic goals and added more information on how we plan to achieve each goal and implement continuous improvement. The entirety of the goals is in [section 5.2.2](#). Below is the goal for attaining NAAB accreditation for the B.Arch. program.

1. *Attain NAAB accreditation for B.Arch. program:* **Person responsible:** Department Head, Assistant Dean and Architectural Faculty, Architecture Licensing Advisor, Architecture Club at Penn College (ACPC) Advisor, Architecture Advisory Committee, College Relations; **Progress indicators:** meeting required dates for APR submissions, visiting teams on campus and continuous improvement of program per course and program assessment, integrate PC/SC into Architecture Program Goals, review of studio sequence/focus/RSOs, update course mapping and NAAB matrix, continual improvement of courses, create a culture of licensure, create a culture of respect, assist ACPC in creating a continuous cycle of improvement for club activities, and articulate NAAB values associated with our department goals.
 - a. **Goal:** As part of the architecture department program review, update our program goals to reflect language and intent specific to identified PC/SC for current goals. **Assessment/Benchmark:** review our current goals and PC/SCs identified for each goal; discuss effectiveness of intent and language of goal in comparison with the PC/SC intent. **Improvement:** update program goals based on review. (Note: program review will be finished in May 2025 and can be made available to visiting team. Changes to the program will be used in the next NAAB review cycle.)
 - b. **Goal:** As part of the architecture department program review, consider how our studio sequence develops mastery of integration described in SC 5 & 6 in an iterative fashion. **Assessment/Benchmark:** review the design studio sequence, focus and RSOs in relationship to building mastery as described in SC 5 & 6, discuss and identify how mastery shown in the final Thesis Studio. **Improvement:** update design studio sequence, focus and RSOs based on review. (Note: program review will be finished in May 2025 and can be made available to visiting team. Changes to the program will be used in the next NAAB review cycle.)
 - c. **Goal:** As part of the architecture department program review, review architecture course mapping and update. **Assessment/Benchmark:** review alignment of updated program goals with coursework, achievement of PC/SCs, and appropriateness of identified assessment points. **Improvement:** update course mapping per the assessment results and reflect those changes in our NAAB PC/SC matrix. (Note: program review will be finished in May 2025 and can be made available to visiting team. Changes to the program will be used in the next NAAB review cycle.)

- d. **Goal:** As part of the next course offering and assessment cycles, faculty consider how class assignments relate to course RSOs and designated PC/SCs particularly paying attention to types of assessments used: mastery achieved through applying concept in coursework. This is to happen each time the course is offered. **Assessment/Benchmark:** use of current course assessment to inform course and coursework, particularly RSOs connected to PC/SCs. **Improvement:** course materials and RSO assessment assignment aid students in applying information in a context, growing application mastery and providing evidence of ability.
- e. **Goal:** Create a culture of licensure. a) The Architecture Licensing Advisor will provide at least two speaker events each year, post information about licensure, post information showing accomplishments of young professionals and encourage students to start their NCARB Record and AXP. The faculty advisor will work with the student ACPC advisor to coordinate information distribution. b) Architecture Advisory Board will create and offer portfolio + interview event with the intent to assist students in understanding how to be prepared and what to expect in an interview. c) Remove cost barriers for establishing NCARB Record by providing grants to students to reimburse cost. We have already established the “NCARB Record Scholarship” and received a \$1,000 Walmart Community Grant and an anonymous \$10,000 donation as of fall 2024. Requires fundraising and an estimate for annual expenses. **Assessment/Benchmark:** a) The Architecture Licensing Advisor will maintain a record of activities, attendance and outcomes as well as creating at least one survey sent to all students once a semester assessing outcomes for activities. Faculty and student advisors will meet at least twice a semester (fall and spring). b) Students and Advisory Board members will be surveyed on the outcomes of the portfolio + interview event. c) Survey of students to determine how many currently have NCARB Records and when they were established as well as identify barriers students perceived in creating or not creating NCARB Record. **Improvement:** a & b) Assessment results will be used to improve and develop future activities on a semester or annual basis. c) Use data to inform College Relations of annual funding need and discuss funding needs for expanding program from starting NCARB Record to also including annual renewal. Data will also be used to review grant award amounts.
- f. **Goal:** Assist ACPC (Architecture Club at Penn College) in creating a continuous cycle of improvement for club activities. See Appendix M for a complete listing of [ACPC Activities](#). ACPC has offered a variety of activities, trainings, and new in the spring of 2025, student jury. Currently, they have no formal means of assessing activities. They do a survey each fall asking members about activities they would like to do. This relates strongly to NAAB’s shared values of leadership, collaboration and community involvement. **Assessment/Benchmark:** ACPC develops assessment feedback mechanisms for training and student juries beginning fall 2025. **Improvement:** ACPC uses the feedback in discussion with faculty advisor to improve the quality and subject of trainings and improve student juries.

We are also in the process of completing a review of our program goals. We are revising them using the NAAB Shared Values, PC and SC associated with each goal. The [2024 curriculum mapping](#) is shown in Appendix D. The revisions will be in our Program Report, which will be completed at the end of the semester, in mid-May 2025.

In response to the NAAB comments from the VTR, we had meetings with our assessment committee and improved the benchmarking used for classes in every course assessment evaluation. We have added a criterion in our strategic plan, 1.d, for faculty to refer to previous course assessments and the assessment used to measure RSOs associated with NAAB PC/SC criteria.

The faculty had an [assessment day department meeting](#) May 8, 2024 and reviewed the comments from the VTR. We discussed the studio sequencing and focus, directly comparing to the studio intent and Required Student Outcomes (RSOs) with the PC/SC criteria. Discussion focused on disparity between PC/SC and wording of RSOs. It was determined to update particular RSOs in seven classes to improve coherence with the PC/SC criteria. See the appendix for comparisons of the [revised RSOs](#). The updated coursework has been approved by the curriculum committee for fall 2025. At assessment day meeting we also made changes to our NAAB PC/SC matrix to improve alignment between our program and NAAB conditions and we expanded the matrix to include all our coursework and initiatives. Updates to our [NAAB PC/SC Matrix](#) are shown in the appendix by highlighting the altered RSO

coursework and cells. In fall 2024 the faculty created a document that coordinated course RSOs with PC/SC criteria. This information is presented in the [RSO Matrix](#) in the appendix.

Program review: review of effectiveness and timeliness of programs compared to discipline; feedback from Dean and college president

- Summary of comments from 2018 architecture program review: missing appendices, need to improve assessment of overall program goals and clearly relate them to the coursework assessments, be sure to indicate what data led to changes, enrollment decline not thoroughly discussed, provide clear map for program name change and relationship to marketing, write executive summary in more condensed manner, as it is a public document, provide core data comparison, consider K-12 relationships in SWOT
- Outcomes: the assessment committee has substantially improved the program review document to standardize program responses; timelines and standardized charts for presenting data about core performance broken down by groups of students compared to the college at large and provided to the program; justifications for program name change and subsequent program additions and changes (including NAAB accredited B.Arch.) were provided and processed through the curriculum committee.

Informal self-assessment examples

Needs: These are examples of how we address items that come to our attention as needs in our program.

- Our program is currently filling our 50 seats for incoming students. Compared to the reduced number of students that were attending school during Covid, we are experiencing a need for more specified architecture elective coursework. Our specified architecture elective coursework is offered in the spring semester for second year students. Currently, students can choose from global travel options (GLB 270 or GLB 271, offered alternating years), 3D Modeling & Animation or a course offered through the CAD area CAD247. Starting in spring 2026, the CAD 247 class will no longer be an option for our students because they are changing the prerequisites, and our students won't have the required coursework. The faculty have discussed possible topics for new coursework. We have one new course ACH 200 (Internship) that is currently going through the curriculum process. Additional possible course topics discussed so far include: Passive House U.S. design certification (CPHC), Interior Design and Revit & AutoCAD customization. The faculty will decide about the coursework at the final May 2025 meeting and submit the coursework for curriculum approval in fall 2025.
- The total number of students enrolled in our three programs has increased, with the smallest number of students in the May 2025 graduating class. This graduating class was the last of the smaller Covid incoming student years. We anticipate our three programs will have a total of 136 students in the fall of 2025. Our enrollment data for 2020 was 89, 2021 was 95, 2022 was 97, 2023 was 103, and 2024 was about 120. This increase indicates that we need to provide more sections of coursework without further overloading existing faculty. We hired one new full-time faculty member, replacing faculty that retired, in the fall 2023 and added a new full-time faculty member in fall 2024, for a total of 6 full-time faculty and 2 part-time faculty. We are currently searching for an additional full-time faculty member to start in the fall of 2025 and anticipate that we'll need another new full-time faculty in the fall of 2026 when the first cohort of B.Arch. students enter their fifth year.

Trends: A concerning trend noticed by the faculty is a drop in students attending recruitment events. Anecdotally, as no formal survey has been done to date, faculty have pointed out the recruitment event and asked students if they are attending. Students saying "no" had a variety of reasons: didn't wear business attire that day, didn't have their resume ready to print out, didn't think they needed to attend because they are first or second year students, didn't feel comfortable talking to potential employers, already have some kind of summer job set up in their hometown, and didn't have their portfolio ready if they were asked to interview. Nationally, there have been a lot of studies identifying that there were impacts because of school closings and on-line learning during Covid on

development of social skills and involvement. The faculty have discussed this for several years as we have seen changes in preparedness on the part of incoming students. Some changes we are implementing include:

- The faculty have individually spoken to students and encouraged them to attend anyway: just have a conversation and learn about the employer’s business. One of the third-year students ended up getting a summer 2025 internship because of faculty encouragement when they said they weren’t going to attend.
- The format of the alumni + student day was changed this year to include a networking lunch and papers with professional networking conversation starters were on the tables. Every table had at least one alumni. As a result, there were a lot of great conversations.
- The Architecture Licensing Advisor sponsored portfolio workshops in fall 2025 and all studio courses have a portfolio requirement. The Architecture Licensing Advisor spoke on two occasions in spring 2025 to the second-year students about the importance of applying for jobs within their field and the new internship course (ACH 200) and brought in students who completed BSD 400 internship course to present to the third-year students in fall 2024. This upcoming year, 2025-2026, we will have a different faculty member in the Architecture Licensing Advisor position and will have the first Student Architecture Licensing Advisor, both of whom are attending the summer 2025 NCARB Architecture Licensing Advisor conference.
- The college has a program called “The Big Interview” which provides mock interview sessions and is open to all students. In addition, the Architecture Advisory Committee determined at the spring 2025 meeting that they would like to host a portfolio + interview event starting in the fall of 2025 to help students understand what the interview process is like specifically for architecture.

General Concerns: inclusiveness and welcoming environment and accessing/distributing helpful information: development of Peer Mentoring; student jury; The Arch Hub; ArchCreate (library by students); workshops offered by ACPC The faculty, staff and students are concerned about continuing to create an inclusive and welcoming environment as well as providing easy ways to distribute and access helpful and timely information. Some changes that have been implemented include:

- Development of Architectural Peer Mentoring program, starting fall 2025. Upper-class mentors will be paired with a small group of incoming students and meet every other week, covering predetermined topics that relate to college and architecture program deadlines and expectations. The program will be evaluated at the end of the fall semester and updated.
- Creation of Architecture Department page in the college learning environment (P.L.A.T.O.), a student competition was held to name it (The Arch Hub won by popular vote) in fall 2023. There are standing sets of information including architecture club events (ACPC), licensure information & Architecture Licensing Advisor information, Library resources for architecture students, information on how to use equipment (Makerbot and laser cutter), as well as Learning & Teaching Culture Policy and classroom rules. Faculty and ACPC representatives can post news items and update information. The Architecture Department Head is responsible for checking for information that is outdated and alerting others to update. Starting in the fall 2025, the faculty will be placing more emphasis on student awareness and usage of the Arch Hub and intend to survey users concerning effectiveness.
- ACPC (Architecture Club at Penn College) has created a number of initiatives to assist students. List of [ACPC activities](#) is in Appendix M. These include “the Student Jury” where any student can make an appointment and get comments from upper-level peers. This started spring 2025 and has had 17 reviews. Other initiatives during the 2025-2026 school year included workshops on using software and building models, aluminum can recycling program, and the development of a learning library called [ArchCreate](#), intended to provide helpful up-to-date resources for students.
- ACPC and Faculty have created a welcoming event for kicking off the school year, the first of which happened in fall 2024. The event introduced students, faculty and staff, allowed for orientation to our new home on the fourth floor of the Academic Center and ended with a picnic on the lawn. Success indicators included: attendance and engagement. Almost all first-year students and the majority of the second- and third-year students attended the event along with all the full- and part-time faculty and our assistant dean. There were very few fourth-year students in attendance, which then lead to confusion on their part as the semester kicked off. The event was successful and is planned to continue for fall 2025.

Architectural Advisory Committee: spring 2025 meeting the committee showed support for our new facilities, our SWOT analysis and deciding to host a portfolio + interview event for the students starting in fall 2025.

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:

As is required by the Penn College Assessment Plan and Process, assessment efforts conducted by each department on campus include the following:

- Each program department at Penn College must conduct a “program review” once every five years. The “Program Assessment” portion of the program review addresses questions such as:
 - a. Are we achieving our stated goals?
 - b. How have we improved the program based on previous assessments?
 - c. Have we used the assessment process to improve student learning?
- The Architecture Department is completing the current program review during the 2024/2025 school year.
- Courses in all programs and each RSO in each course must be assessed at least once every five years. The Architecture Department has a spreadsheet outlining the assessment years for all coursework, based on college and NAAB assessment cycles. The College provides the “Assessing Required Student Outcomes” template for this purpose.
- To ensure that overall program goals are addressed, individual program goals are mapped to specific courses in which they are to be assessed (in the ARC Curriculum Map). Assessments from the “Assessing Required Student Outcomes” reports for the individual courses is used as evidence that the program is addressing the program goals. The program goals assessments occur every five years and are reported in the “program review” document.
- A department assessment review writeup must be submitted to the department’s administrative “school” at the end of each academic year to summarize the results of all individual course assessments conducted during the year.
- Each department meets with their advisory committee at least once per year. The Architecture Department Advisory Committee reviews and makes recommendations regarding the status of the department programs and curricula. Our spring 2025 Advisory Committee meeting included reviewing our new spaces, our SWOT analysis and deciding to host a portfolio + interview event for the students starting in fall 2025. The Graduate Survey Report explores educational and career outcomes and satisfaction with student services and program instruction. Graduates are surveyed six months after the conclusion of their graduating semester. The B.Arch. program has not had responses as the first graduates will be in May 2027.

The following are excerpts from the program review document showing the questions relating to assessment. The responses to these questions tie together all the assessments, the outcomes and observations in moving forward with changes at the course and program level.

- Previous Program Review
 - a. What recommendations were made in the previous Program Review and what actions have been taken on these recommendations?
 - b. How has the program assessed the impact of these actions? Have they been successful?
- Course-Level Assessment
 - a. Has the program included an *Assessing Required Student Outcomes – Course Level* template for each major course in Appendix B demonstrating that all RSOs for every course have been assessed at least once in the past five years?
 - b. Has the program included a schedule showing how the program plans to assess all major courses in the next five-year cycle in Appendix C.

- c. If there are any courses and/or RSOs that were not assessed in the five-year cycle, explain why this occurred and how the program will ensure that in the following cycle all courses and RSOs are assessed at least once.
- d. Explain how assessment results have been disseminated and describe course or programmatic changes that have been made based on the analysis of results. Please provide evidence of improved student learning as a result of those changes.
- Assessment of Core Foundations (General Education)
 - a. Include the curriculum mapping of foundations to major courses in Appendix D. Provide analysis of whether current mapping accurately documents how foundations are introduced, developed, and reinforced in the major courses. (If changes to the curriculum maps are warranted, work through the Assistant Dean of Curriculum & Instruction to update maps).
 - b. Describe the program's core assessment results and how the program's outcomes compare with the school and institutional-level outcomes? Describe performance outcomes and level of growth in foundational skill between 100/200 level and 300/400 level courses, if applicable.
 - c. Explain how assessment results have been disseminated and describe programmatic changes that have been made based on the analysis of results. Please provide evidence of improved student learning as a result of those changes, if available.
- Program-Level Assessment
 - a. Has the program completed the program goal assessment template in Appendix E?
 - b. Include the curriculum mapping of program goals to major courses in the Appendix D. Provide analysis of whether current mapping accurately documents how program goals are introduced, developed, and reinforced in the major courses.
 - c. Explain the process used by the program to ensure that the goals are still relevant to industry. When was the last time that program goals were reviewed and/or revised?
 - d. Explain how assessment results have been disseminated and describe programmatic changes that have been made based on the results. Please provide evidence of improved student learning as a result of those changes.

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

Program Response:

The goals established for the ARC B.Arch. program are built upon and include the goals of our two-year Associate of Applied Science in Architecture degree. Both sets of goals are shown below. Each goal is followed by the specific NAAB program and student criteria that it relates to, mapping the relationship between program goals and NAAB criteria. The goals shown below are being reviewed as part of our current program assessment, completed May 2025. The visiting team will be given the updated goals.

Associate of Applied Science in Architecture Program Goals (same as first two years of B.Arch.)

A graduate of this major should be able to:

- A1) demonstrate technical expertise and problem-solving ability through the use of effective data analysis, appropriate tools and digital media, and standard mathematical computations. (PC.5, SC.3, SC.4)
- A2) interpret architectural drawings and related documents and communicate ideas and solutions using appropriate architectural vocabulary. (PC.2, SC.4)
- A3) describe the stages of the architectural design process, and the phases of a typical building project. (PC.2, SC.2)
- A4) develop design solutions for small and medium-sized projects which demonstrate a knowledge of architectural history, building materials, and building systems. (PC.2, PC.4, SC.4, SC.5)
- A5) present architectural designs and concepts using various means, as appropriate. (PC.2, SC.5)
- A6) analyze the aesthetic, economic, and environmental impacts of various building materials, building systems, and methods of construction. (PC.2, SC.4, SC.6)
- A7) demonstrate an understanding of the choices that promote occupant health and well-being. (PC.3, SC.1)
- A8) integrate the various applications of construction materials, systems, and methods used in the building industry. (SC.6)

A9) describe the career options and job titles of those who work within architecture and related disciplines, the importance of working in teams, and the relationships between the various stakeholders. (PC.1, PC.6, SC.2)

Bachelor of Architecture Program Goals

In addition to meeting the goals established for the Architecture associate degree, a graduate of this major should be able to:

- B1) demonstrate critical thinking, professional communication, and enhanced research skills in solving architectural problems, including the ability to interpret and develop architectural documents, and to locate, evaluate, and use needed information effectively. (PC.5, PC.6, SC.4)
- B2) make distinctions between the stages of the architectural design process, the phases of a typical building project, and apply concepts of architectural history, theory, research methodologies, sustainability, and building technology to solve complex design problems. (PC.2, PC.4, PC.5, SC.3, SC.4)
- B3) master two- and three-dimensional representation techniques to express intentions at the various stages of a project. (PC.2)
- B4) demonstrate an advanced understanding of various building systems and technologies related to building materials, structures, environmental controls, methods of construction, and sustainability, to solve architectural problems and support a healthy environment. (PC.2, SC.4, SC.5, SC.6)
- B5) make sustainable decisions for buildings and communities based on assessments of energy usage, resource efficiency, and lifestyle choices that address industry sustainability standards and promote occupant health and well-being. (PC.2, PC.3, PC.8, SC.1, SC.5)
- B6) produce innovative and comprehensive architectural solutions which integrate various aspects of theory, structural design, aesthetics, building materials, building systems, construction practices, and sustainability. (PC.2, PC.5, SC.5, SC.6)
- B7) demonstrate familiarity with the legal, ethical, financial, and social responsibilities of the various stakeholders who work within architecture and related disciplines. (PC.1, PC.6, PC.7, PC.8, SC.2, SC.3)

The Bachelor of Architecture ARC Curriculum Map

The program goals are mapped to the specific courses in which they are assessed as part of the “program review” conducted once every five years. The [ARC curriculum map](#) is a five- page document which maps all 16 program goals to various courses spanning across the five-year degree. As shown in the list of goals above, each goal in the map is linked with one or more of the 8 NAAB Program Criteria (PC) and/or 6 Student Criteria (SC). Our intention in establishing this link between the existing ARC program goals and the NAAB criteria is to show the integration of NAAB assessment results with the College’s internal assessment processes. This is reflected on our Shared Values, Program and Student Criteria Matrix ([NAAB PC/SC Matrix](#)).

Courses shown in the ARC Curriculum Map are designated I, D, or R, which stands for “Introducing”, “Developing”, or “Reinforcing. All courses that address PC/SC criteria are noted, but only those in tan boxes are included on the Shared Values, Program and Student Criteria Matrix. An “X” in a cell indicates that the course is used for assessing the Program Goal. A cell with the tan colored highlight designates that the course has been chosen for assessment of the stated program goal and the specified NAAB criteria. If a PC or SC is highlighted in red, it is not part of the NAAB assessment coursework shown on the Matrix. The image below shows a portion of the mapping document.

In addition to meeting the goals established for the Architecture associate degree, a graduate of this major should be able to:	BSD420	BSD432	BSD450	BSD442	BSD452	BSD472	BSD482	BSD492
Semester	7	7	8	7	8	9	10	10
Program Goal #1 (PC5, PC6, SC4) demonstrate critical thinking, professional communication, and enhanced research skills in solving architectural problems, including the ability to interpret and develop architectural documents, and to locate, evaluate and use needed information effectively (Critical Thinking).	D PC 5 SC 4	R SC 4	R	R	R	RX PC 5	R	R PC2 SC4
Program Goal #2 (PC2, PC4, PC5, SC3, SC4) make distinctions between the stages of the architectural design process, the phases of a typical building project, and apply concepts of architectural history, theory, research methodologies, sustainability, and building technology to solve complex design problems (Design).	D SC 4	D		R P C 4	RX PC 2 PC 5	R	R SC3	RX PC2 PC5 SC4
Program Goal #3 (PC2) master two and three-dimensional representation techniques to express intentions at the various stages of a project (Representation).	R	DX PC 2			RX PC 2	R		R PC2
Program Goal #4 (PC2, SC4, SC5, SC6) demonstrate an advanced understanding of various building systems and technologies related to building materials, structures, environmental controls, methods of construction, and sustainability, to solve architectural problems and support a healthy environment (Building Systems).	DX SC 4	D SC 5	R	R	R PC2 SC5	R		RX PC2 SC5 SC6

Abbreviated example from the ARC Curriculum Map

The faculty have identified the Required Student Outcomes (RSOs) for each course listed in the NAAB Shared Values, Program and Student Criteria Matrix. This was done because for our initial candidacy document referred to the entirety of the class rather than specific outcomes in each course that relate to the PC or SC. The resulting chart identifies the outcome(s) and the course with the highest level of mastery (teal boxes). The visiting team will be provided with handouts of this chart to aid in determining the achievement of the criteria when on site.

PENNSYLVANIA COLLEGE OF TECHNOLOGY		NAAB Shared Values, Program and Student Criteria Matrix																																						
		YEAR 1					YEAR 2					YEAR 3					YEAR 4					YEAR 5					Optional													
		FALL		SPRING			FALL		SPRING			FALL		SPRING			FALL		SPRING			FALL		SPRING																
		ACH 100	ACH 111	ACH 112	ACH 115	ACH 125	ACH 135	ACH 144	ACH 181	ACH 211	ACH 239	ACH 242	ACH 261	ACH 262	ACH 264	ACH 280	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281	ACH 281			
Credit Hours		1	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
PC Program Criteria																																								
PC.1	Career Paths	1,3,4																																						
PC.2	Design																																							
PC.3	Eco. Knowledge & Respon.												1,3,4,9																											
PC.4	History & Theory		1,2,4																																					
PC.5	Research & Innovation																																							
PC.6	Leadership & Collaboration																																							
PC.7	Learning & Teaching Culture																																							
PC.8	Social Equity & Inclusion																																							
SC Student Criteria																																								
SC.1	HSW in Built Environment																																							
SC.2	Professional Practice	2,5																																						
SC.3	Regulatory Context																																							
SC.4	Technical Knowledge																																							
SC.5	Design Synthesis																																							
SC.6	Building Integration																																							

NAAB Program and Student Criteria Matrix with course RSOs, teal boxes indicate course with highest mastery. [NAAB PC/SC RSOs](#).

All courses are required by the college to be assessed at least once every five years. The Architecture Department’s spreadsheet of [required course assessment dates](#) and shows that courses identified in the NAAB matrix are assessed at least once every two years. The college has a [Course Level Assessment Form](#) that faculty fill in with the specific course information. On the form there are important evaluation questions:

- Question 8: **Follow-up:** Provide brief description of how you used previous course assessments to improve student learning. All prior course-level assessment documents can be found on the ARP Academic Affairs Outcomes portal site (the template has a link to the site).
- Question 9: **Required Student Outcomes Assessment Summary:** (see the following image for an example of the appearance of the summary section of the assessment form)

Required Student Outcome – Course Level	Assessment Method(s)* When multiple methods are used for an RSO, results for each method must be reported separately in the Results column.		Expected Level of Achievement (ELA) (Benchmark)	Results	Results
				AY _2023 N=66__	AY _2024 N= 64_
1. identify the history of the ideology of sustainability as well as how government policy and consumer demand influence green product development and building design (PC3)	Direct/Indirect	Quiz 1 & 2 (Q1, Q2)	Class average score ≥ 70%	Q1 Class average (90.5%) score ≥ 70% - Met Q2 Class average (83.7%) score ≥ 70% - Met	Q1 Class average (93.5%) score ≥ 70% - Met Q2 Class average (85.6%) score ≥ 70% - Met
2. describe current policies and regulations for green building and rating system certification	Direct/Indirect	Quiz 3, 4 (Q3, Q4) Project 1 (P1)	Class average score ≥ 70%	Q3 Class average (85.2%) score ≥ 70% - Met Q4 Class average (87.7%) score ≥ 70% - Met P1 Class average (84.2%) score ≥ 70% - Met	Q3 Class average (91%) score ≥ 70% - Met Q4 Class average (92.4%) score ≥ 70% - Met P1 Class average (89.4%) score ≥ 70% - Met

Example of part of ACH 262 question 9 response

- Question 10: **Analysis of Results and Description of How Results will be used for continuous improvement. What were the results of prior strategies used to improve student learning?**
- Question 11: **Action(s) to be Taken. Select all that apply. Each selection should be supported by results of course-level assessment.**
- Question 12: **Analysis of budgetary implications for implementation of any actions**

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 following personnel and committees are involved in setting curricular agenda and initiatives:

Curriculum Committee, including Registrar and Dean of Curriculum & Instruction

- Reviews/approves curriculum proposals submitted for the department by the assistant dean.
- Ensures adherence to established curriculum-related standards.

Assistant Dean

- Works with department head to review and refine department planning efforts.
- Suggests and responds to initiatives to improve the department.
- Represents the department in discussions with upper-level administration.
- Reviews curriculum documents prior to submission to Curriculum Committee.
- Acts as a conduit through which the department communicates with upper-level administration.

Department Head

- Works with faculty and Advisory Committee to develop program goals.
- Generates Annual Assessment Report, compiled from individual course assessments, which is submitted to the assistant dean.
- Takes the lead in conducting the periodic program review.
- Uses results of course-level assessments and input from faculty and Advisory Committee in the development of Curriculum changes.

Advisory Committee

- Suggests possible courses of action based on recent industry trends.
- Critiques department planning efforts and goal development.
- Reviews examples of recent student work.
- Provides “employer” feedback on graduate performance in the workplace.

Faculty

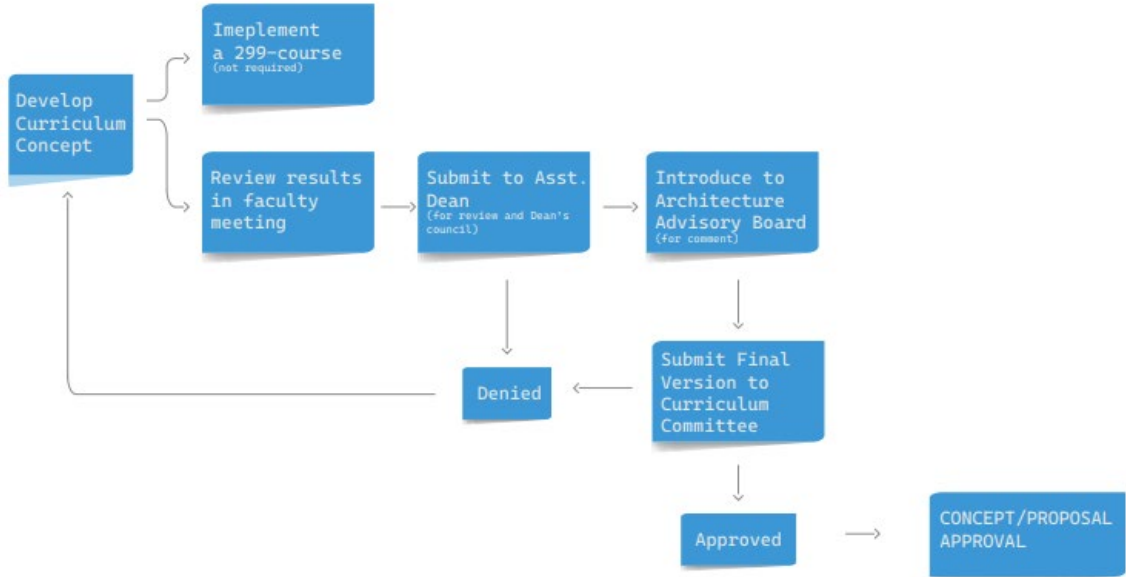
- Conducts individual course assessments.
- Proposes changes to courses and curriculum based on assessment results and research in the architectural field.
- Participates in Advisory Committee meetings to generate industry driven input on department planning and goals.
- Works with department head to establish department mission, plans and goals.

Concept/Proposal Development:

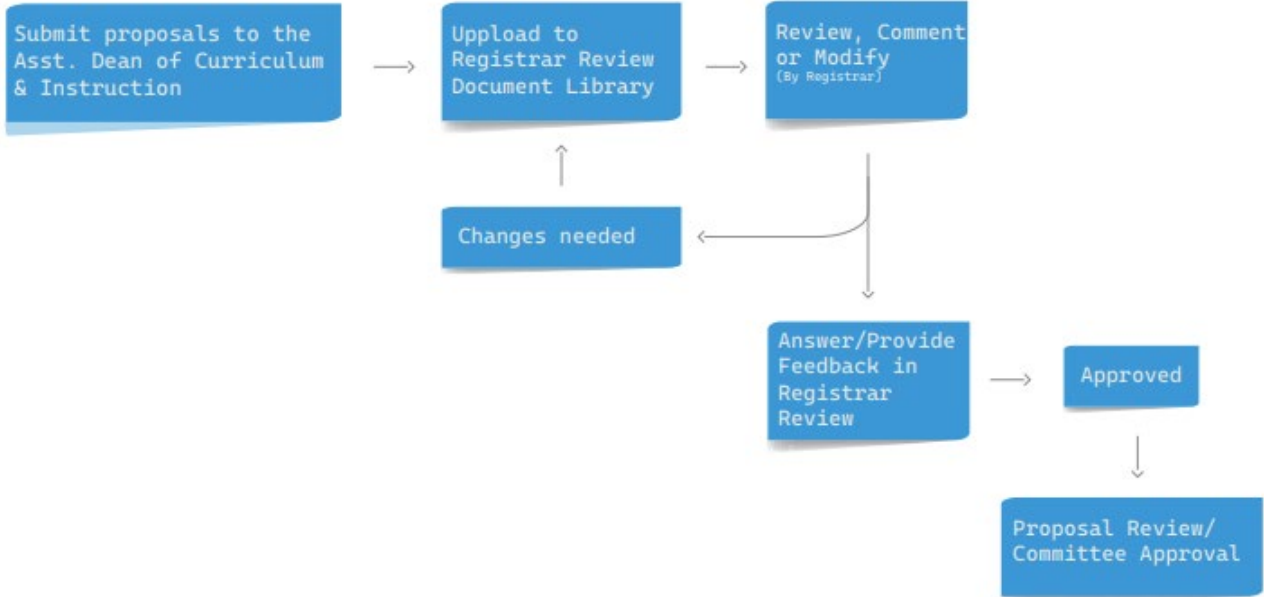
Before the official submission of any new curriculum to the College’s Curriculum Committee, the process begins with the faculty and students. While most updates or new concepts originate from the faculty, many have direct input from the students who provide initial feedback and help refine the details. This can occur in many ways including informal discussions, Architecture Club initiatives, etc., and may result in the introduction of a 299-course that gives the faculty a chance to refine the course before official submission to the Curriculum Committee.

After the concept is fully outlined, it’s discussed in a Faculty Meeting to allow for additional feedback. Next, the Asst Dean is approached for feedback, which is then recirculated amongst the faculty. Many times, the Asst. Dean also brings the concept to the Dean’s Council, for their information and feedback. After further refinement, the concept is presented to the Architecture Advisory Committee. Once their feedback and approval are provided, the Dept. Head sends the final version of the proposal to the Asst. Dean. *(There is no defined timeframe for this portion of the process, but it is most often completed in one to two semesters.)*

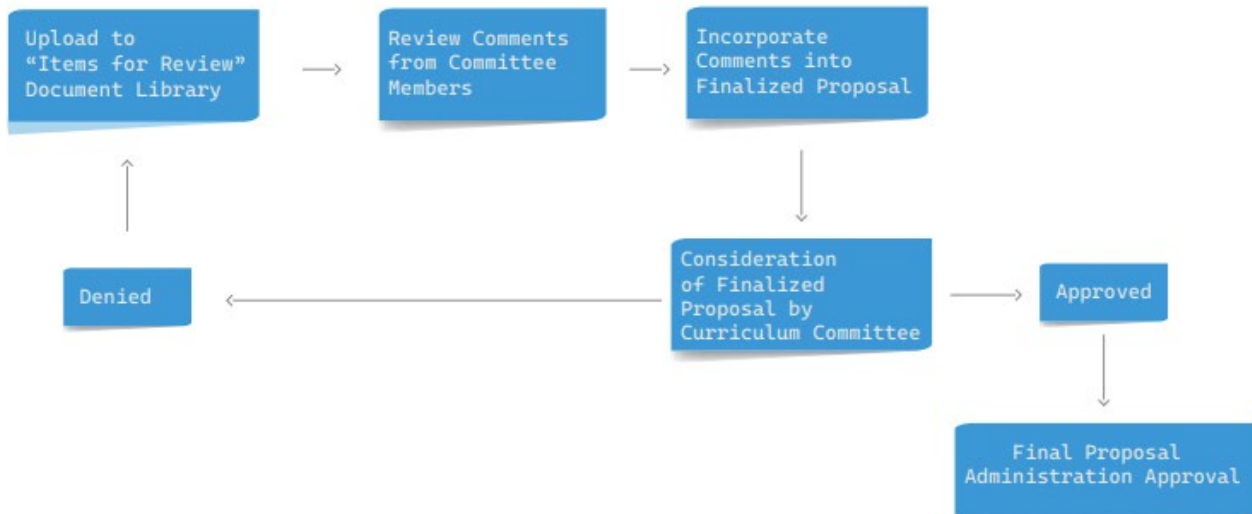
CONCEPT/PROPOSAL DEVELOPMENT



CONCEPT/PROPOSAL APPROVAL



Proposal Review/ Committee Approval



Final Proposal Administration Approval



The trial 299 coursework can only be offered two times, then it must be submitted as a course abstract for approval. It can be added to the semester's course offerings as soon as it has approval from the appropriate Dean and Assist. Dean.

Within an academic year, course abstracts must be submitted to the Assist. Dean of Curriculum & Instruction by the Assist. Dean no later than the November meeting to be approved for implementation under the next fall's course catalog.

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:

Penn College has employed six full-time faculty members in the Architecture Department for the past 15 years. We anticipate our three programs will have a total of 136 students in the fall of 2025. Our total student enrollment data for 2020 was 89, 2021 was 95, 2022 was 97, 2023 was 103, and 2024 was about 120. We are currently searching for a seventh full-time faculty member to start in the fall of 2025. The department expects that we will need to hire another faculty member in the fall of 2026 due to the addition of the fifth year in the B.Arch. program and the continued growth in enrollment.

For the past ten years, the department has employed only one adjunct faculty member who is a construction manager and has primarily taught our ACH 239 (Construction Documents – Commercial) course. We had a new adjunct that taught one one-credit class in spring 2023 and has continued to teach the professional practice coursework spring of 2024. In the fall of 2024, we hired an adjunct who is a landscape architect. This year she taught our ACH 261 (Architectural Design Studio II – focus on site design) and BSD 322 (Sustainable Community Planning & Design). We anticipate these adjuncts will continue to teach courses for us in the future. According to the Penn College Faculty Agreement (contract between the faculty union (PCEA) and the college), full-time faculty have first choice to teach unassigned coursework before it is given to adjuncts, if their overall loads are not excessive, and they are qualified to teach the course. One reason why we haven't utilized adjuncts in larger numbers is that the full-time faculty have often elected to take on the course in question as an overload. We are in a rural area where it has been historically difficult for us to find adjuncts because of the need to regularly attend classes for 16 weeks. Many of the architecture offices and professionals in our area have an extensive backlog of work, which makes it difficult to commit to teaching daytime coursework. However, we have been quite successful in inviting these people in for one or two classes and juries.

The College offers many possibilities for professional development and the enhancement of a faculty member's or staff member's success. These include the following:

- generous benefit package including health insurance
- paid leave for vacations, sick days, personal days, and short-term disability
- personal leave days can be contributed to a compassion leave pool, whereby an employee with an ill spouse or relative can access a reservoir of additional paid personal days for an extended period
- tuition waiver/reduction for the spouse and/or dependents of the faculty member
- retraining-upgrading grant fund for \$500-\$3,000 per activity
- \$350 per faculty member stipend for attending trainings and conferences
- on-site professional development and wellness programs
- access to athletic facilities
- access to day-care at the College
- choice of two retirement plan options from the State Employees Retirement System (SERS) and Teachers Insurance and Annuity Association (TIAA), and
- optional membership in the Pennsylvania State Education Association PSEA union

The college and the Architecture Department believe it is important to establish a balance between a faculty member's personal life and their career. This is stated in the Learning & Teaching Culture Policy.

When a new faculty member is hired, they must serve a three-year probationary period. After successful completion of the third year of probation, the faculty member becomes a member of the full-time faculty with all of the applicable rights and benefits. The College does not have a "tenure track" for faculty.

There are five different designations for faculty:

- Lecturer (temporary full-time faculty position)
- Instructor
- Assistant Professor
- Associate Professor
- Professor

These designations have no impact on benefits or salary, but there are bonuses for earning advanced degrees. If a faculty member wishes to pursue a higher-level designation, they must meet certain requirements and do the associated paperwork. Upon promotion, there is a one-time stipend.

Several current faculty members have taken full advantage of the available benefits, including 100% tuition waiver at Penn College, and 75% tuition reduction at Penn State University.

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:

Dorothy Gerring served as the department's Architect Licensing Advisor and has taken the required training, as required by NCARB, including attending the biennial NCARB Licensing Advisor Summit. She has provided many activities and services to the students including:

- Providing NCARB handouts about architecture and licensing to both prospective and current students
- Acquired Walmart Community grant for \$1,000 to offset student cost for establishing NCARB Record
- Aided both alumni and current students with questions about licensing and AXP
- Offered weekly office hours
- Posted signs about who the Architecture Licensing Advisor is and how to get assistance
- Created posters featuring AIA Young Architects Award winners to highlight career possibilities
- Held portfolio workshops
- Held meeting with third-year students and students who completed BSD 400 internship course to highlight opportunities and job searching/interview process
- Presented information about new ACH 200 internship course, recruitment and career days to second-year students
- Attended many NCARB Architecture Advisor monthly meetings
- Completed Architecture Merit Badge for Boy Scouts at the college's Merit Badge College (23 scouts in both 2023 and 2024)
- Organized Architecture Alumni + Student Day in February 2025, 60 students, faculty and alumni experienced a networking lunch and presentations from 5 alumni about their career paths
- Posted NCARB and job recruitment information on the Arch Hub (the department website)
- Assisted in the organization of architecture recruitment days, speaking with representatives of companies recruiting our students
- Convinced the Architecture Club at Penn College (ACPC) to create a position for a Student Licensing Advisor, which they did and elected their first representative for 2025-2026 school year. Helped ACPC president understand how to notify NCARB about their appointment. Notified the representative that he is eligible for funding to attend the NCARB Licensing Advisor Summit being held the summer of 2025.

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

Program Response:

The [administrative staff of the School of Engineering Technologies](#) includes one dean, five assistant deans, and four “office assistant” personnel. Angela Hakes is the office assistant who primarily works with Ellyn Lester, the Assistant Dean of “Construction and Architectural Technologies” and the faculty and students. When needed, she gets additional support from Kate Wetzel, the office assistant to Dr. Brad Webb, the Dean of the School of Engineering Technologies. When new technologies or the demands of the job require it, office assistants are able and are encouraged to take advantage of appropriate professional development opportunities.

The annual College budget includes a contractually specified minimum amount of funds for each faculty member to pursue professional development. This amount is currently \$350 per faculty member per year (but more may be awarded). In the past, this money has been pooled together if one faculty member wished to attend a multiday conference, and if others among the faculty didn’t utilize their specified funds. Architecture faculty have attended USGBC, Autodesk University, and PHIUS conferences in this fashion.

Instead of using the allotted funds mentioned above, faculty can also apply for an “Upgrading/Retraining Grant” to attend a conference or other professional development opportunity. Faculty may apply for a Penn College retraining/upgrading grant, for the purpose of retraining, upgrading, or preparation to teach in another academic discipline approved by the College, to enable the employee to remain current in his or her discipline or prepare for a new or different discipline important to the College. The College allocates up to \$50,000 each year for the Retraining/Upgrading Grant Fund. There is also a Strategic Initiative Fund which provides financial support for faculty and staff who forward the work of the College through presenting at regional, national, or global conferences.

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:

Faculty members in the Architecture Department also serve as academic advisors to students enrolled in architecture programs. An advisor is assigned to each student prior to the start of their first semester. Students are encouraged to “check-in” with their advisor throughout the semester and are required to meet their advisors to plan their course schedules for each semester.

Each Advisor is expected to:

- Communicate regularly with the advisee
- Encourage personal, intellectual, and professional development
- Support the student’s short- and long-term goals
- Explain academic program requirements and course sequence
- Help the student consider the outcomes of academic choices
- Assist the student in developing an academic plan
- Promote the full use of campus offerings
- Apply College policies and procedures in relation to academic requirements
- Offer early intervention academic assistance if needed
- Make referrals to campus resources as needed

Prospective students are paired with a personal admissions counselor who will guide them through the admissions process.

Students can also get one-on-one mentoring, motivation, tutoring, and support in the [Michael J. Hudock, Sr. Center for Academic Excellence](#). The Center will provide a tiered structure of intervention and support to students,

regardless of where they are in their Penn College career. This includes veteran and military services, tutoring, peer mentoring, counseling, first-generation college students, student advocacy, study skills and international support.

[Counseling Services](#) provides short-term individual counseling to help students gain a deeper understanding of the sources of their difficulties. These insights are then translated into plans of action that the student can carry out in their daily life. Counselors also provide intervention and support designed to assist students who are experiencing academic difficulties in collaboration with the academic schools and other support services on campus to help students.

[Penn College's Career Services](#) assists with career exploration during and after college, provides multiple networking and recruitment opportunities, and helps create marketable job candidates. They have a career closet, where students can pick out professional clothing for free. They provide free business cards for students and have help for writing your resume. They have a photo booth to take professional headshots. They provide interview rooms. They also have a program called "the Big Interview" where students can sign up to learn interviewing skills.

[College Health Services](#) promotes wellness through health education, prevention, early diagnosis, and treatment of illness. All currently enrolled students are eligible to be assessed in College Health Services. Medical Records are kept confidential. There is no charge to students for office visits, although a nominal fee is charged for immunizations, medications, and supplies.

The department of [Disability and Access Resources](#) is covered in detail at the end of section 5.5.5.

Various [tutoring services](#) are available to all PCT students. Note also that the department, through tutoring services, hires a third- or fourth-year architecture student to be the architecture tutor. This tutor typically works with first- and second-year students who need help with their courses.

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:

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

Program Response:

Penn College strives to maintain a climate that fosters respect among all members. Through its [Diversity Statement](#), Community Pledge, and core value of a [Community of Respect](#), the College establishes a clear expectation for community members with regard to treatment of one another. To cultivate an environment that is respectful and inclusive, the College has a number of policies and initiatives in place that collectively demonstrate compliance with this standard. These include the [values statement](#), which defines the College's core values; Bullying policy, which defines behaviors that constitute bullying and establishes a zero tolerance for such behaviors; and two sets of policies and procedures: [Sexual Misconduct/Sexual Harassment](#) and [Nondiscrimination Statement and Grievance Procedure](#), which establish a commitment to an environment that is free of discrimination, harassment, and retaliation. In addition, the [Student Code of Conduct](#) establishes an expectation of courteous and respectful behavior toward all members of the campus community. All students are required to complete an online harassment and discrimination education module in their first year, and all employees must complete similar training every year.

Outside of formal policies, the College uses various means to promote a respectful climate. Through the orientation process, students are introduced to the Community Pledge, which encourages students to be active bystanders. In the First Year Experience course, students discuss the value of diversity and the benefits of living in a diverse learning and social community. Timely communications, such as the President's messages relating to racial injustice, are issued in response to incidents that undermine the community of respect.

In 2020–21, the College created an inclusion taskforce and worked closely with Rankin & Associates Consulting to conduct a campus climate survey titled Our Voices Count. The results of the survey were released in fall 2021 and will inform future initiatives aimed at ensuring that all students and employees experience a respectful, inclusive campus community. This led to hiring Dr. Nate Woods as the Special Assistant to the President for Inclusion Transformation. In 2025 Dr. Woods was named the Executive Director for Student Wellbeing and Inclusive Excellence.

The College promotes diversity and inclusivity through a number of initiatives, resources, and work groups. Among the examples are diversity-related training opportunities such as [Safe Zone Training](#), offered to employees and students interested in being a resource for members of the [LGBTQ+](#) community. [Lunch & Learn](#) provides a space for community members to engage in a formal curriculum that builds professional skills and a stronger community. The Bias Education and Support Team also provides educational services and support in response to bias in the community.

To fully deliver on its commitment to diversity and inclusion, the College recognizes the need to embed these issues in academic discourse. For this reason, the Core Education model establishes a Global and Cultural Diversity (CDP) elective requirement for all bachelor's and associate of arts degrees; a CDP elective is optional for associate of applied arts and associate of applied science degrees. A Global and Cultural Diversity elective course must include content about culturally diverse groups, explore students' knowledge and perceptions, and address the impact on society.

Although this academic connection to diversity provides sound student development opportunities, the College and the Architecture Department will continue to look for ways to embed social justice, inclusion, and diversity topics across the academic curriculum. A greater level of integration could only serve to enhance the depth and breadth of existing inclusion efforts, which lay a foundation for what is expected of Penn College community members to ensure an environment in which people can learn and grow with one another.

Finally, architecture faculty member Dr. Naim Jabbour was appointed for a one-year term on the LEED Diversity, Equity, and Inclusion (DEI) Working Group, with the USGBC. This group was “formed to create a framework for advancing diversity, equity, and inclusion in the built environment through LEED”.

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 architecture department is committed to maintaining or increasing the diversity of its faculty and staff. We have had four new hires since the previous APR. One was a female school administrative assistant, two were full-time faculty (one female, one male) and one was part-time faculty (female). We are committed to supporting our faculty and staff by providing accommodating schedules for faculty and staff. Faculty fill out a course preference form for classes and timeframes they would prefer for each semester's classes. The department head does their best to build a schedule that works for the department, the students and the faculty. For example, one of our full-time faculty had a baby in the spring of 2024 and her schedule for fall 2024 and spring 2024 was set so she was finished with class in the early afternoon, to facilitate taking care of her young children. We coordinate with our adjunct faculty's work schedules so that they are able to teach the coursework in a way that fits best with their professional and personal lives. We will continue to do our best to support all faculty in scheduling coursework, in order to help them maintain work/life balance.

The architecture department has six full-time faculty and three part-time faculty. Two of the six are female (33%) and two of the part-time faculty are female (67%). Our hire for the fall 2023 was a female and helps to provide different role models for students. Of the full-time faculty, two are naturalized citizens and are fluent in languages other than English. All our full- and part-time faculty self-identify as white (100%).

Comparing our percentage of women faculty to percentage of registered women architects, 33% full-time is above the 24% licensed architects ([NCARB 2021](#)).

Comparing faculty to 2023 student population (see section 5.5.3), 33% female faculty aligns with 34.1% female students.

In our current faculty search, we advertised via multiple outlets, had the advisory committee share the posting and it was shared on social media (particularly LinkedIn). We have 18 applicants, only one of whom is local. Advertising for positions is handled by our People & Culture (Human Resources) department. As part of the college’s current Strategic Plan, the department has made changes to improve the diversity of applicants. They are regularly sending information to: Indeed, Monster, BeBee, LinkedIn, Jooble, Trabajo.org, ZipRecruiter and Career.com. For the architecture position they also advertised through these outlets: Inside Higher Ed., HigherEdJobs, Alumni mailing list, LinkedIn (targeted campaign), AIA Pennsylvania and jobs.doctoralscholars@sreb.org.

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 College places great value on maintaining a student-centered environment that honors diversity and fosters respect, as reflected in policies and procedures, student services and engagement opportunities, professional development and public forums, and campus communications. Policies, procedures, and practices exist to ensure the ethical, impartial treatment of all members of the campus community. The college hired Dr. Nathaniel Woods, initially in the fall of 2022 as the Special Assistant to the President for Inclusion Transformation. As of fall 2024, Dr. Woods’ role has transitioned to Executive Director for Student Wellbeing & Inclusive Excellence.

Note concerning the following datasets: The college changed to a new data system in the fall of 2024. As of spring 2024, data searches are available only through the old system data filters through 2023. Data numbers may not align with the numbers in other sections of this report due to the selected student groups (i.e. the architecture department created this data set, rather than other data sets that were provided by the college).

Penn College is an open enrollment institution: anyone who applies to the program may enter if a seat is available. Due to the architecture department’s recent renovation, which doubled the department’s square footage, the number of students accepted into the programs increased to 50 in fall 2024. This provides more opportunities for a variety of students.

The following charts compare students in the college and in the architecture department by gender, age and ethnicity.

The overall gender association of the college 2021-2023 incoming students:

Gender

Gender. Source: AS400 student record.

Gender ↓	2021		2022		2023	
	Total	Percent	Total	Percent	Total	Percent
FEMALE	1,535	36.5%	1,491	35.5%	1,458	34.1%
MALE	2,655	63.1%	2,686	64.0%	2,795	65.4%
UNKNOW	17	0.4%	23	0.5%	21	0.5%
Grand Summary:	4,207	100.0%	4,200	100.0%	4,274	100.0%

The overall gender association of the architecture department degrees 2021-2023 all students:

Gender

Gender. Source: AS400 student record.

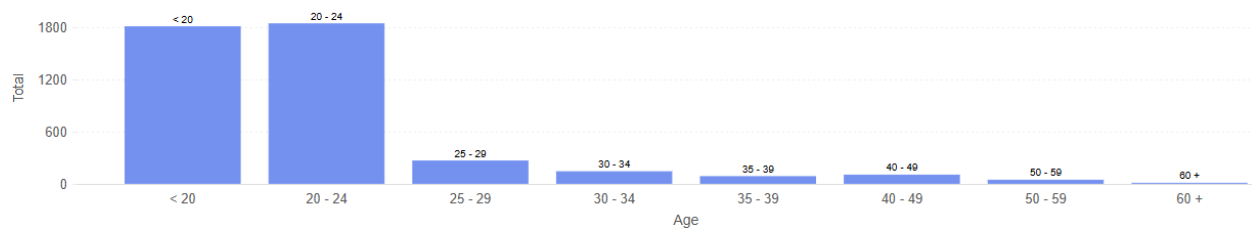
Gender ↓	2021		2022		2023	
	Total	Percent	Total	Percent	Total	Percent
FEMALE	17	30.9%	32	38.6%	38	37.6%
MALE	36	65.5%	50	60.2%	63	62.4%
UNKNOW	2	3.6%	1	1.2%		0.0%
Grand Summary:	55	100.0%	83	100.0%	101	100.0%

This gender information shows that the architecture department had a higher percentage of females than males compared to the college at large in 2022 and 2023.

The age distribution of the college 2021-2023 all students:

Age Distribution

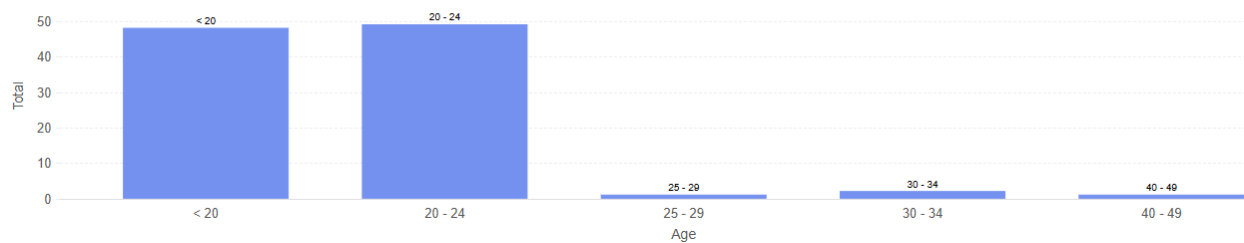
Semester age distribution for the current reporting year. Source: AS400 semester record for enrolled students, AS400 Applicant record for non-matriculating applicants.



The age distribution of the architecture department degrees 2021-2023 all students:

Age Distribution

Semester age distribution for the current reporting year. Source: AS400 semester record for enrolled students, AS400 Applicant record for non-matriculating applicants.



The age distribution of the architecture students is similar to that of the college, where most are high school graduates (17-18 years old) to 24 years old. It is always a delight to have the older students in our classes because of the life experience and professionalism they bring to the classroom.

The ethnicity of the college 2021-2023 all students:

Ethnicity

Student ethnicity. Source: AS400 student record. Ethnicity classifications are defined by IPEDS.

Ethnicity ↓	2021		2022		2023	
	Total	Percent	Total	Percent	Total	Percent
AMERICAN INDIAN	11	0.3%	8	0.2%	8	0.2%
ASIAN	71	1.7%	62	1.5%	59	1.4%
BLACK	155	3.7%	153	3.6%	157	3.7%
FOREIGN	2	0.0%	1	0.0%		0.0%
HAWAIIAN	3	0.1%	5	0.1%	7	0.2%
HISPANIC	194	4.6%	220	5.2%	221	5.2%
MULTIPLE	111	2.6%	114	2.7%	108	2.5%
UNKNOWN	30	0.7%	35	0.8%	37	0.9%
WHITE	3,630	86.3%	3,602	85.8%	3,677	86.0%
Grand Summary:	4,207	100.0%	4,200	100.0%	4,274	100.0%

The ethnicity of the architecture department degrees 2021-2023 all students:

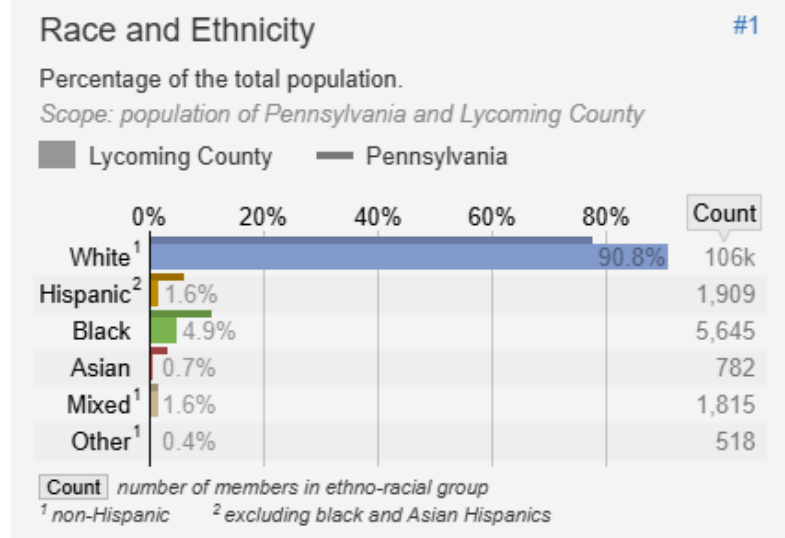
Ethnicity

Student ethnicity. Source: AS400 student record. Ethnicity classifications are defined by IPEDS.

Ethnicity ↓	2021		2022		2023	
	Total	Percent	Total	Percent	Total	Percent
BLACK	2	3.6%	3	3.6%	2	2.0%
HISPANIC	7	12.7%	8	9.6%	6	5.9%
MULTIPLE	1	1.8%	3	3.6%	3	3.0%
UNKNOWN		0.0%	1	1.2%	1	1.0%
WHITE	45	81.8%	68	81.9%	89	88.1%
Grand Summary:	55	100.0%	83	100.0%	101	100.0%

Race and Ethnicity in Lycoming County, Pennsylvania

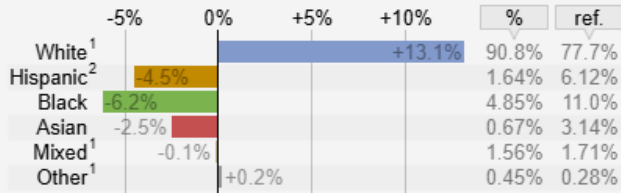
Ethnicity in Lycoming County is predominately white, 90.8%. The college has a white population of 86.3%, while the architecture programs have a white population of 81.8%, a bit lower than the college. In the United States, 62% of the population identifies as white, while Pennsylvania is 77.7% white.



Relative Race and Ethnicity #2

Race and Hispanic origin in Lycoming County as a percentage of the total population, expressed as percentage point difference from Pennsylvania.

Scope: population of Pennsylvania and Lycoming County



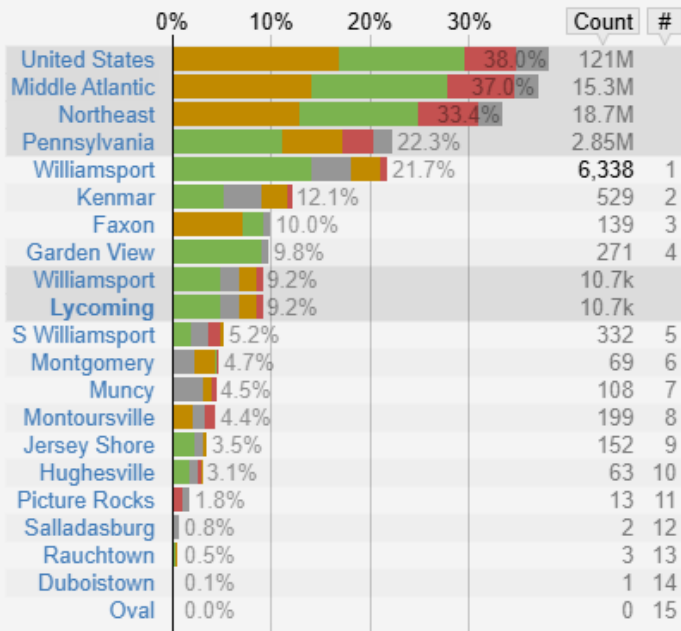
% group's percentage of the total population of Lycoming County
 ref. group's percentage of the total population of Pennsylvania
¹ non-Hispanic ² excluding black and Asian Hispanics

Non-White Population by Place #25

Percentage of the total population.

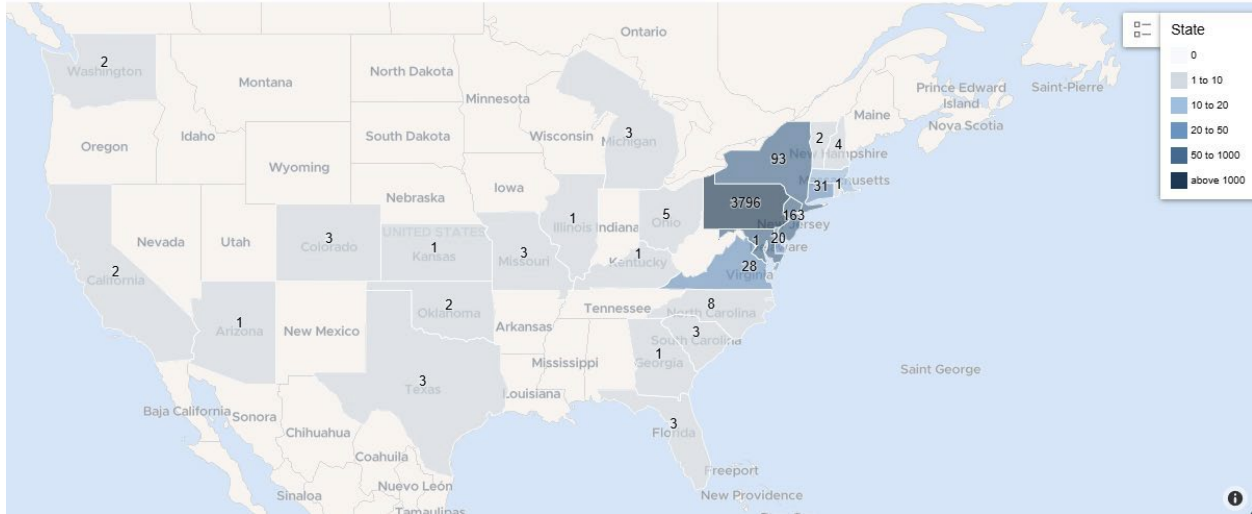
Scope: population of Lycoming County, selected places in Lycoming County, and entities that contain Lycoming County

White¹ Hispanic² Black
 Asian Other¹

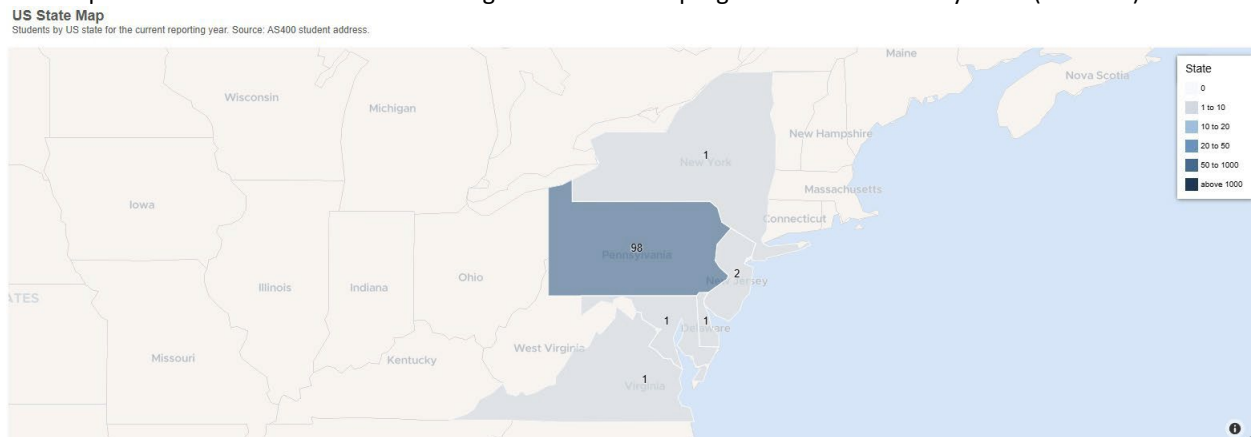


Count number of non-whites
 # rank of place out of 15 by percentage non-white
¹ non-Hispanic ² excluding black and Asian Hispanics

This map of the United States shows that most students attending Penn College are Pennsylvania residents (fall 2023).



This map shows that most students attending the architecture programs are from Pennsylvania (fall 2023):



This information shows that the college and the program have a higher diversity of ethnicity than the county, while being a bit below that of Pennsylvania. The college and the department are committed to continuing to market our programs to all potential students and reduce barriers to college affordability by providing more scholarships and financial aid. The architecture department has sent information about our programs to our mailing list of faculty and councilors at 200 high school career and technology centers (CTC) throughout the state.

The college’s programs have been identified as eligible for the “Grow PA Scholarship Grant Program” which awards up to \$5,000 annually to students who will remain in Pennsylvania post-graduation. Recipients must have submitted their FAFSA, be a current Pennsylvania resident, maintain satisfactory academic progress, not yet have a bachelor’s degree from any college, take at least 6 credits a semester, and sign paperwork agreeing to repay grant funds if the work requirement isn’t met. All programs at Penn College qualify for the grant. The college was an active participant, supporting the grant within the State government system, which will help lower-income students financially and remove barriers for them to attend college.

In addition, College Relations is continually raising additional funds for scholarship programs. There are several architecture specific scholarships that support female and minority students.

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:

Penn College publishes the following “Nondiscrimination Statement” on the “[People and Culture](#)” webpage:

Pennsylvania College of Technology is committed to equal opportunity for employment without discrimination because of race, color, religion, national origin, sex, gender identity or expression, disability, age, sexual orientation, political affiliation, status as a protected veteran, genetic information, or any characteristic against which discrimination is prohibited by applicable law.

The College also celebrates our diversity and is committed to inclusiveness. The college’s “Strategic Plan 2022-2026” has Strategic Initiatives. Strategic Goal #1 is Growth through Access. Initiatives of interest are 1.3 (Develop a campus community committed to diversity, equity, and inclusion by all for all) and 1.4 (Increase enrollment across a variety of populations through impactful marketing and engagement opportunities). The success indicators for these goals are listed in the “[2022-26 Strategic Plan Updates for 2024](#)” and include information for 1.3 (listing initiatives across campus, development of assistive technology, lists of grants and foundation funding, development of the Wildcat Alumni Career Mentor program for access and success for special populations of students (first generation, non-traditional by age, non-traditional by gender, and veteran), recruitment processes transformed to attract a broader and more diverse applicant pool) and 1.4 (expanding on-campus recruitment initiatives, dual enrollment program expansion, partnership opportunities with charter schools, sport sponsorship, academic program cluster has a marketing plan).

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:

The College is dedicated to creating an inclusive environment for all of the community. Some examples of this include early move-in for students with autism spectrum disorders and the continued improvement of all teaching-learning materials being accessible to all students through universal design. There is a portal page (login required) for Accessibility of Information Technology and Media which states:

The mission of the Accessibility of Information Technology and Media committee is to promote accessible information technology to meet different user needs, preferences, and situations by encouraging the campus community to identify and employ universal design principles. Equal access and opportunity benefits and enables all people to perceive, understand, navigate, interact, and contribute independently with information technology to foster personal and professional growth, social awareness and understanding, and lifelong learning.

The Accessibility of Information & Media Committee is working to provide resources and guidance about accessibility to all Penn College employees. Faculty and formal presenters should be proactive in developing materials that are accessible to all individuals.

It is understood that making all materials accessible is a work-in-progress. The first step for all employees is to choose to learn about accessibility. The second step is to choose to make materials compliant when editing existing material or in developing new material. All new faculty are trained in accessibility. Professional Development sessions are regularly offered for any faculty members to attend.

There are a host of materials on the Penn College portal to assist faculty in preparing course materials as well as specific people who have been designated as accessibility facilitators. Currently the accessibility facilitator for the Architecture Department is Matthew Krepps.

Penn College Disability and Access Resources

The [Disability and Access Resources Office](#) provides a comprehensive suite of services and works with departments and academic schools to ensure an accessible and inclusive environment for students with disabilities. The office provides guidance and support for the Accessibility of Information & Media Committee, which provides training

and resources on developing accessible materials. The mission statement for the Disability and Access Resources office is shown below:

The mission of Disability and Access Resources is to find creative solutions by collaborating with administrators, faculty, staff, and students to develop an accessible and inclusive environment that embraces and celebrates diversity and empowers individuals to fully participate in all College programs, activities, and services.

Disability and Access Resources is committed to fulfilling this mission by:

- Serving as an educational resource for the College and community transition initiatives.
- Facilitating equal access through reasonable and appropriate accommodations.
- Clarifying the rights and responsibilities of both the student and the College.
- Promoting campus-wide disability awareness.
- Empowering students to develop self-awareness and self-advocacy skills.

College students are able to use this department's services to document disabilities in order to facilitate reasonable accommodations, academic adjustment, and/or auxiliary aids and services. For architecture students this has included access to class recordings, a sign language interpreter, books in alternate formats, course material accommodations and testing accommodations. Faculty provide materials to students with universal design in mind, and they require students to also learn how to create such documents.

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:

Until the fall of 2024, the Architecture Department had been in a space where the current size of the program didn't allow for students to have individual workspaces. In recent years the Architecture Department had requested additional space to accommodate this, as well as the need for more space when establishing the B.Arch. program. Between the fall 2022 and fall 2024, college administration conducted a Needs Assessment and determined that the fourth floor of the Klump Academic Center (ACC) building was an appropriate location for the department. They hired an architect and completed renovations to create the spaces desired by the Architecture Department. Faculty, students and staff packed, moved and set up the new area for fall 2024 semester. All Architecture program courses are currently scheduled in the ACC building. This move included the following renovation related work:

- Increased technology and computer networking of the new design studios and two computer classrooms.
- Relocation of existing department equipment including the laser cutter, five Makerbots, plotters, laser printers, etc.
- Addition of a roof exhaust system to meet the needs of the laser cutter and spray booth, and
- Addition of card swipe access systems to enable access to design studios outside of scheduled class times (evenings and weekends).

The plan shown on the next page depicts the enlarged studio spaces which required demolition of some existing walls. The total number of design studio workstations increased from 50 to 141. This new configuration increased the department's dedicated space significantly and provided dedicated workspaces to every student in the program.

There are three studio areas, all featuring desks with monitors and chairs. The largest studio area also has 3 light tables, 2 drafting boards, 2 bookcases, 1 miter saw and 2 tables. The second largest studio area has 2 bookcases and portable tabletop work desks. All students are required to provide a laptop. There are also laptops available to students who may have a computer issue.

During the 2024-2025 academic year, there was a block of unassigned desks in the largest studio area. This was named the “Flex Space” and was used as an extra work area for students and an area for students in the program who were not currently enrolled in a studio course. Cutting mats were available in the “Flex Space”.

Department Legend

■ CLASSROOM	■ MECHANICAL RM
■ COMPUTER RM	■ OFFICE
■ CORRIDOR	■ PRINTING RM
■ ELEC ROOM	■ STORAGE
■ GALLERY	■ STUDIO
■ IT ROOM	■ TOILET
■ JURY	■ VESTIBULE
■ KITCHEN	■ STAIRS



① FOURTH FLOOR COLOR SCHEME PLAN
SCALE: 1/8" = 1'-0"

Fig. 5.6.1 Plan of the Architecture Department Relocation to the 4th Floor of the ACC (note: faculty office doors are not all shown as built)

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:

The floor has a card swipe access; all entry is through the main doors which can be accessed from the elevators or stairwell. There is a lobby space with benches and college graphics. The building has a card swipe for access after regular class hours. The exit doors are alarmed to prevent propping open of the doors. All architecture students, faculty and staff have card swipe access. Within the suite, the three classrooms have 24 desks with seats, lecture podium and overhead projectors. There are two jury rooms with 30 chairs each, a podium and overhead projecting system, table, and tackboards all around. The two computer classrooms each have 24 Alienware computers with a monitor, keyboard, mouse and chair. The spray booth is in its own room. The print room has the laser cutter (cuts material up to ¼" thick), a large format laser printer, a large format laser scanner and printer, a large format flatbed scanner, 5 MakerBot 3D printers, shelving with paper and supplies for comb binding, large paper cutter, and a table. Also stored in the print room are the broom, dustpan and the stepstool. The hallways feature tackboards on the interior wall and artwork on the exterior walls as well as some benches. There are four toilet rooms, two men’s and two women’s. There are unisex toilet rooms and a lactation room on other floors in the building. There is a bottle fill station at one set of water fountains and there are recycling and trash bins throughout the floor. The doors are all metal, so posters of all sorts are posted using magnets.

Other spaces that the Architecture Department has access to on campus include:

Kenneth E. Carl Building Technologies Center

During the 2025/2026 academic year, the Kenneth E. Carl Building Technologies Center will undergo a \$4,000,000+ addition/renovation of the building construction spaces as part of a Department of Commerce Economic Development Administration (EDA) grant. It will include a new entrance, the Industry Showroom, with a multi-purpose presentation space and a new Materials Library, which will both be available to the architecture department on an as needed basis.



Clean Energy House

Also part of the EDA grant, the new Clean Energy House will teach students how to perform energy assessments and demonstrate installation techniques during home renovations that will remediate health and safety issues, such as lead paint, mold, and carbon monoxide.



The ACC Auditorium

This space has been used for presentations, juries and the dedication ceremony for the new Architecture Suite Dedication, fall 2024. Seats about 400 (including balconies).



Fig. 5.6.2.1 The ACC Auditorium

The DJG Auditorium

Visits from Master's degree programs and other events are held here. Seats about 200. The final jury for the Capstone Studio is often held in this space.



Fig. 5.6.2.2 The DJG Auditorium

[The Gallery at Penn College](#)

For the past six years graduating architecture students have had a gallery show of their design work. Due to COVID-19 the show was online for two years. The Gallery is located on the third floor of the Madigan Library. The link above has images from previous shows.



Fig. 5.6.2.3 Architecture Capstone Studio Projects at the Gallery at Penn College

Penn's Inn at Bush Campus Center

Juries and presentations of various types have been held in this large space. This is the space used for the biennial Alumni + Student Day. The layout can vary per event; maximum auditorium type seating is about 180.



Fig. 5.6.2.4 Penn's Inn at the Bush Campus Center

The Dr. Welch Workshop

A makerspace where students can collaborate with other students, faculty, and staff, or work independently to test theories, explore ideas, and gain real-world skills. The makerspace encourages learning outside the classroom and provides state-of-the-art equipment, tools, and raw materials to support that innovation.



Fig. 5.6.2.5 the Dr. Welch Workshop – A Makerspace at Penn College

List of Tools and Equipment at the Dr. Welch Workshop

WOODWORKING

- **Scroll saw:** Cuts fine, intricate details in thin wood
- **Wood lathe:** Shapes wood via turning
- **Router:** Carves edging and channeling in wood
- **CNC router:** Carves digitally-created designs in wood
- **Bandsaw:** Cuts curves in wood
- **Jointer:** Cleans and flattens edges of wood
- **Chop saw:** Cuts wood to length
- **Spindle sander:** Sands curved edges
- **Belt/Disc sander:** Sands flat edges
- **Table saw:** Cuts straight lines in wood
- **Planer:** Reduces thickness of wood
- **Wood drill press:** Drills wood

METAL MACHINING

- **Metal lathe:** Shapes metal via turning
- **Metal mill:** Shapes metal via milling
- **Metal bandsaw:** Cuts metal
- **Metal drill press:** Drills metal
- **Tool sharpening:** Sharpens/hones edge tools

WELDING

- **MIG welder:** Joins pieces of metal together
- **TIG welder:** Joins pieces of metal together
- **Metal grinding:** Removes metal and smooths surfaces
- **Plasma cutter:** Cuts sheet metal

SEWING

- **Sewing machine:** Fabricates items out of cloth
- **Serger:** Uses overlock stitch to finish seam edges and sew knit fabrics
- **Embroidery machine:** Sews digitally created designs onto fabric

SOLDERING AND ELECTRONICS

- **Soldering iron:** Connects electronic components by melting solder into joints.
- **Reworking gun:** Melts soldered joints to remove or fix them.
- **Power supply:** Creates stable power for testing small projects.
- **Oscilloscope:** Visualizes electronic signals.
- **Function generator:** Creates waves of a set frequency for testing electronics projects

ASSORTED

- **3D printers:** Fabricates 3-dimensional objects in plastic
- **Sublimation printer and heat presses:** Transfers full-color images onto mugs or flat objects
- **Design computers:** Software for design and creation on equipment in the makerspace
- **Vinyl cutting:** Cuts vinyl stickers, paper, and similar materials
- **Laser cutters:** Engraves and/or cuts images into a variety of materials
- **Sandblaster:** Uses abrasive sand to remove paint, rust, etc.
- **Spray booth:** Vents fumes from aerosol spray painting

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:

In the architecture suite, there are five faculty offices, two of which have shared space, creating seven office areas. Each office area has a desk, shelving, file cabinets, and a table with 2 chairs. Many of the faculty responsibilities, including classroom preparation, research, mentoring, and advising, take place in the faculty offices. The library provides several resources and spaces to aid in faculty research. Spaces for this purpose include several computer classrooms, a variety of small conference rooms and individual study rooms. All of the rooms have overhead projectors.

The library has an extensive collection of books and periodicals (in both physical and digital formats) to aid in faculty research. These are described in more detail in section 5.8 below

5.6.4 Resources to support all learning formats and pedagogies in use by the program. 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 majority of the courses in the Architecture Department are taught in the typical face-to-face classroom setting. Indeed, students must be on campus to earn each degree we offer. A small number of courses are however, typically offered in an online or hybrid fashion.

- ACH 262 – “Sustainability: Building & Living Green” is most often taught as a distance education / online course.
- BSD 450 – “Sustainable Rating Systems” has been taught in a distance education format for the past several years.
- GLB 270 – “Global Experience: European Sustainable Building, Historical Architecture & Art” is taught in a hybrid format. During the spring semester, students fulfill course requirements in an online format. After the end of the spring semester, faculty and students take a 2-week trip to various European destinations.
- GLB 271 – “Global Experience: Global Cities - Architecture Ideals, Urban Forms & Artistic Aspirations” is taught in a format identical to GLB 270. GLB 270 and GLB 271 are typically offered in alternating years.

P.L.A.T.O. is the name given to Penn College's online learning platform. This platform is based on the D2L learning management system. Every course at Penn College has a P.L.A.T.O. website. Faculty use it for other course content as well as for quizzes and exams. The D2L system is a very robust system employed by many colleges and universities. Penn College provides professional development courses related to P.L.A.T.O. There are also IT personnel from Educational and Emerging Technologies who are available to help faculty use P.L.A.T.O. in their courses. This can happen during P.L.A.T.O. Drop-In sessions or on an individual basis as P.L.A.T.O. questions arise.

Penn College uses "Student Alert", a college success and retention program, to help identify students who may need additional support to achieve academic success. "Student Alert" allows faculty and staff to initiate coordinated communication and intervention efforts among student support services across campus. It not a substitute for direct discussions with students, but it serves as a secondary layer of support to notify students, specific departments, Academic School Leadership, and Academic advisers, all of whom will work together to provide the student with the needed assistance.

5.6.5 Plans for disaster and recovery of information.

Program Response:

In case of a disaster that would cause a loss of information on campus, the Information Technology Service Department (ITS) has set up several backup systems to efficiently recover all critical information across the campus. In addition to ITS' backup systems, each employee has access to the One Drive, Microsoft's' file-hosting

service that stores, backup, shares and synchronizes their files. Likewise, the TEAMS site has become an active part of the campus' information sharing system. By using TEAMS, any group on campus can work collaboratively in real time on their projects without fear of losing information and/or documents. In the summer of 2024, the campus updated its student information system (SIS) to maintain and manage student data, enrollment information, course scheduled, degree information and graduation tracking. The faculty also use P.L.A.T.O. to store their course materials.

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.

As mentioned above, currently only a small subset of courses are offered in an online or hybrid format. Most courses are still taught face-to-face in the classroom. Students enrolled in our B.Arch. program are required to be on-campus for the bulk of their education.

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:

The Budgeting Process:

Financial Operations supports the College's mission by providing fiscal stewardship to the entire College community. As such, they mitigate financial risk while maintaining clear processes that ensure the timely preparation of each fiscal year's budget. They also ensure that the finalized budget reflects the current strategic plan and annual assessments, while considering each department's short and long-term goals and current enrollment trends.

The process begins in November when cost center administrators, in this case the Assistant Dean of Construction and Architectural Technology, meet with the Department Directors to prepare an Activity-Informed Budget based on the department's strategic goals and accompanying budgetary needs for the upcoming fiscal year. The needs for each goal are then distributed into the appropriate category: staffing, capital equipment, instructional and non-instructional supplies, information technology, duplicating and printing, memberships, professional development and accreditations, travel (faculty and student), etc. There are also line items in the budget that address unexpected issues, i.e. Preventative Maintenance and Equipment Repairs. Afterward, each department's budgetary needs are compiled into one division budget, which is discussed with the Dean of the School of Engineering Technologies and the Vice President for Enrollment & Academic Operations and moved forward for final approval by the President's Council, and ultimately the Board of Directors. At each stage, the student's learning outcomes and achievements are at the forefront of the process.

Program Reviews:

As mentioned in earlier sections, the college requires each department to conduct a Program Review on a five-year cycle, which is shared with the administration including the Assistant Dean of Curriculum and Instruction and the Provost. This document includes a brief history of the program and its rationale, the key markets served, and assessment of the program's goals and Program Learning Outcomes, as well as the program's Course Learning Outcomes and core foundation (general education) assessments. It also includes an overview of the program's industry demand, placement data, capital equipment needs, and resources and costs -- culminating in an overall snapshot of the *sustainability* of the program.

Financial Data:

The financial viability of the programs is also reviewed at that time with an emphasis on tuition-based revenue, credits produced, total direct costs, and the department's costs per credit hour. This information has been compiled by the institution's Financial Operations Department in conjunction with the Office of Assessment, Research and Planning.

	Revenue		Total Revenue	Credits Produced	Total Direct Costs	Cost Per Credit
	Tuition	Lab				
2020-2021	1,070,496	110,565	1,181,061	2,124	1,016,801*	\$504
2021-2022	1,101,744	117,585	1,219,329	2,186	1,050,927*	\$508
2022-2023	1,317,885	132,120	1,450,005	2,559	1,100,780*	\$457
2023-2024	1,410,585	188,340	1,598,925	2,739	1,083,573*	\$420
Source: Penn College Cost Center Data – Architecture Program’s Financial Operations (* Includes only Faculty Salaries, Benefits and Program Supplies)						

Table 5.7.1: Revenue, Credits, Direct Costs and Cost per Credit

During the 2019-2020 academic year, the total number of credits produced by the department was 2,523. In conjunction with the credit numbers, the total revenue that year was \$1,360,107. These numbers receded significantly during the next academic year, 2020-2021, due to the pandemic. During that year, the credits produced dropped to 2,124 and \$1,181,061 in total revenue.

Fortunately, the programs rebounded over the next several years, as demonstrated in Table 5.7.1. As the pandemic receded, the programs rebounded, growing consistently, beyond their previous enrollment. As such, during the 2023-2024 academic year, the total credits produced increased to 2,739 and the total revenue jumped to \$1,598,925, while the total direct costs remained relatively stable. As such, the cost per credit has consistently lowered from \$504 in 2020-2021 to \$420 in 2023-2024.

Due to the creation of the Bachelor of Architecture program, the pursuit of NAAB accreditation, and the department’s move to the fourth floor of the ACC building, Penn College’s leadership, the School of Engineering Technology and the Architecture Department anticipate a continued upward trend in enrollment in upcoming years.

Reinvesting in the Program:

After the B.Arch. program was approved by the college’s Board of Directors, the architecture department was mentioned during a space utilization discussion with the President’s Council. During the discussion, which included the Assistant Dean of Construction & Architecture, it was noted that a facility expansion would create a stronger sense of community and identity for the department.

When the college approved the department’s expansion to the fourth floor of the ACC Building, it knew the renovation cost would be substantial. In addition to sizable electrical and technology upgrades, the renovation included significant investment in creating open studio spaces, which required the demolition of numerous walls, new finishes, etc. totaling more than \$644,000. When coupled with new furniture, including 141 studio desks, new faculty offices, chairs in the jury spaces, etc., which cost \$250,000+ and the computer upgrades – including the purchase of 48 Alienware computers with two monitors each, and another 141 monitors for the student’s studio desks, adding another \$226,000 – the total cost of the renovation totaled more than \$1.5 million.

These improvements were offset by a \$700,000+ gift from Coterra Energy through the Pennsylvania Department of Community & Economic Development’s Neighborhood Assistance Program. After completing the renovation, the move expanded the department’s capacity by 60 students, doubled the department’s square footage, gave each student their own studio desk, and created two separate general classrooms, two computer classrooms, and two dedicated jury spaces.

Scholarship, Fellowship and Grant Funds Available for Students and Faculty:

Student Scholarships: There are than 350+ student scholarships available across the college, with more than 46 dedicated and/or open scholarships specifically focused on architecture majors. These include privately funded, as well as state-funded opportunities. Additionally, while not strictly a scholarship, effective in fall 2025 the

Pennsylvania State Legislature passed “Grow PA Higher Education Reform” which offers grants of up to \$5,000 per year for in-state students who attend college in Pennsylvania, pursue a degree in a high-demand industry, and agree to work in Pennsylvania for at least 15 months for each year they accepted the grant. Penn College was given special status in the bill; every major on the campus is eligible for this grant.

Most are available via the generic scholarship application that can be found on the Penn College website.

Student Fellowships: As there are no masters-level architecture programs at Penn College, we do not provide Fellowships to our students. We do, however, have student-employee and work-study opportunities for both an Architecture Tutor as well as a Student Worker who helps maintain the Print Room, etc.

Faculty Grants:

The Retraining/Upgrading Grant is intended to support faculty who want to update their skills to remain viable in their field. This can be to teach another subject or to hone and update their current skills. The grant may range from \$500-\$3,000 in any academic year. The Assistant Dean is supportive of these endeavors and often supplements these funds with additional funding from the division budget.

Scholarship Grants: In March 2025, the College submitted a National Science Foundation (NSF) S-STEM Track 2 grant, known as the S-STEM: Building our Future Through the Infrastructure Scholars Program (iScholars) grant proposal, which is based in the Architecture Department. Ellyn A. Lester, PhD will serve as the principal investigator (PI) and Naim Jabbour, PhD, will serve as a Co-PI and STEM Administrator for the grant.

If selected, this \$2,000,000, six-year program will support approximately 30 low-income, high-achieving Penn College scholars seeking Bachelor of Science (B.S.) degrees from several programs including the Architecture Department’s four-year B.S. and five-year B. Arch. degrees. Awardees will receive scholarships of up to \$15,000 and up to four years of scholarship support. The department should be notified of the results in fall 2025. This submission was a significant investment for the College in time and resources and demonstrates its continuing support of the department.

Pending Reductions or Increases in Enrollment and Plans for Addressing these Changes:

Since recovering from the Covid epidemic of the 2020-2021 academic year, enrollment has consistently trended upward. Since the Architecture Department’s move to its new location, in the fall of 2024, all three programs have been waitlisted, i.e. more than 50 freshmen applications in both the 2024-2025 & 2025-2026 academic years, which has provided consistent growth throughout the department. This growth is expected to continue as we move toward NAAB accreditation, which will necessitate a physical expansion to the studio space, etc. Throughout the Fall 2025 semester, the faculty and administration will consider various options to serve this increase in enrollment including transitioning existing classroom space on the fourth floor into additional studio space, etc.

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:

Introduction to Madigan Library

[The Madigan Library at Pennsylvania College of Technology](https://www.pct.edu/academics/madigan) (PCT) supports and advances the instructional and research needs of students, faculty, and staff by providing access to collections in all formats, by assisting and instructing students in their use, and by creating a physical environment that enhances the learning process and encourages lifelong learning. The two-story library features four computer labs, group study rooms, a café, an art gallery, and an archives and special collections room. The collection includes 79,292 print volumes, 129 print subscriptions, 205 database subscriptions, 127,973 online and 194,604 eBook titles. The library’s 4-year strategic plan, which feeds into the College’s Academic Affairs plan, includes goals for resource management, programs and services, and the use of resources and services. The Madigan Library offers numerous services to our faculty, staff, and students. These services are described on the library webpage: <https://www.pct.edu/academics/madigan>

National Architectural Accrediting Board

[library.](#)

Resources and Access

Madigan Library provides specialized resources for Architecture & Sustainable Design in a variety of formats, with an abundance of finding aids for students to locate the right resource for their needs. A full-time faculty librarian liaison provides collection development and faculty outreach to the students and faculty in the program. A snapshot of the current collection for these areas is shown below as compared to the library's overall collection of resources.

	Architecture	Building Construction, Construction Management, HVAC	Civil Engineering & Surveying
Books & eBooks	2,662	2,789	588

All architecture print books available for checkout are on the 1st and 2nd floor of the Madigan Library. This includes any larger visual material in the Oversized Print Collections and our Reference areas. All electronic books are available online through the library's catalog from on and off campus. Current periodicals are on the first floor of the Madigan Library. All back issues are on the second floor of the Madigan Library. All electronic periodicals are available online through the library's catalog from on and off campus. After feedback and review, many print periodicals were shifted to online access, reducing our print collection for architecture and other disciplines. Students, faculty, and staff can search the content of all e-journals through the WorldCat Discovery application. This allows the searching of all full-text holding as well as journals available only as abstracts or indexes.

In an instance where a student needs a book or journal the library does not hold, Interlibrary Loan services are available for the borrowing and lending of material between the Madigan Library and other libraries. Library materials can be borrowed for PCT faculty, staff, and students. Requests are processed through an online network covering over 10,000 libraries. Forms to request material from other libraries are available online. The College uses Tipasa to submit requests by completing an online form or through links in databases. Tipasa can also be used to monitor the status of items already requested and to renew material. An email is sent when items are received. Books and media materials can be picked up at the library or, if preferred, sent via interoffice mail. Articles can be accessed online, attached in an email, or printed and sent via interoffice mail.

Many of Madigan Library's architecture related resources are provided in an online format which can be accessed at any time, on and off-campus access. These resources are accessible through the library website or P.L.A.T.O, the campus' course management system. The librarian liaison created online materials with a senior student architecture student for course management systems as well. Materials advertising these resources were distributed as handouts, bookmarks, and posters in the Architecture labs on campus. Students can locate journals, periodicals, etc. by using the search link on the Library's website or via online guides created for architecture resources that are created by the librarian liaison. In addition to the library's overall OCLC WorldCat Discovery Catalog, students are directed to architecture and building construction specific collections of resources listed here.

Online databases utilized by Architecture and Sustainable Design:

- ASCE Library
- Artstor by JSTOR
- Avery Index to Architectural Periodicals
- EBSCO: Academic Search Complete
- EBSCO: Associates Programs Source Plus
- 1. Films OnDemand: Technical & Trade
- 2. Gale Academic OneFile
- 3. Gale General OneFile
- 4. Gale In Context: College
- 5. Gale In Context: Environmental Studies
- 6. Gale OneFile: Vocations and Careers

3. GreenFILE
4. MADCAD
 - Proquest: Arts & Humanities Database
 - Proquest: Career & Technical Education Database
 - Proquest: Engineering Database
 - Proquest: Environmental Science Database
 - Proquest: Materials Science Database
 - JSTOR
 - Sage Journals
 - Statista

In addition to these print and online resources, Reserve items are also kept at the library by instructor request or in collaboration with the program librarian liaison. Books and materials on reserve are located at the Circulation Desk of the Madigan Library. In addition to the reserve collection, a number of campus building plans as well as Williamsport local building plans are housed in the College archives and special collections. Copies of the originals remain on reserve during any of the library's operating hours. The library holds a number of drafting tables that are available for check out as well as a number of tools for renewable energy technologies courses and projects.

The Architecture & Sustainable Design purchasing budget for library materials is under one fund distinct code. Corresponding fund codes are included for the areas of Building Construction, Construction Management, HVAC, and Civil Engineering & Surveying. Each fund code has a base allocation for print materials and for non-print media (DVDs, videos, etc.) Monies outside of this base allocation are allotted for new faculty, new programs, and one-time collection reviews and enhancements.

Items are purchased with budget monies in the following order:

2. Faculty recommendations
7. Recommendations from accrediting and certifying organizations
4. Standard publications in the industry
5. Requests from students

Additional materials in Madigan support the Architecture programs such as reserved light pads as well as laptops added from years 2023-2024. The light pads offer another tool for students completing their coursework in other locations, which can also be said for the laptop reservations that are specific to the Architecture program students and software needed. The library's most recent 2023 survey also resulted in the following improvements to the library space: additional whiteboards for group/student collaboration and workspace, 3-D printers added to the first floor workspace, additional library research guides for courses and subjects, and other wellness improvements. In the library's top floor [Art Gallery](#) space, the senior architecture students are able to showcase their capstone work at the semester's end as well. In this special art gallery exhibit, students have the opportunity to showcase and discuss their work with the campus community, future employers, and beyond.

Madigan Library places accessibility concerns at the forefront of all of its resource allocations. All websites are run through accessibility checks before publication including the main library website and the librarian created Libguide websites. DVDs purchased physically or in an online streaming database have closed captioning or supplemental transcripts. The library space also provides a number of [assistive technologies listed on our website](#) including Sorenson Video Relay Service, Zoom Text Magnifier, Kurzweil 3000 reading software, JAWS for Windows reader software, Dragon NaturallySpeaking speech recognition, Trackball Mouse, Optical Character Recognition Scanner (OCR), PDF Equalizer, JSay Pro reading software, and the Topaz Video Magnifier. From 2022-2024, the library also added touch-screen kiosks to their 1st and 2nd floor following ADA compliant practices as finding and help aids throughout the library guiding users to collections, library hours, study room availability, and more.

Systematic assessment, supported by data provided in the Library's annual assessment report and in regularly scheduled user surveys, guides planning to ensure that effective support continues. The library assesses usage trends and adapts to meet the demands of students, faculty, and staff. For example, usage data revealed that

digital resources are in high demand. In response, the library not only adjusted spending to grow digital resources, but also concentrated efforts on accessible design of the website and library content within P.L.A.T.O.

Future Plans

An extensive campus-wide survey is completed every 5 years to assess the effectiveness of library instruction, facilities, and programs that support the student experience. From this upcoming survey, we plan to adapt our materials, space, and instruction to meet student, staff, and faculty needs. The library faculty are also revising their freshmen module/tutorial content in collaboration with the English department to address new information literacy standards as well as AI literacy and other emerging topics. Focus groups are currently being conducted as well as best practice research by the faculty librarians.

A more inclusive integration of library instruction into the programs and classes would enhance the use of our resources even more, as well as the skill set of our architecture students. The 5th year thesis, for example, will require individualized attention to their research needs. Oberlin will collaborate with faculty and work closely with student projects to ensure they have the resources and research skills needed for industry success. This information literacy instruction will set PCT's architecture students apart in their fields.

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 Instruction and Reference Services

The Madigan Library strives, with the College as a whole, to empower students to become life-long learners who can function independently and collaboratively. Specifically, the mission of the Madigan Library is to support and advance the instructional and research needs of its students, faculty and staff. We do so by building, maintaining, and providing access to collections in all formats, by assisting and instructing our patrons in their use, and by creating a physical environment that enhances the learning process. Five faculty librarians provide information literacy instruction and research/reference assistance. Each of the three academic schools is assigned at least one librarian to work with students and faculty on instruction and resource needs specific to their disciplines. In addition, the librarians create digital resource guides (known as Libguides), which include video lessons, specialized resources, and practice exercises. Libguides are available via the web or are embedded in P.L.A.T.O. (the College's Learning Management System) course sites, thus supporting student learning wherever and whenever students are researching. Additional guides are maintained for faculty to provide easy access to relevant library services.

The Construction & Architectural Technologies Division at Penn College is assigned a specific librarian to its courses and content. Jessica Urick Oberlin, Librarian and Associate Professor, has served as the architecture liaison for nine years and is a member of the Association of Architecture School Librarians. Oberlin also serves as the College's Information Technology Initiatives Librarian where she supports and develops emerging technologies into the library's integrated systems and online resources. In addition, she is a co-advisor of the Penn College Women in STEAM student club. Oberlin has worked with various faculty and course subjects throughout the years with the following guide and course list. She also volunteered as a chaperone on the 2023 global experiences architecture course and plans to once again volunteer this May 2025. Along with the collection development for these programs and a constant analysis of our online materials, Oberlin is able to provide a robust support for professional education in architecture.

Collaborative Library Instruction and Libguides:

- Architecture: General Resource Guide
- ACH 101 "Introduction to Architecture"
- ACH 112 "Architectural History"
- ACR251 "Warm-Air Heating & Duct Design"
- ACH 262 "Sustainability: Building and Living Green"
- BCM 103 "Construction & Program Orientation"
- BCT 256 "Residential Construction Planning, Scheduling, & Management"

- BSD 352 “Architectural Design Studio V”
- Building Construction & Management: General Resource Guide
- FYE 101: Architecture and Engineering Technologies freshmen course introduction
- CET 259 “Boundary Surveying I”
- CET 242 “Fluid Mechanics”
- CET 420 “Sustainable Infrastructure”
- CET 495-496 “Civil Engineering Capstone”
- Civil Engineering & Surveying: General Resource Guide
- Heating, Ventilation, Air Conditioning & Refrigeration: General Resource Guide

In addition to formal instruction and faculty collaboration, librarians staff reference hours either in- person, online via chat, through email, text, or by phone. Students, faculty, and staff have access to these forms of communication at all times from the library’s website.

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.

Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.

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:

Penn College’s [website](#) for the B.Arch. program and marketing materials contain the required language. Examples of marketing materials can be provided to the visiting team and also contain the required language.

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:

- Conditions for Accreditation, 2020 Edition
- Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- Procedures for Accreditation, 2020 Edition
- 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:

Penn College’s [website](#) for the B.Arch. program provides the 2020 editions of the Conditions and Procedures for Accreditation. These are the only editions of the Conditions and Procedures that Penn College has been under since applying for accreditation.

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:

Both the college and the architecture department are committed to preparing our students to work in their field. Our architecture program has historically been a clear mix of both theoretical and hands-on application so that students would be able to be productive immediately when starting their job. An example from the Summer 2024

BSD 400 Internship was a student who went to Whiting-Turner doing BIM clash detection. There were several other students from other institutions working for the same team. Our student was very far ahead of the other students in his understanding of Revit, so he was able to skip two weeks of training and spend the time in the field, touring the construction site and understanding the relationship between the construction documents and the building schedule.

[Penn College's Career Services](#) assists with career exploration during and after college, provides multiple networking and recruitment opportunities, and helps create marketable job candidates. They have a career closet, where students can pick out professional clothing for free. They provide free business cards for students and have help for writing your resume. They have a photo booth to take professional headshots. They provide interview rooms. They also have a program called "the Big Interview" where students can sign up to learn interviewing skills.

The college organizes a fall and spring career fair for students in all majors. These are large, two-day events where students can network with potential employers. There is a website where students can look at the employer listing and see what majors the employers are interested in and locate the booth. Some employers do interviews during the career fair. Beginning in the spring of 2023, architecture developed a recruitment day specifically for employers looking to hire our majors. Architecture Recruitment Day has been held once a semester since then. These are single day events, offered each fall and spring semester. In addition to these events, there are also "Pop-Up Tables" where one specific employer puts up a table for recruiting. Occasionally, there are employers who create special events and presentations targeting particular majors. Students are encouraged to attend these career events through announcements made in classes, college email and posters in the architecture area.

Statistics:

Career Fair – Employers registering identifying Architecture & Sustainable Design majors in their registration:

Spring 2023, 2/28: 32 employers

Fall 2023, 10/2 & 10/3: 75 employers

Spring 2024: 2/27 & 2/28: 69 employers

Fall 2024: 10/1 & 10/2: 80 employers

Architecture Recruitment Day

2/21/23: 13 employers 37 students attending

9/14/23: 14 employers 76 students attending

2/20/24: 6 employers 35 students attending

10/22/24: 5 employers 22 students attending

2/20/25: 4 employers 17 students attending

The faculty have written a new elective course, ACH 200 Architectural Internship, focused on establishing a NCARB Record and gaining competency experience in the AXP. This course is being offered for the first time in the summer of 2025 and is currently in the process of being officially added to the curriculum through the college's curriculum committee process. Students taking either internship course (ACH 200 or BSD 400) receive a full refund of the cost of establishing their NCARB Record. All others receive half the cost. This is to encourage students to take the internship and begin to track competencies through the AXP.

Each architecture student is assigned to one of the full-time architecture faculty members as an advisee. Students must meet at least once a semester with their faculty advisor in order to schedule their classes. At these meetings, faculty talk with the student about how they are doing, what their career goals are, pointing out internship and employment opportunities that help students towards their goals, and assisting with general questions about being ready to interview. Faculty are required to have five office hours every week. During these hours, students can drop in and ask questions, either as advisees or for help in a class.

The architecture department has Alumni + Student Day is a biennial event that was most recently held in February 2025. 60 students, faculty and alumni experienced a networking lunch and presentations from 5 alumni about their career paths. Lunch tables had assigned seating so that various years of architecture students were seated

with an alumnus. Tables had sheets with typical networking conversation starter questions. Q&A followed the presentations.

The new initiative created at the February 2025 Architecture Advisory Committee is a portfolio + interview event to assist students in being confident to approach employers and apply for internships and positions. This is in response to students telling faculty that they don't want to go to recruitment events or career fair because they aren't prepared and don't know what to talk about. The first event is slated for fall 2025.

Penn College's NCARB Architect Licensing Advisor during 2024 was Dorothy Gerring. She has attended NCARB trainings and office hours, offered office hours every week, individually assisted students with questions about the AXP and setting up their NCARB Record, had students who completed internships present their experiences to other students, created and posted posters about AIA Young Architects Award from the 2024 Cohort, and led portfolio workshops. The Architect Licensing Advisor worked with the college to acquire a Walmart Community grant in April 2024 for \$1,000 to help offset student cost for establishing an NCARB Record. Additional fundraising led to another donation of \$10,000 in fall 2024. The Architect Licensing Advisor is responsible for planning Architecture Alumni + Student Day. The Architecture Club at Penn College (ACPC) established a Student Architect Licensing Advisor position in their club structure and have elected their first representative for the 2025-2026 school year.

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) The most recent decision letter from the NAAB awarding accreditation or candidacy
- b) The Architecture Program Report submitted for the last visit
- c) NCARB ARE pass rates

Program Response:

B.Arch.:

Requirement	Program Website Link (if applicable)
a) The most recent decision letter from the NAAB awarding accreditation or candidacy	https://www.pct.edu/academics/et/architecture-sustainable-design/bachelor-architecture
b) The Architecture Program Report submitted for the last visit	https://www.pct.edu/academics/et/architecture-sustainable-design/bachelor-architecture
c) NCARB ARE pass rates	https://www.pct.edu/academics/et/architecture-sustainable-design/bachelor-architecture

M.Arch.: NA, not offer M.Arch. program

Requirement	Program Website Link (if applicable)
a) The most recent decision letter from the NAAB awarding accreditation or candidacy	
b) The Architecture Program Report submitted for the last visit	
c) NCARB ARE pass rates	

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

Program Response:

Penn College's admission process is explained on our [Admissions & Aid](#) website. The page shows how to complete the Penn College application or use the Common App to apply, submit transcripts, school records or other documentation, and meet placement requirements (SAT/ACT scores, placement testing, or previously completed coursework). There are links for information directly relating to a student's path such as: first-year, transfer, international or returning. The layout of the page and links are easy to navigate.

The college is open enrollment, and the architecture programs do not have any special requirements for being accepted. Prospective students can apply, complete application requirements and placement testing, and place a deposit to hold their seat. When the program is full, students are wait-listed in order of timeframe for having completed their application. Students are offered the option to attend without taking architectural major coursework, with the understanding that this will add a year to complete the program. The fall of 2024 had a waiting list. The Assistant Dean spoke to every prospective student and clearly explained their options. Three students decided to attend and ended up with seats in the program, due to seats opening because other students ended up not attending. Fall of 2025 enrollment was placed on a waiting list in April 2025.

When students apply to the college they are assigned to an enrollment advisor. This advisor helps the prospective student navigate the process of completing their application and addressing anything they need help with. Students, and their families, have reached out to the Assistant Dean and the Department Head to get questions answered as needed. Because we have a specific computer requirement, our IT Help Desk has reviewed many requests for equivalency between our requirements and something families are considering purchasing.

The transfer process at the college starts with the student requesting transfer credit. If the coursework has been previously reviewed and deemed equivalent, it is already in the computer database and is automatically substituted. Students applying for transfer credit are asked to provide a syllabus from the course from the registrar's office. When the syllabus is submitted, it is forwarded to the academic unit for review, which is to be completed within two weeks. The architecture department has a form for review of the syllabus. If examples of coursework is required, the department will ask for it and subsequently the registrar will ask the student to provide it. The architecture department has a document for the evaluation of coursework. [Transfer Course Evaluation Form](#), that documents the submitted syllabus against the RSOs of the course. If the coursework is accepted as equivalent, then it will be added to the database of course transfers.

The college has a method of achieving advanced credit for work/life experience, [PR 3.41.03](#) which offers undergraduate students the opportunity to earn credit by demonstrating skills and knowledge obtained through specific work or life situations that are equal to the learning objectives of a specific course. Students have to be accepted to the college and indicate in writing the courses they are seeking credit for and ask for an interview. The student has to pay a per course fee and provide notarized letters from past employers, taped speeches, portfolio of applicant's work which is reviewed by the department head or designated faculty. The student needs to show that they meet the RSOs for the coursework per the Transfer Course Evaluation Form.

Students returning to Penn College that have received previous architecture degrees from Penn College can be admitted to the B.Arch. program. Their previous coursework will be evaluated against the current requirements for the B.Arch. program. The two-year associate's and four-year bachelor's degrees share the same coursework, and all students are held to the same grading/performance standards. This has been true since the beginning of the four-year bachelor's degree twenty years ago. The coursework in the four-year program has most of the same credits as the B.Arch. degree. Any student returning to the college for the B.Arch. program will have to complete all the requirements of the B.Arch. degree. Any coursework that has not been met, due to changes in the curriculum and additional coursework for the five-year degree, will need to be satisfied prior to earning the B.Arch. degree. This pathway is only open to previous graduates of Penn College's architecture degrees.

Information for prospective students about [applying for aid](#) is clearly laid out on the financial aid website. Links explain FAFSA, Pennsylvania State Grant Form, Scholarship Applications, and Loan Documents as well as a list of important deadlines for applying for aid and reminders that you don't have to be accepted to apply for government financial aid. Penn College has a single application to apply for Penn College scholarships and a link to

external scholarships.

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:

The college has provided information about applying for aid available on the [Financial Aid website](#). This page also includes information on how to contact the Financial Aid Office. The student’s application advisor can also help students with financial aid questions.

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:

The college has a cost estimator which is clearly linked on the [Financial Aid webpage](#). Prospective students have to answer questions about Pennsylvania residency, if they plan to live on campus and what type of dorm, and what type of meal plan is preferred. The estimated cost is shown with a breakdown of what the costs and fees are. The results are presented in a clear format, as shown in figure 6.6.2. The cost estimator also indicates that our architecture programs are eligible for the Momentum Incentive Program, which freezes tuition at the rate of the first year as long as the student is enrolled continuously and maintains a 3.0 GPA.

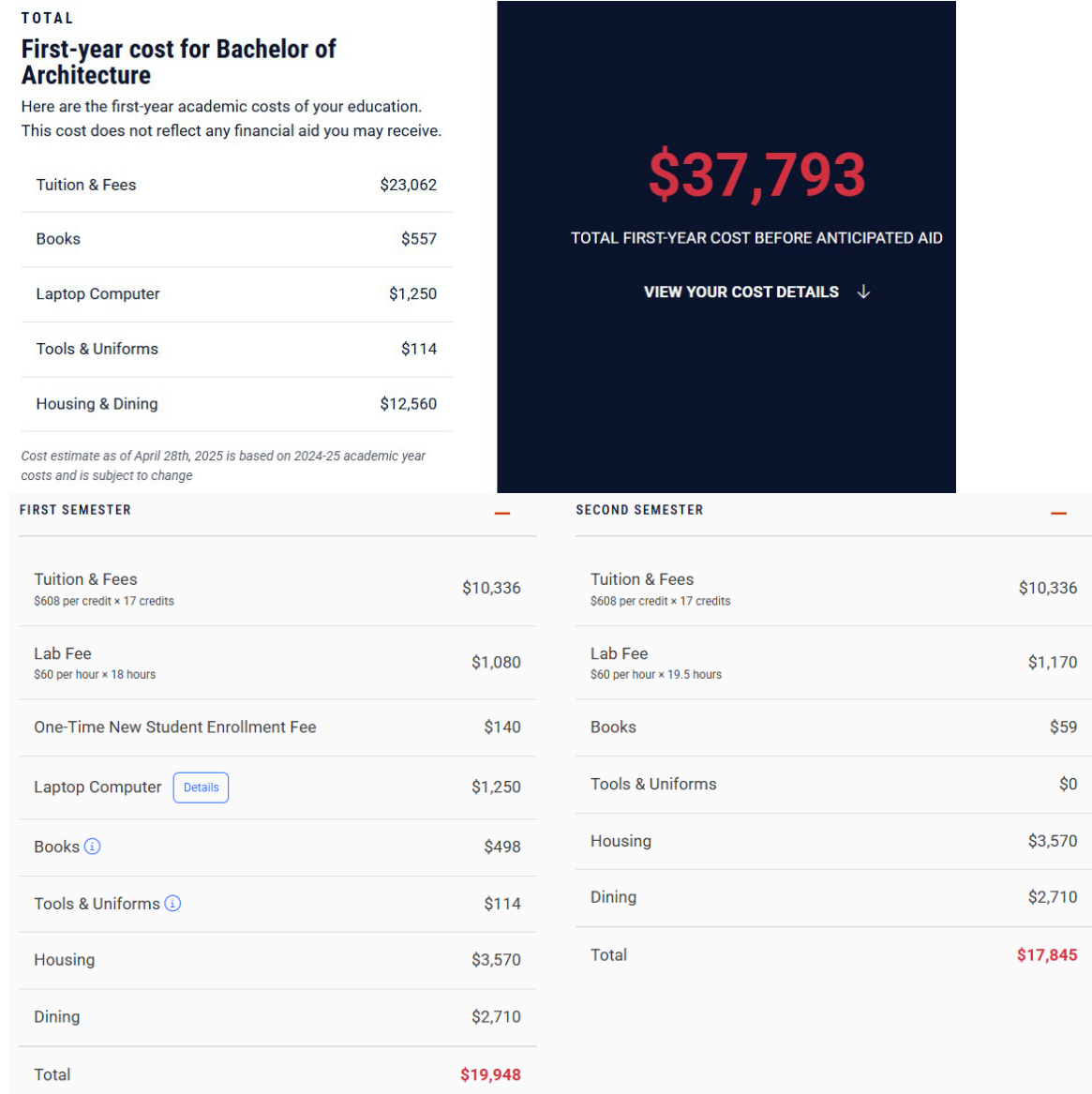


Figure 6.6.2 showing results for tuition cost estimate for first year of B.Arch. program, fall 2025

Appendix A: PC/SC Matrix

1. PC/SC Matrix

On the following page is the PC/SC matrix showing which coursework is identified as relating to the NAAB goals. Every course in the curriculum and non-curricular activities is listed across the top, in the order students take the coursework, while the Shared Values, Program and Student Criteria are listed down the left. Highlighted cells indicate that the course is being used to support the item. Classes highlighted in yellow have revised RSOs which will go into effect in fall 2025. Existing and new abstracts are posted in the course information with course assessment which will be available to the visiting team at least 45 days prior to the site visit. ACH 200 (Internship) is a new class currently going through the curriculum approval process.

A larger version of the matrix can be made available for the visiting team and will be printed out on 11x17 paper in the on-site team room.

Cells highlighted in green are additions to the matrix compared to our previous APR. These modifications were made based on the following self-assessment:

- Determination that all coursework, including optional classes, should be in the grid to show the entire program
- Realization that the Architect Licensing Advisor had not been listed, and we needed to be able to indicate the value of career development that the advisor brings to the program
- Architecture Department re-evaluation of applicability of courses to the values and criteria during assessment meeting where discussed comments from VTR

NAAB Shared Values, Program and Student Criteria Matrix

Shared Values	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		Optional		Non-Curricular	
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	W	W	W	W
Credit Hours	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Design														
Environ. Stewardship & Prof. Resp.														
Equity, Diversity & Inclusion														
Knowledge & Innovation														
Lifelong Learning														
PC Program Criteria														
PC.1 Career Paths	I													
PC.2 Design														
PC.3 Eco. Knowledge & Respon.														
PC.4 History & Theory														
PC.5 Research & Innovation														
PC.6 Leadership & Collaboration														
PC.7 Learning & Teaching Culture														
PC.8 Social Equity & Inclusion														
SC Student Criteria														
SC.1 HSW in Built Environment	I	I												
SC.2 Professional Practice														
SC.3 Regulatory Context														
SC.4 Technical Knowledge														
SC.5 Design Synthesis														
SC.6 Building Integration														

NAAB Assessment aligns with PCT Curriculum Map
 NAAB Assessment not in PCT Curriculum Map
 I = Introducing, D = Developing, R = Reinforcing

Changed cell for 2025
 Updated Abstract Approved for Fall 2025

On the following page is the matrix indicating which Required Student Outcomes (RSOs) from the course abstract relate to each PC/SC and identifies the course where students demonstrate the highest mastery. Highlighted cells match the previous matrix. The architecture faculty worked as a group to determine the identified RSOs. Purple cells indicate coursework where students are developing or reinforcing skills, while teal cells indicate where students have mastery of the skill. The teal cells are in coursework located closest to graduation and are where the Visiting Team should look first for evidence of fulfilling criteria.

A larger version of the matrix can be made available for the visiting team and will be printed out on 11x17 paper in the on-site team room.

Note that all course material provided to the team includes assessment of all students in the course, including all our architecture majors as well as anyone from other majors taking the class as an elective. All students are held to the same standards and our programs are set up so that students can change their major easily, since the required classes are the same, just adding additional coursework, with the B.Arch. requiring the most coursework.

NAAB Shared Values, Program and Student Criteria Matrix

Program Criteria	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		Optional	
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING		
PC	Credit Hours											
PC.1 Career Paths	1,3,4											
PC.2 Design												
PC.3 Eco. Knowledge & Respon.												
PC.4 History & Theory		1,2,4										
PC.5 Research & Innovation												
PC.6 Leadership & Collaboration												
PC.7 Learning & Teaching Culture												
PC.8 Social Equity & Inclusion												
SC	Student Criteria											
SC.1 HSW in Built Environment		1,4,5,7										
SC.2 Professional Practice	2,5											
SC.3 Regulatory Context												
SC.4 Technical Knowledge												
SC.5 Design Synthesis												
SC.6 Building Integration												

NAAB2025
Course RSD relating to criteria
Course with highest mastery of criteria

Appendix B: 4.2 Professional Degrees & Curriculum

2. Condition 4.2 Professional Degrees and Curriculum

Programs should complete or modify the following chart for the appropriate accredited program(s) and include as part of the APR.

B.Arch.

Total Credit Requirements

Required Prof. Courses (RP)	Elective Prof. Courses (EP)	General Studies (GS)	Optional Studies (OS)
Total = 108	Total = 3 credits	Total = 23/24**	Total = 18
Total No. of SCH for Degree	152/153**		

*SCH; Semester Credit Hours

**Students are required to take a minimum of 7 credits of science coursework, but might take two science courses with labs for 8 credits

Course Credit Requirements by Semester

First Semester		Credits	Type	Second Semester		Credits	
FYE101	First Year Experience	1	GS	RP	ACH129	Building Materials II	3
ACH101	Introduction to Architecture	1	RP	RP	ACH139	Construction Documents – Residential	3
ACH111	Architectural Graphics	3	RP	RP	ACH141	Building Codes and Accessibility	2
ACH112	Architectural History	3	RP	RP	ACH181	Architectural Design Studio I	3
ACH119	Building Materials I	3	RP	RP	ACH211	Architectural Graphics II	3
ACH135	Architectural Computer Aided Drafting	3	RP	GS	ENL 111	English Composition I	3
MTH181	College Algebra & Trig I	3	GS				
	TOTAL CREDITS	17				TOTAL CREDITS	17

Third Semester		Credits	Type	Fourth Semester		Credits	
ACH239	Construction Documents - Commercial	3	RP	RP	ACH240	Environmental Systems	3
ACH243	Structural Principles	3	RP	RP	ACH253	Structural Applications	3
ACH261	Architectural Design Studio II	3	RP	RP	ACH281	Architectural Design Studio III	4
ACH262	Sustainability: Building and Living Green (WRT)	3	RP	EP	ARC	Specified Architecture Elective	3
ACH264	Computers and Estimating	3	RP	GS	PHS 103	Physics Survey	3
SPC	Speech Elective	3	GS		or		
				GS	PHS 114	Physics with Technological Applications	4
	TOTAL CREDITS	18				TOTAL CREDITS	16/17

Fifth Semester		Credits	Type	Sixth Semester		Credits	
BSD332	Architectural Design Studio IV	5	RP	RP	ACH272	History of Modern Architecture	3
BSD340	Detailing and Applications	3	RP	RP	BSD 322	Sustainable Community Planning & Design	3
BSD410	Historic Preservation	3	RP	RP	BSD 352	Architectural Design Studio V	5

ENL121	English Composition II	3	GS	GS	MTH 172	Introduction to Geometry	3
or					or		
ENL201	Technical & Professional Communications	3	GS	GS	MTH 183	College Algebra & Trig II	3
				OS	CDP	Global & Cultural Diversity	3
	TOTAL CREDITS	14				TOTAL CREDITS	17

Seventh Semester		Credits	Type		Eighth Semester		Credits
BSD420	Renewable Energy Technologies	3	RP	RP	BSD 450	Sustainable Rating Systems	3
BSD432	Architectural Design Studio VI	5	RP	RP	BSD 452	Architectural Design Studio VII	5
BSD442	Architectural Theory	3	RP	OS	OEA	Open Elective	3
SSP	Social Science Elective	3	OS	OS	OEE	Exploration Elective	3
	TOTAL CREDITS	14				TOTAL CREDITS	14

Ninth Semester		Credits	Type		Tenth Semester		Credits
BSD472	Architectural Thesis Studio I	6	RP	RP	BSD482	Professional Practice	3
OEA	Open Elective	3	OS	RP	BSD492	Architectural Thesis Studio II	6
SCI	Science Elective	3	GS	OS	OEE	Exploration Elective	3
or							
SCL	Science Elective with Lab	4	GS				
	TOTAL CREDITS	12/13				TOTAL CREDITS	12
						TOTAL For ARC (B. Arch.)	152/153**

**Students are required to take a minimum of 7 credits of science coursework, but might take two science courses with labs for 8 credits

List of Architectural Electives – One Required in Fourth Semester of Program (3 Credits)

ACH200	Internship	3
ACH400	Internship	3
ACH258	3D Modeling & Animation	3
GLB270	European Sustainable Building, Historical Architecture & Art	3
GLB271	Global Cities - Architecture Ideals, Urban Forms & Artistic Aspirations	3
CAD247	CAD Management & Customization	3

Appendix C: Faculty Resumes

3. One-Page Faculty Resumés

Name: Daniel L. Brooks, LEED GA

Email: dbrooks@pct.edu

Courses Taught (Four semesters prior to Fall 2025): ACH111, ACH112, ACH119, ACH129, ACH181, ACH261, ACH272, ACH281; FYE101

Educational Credentials:

- 2008: Pennsylvania College of Technology, BS Residential Construction Technology and Management
- 1983: University of Maryland, Pre-Architectural Studies
- 1980: Williamsport Area Community College, AAS Architectural Technology

Teaching Experience:

- Adjunct instructor: Pennsylvania College of Technology, 1990-2004, Architecture Technology
- Temporary Full-time instructor: Pennsylvania College of Technology, 2004-2005, Architecture Technology
- Adjunct instructor: Pennsylvania College of Technology, 2005-2007, Architecture Technology
- Instructor: Pennsylvania College of Technology, 2007-present, Architecture and Sustainable Design; responsibilities include teaching architectural and sustainability courses, student advisement, curriculum development, lab development, developing courses, committee work, director of summer high school camp program, "Architecture Odyssey," 2016-present

Professional Experience:

Haven Homes Inc., Beech Creek, PA, architectural designer and technologist, 1983-2007
Private architectural consultation, 1983-present

Licenses/Registration: N/A

Selected Publications and Recent Research: N/A

Professional Memberships:

Who's Who among American College Students, 2008

Name: David W. Daneker

Email: daneker@pct.edu

Courses Taught (Four semesters prior to Fall 2025):

- ACH139, Construction Documents, Residential
- ACH339, Construction Documents, Commercial
- ACH211, Architectural Graphics II
- BCM272, Virtual Design and Construction for Construction Managers

Educational Credentials:

- Williamsport Area Community College (PTC), Williamsport, PA
 - Associate of Applied Science – Architectural Technology - May 1980

Teaching Experience:

- Adjunct Faculty, Pennsylvania College of Technology – 1993 to present

Professional Experience:

- University of Pittsburgh Medical Center, Williamsport, PA
 - Construction Project Manager - 2015-Present
- Tiadaghton Contractors, Inc., South Williamsport, PA
 - Project Manager - 2014-2015
 - Owner & President - 1999-2014
- CSI Construction Services, Inc / CVC Contractors, Inc., Lewisburg, PA
 - Senior Project Designer / Manager - 1982-1999
- Lloyd C. Cotner, Registered Architect, Montoursville, PA
 - Architectural Technician – 1980-1982

Licenses/Registration: American Hospital Association, Certified Health Care Constructor (CHC), 11/20/24

Selected Publications and Recent Research: none

Professional Memberships: none

Name Kara Demmien

Email: kad47@pct.edu

Courses Taught (Four semesters prior to Fall 2025): ACH101, ACH111, ACH141, ACH239, ACH211, BSD332, BSD352

Educational Credentials:

2011: Kent State University, Kent, OH, Master of Architecture

2010: Kent State University, Kent, OH, Bachelor of Architecture

2006: Pennsylvania College of Technology, Williamsport, PA, Associate of Applied Science, Architecture

Teaching Experience:

2023-Present: Pennsylvania College of Technology, Instructor

Professional Experience:

2023-Present: Hex Design Studio, LLC (Owner), Williamsport, PA

2022-2023: BRIX Design Group, Williamsport, PA

2021-2023: Pine Ridge Construction Management, Williamsport, PA

2014-2020: Larson Design Group, Williamsport, PA

2011-2014: RAL Architecture + Design, Inc, Lewisburg, PA

Licenses/Registration: N/A

Selected Publications and Recent Research:

2021: Women's Roundtable interview with Commercial Construction & Renovation Magazine

2019: design:retail 40 Under 40

2019: QSR Magazine Publication: 5 Restaurants Trends Gaining Momentum in 2019

2018: QSR Magazine Publication: 5 Trends Restaurants Can't Afford to Ignore in 2018

2018: design:retail Magazine Publication: Discount: A Treasure Hunters Dream

Professional Memberships:

NCARB Member

John Maxwell Team Mastermind Certificate

Retail Design Institute

Name Ms. Emily Diehl

Email: edd9@pct.edu

Courses Taught ACH261 – Site Design Studio (Fall 2024), BSD322 – Sustainable Community Planning and Design (Spring 2025)

Educational Credentials:

- Bachelor of Landscape Architecture 2004 - Pennsylvania State University
- Sedi de Roma, Rome Italy, Urban Planning, Spatial Analysis, Cartography, Density and Scale Studios 2003
- Atkin Leadership Academy 2010-2012

Teaching Experience: Adjunct Faculty at PCT Fall 2024 – to present

Professional Experience:

- **Brix Design Group 2021-Present - Associate Project Manager**
I am the lead for all Landscape Architecture Projects. I prepare park masterplans, construction documents, trail alignments of various sizes, brownfield redevelopments, residential developments, community planning projects, create renderings and facilitate meetings.
- **Larson Design Group – 2004-2021 – Designer/Designer I/Designer II/Sr. Designer**
Municipal projects – parks to streetscapes; healthcare projects – parking lot design accessibility studies and design solutions, and landscape plans, Private residential developments, and public recreation projects. Utilized GIS and ESRI software to gather and extract data for planning purposes. Created renderings and animations utilizing multiple software: Enscape, SketchUp, Lumion, AutoCAD, and Twinmotion. Attended and facilitated design workshops.

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:

Name: Dorothy Gerring, RA, LEED AP BD+C, CPHC, CPHB

Email: dgerring@pct.edu

Courses Taught (Four semesters prior to Fall 2025): ACH243, ACH253, ACH258, BSD322, BSD352, BSD400, BSD420, BSD432, BSD497

Educational Credentials:

- 1997: Pennsylvania State University, Master of Science in Architecture, Thesis: *Structural Concepts in the Beginning Design Studio*
- 1985: University of Arizona, Bachelor of Architecture, Thesis: *Transitional Shelter for the Homeless*

Teaching Experience:

- Associate Professor: Credit & workforce development courses for Penn College 1989-present. Responsibilities include teaching architectural and sustainability courses, student advisement, department head, architectural license advisor, curriculum development, lab development, developing courses, sustainability guru, and committee work. PSEA President 2016-2018
- Adjunct instructor Penn State University 1984-85, workforce development 2023

Professional Experience:

- Architectural practice, incorporated 2020 as Dorothy Gerring Architecture, LLC, 1990-present

Licenses/Registration: NCARB registered architect, Arizona and Pennsylvania

Selected Publications and Recent Research:

- Gerring, D. 2023. *Renewable energy systems for building designers: fundamentals of net zero and high performance design*. NY: Routledge.
- Keynote speaker for 2025 PHRC Housing Conference, March 2025, *Universal Design & Visitability in Our Homes from the Curb to the Closet*
- Invited researcher to Symposium on Building-Energy Research, November 2024, sponsored by University of Arizona and held at NREL
- 5th Annual Residential Building Design & Construction Conference, Co-Presenter, Title: *Building Industry: Trends in Sustainability and Building Science Application*, State College, PA 2020. Published under same title.
- 26th Annual Pennsylvania Housing Research Center Housing Conference, Co-Presenter, Title: *Universal Design/Aging-in-Place: An Interactive Experience*, State College, PA 2018
- 4th Annual Residential Building Design & Construction Conference, Co-Presenter, Title: *Aging-in-Place Housing: Industry Trends in Pennsylvania*, State College, PA 2018
- Appeared in the Telly Award-winning “Working Class: Building & Grow Green” episode produced by Pennsylvania College of Technology and WVIA. Released May 10, 2017
- 3rd Annual Residential Building Design & Construction Conference, Co-Presenter, Title: *D.O.E. Race to Zero*, State College, PA 2016
- 3rd Annual Residential Building Design & Construction Conference, Co-Presenter, Title: *Universal Design—Aging in Place*, State College, PA 2016
- Pennsylvania College of Technology, Centennial Colloquium Series, Presenter, Title: *Sustainable & Affordable Housing*, Williamsport, PA, 2014

Professional Memberships:

Phius Alliance, USGBC, Society of Building Science Educators

Name: Dr. Naim Jabbour, LEED AP BD+C, Associate AIA

Email: nnj1@pct.edu

Courses Taught (Four semesters prior to Fall 2025): ACH111, ACH112, ACH262, ACH281, BSD332, BSD322, BSD432, BSD450, BSD497, GLB270, GLB271

Educational Credentials:

- 2022: Carnegie Mellon University, Doctor of Design in Architecture (DDes), Dissertation: Design Optimization for Net Zero Energy Apartment Buildings in Lebanon: A Parametric Performance Analysis.
- 2018: Harvard University, Master of Liberal Arts (ALM), Extension Studies, Field: Sustainability, Thesis: An Iterative Parametric Modeling Analysis of Architectural Indicators and Associated Impacts on Energy Consumption in a Pennsylvania Single-Family Home.
- 2016: Harvard University, Post Graduate Certificate in Green Buildings & Communities, Extension School
- 2012: Harvard University, Post Graduate Certificate in Daylighting Buildings, Graduate School of Design
- 2009: Carnegie Mellon University, Master of Science (MSc), Architecture – GPA=4/4.3 - sustainable design concentration
- 2001: Louisiana State University, Bachelor of Architecture (BArch)
- 1997: Temple University, Design Studio Workshop, Study Abroad Program, Rome, Italy

Teaching Experience:

- Associate Professor, Architecture department, Pennsylvania College of Technology

Professional Experience:

- LEED Diversity, Equity, and Inclusion (DEI) Working Group Member, USGBC 02, 2023 – 12, 2023
- Principal Investigator, National Science Foundation S-STEM BE Scholars Program 08, 2017 – 08, 2022
- Assistant Dean, School of Construction & Design 06, 2018 – 06, 2019
- National Chair, USGBC Students (region 11) – Center for Green Schools 05, 2011 – 05, 2015
- Project Designer/Project Executive, PBK 08, 2001 – 07, 2008

Licenses/Registration: LEED Accredited Professional with a specialty BD+C, USGBC (2009)

Selected Publications and Recent Research:

- A comparative meta-analysis of residential green building policies in targeted countries and their impact on overall energy patterns (2020)
- A parametric modeling analysis of architectural variables and their associated Impacts on energy consumption in a baseline Pennsylvania single-family home (2020)
- Energy production and consumption patterns: an examination of the state of energy, electricity, and air pollution in Lebanon (2020)

Professional Memberships:

- USGBC National Member
- Central PA USGBC Chapter Member
- NCARB Member
- AIA Member - Associate AIA designation
- Lebanese Green Building Council: Member of the Education and Awareness Committee
- Harvard Alumni for Climate and the Environment
- AIA PA School Construction Task Force (2023)

Name Anthony M. Komarnicki R.A.

Email: akomarni@pct.edu

Courses Taught ACH 139 Residential Construction Documents

ACH141 Building Codes and Accessibility

ACH261 Architectural Design Studio II

BSD 340 Detailing and Applications

BSD410 Historic Preservation

BSD497 Capstone Design Studio VI

Educational Credentials: Associates of Architecture, Williamsport Area Community College 1980
Bachelor of Architecture, Kansas State University 1985

Teaching Experience: Adjunct Faculty Pennsylvania College of Technology 1997 through 2003
Architecture Faculty Pennsylvania College of Technology 2024 to present

Professional Experience: Owner and Principal of The Architrave architecture & design Inc Williamsport PA
1990 to present
Project Architect: Robert A. Lack architects Lewisburg, PA. 1987 to 1990
Intern Architect: Lloyd C. Cotner Associates Montoursville, PA. 1985 to 1987
Co-Chair Loyalsock Township Planning Commission 2005 to present
Board of Appeals Member: IBC Code for Codes Inspections Inc. for multiple
PA municipalities, 2008-present

Licenses/Registration: Pennsylvania

Selected Publications and Recent Research: NA

Professional Memberships: NCARB

Name: Ellyn A. Lester, PhD

Email: eal12@pct.edu

Courses Taught (Four semesters prior to Fall 2025):

- BSD460: Professional Practice of Architecture & BSD482: Professional Practice

Educational Credentials:

- PhD in the Built Environment; University of Salford, Manchester, England
- B.Arch; University of Kansas, Lawrence KS
- BS in Journalism; University of Kansas; Lawrence, KS

Teaching Experience:

- Associate Professor, Pennsylvania College of Technology, Williamsport, KS
- Associate Professor and Program Chair; Stevens Institute of Technology, Hoboken, NJ
- Instructor; NewSchool of Architecture; San Diego, CA

Professional Experience:

- President; NovaConnect, Inc., (2007-2010)
- Vice President of Architecture; MBA Management, (2005-2007)
- Vice President of Membership and Marketing & Executive Director;
- Design-Build Institute of America, (2002-2005)
- Director of Business Development; WRS Architects, Inc.; (2000-2002)
- Director of Marketing; Shaughnessy, Fickel & Scott Architects, (1998-2000)
- Project Coordinator; LGA, Inc., (1996-1998)

Awards & Recognition:

- **Construction Dive: Construction Champion – 2024 List**, Recognized as a “national leader in construction” by an Industry Publication with 450,000+ readership
- **City & State PA: Building & Infrastructure Trailblazer – 2024 list**, Recognized as “the premier multimedia news organization covering PA’s state and local government”
- **Carol A Kueker Construction Education Visionary Award – 2020 Career Award**
NAWIC Education Foundation’s highest national award
- 6th International Knowledge Management/Intellectual Capital Excellence Awards – 2020 Finalist (3 finalists), Award presented during the 21st European Conference on Knowledge Management; Coventry, England

Selected Publications and Recent Research:

- **“COVID-19 Crisis Management Left Tacit Knowledge Behind”, 2023**, American Journal of Management, 23(1)
DOI: 10.33423\ajm.v23i1.6038
- **“People First’ Responses to an Externality”, 2022**, IOP Conf. Ser.: Earth Environ. Sci. 1101 032006
- **“A Global Survey of Infection Control & Mitigation Measures for Combating the Trans of COVID-19, 2022**
- **Pandemic in Buildings Under Facilities Management Services”,** Frontiers in Built Environment Journal
- **Strategic Responses to Disruptions: A Mobilization / Response Plan to Manage Knowledge and Intellectual Capital in the Built Environment During Trying Times, 2021**, The 2020 International Knowledge Management and Intellectual Capital Excellence Awards Book
- **“Education, Design and Practice – Understanding Skills in a Complex World”, 2020**, AMPS International Research Organization Conference Proceedings 17.1 (Editor)

Professional Memberships: Construction Management Association of America

Name: Jessica Urick Oberlin

Email: juo1@pct.edu

Courses Taught (Four semesters prior to current visit) (as librarian assistant): BCM 103 Construction & Program Orientation, CET 242 Fluid Mechanics, CET 420 Sustainable Infrastructure, CET 495-496 Senior Capstone Design-Planning, ENL 111 English Composition I, FYE 101 First Year Experience: Architecture, PPT 370 Polymer Synthesis & Formulation, SPC101 Fundamentals of Speech

Educational Credentials:

Masters of Science in Library Science (MSLS)

Bachelor of Arts: English Literature

Teaching Experience:

- **Pennsylvania College of Technology**, Williamsport, PA, Associate Professor and Librarian, 2016-present
- **Lycoming College**, Williamsport, PA, Assistant Professor and Librarian, 2012-2016
- **Warrior Run School District**, Turbotville, PA, High School Librarian, 2009-2012
- **Mifflinburg Area School District**, Mifflinburg, PA, Communications (English) Teacher Grade 10, 2007-2012

Professional Experience: same as teaching experience

Licenses/Registration: N/A

Selected Publications and Recent Research:

Oberlin, J.U., & Waugh, E. (2021). VR for all: A STEM library engineers and open house. In E. Kroski (Ed.), *32+virtual, augmented and mixed reality programs in libraries* (pp. 77-84). American Library Association.

Oberlin, J.U. (2021). Data of e-resources: Moving forward with assessment. In S.S. Hines (Ed.), *Advances in library administration and organization volume 42: Technical services in the 21st Century* (pp. 155-174). Emerald Publishing.

Broussard, M. S., Hickoff-Cresko, R. & Oberlin, J. U. (2014). *Snapshots of reality: A practical guide to formative assessment in library instruction*. Chicago: Association of College and Research Libraries.

Broussard, M. S. & Oberlin, J. U. (2011). Using online games to fight plagiarism: A spoonful of sugar helps the medicine go down. *Indiana Libraries*, 30(1), 20-21.

Makatche, K. S. & Oberlin, J. U. (2011). Building a culture of reading. *School Library Monthly*, 28(3), 12-14.

Professional Memberships: Association of Architecture School Librarians

Name: Tuna Saka

Email: tsaka@pct.edu

Courses Taught (Four semesters prior to Fall 2025): ACH101, ACH 111, ACH 119, ACH 129, ACH139, ACH135, ACH141, ACH181, ACH264, ACH240, BSD410, FYE101

Educational Credentials:

- 1988: State University of New York at Buffalo, Master of Architecture.
- 1986: State University of New York at Buffalo, Bachelor of Professional Studies in Architecture.
- 1983: Hudson Valley Community College, Associate in Applied Science in Civil Engineering Technology.

Teaching Experience:

- Associate Professor: Architecture & Sustainable Design, Pennsylvania College of Technology 2000-present. Responsibilities include teaching architectural and sustainability courses, student advisement, curriculum and syllabus development and administering all student grades.
- Assistant Professor: Architectural Technology, Pennsylvania College of Technology 1996-2000. Responsibilities include teaching architectural technology courses, student advisement, curriculum and syllabus development and administering all student grades.
- Instructor: ITT Technical Institute, Maitland, FL 1994-1996. Developed syllabus and overall course structure, delivered student instruction, advisement and administered all grades.
- Adjunct Instructor: Hudson Valley Community College, Troy, NY 1993-1994. Developed syllabus and overall course structure, delivered student instruction, advisement and administered all grades.

Professional Experience:

- Intern Architect: Cataldo, Water, & Griffith Architects, P.C. Schenectady, NY 1992-1994. Prepared and produced construction documents for educational, office, and commercial buildings. Provided design development activities, space programming, code research and implementation, and generated architectural working drawings.
- Intern Architect: Alan M. Knutowicz Architects, P.C. Brockport, NY 1990-1992. Prepared and produced construction documents for educational, office, and commercial buildings.
- Architectural Draftsperson: The Sear-Brown Group, P.C. Rochester, NY 1988-1990. Prepared and produced construction documents. Developed conceptual and schematic designs, and constructed architectural models for client presentations.

Licenses/Registration:

Selected Publications and Recent Research:

- AutoCAD for Architecture. A comprehensive text that leads students through the basic fundamentals and advanced features of AutoCAD software for creating architectural drawings. Prentice-Hall, New Jersey, 2002. ISBN: 0-13-091436-3. www.prenhall.com/saka.

Professional Memberships:

Appendix D: B.Arch. Program Coherence Mapping

B.Arch. Program Coherence Mapping: shows coursework across the top, program goals to the right. Cells contain the following information:

- Emphasis of the course: introduce (I), reinforce (R), develop (D)
- X indicates that the course is used to evaluate college foundation or program goal criteria
- PC/SC that applies to course
- Tan highlighted cell indicates course assessment as shown in our NAAB PC/SC Matrix
- Black PC/SC text in a tan cell means the criteria is being assessed per our NAAB PC/SC Matrix
- Red PC/SC text in a tan cell means the criteria isn't being assessed per our NAAB PC/SC Matrix

The mapping of foundations and AX degree goals to the ACH courses on this page and the next two pages applies to the AX degree and to the first four semesters of the ASD and ARC degrees. The tan background designates courses which are assessed for the NAAB PC & SC criteria specified.

A graduate of this major should be able to:	ACH101	ACH111	ACH112	ACH119	ACH139	ACH129	ACH135	ACH141	ACH181	ACH211	ACH239	ACH240	ACH243	ACH253	ACH258	ACH261	ACH262	ACH264	GLB270	GLB271	ACH272	ACH281
Semester	1	1	1	1	2	2	1	2	2	2	3	4	3	4	4	3	3	3	4	4	4	4
Communication	I	I	IX	I	D	D	I	R	I	D	D	D	D	D	D	D	RX	D	R	R	R	R
Critical & Ethical Thinking	I	I	IX	I	D	D	I	D	I	D	D	DX	D	D	R	D	D	D	R	R	R	RX
Quantitative Thinking	I	I		IX	D	D	I		I			D	DX	R		D		D				R
Technological Literacy		I	I	I	D	D	IX		I	D	D	D	R	R	D	D	R	RX	R	R	R	R
Collaboration		I		I		D			IX			D				D	R	D				RX
Program Goal #1 (PC5, SC3, SC4) demonstrate technical expertise and problem-solving ability through the use of effective data analysis, appropriate tools and digital media, and standard mathematical computations.	I	I	I	I	I	I	I	IX SC3	D	D	D	D	D	RX SC4	D	D	D	D	D	D	D	R PC5
Program Goal #2 (PC2, SC4) interpret architectural drawings and related documents, and communicate ideas and solutions using appropriate architectural vocabulary.	I	I	I	I	I	I	I	I	D PC2	D	DX SC4	D	D	D	D	D	D	D	D	D	D	R PC2
Program Goal #3 (PC2, SC2) describe the stages of the architectural design process, and the phases of a typical building project.	IX SC2	I	R	R	R	R		I	R PC2	R	D	D	R	R		D PC2	D	R	R	R	R	D RX PC2

A graduate of this major should be able to:	ACH101	ACH111	ACH112	ACH119	ACH139	ACH129	ACH135	ACH141	ACH181	ACH211	ACH239	ACH240	ACH243	ACH253	ACH258	ACH261	ACH262	ACH264	GLB270	GLB271	ACH272	ACH281	
Semester	1	1	1	1	2	2	1	2	2	2	3	4	3	4	4	3	3	3	4	4	4	4	
Program Goal #4 (PC2, PC4, SC4, SC5) develop design solutions for small and medium sized projects which demonstrate a knowledge of architectural history, building materials and building systems.	I	I	R PC4	R SC4	R SC4	R SC4		I	R PC2	R	D SC4	D	R SC4	R SC4		DX PC2 SC5	D	R	R	R	D PC2 PC4	R	
Program Goal #5 (PC2, SC5) present architectural designs and concepts using various means as appropriate.		I	I	I	I	I	I	D	PC2 SC5	D	D	D		D	D	RX PC2 SC5		R	R		D	R PC2 SC5	
Program Goal #6 (PC2, SC4, SC6) analyze the aesthetic, economic and environmental impacts of various building materials, building systems, and methods of construction.			I	I	I	D	I	I	D PC2	D	D SC4	D	D	D SC4		D PC2	D	DX SC4			R	D	R PC2 SC4 SC6
Program Goal #7 (PC3, SC1) demonstrate an understanding of the choices that promote occupant health and well-being.				I		I		IX SC1				I					DX PC3	R	D	R	R		
Program Goal #8 (SC6) integrate the various applications of construction materials, systems, and methods used in the building industry.			I	I	I	I	I	I	D	D	D	DX SC6	D	D	D	D	D	R	R	R	D	RX SC6	
Program Goal #9 (PC1, PC6, SC2) describe the career options and job titles of those who work within architecture of working in teams, and the relationships between the various stakeholders.	IX PC1 SC2			I	I			I		D		D SC2	R	R SC2	PC6		D SC2				D	R	

The mapping of foundations and ARC degree goals to the BSD courses on this page applies to the ARC degree.

In addition to meeting the goals established for the Architectue associate degree, a graduate of this major should be able to:														
Semester	BSD322	BSD332	BSD352	BSD340	BSD400	BSD410	BSD420	BSD432	BSD450	BSD442	BSD452	BSD472	BSD482	BSD492
	6	5	6	5	*	5	7	7	8	7	8	9	10	10
Communication	D	D	D		R	R	D	R	R	RX	R	R	R	R
Critical & Ethical Thinking	D	R	R	DX	R	R	D	D	R	R	R	R	RX	R
Quantitative Thinking		D	R		R		DX		R		R	R		R
Technological Literacy	D	D	D	D	D	D	D	R	R		RX	R	R	RX
Collaboration	R	R	R		R		D	DX	R	R	R		R	

In addition to meeting the goals established for the Architectue associate degree, a graduate of this major should be able to:

Semester	BSD322	BSD332	BSD352	BSD340	BSD400	BSD410	BSD420	BSD432	BSD450	BSD442	BSD452	BSD472	BSD482	BSD492
	6	5	6	5	*	5	7	7	8	7	8	9	10	10
Program Goal #1 (PC5, PC6, SC4) demonstrate critical thinking, professional communication, and enhanced research skills in solving architectural problems, including the ability to interpret and develop architectural documents, and to locate, evaluate and use needed information effectively.	D PC6	D	D	D SC4	D	D	D PC5 SC4	R SC4	R	R	R	RX PC5	R	R PC2 PC5 SC4
Program Goal #2 (PC2, PC4, PC5, SC3, SC4) make distinctions between the stages of the architectural design process, the phases of a typical building project, and apply concepts of architectural history, theory, research methodologies, sustainability, and building technology to solve complex design problems.	D PC2	D	D	D SC4	R		D PC5 SC4	D PC2		R PC4	RX PC2 PC5	R PC5	R SC3	RX PC2 PC5
Program Goal #3 (PC2) master two and three-dimensiional representation techniques to express intentions at the various stages of a project.	D PC2	D	D	R	R	R	R	DX PC2			RX PC2	R		R PC2
Program Goal #4 (PC2, SC4, SC5, SC6) demonstrate an advanced understanding of various building systems and technologies related to building materials, structures, environmental controls, methods of construction, and sustainability, to solve architectural problems and support a healthy environment.	PC2	D SC5	D	D SC4	R	R	DX SC4	D PC2 SC5 SC6	R	R	R PC2 SC5	R		RX PC2 SC5 SC6

The tan background designates courses assessed for NAAB PC & SC criteria shown in black. PC & SC criteria shown in red are not assessed for that course.

In addition to meeting the goals established for the Architectue associate degree, a graduate of this major should be able to:

Semester	BSD322	BSD332	BSD352	BSD340	BSD400	BSD410	BSD420	BSD432	BSD450	BSD442	BSD452	BSD472	BSD482	BSD492
Program Goal #5 (PC2, PC3, PC8, SC1, SC5) make sustainable decisions for buildings and communities based on assessments of energy usage, resource efficiency, and lifestyle choices that address industry sustainability standards and promote occupant health and well-being.	DX SC1 PC3 PC8	D	D		R	R	D	D PC2 SC5	DX		R PC2 SC5	R	PC8	R PC2 SC5
Program Goal #6 (PC2, PC5, SC5, SC6) provide innovative and comprehensive architectural solutions which integrate various aspects of theory, structural design, aesthetics, building materials, building systems, construction practices and sustainability.	D PC2	D	D		R		R PC5	D PC2 SC5 SC6	R		RX PC2 SC5	R PC5		RX PC2 SC5 SC6
Program Goal #7 (PC1, PC6, PC7, PC8, SC2, SC3) demonstrate familiarity with the legal, ethical, financial and social responsibilities of the various stakeholders who work within architecture and related disciplines.	D PC6 PC8	R	R		D	R	R	RX PC2 PC6 PC8	R		R	R	RX PC1 PC7 PC8 SC2 SC3	R

The tan background designates courses which are assessed for NAAB PC & SC criteria shown in black. PC & SC criteria shown in red are not assessed for that course.

*BSD400 - Internship course offered as needed and may be used to fill an Open Elective.

Appendix E: Learning & Teaching Culture Policy

Learning & Teaching Culture Policy.

The Penn College Architecture Department Learning and Teaching Culture Policy

Overview:

Pennsylvania College of Technology Architecture Department is governed by and fully endorses both the Values and Mission Statements established by the College in our Learning and Teaching Culture Policy. Our College Values Statement as shown on <https://mypct.pct.edu/PolicyandProcedure/Pages/ValuesMissionandGoals.aspx> (Policy 1.01) contains four core values which form the foundation for our policy:

- Strength Through Respect: We celebrate our differences, foster a culture of belonging, and recognize that mutual respect is the foundation of our learning community.
- Real-World Education: Through a variety of learning experiences, students benefit from a purposeful, workforce-driven education that blends theoretical principles with hands-on applications.
- Student-Centered Environment: Students are thoughtfully immersed in experiences that invite exploration of diverse subjects and perspectives, promote critical thinking, and ignite lifelong learning.
- Business and Industry Partnerships: Coursework, experiences, and skillsets are intentionally designed to mutually benefit and maximize opportunities for students and their employers.

The Mission Statement of the Pennsylvania College of Technology (P 1.02), given below, captures the spirit of our policy:

“Inspiring and preparing Tomorrow Makers—the next generation of industry leaders—
with real-world experience and innovative spirit.”

With our College’s Values Statement forming a foundation for and our College’s Mission Statement capturing the spirit of our policy we, the faculty, students, and administration of the Pennsylvania of College of Technology Architecture Department endorse and actively promote the Learning and Teaching Culture Policy that follows, and which grows out of our own Architecture Department Mission Statement that reads:

“The Architecture Department at Penn College provides a combined theoretical and hands-on education in building fundamentals, technology, sustainability, and design. We are committed to shaping a healthy future and a more equitable society through the built environment.”

This Learning and Teaching Culture Policy that follows outlines and defines the expectations of our studio and community atmosphere to ensure that we create a healthy and supportive environment where all members can achieve their academic pursuits.

Implementation:

This policy, though not exhaustive, is intended to establish an ongoing standard of understanding and respectful attention to the relationship that exists between students, faculty, and administration in the Architecture Department at Penn College. This policy shall be disseminated to all parties each semester, posted on the department webpage and in a conspicuous space either in each design studio or in the corridor outside each design studio. Also, this document shall be under constant review and

development and undergo regular periods of formal review by representatives of all parties of interest as outlined in the section below titled Continuous Improvement and Revision.

Design culture:

The faculty and administration of the Architecture Department at Penn College recognizes the value of the studio course. It provides for student-faculty and student-to-student collaboration and enhances engagement in the design process. A healthy design culture allows for diversity of thought and design approach and inspires collaboration and personal growth through both formal and informal review.

A positive studio experience is structured. The faculty will develop projects, establishing reasonable timelines and manageable deliverables, be available to their students during studio and office hours, and provide timely feedback. The students will be respectful of their faculty mentor(s) and their design cohort. Additionally, students will strive to be prepared and engaged, to manage their time wisely, to meet all due dates, and to present their ideas and receive feedback in a mature and responsible manner.

Diversity:

The Penn College Architecture Department is committed to providing an inclusive environment that fosters diversity, equity, justice, and active engagement. Essential to our mission is promoting and encouraging a diverse array of viewpoints and voices to create a more equitable and just world, now and into the future. We promote diversity, equity, and inclusion (DEI) in our faculty, staff, and student interactions and workspaces and within our coursework and studio designs. Inclusivity fosters and inspires students, faculty, and staff to respect and promote diverse opinions and viewpoints and fosters a sense of belonging. We define diversity as the broad range of human differences, including but not limited to race, ethnicity, national origin, religion, age, disability, gender identity and expression, sexual orientation, veteran status, and socio-economic background. It is one of our core values to celebrate our differences, foster a culture of belonging, and recognize that mutual respect is the foundation of our learning community to create a more inclusive profession. The Penn College Architecture Department is committed to providing an educational environment that is inclusive, equitable, and just for all students to create a more inclusive profession.

We align with our institution by committing to:

- Develop educational components to promote advocacy for self and others;
- Attract, retain, and develop talented faculty, staff, and students from all walks of life;
- Tap into diversity of thought, background, and identity to nurture innovation; and
- Advance policies and practices that cultivate equity and belonging and ensure inclusive access to facilities, programs, resources, and services.

Health and Wellbeing:

The health and wellbeing of our students, faculty, and administration is of paramount importance to our department and to the College. Effective time management, finances, and balancing school life with social, work, and homelife is a challenge. Sufficient sleep and quality nutrition often are a big part of whether, or not, we can perform at our best. This balance can be challenging, and it is a key area for everyone to manage.

As a result, there are several methods by which the College and the Architecture Department assist with establishing this balance. There is a semester schedule and an attendance policy that specifies the number of absences allowed in a specific class and both are a part of the course syllabus. Secondly, we have a The Cupboard at Penn College, which is a campus food pantry specifically geared to assist students with food insecurities. Additionally, there are many offices on campus that are a part of our health and wellness plan. These offices, among others, include Counseling Services, Disability and Access Resources, Financial Aid and Student Engagement.

Finally, while students have 24/7 access to the studios in the Architecture Department, the department philosophy is to discourage students from pulling the traditional 'all-nighters'. We attempt to do so by adhering to a department policy that states all projects must be completed and submitted to our College's learning management system (currently PLATO) by 10:00 PM the night before a project is due.

Time management and School-Life-Work Balance:

Developing strong time management skills is an essential component vital to the success of our students and to the establishing of responsible societal members. Time management is affected by one's health and wellbeing and their school-life-work balance. Our faculty should model good time management skills by beginning and ending studio hours on time, developing, issuing, and maintaining timelines and due dates, issuing grades timely, and keeping office hours as per the faculty Contract.

Additionally, faculty should realize that students have other obligations such as other academic classes, work schedules, extra-curricular activities and family activities, and social lives. Every attempt should be made by faculty to schedule projects to preserve school break, holidays, and vacation times for their students. Finally, faculty, serving as mentors, should encourage students to be mindful of the importance of maintaining a school-life-work balance, good nutritional habits, and the importance of rest, relaxation, and sleep.

The design student, in turn, should make every effort to develop a well-rounded, balanced lifestyle. While the design studio is a large component of student life, requiring many hours of time often beyond the studio hours, other classes, employment, family life, and healthy recreation and relaxation are also important. Therefore, each student should be made aware of the value of activities beyond the studio for a well-rounded lifestyle experience and encouraged to develop a workable schedule for these diverse activities.

Facility expectations:

The facilities, services, materials, and amenities provided by the Architecture Department are the property of the College and should be treated with respect. Further, the personal property of students, faculty, and administrators is also to be treated with care. Borrowed materials and tools should be returned in like condition and in a timely fashion. All safety and security measures shall be strictly enforced and followed. All equipment should be operated according to the safety protocols that are in place. Shared spaces should be constantly maintained including modeling spaces, printing areas, class and meeting rooms, areas in and around laser cutters and 3d printers, or similar equipment. All scraps, food and drink, and other trash should be immediately discarded into the appropriate trash and recycling bins provided.

Faculty Expectations:

In addition to the many responsibilities of faculty outlined throughout this policy, it is understood that faculty set the tone for studio culture. The faculty understand this role and endeavor to create a valuable studio experience for each student. Recognizing our students are adults coming to us with diverse backgrounds and experiences, we first strive to develop an atmosphere of mutual respect. Additionally, the faculty facilitated experience strives to-

- Be supportive of each student and their quest for personal growth and development
- Develop critical thinkers that can become “Tomorrow Makers”
- Be attentive to the needs of the individual as well as the needs of the design cohort
- Join in the celebration of our students’ diversity and achievements

Collaboration and Community:

To promote both personal growth and development as well as the growth and development of the whole, the Architecture Department recognizes the value of a collaborative community. Therefore, we strive to create a community which will enrich the personal and professional life of each participant. As such, a collaborative community recognizes the skills and weaknesses of each member and endeavors to create an environment that allows everyone to experience personal growth and achievement so that each member is viewed as a valuable contributor to the whole. To that end we endorse-

- a zero-tolerance policy for any type of physical or emotional abuse
- strong, not overly competitive, student-to-student relationship
- personal growth demonstrating the highest regard for academic integrity
- freedom of expression while maintaining a non-offensive atmosphere
- active engagement by all students, faculty, and administration in the educational process
- a spirit of unity without conformity

Sustainability:

Sustainability is one of the four major focus areas of the Architecture Department at Penn College. Just as our program and its members support environmentally friendly design and building, we also support and promote, on a broader scale, a sustainable lifestyle.

A sustainable lifestyle is a personal commitment to making the appropriate changes in our daily lives that improves both our individual quality of life as well impacts the quality of life of those around us and those who will come after us. Therefore, in addition to our commitment to sustainably designed buildings, architecture at Penn College endorses and promotes at a societal level, among other things, sustainable transportation systems, food sources and sourcing, product reduction, reuse and recycling, environmental education and sustainable design beyond architecture- such as through the purchasing of goods and services that are sustainably sourced, developed, distributed, used and eventually disposed.

To raise awareness of the benefits of sustainability to the campus and greater community, the Architecture Department is committed to adopting best green practices in teaching, professional practice and day-to-day activities. The department is striving to create, foster and promote a net positive sustainable environment inside of our studios, the campus and our greater Williamsport

community. Students, faculty and administrators are invested in pursuing holistic approaches to promote sustainability in the built environment.

Critique, Evaluation and Appeals:

Studio critique is an integral part of a design education. Critique allows for the interchange of ideas and is intended to aid in applying what has been learned in formal classroom settings as well as informally through research and real-life experiences. Various methods of critique are employed such as the traditional jury, desk crits and informal, casual reviews. At the heart of any review should be the desire to promote critical thinking and the opportunity to explore diverse alternatives shaped by various perspectives. Phraseology such as personal growth and understanding, constructive feedback, mentoring, skill-building, respectful interchange, professionalism, and the addressing of various viewpoints and possibilities should always describe the review process of our design studios. An intimidating, hostile, or offensive environment is counter-productive to the design process and cannot be tolerated in our quest to create Tomorrow Makers who will enter the world arena as well-rounded problem solvers.

It is expected that students and faculty will communicate openly throughout the entire studio process. Faculty communication may occur through many diverse methods and students are expected to respond to such communications in kind. Additionally, students shall prepare for design review, either formal or informal, by meeting established deliverable timelines, being physically present on time, prepared, and fully engaged throughout the process.

Grading is also an expectation of the College and the design studio. Grading, although understood to be subjective, should always be fair and consistent- both to the individual student as well as the design cohort. A design brief and rubric outlining the project's intent and timelines, the various design distinctives that are to be met, and the weight of these elements should be issued at the onset of every project. These distinctives should be based upon the Required Student Outcomes (RSO's) of the design studio course and focus on the design process, design content, and presentation.

If a student believes that the deliverables for a project are unmanageable or the grade received for a project is unfair, the student should follow the College's established process for appeal. The appeal starts with a student meeting and voicing their concerns with their design professor. If the student feels after meeting with the professor that they are unsatisfied with the results of the meeting, they are to appeal their concerns to the Assistant Dean of Construction and Architectural Technologies Division of the School of Engineering Technologies. The entire, fully detailed process for appeal is outlined in the College's Academic Fairness Policy (P 4.23) and Academic Fairness and Complaint Procedure (PR 4.23) posted on the College website.

Continuous Improvement and Revision:

In addition to the dissemination of this policy through the avenues outlined above, this policy shall be maintained by both an ongoing and a systematic approach. Throughout the course of the academic year, any member of the architecture student body, faculty, or its administration shall be encouraged to voice their concerns or suggestions to any member of the Learning and Teaching Culture Policy Committee with the expectation that their concerns will be heard and addressed in a timely fashion.

Therefore, there shall be a committee established yearly to oversee the maintenance of this policy. This committee shall convene at regular intervals throughout the academic year, at least once each semester, to review the language and intent of the policy to ensure that the policy adapts appropriately to the changes in architecture academics, practice, and culture and aligns with the Vision and Mission of Penn College. This reviewed policy will then be disseminated to the architecture students, faculty, and administration at the onset of each fall semester.

Committee members shall be appointed by the Assistant Dean of the School of Engineering Technologies who oversees the Architecture Department. The assistant dean may choose to chair the committee or designate a chair from among the architecture student body or the architecture faculty. Members of the committee shall include the following:

- Assistant Dean (who has oversight of the Architecture Department) from the School of Engineering Technologies
- (2) Faculty members from the Architecture Department
- The Architecture Club of Penn College (ACPC) president
- Student representative from each yearly cohort of the Architecture Department
- The Special Assistant to the President for Inclusion Transformation (or equivalent)

Appendix F: December 2024 Report Learning & Teaching Culture Policy

The Penn College Architecture Department Learning and Teaching Culture Policy: 2024 Report

The Penn College Architecture Department's Learning and Teaching Culture Policy (L&TC Policy) was drafted and initially approved in the Spring, 2023, semester. This policy was drafted by two faculty members, reviewed and approved by the entire architecture faculty, a newly formed L&TC Policy Review Committee, the department's Advisory Board, our Dean and Assistant dean of Engineering Technologies and, at that time, Penn College's DEI director- a special assistant to the College president.

The L&TC Policy Review Committee consists of two student representatives selected from each class year, the student president of the Architecture Club at Penn College (ACPC), two faculty members, the Assistant Dean of Construction and Architectural Technologies and our College's DEI director.

The first department-wide hearing of the policy was offered at the beginning of the Fall, 2023, semester. The review committee was introduced and has subsequently reviewed the document and discussed its relevance each semester since, as required. Following the department-wide roll-out, the policy was displayed in several readily accessible and highly visible areas throughout the architecture department facilities. Additionally, faculty post the L&TC Policy on their class PLATO sites for easy access by students.

At the Spring, 2024, review committee session, the desire to create a more visually appealing, more permanent display of the L&TC Policy was discussed due to the anticipated move of the department to new architecture facilities. Working with several College departments over the summer of 2024, new, larger, more visually appealing College-branded posters were created and hung in all the new design studios and in the architecture lobby. In the Fall, 2024, review committee session, there was discussion on how we could create a user-friendly response system for all students, faculty and staff who wish to respond to the policy. It was noted at that discussion that anyone who wished to respond to the policy needed to have a point of contact with a committee member and, therefore, the tendency to speak frankly and freely might be suppressed.

The committee reached out to the Penn College IT Department seeking a solution to this issue. Over the semester break, the IT department created a form that they will place on the homepage of the Architecture Department's PLATO site. This will allow for easy, anonymous student, faculty and staff access and response to the policy. We anticipate that this will be completed and go live early in February 2025.

Overall assessment of the policy by students, faculty and staff began in the Spring, 2024, semester. The first assessment was generated by the committee and distributed to students, faculty and staff via email. There were 43 respondents (44% response rate) to the initial survey. Students/faculty/staff were all surveyed together using one survey instrument. A second assessment, designed and conducted by the College's Assessment, Research and Planning (ARP) department was conducted in the Fall, 2024, semester. Although identical, separate surveys were used. One survey was distributed to students, the other to faculty and staff. There were 79 student respondents (65% response rate) and six faculty and staff respondents (60% response rate). After the survey period closed, the committee met to assess the findings. At this point, while thoughts and concerns have been expressed, the committee feels that the policy itself remains strong and is an excellent tool for reflection and has not suggested any changes to the policy.

The survey will be administered again this Spring, 2025, semester by ARP.

Appendix G: Transfer Course Evaluation Form

Architecture Department Transfer Course Evaluation Form (blank)

Pennsylvania
College of Technology
A Penn State Affiliate

School of Engineering Technologies

Architecture Department Transfer Course Evaluation Form

General Instructions:

This form is to be used by the Architecture Department Head when evaluating courses for transfer from another school. Fill in the form completely. Answer the associated Yes/No questions. Sign the form and file it with the student's permanent record.

Date: _____ Major: _____

Student ID number: _____

Student Name: _____
Last Name First Name

Phone number: _____

The following course is being evaluated for transfer credit.

First Course

Second Course (if two courses are being combined to justify the transfer)

Course number: _____

Course number: _____

Course Title: _____

Course Title: _____

Credits: _____

Credits: _____

Date that course was completed: _____

Date that course was completed: _____

Grade received for course: _____

Grade received for course: _____

School: _____

School: _____

Was an official transcript received? YES NO

Were work examples from the course received? YES NO

Was a course syllabus received? YES NO

Was a course description received or found on the web? YES NO

Was the course completed no more than ten years ago? YES NO

Was the course part of an NAAB accredited program? YES NO

The following PCT Architecture course is being considered for transfer credit:

Course number: _____

Course Title: _____

Credits: _____

The current abstract for the course should be appended to the end of this document. In the space below, place a "YES" next to each RSO that is adequately addressed by the course(s) being transferred. If the RSO is not adequately addressed, place a "NO" next to it.

Example:

RSO #	Is RSO adequately addressed?	
_____	YES	NO
_____	YES	NO
_____	YES	NO
_____	YES	NO
_____	YES	NO
_____	YES	NO
_____	YES	NO
_____	YES	NO

of RSOs in the course: _____ # of RSOs addressed by transfer course(s): _____

% of RSOs addressed by transfer course(s): _____

Do the total credit hours for the course being transferred match or exceed the credits for the course under consideration for transfer?* YES NO

**In some cases, the total credit hours for two or more courses can be added to meet or exceed the course load for the specific PCT architecture course.*

Are at least 70% of the course RSOs adequately addressed by the transfer course(s)? YES NO

Is transfer credit granted? YES NO

Reason given: _____

Department Head Signature

Date

Appendix H: Penn College 2022-26 Strategic Plan Updates for 2024
Penn College 2022-26 Strategic Plan Updates for 2024



GUARANTEED MOMENTUM



2022-26 STRATEGIC PLAN
UPDATES FOR 2024

PCT.EDU



**Pennsylvania
College of Technology**
A Penn State Affiliate

STRATEGIC PLAN 2022-2026



→ GOAL 1: Growth through Access

- ◇ Align institutional offerings to include stackable pathways such as badging and micro-credentials that can lead to degree completion.
- ◇ Explore new methods of instruction and delivery to include alternate schedules/formats with the goal of engaging individuals who are unable to participate in our current offerings.
- ◇ Develop a campus community committed to diversity, equity, and inclusion by all for all.
- ◇ Increase enrollment across a variety of populations through impactful marketing and engagement opportunities.
- ◇ Pursue additional sources of financial support for students to increase access.

→ GOAL 2: Continuous Improvement through Innovation

- ◇ Modernize and transform information systems to improve the user experience and leverage next generation technologies
- ◇ Modernize business practices, policies, and procedures to improve operational efficiency.
- ◇ Cultivate relationships with new and existing industry partners, demonstrating the value of those relationships and the associated mutually beneficial outcomes.
- ◇ Pursue innovative funding and investment opportunities.

→ GOAL 3: Excellence through Distinction

- ◇ Enhance College and academic programs through continued development of capital infrastructure and equipment in alignment with industry standards.
- ◇ Implement use of emerging technologies such as artificial intelligence (AI), augmented reality (AR), virtual reality (VR), and simulation to enhance our capabilities.
- ◇ Improve the employee experience through innovative recruitment, development, and engagement initiatives.
- ◇ Improve the student experience through engagement, wellness, and support services to increase retention and build affinity.
- ◇ Identify and build strategic relationships to grow awareness of the College's offerings with K-12 partners.

GOAL 1

Growth through Access

Initiative 1.1

Align institutional offerings to include stackable pathways such as badging and micro-credentials that can lead to degree completion.

Success Indicator 1.1.1

Pathways from Workforce Development to for-credit programs are evaluated and established for at least two programs annually.

2023 Update

- With the elimination of the associate's degree and certificate in paramedic science/practice, pathway agreements with Workforce Development were developed for the associate's degree in Allied Health and bachelor's degrees in Pre-Hospital Medicine and Healthcare Leadership & Administration.
- Currently working on the transition of the Practical Nursing associate's degree on main campus to be offered through Workforce Development, similar to the current program in Wellsboro.

2024 Update

- Paramedic Program credit pathway continues, with three credit pathways completed in August 2023 to the following academic programs: Prehospital Medicine (B.S.), Allied Health (A.A.S.), and Healthcare Leadership & Administration (B.S.). Work on the bachelor's degree in Emergency Management & Homeland Security continues to be in process.
- Evaluating opportunity to transition the main campus Licensed Practical Nursing program to Workforce Development in 2024-25.

Success Indicator 1.1.2

The number of individuals utilizing pathways to for-credit programs is increased by an average of 10 students each year.

2023 Update

- Currently, Workforce Development, through individual conversations, is learning of apprenticeship and pre-apprenticeship students matriculating to Penn College.

2024 Update

- Pathways from Workforce Development to for-credit programs continue to be promoted. The current mechanism for tracking data on students using workforce training and apprenticeships to accelerate degree completion is manual, which is inconsistent and sometimes anecdotal. As the new Student Information System is implemented fully, the tracking of students who take advantage of pathway opportunities will be consistently measured.

Success Indicator 1.1.3

The number of individuals obtaining credentials that align with industry needs is increased.

2023 Update

- Baseline can be determined for Apprenticeship, Clean Energy Center, and Nursing programs in Workforce Development.

2024 Update

- Workforce Development identifying the industry recognized credentials which are most relevant, so that 2023 baselines can be established and growth in achievement of those credentials can be measured. The focus will be on apprenticeship, pre-apprenticeship, clean energy, Lean/6 Sigma, and healthcare programs (EMT, Paramedic, and LPN).

Initiative 1.2

Explore new methods of instruction and delivery to include alternate schedules/formats with the goal of engaging individuals who are unable to participate in our current offerings.

Success Indicator 1.2.1

Identified high-demand programs are piloted in an alternate format.

2023 Update

- The first cohort in the part-time, evening, and weekend associate's degree Nursing program was offered in 2023-24.
- The 2022-23 Human Services & Restorative Justice program review indicates a desire to consider possibilities of new delivery methods.
- Heating, Ventilation & Air Conditioning Engineering Technology; and Residential Construction Technology & Management are exploring the potential of moving the last two years online. Two faculty took part in Online Teaching & Learning (OTL) training in Summer 2023.
- The Paramedic program is preparing to move to Workforce Development in Spring 2024. There is a teach-out plan for the associate's degree and certificate through August 2025.
- A draft of the Engineering Management online completion degree was created.
- A new online Essential Computed Tomography course, utilizing specialized CT (computed tomography) software, ran for the first time in Summer 2023. It targets working professionals seeking the additional credential.
- An online, asynchronous post-master's certificate program in Nursing Education was approved in Spring 2023. The first cohort will begin in Summer 2024.
- The Prehospital Medicine curriculum was revised to allow individuals with paramedic certification to start a four-year program, beginning in Fall 2024.
- Cummins TAP (Technician Apprentice Program) has potential but is on hold due to a faculty resignation.

2024 Update

- School of Nursing & Health Sciences (NHS) is exploring a scholars program with UMPC for Surgical Technology students.
- Part-time evening/weekend hybrid associate degree nursing program (NHS) began in Fall 2023 with 28 students.
- A Nursing Scholars program (NHS) with Noodle, Evangelical Community Hospital, and Guthrie Hospital was finalized with the goal of attracting additional students in the nursing program.
- Polymers Grant, School of Engineering Technologies (ET), was received in May 2024. Work has begun to create certificate program(s) available to high school students and working adults (including hybrid options).
- In Fall 2023, an initiative focused on strengthening education and employment outcomes for individuals returning to their communities after a period of incarceration was awarded a highly competitive U.S. Department of Justice grant for \$866,188.

Success Indicator 1.2.2

Exploration, and if feasible, implementation of a voluntary Winter intercession is completed.

2023 Update

- The initiative was explored with the School of Business, Arts & Sciences (BAS). The math department indicates brevity of the session would not be appropriate for math courses; no other feedback was received. Due to the early return in January, a winter intersession may not be appropriate for courses.
- Therefore, this initiative will be paused due to lack of time and uncertainty about the ability to provide necessary student support over the holiday break.

2024 Update

- Initiative retired due to lack of interest/insufficient resources.

Initiative 1.3

Develop a campus community committed to diversity, equity, and inclusion (DEI) by all for all.

Success Indicator 1.3.1

Strategy for centralizing diversity, equity, and inclusion initiatives is established, thereby creating a consistent institutional focus on DEI.

2023 Update

- Inclusion workgroups will be conducted in Spring 2024.
- In collaboration with Student Affairs and Public Relations & Marketing, developed a Community Resource Guide (Access & Belonging).
- In working with People & Culture and Student Engagement, created a Professional Development—ILT (Instructor Lead Training), online, blended (Inclusion).
- Collaborating with Assessment, Research & Planning to develop a tool to measure baseline and future growth of DEIB (Diversity, Equity, Inclusion, Belonging).
- Collaborating with Academic Affairs to develop an Inclusion Transformation session for all students in the First Year Experience (FYE) classes (two days, 10 sessions).

2024 Update

- Development of Inclusion dashboard for all programming and systems scheduled for Fall 2024 with support from Assessment, Resource & Planning (ARP) and Title IX personnel.
- Collaboration with Academic Affairs to present an Inclusion Transformation session for all students in the FYE classes in Fall 2023 (10 sessions held over two days).
- Professional Development Series (LinkedIn Learning, Book Club, Focus Groups, and Lunch & Learns) developed in collaboration with Academic Affairs, People & Culture, Hudock Center, and Workforce Development.

Success Indicator 1.3.2

Accessible technology (AT) will be seamlessly integrated into the campus by providing assistive technologies as part of the core user experience.

2023 Update

- An assistive technology committee was convened, consisting of representatives from ITS and Student Affairs; compiled existing AT and licensing options and conducted an exploration of barriers and opportunities in broadly deploying assistive technologies.
- Disability and Access Resources surveyed students on perceptions and use of AT to further inform priorities.
- A technical proof-of-concept accessibility desktop has been developed and is ready for testing in Fall 2023.

2024 Update

- A technical proof-of-concept accessibility desktop has been developed and is being tested to prepare for use in Summer/Fall 2024.

Success Indicator 1.3.3

Funding focused on social and racial justice is sought through a private foundation annually.

2023 Update

- DEI related grants from Johnson Controls, Newcombe Foundation, and the Howley Foundation were secured.
- Submitted three NAP (Neighborhood Assistance Program) Grants in partnership with Coterra Energy to fund projects related to low-income families, veterans, rural community issues, and affordable housing through Architecture and Electrical programs and veterans on campus.
- Private funding was secured to expand The Cupboard with six satellite locations.

2024 Update

- Secured DEI-related grants from Johnson Controls, EQT Foundation, Newcombe Foundation, the Brook J. Lenfest Foundation, and the Howley Foundation.
- Received three NAP grants in partnership with Coterra Energy to renovate the Architecture Suite, construct the commercial electrical lab, and to establish a scholarship program with Camp Freedom. In June 2024, submitted two additional NAP Grants in partnership with Coterra Energy to fund projects related to low-income families, veterans, rural community issues, veterans, and affordable housing related to the Building Automation, Electrical, and HVAC programs and to provide GAP Scholarship support to incoming students.
- Submitted for private foundation funding to expand access and offerings of student health and wellness initiatives in the Campus Center, including a renovation of College Health Services to increase efficiency and patient throughput.

Success Indicator 1.3.4

A subset of the Wildcat Alumni Career Mentor program is established with a focus on access and success for special populations of students.

2023 Update

- The following special populations have been identified: first generation, non-traditional by age, non-traditional by gender, and veteran.
- Self-identifiers have been incorporated into the recruitment process to identify these special populations of volunteers.
- College Relations is now managing Foundation Partnerships (e.g., Howley, Lenfest, Milton Hershey School, etc.).

2024 Update

- A pilot of the Wildcat Alumni Mentor special populations initiative was launched during Fall 2023. Full implementation will be launched with the Fall 2024 Wildcat Alumni Career Mentor cohort.

Success Indicator 1.3.5

Employee recruitment processes are transformed to attract a broader and more diverse applicant pool.

2023 Update

- In Spring 2023, the iCIMS applicant tracking system was successfully launched, allowing for expansion of the scope of position postings to a wider audience. Job listings posted via iCIMS will be seamlessly and instantly shared across more than 20 career websites. In addition, Penn College has attended two meet-and-greets with Career Link and hosted an onsite job fair.
- iCIMS allows applicants to submit their resumes for consideration, streamlining the application process. This particularly benefits passive candidates by simplifying their application experience. On average, it takes candidates 2 ½ minutes to apply to the College.
- Beginning in Summer 2023, applicants complete an experience survey at the time that they complete their new hire paperwork, describing their experience in applying for the position, as well as the interview process.

2024 Update

- Since the implementation of a new employee recruitment and application system, usage is continually monitored to identify opportunities for improvement. Areas for enhancement are evaluated to benefit both the applicant experience and the internal users of the College.

Initiative 1.4

Increase enrollment across a variety of populations through impactful marketing and engagement opportunities.

Success Indicator 1.4.1

On-campus recruitment initiatives are expanded to expose more prospects to the College, positively impacting enrollment.

2023 Update

- An assessment of the most recent Open House model was conducted, and changes were made with campus-wide input—changes effective Fall 2023.
- A Regional Admissions Coordinator/Partnership Development Specialist was hired in the Philadelphia area in Spring 2023.
- An Assistant Director of Secondary Partnerships was hired in Summer 2023 with the goal of streamlining relationships between K-12 and the College.

2024 Update

- In Fall 2023, a restructuring of the Admissions Team was announced and led to the hiring of seven regional recruiters (remote positions) and reallocated prior admissions counselors as Enrollment Counselors. This change allows for more one-on-one support for prospective students after the point of acceptance.
- The 2023-24 Admissions application cycle yielded over 7,400 applications which exceeded the number of total applications of any year in recent institutional history; additionally, these increased application numbers produced a significant increase in deposited students over the prior year.
- Thirteen BAS-specific recruitment events to increase awareness of offerings were held during 2023-24. They included the following: Rotorfest, Graphic Design Day, Brewing Capstone, Hospitality Visit Day, four middle school visits, one high school visit, FBLA (Future Business Leaders of America), and three summer camps.
- ET (CAT, Construction & Architecture Division) hosted PA Build My Future in October 2023 which brought more than 1,000 students and chaperones from regional high schools and career and technical education centers to campus.
- ET (MSET, Materials Science & Engineering Technologies Division) hosted more than 275 middle school students and teachers, representing 13 schools in 10 counties as part of STEMfest, a celebration of engineering and technical careers.
- Various summer camps were held in 2024, including the Tinker Camp, which was supported by grants from Nuts, Bolts & Thingamajigs, the Gene Haas Foundation and EQT Corp. Thirty high school students discovered career possibilities connected to science, technology, engineering, and math.

Success Indicator 1.4.2

A dual enrollment program is explored, and if feasible, developed for out-of-state partners.

2023 Update

- The timeline was updated in connection with the establishment of the Center for Academic Excellence and the hiring of the Assistant Director for Secondary Partnerships.

2024 Update

- Two partners have been identified (Rhode Island and New Jersey) for consideration in piloting out-of-state dual enrollment offerings.

Success Indicator 1.4.3

Partnership opportunities with relevant charter school networks are evaluated for feasibility and implemented where appropriate.

2023 Update

- Commonwealth Charter Academy (CCA) visited campus in Summer 2023 to determine if there are partnership opportunities between the two institutions. A meeting is set for Fall 2023 to further outline the partnership.

2024 Update

- The College hosted CCA's TechWorks Roadshow in April 2024 for local families to explore STEM-based learning opportunities.
- Secondary Partnerships is working to finalize select dual enrollment offerings with CCA and other charter school networks with hopeful implementation in Fall 2025.

Success Indicator 1.4.4

Additional sport sponsorship is evaluated with the goal of expanding student recruitment.

2023 Update

- Women's sports must strengthen Title IX compliance. Women's lacrosse was explored, but concerns surfaced about having enough participants to field a competitive team. Currently, it is difficult to field enough members for women's tennis.
- Stunt, a newer sport that is a combination of competitive cheer and gymnastics, aligns well with program strengths, and club cheer could feed this program. However, the NCAA is slow to expand stunt to northern regions.
- Bowling is also under evaluation.

2024 Update

- Penn College Athletics had its most successful year ever in the NCAA era – earning conference championships, NCAA tournament bids, and individual performances. There was an increase in overall GPA and service hours. Women's sports continue to be an area of focus, and the College is exploring women's flag football and wrestling.
- A United East Conference pilot for female flag football is now scheduled to take place in Spring 2025, sponsored by the NFL. Penn College will have a team in this pilot/club series. Club team will play five games in the Spring 2025 as part of the pilot.

Success Indicator 1.4.5

Each academic program cluster has a marketing plan jointly developed and implemented.

2023 Update

- At the conclusion of the 2022-23 academic year, cluster marketing plans for 11 majors had been created.

2024 Update

- 25% of academic areas have plans. Initiative paused due to questions about ROI. Public Relations & Marketing (PRM) is pivoting in its approach to meet this initiative's objectives with intentional experimentation and targeted Academic Affairs collaboration.

Initiative 1.5

Pursue additional sources of financial support for students to increase access.

Success Indicator 1.5.1

Two sponsorships for Pre-College Programs are secured each year.

2023 Update

- Sponsorships for the Transitions Conference, Parents as Partners, Tinker Belles, Health Careers, Diesel Truck & Heavy Equipment Pre-College Programs, and the My Tomorrow Middle School Exploration camps were secured this year.

2024 Update

- This year, the Transitions Conference, Tinker Camp, Diesel Truck & Heavy Equipment pre-college programs, and the My Tomorrow Middle School Exploration camp were sponsored.

Success Indicator 1.5.2

Cash donations are increased by 25% to support global experiences, student competitions, and internship opportunities.

2023 Update

- Annual solicitations are occurring.
- These programs continue to be a fundraising priority for the Penn College Foundation.
- The Global Experiences program has become the fundraising initiative for on-campus Dress Down Days.
- Recruitment Days continue to support internships and professional-development opportunities for students annually.

2024 Update

- Annual solicitations for these fundraising priorities continue.

Success Indicator 1.5.3

Institutional cost structures impacting student financial responsibility are evaluated and modified in alignment with best practices.

2023 Update

- In conjunction with Financial Operations, Student Affairs conducted a review of Residence Hall expenses, determining competitive pricing in relation to amenities and facilities, allowing for a no-increase position for the 2023-24 academic year with the exception of single rooms in Dauphin Hall, which were adjusted upward.
- In conjunction with Financial Operations, Dining Services reviewed costs related to inflation and identified cost-containment strategies to minimize a dining plan increase for 2023-24.

2024 Update

- Residence Life continues to seek opportunities to increase on-campus housing, introducing triple occupancy rooms, regaining beds that were previously occupied by part-time coaches, and dual-purposing emergency and show rooms.

GOAL 2

Continuous Improvement through Innovation.

Initiative 2.1

Modernize and transform information systems to improve the user experience and leverage next generation technologies.

Success Indicator 2.1.1

Students and employees can access primary information systems anywhere, using any device.

2023 Update

- Anthology FHP (Finance, Human Resources, Payroll) is scheduled for October 2023.
- Anthology Student is scheduled for January 2024.
- New MyPCT Portal (SharePoint Online) migration was completed. Additional portal enhancements are planned for Fall 2023.

2024 Update

- Anthology Student launched May 2024. Challenging launch, focused on stabilizing core functionality.
- CampusESP (Family Portal), Student/Faculty Portals launched Summer 2024.

Success Indicator 2.1.2

College operations are updated in alignment with the functionality of the new Enterprise Resource Planning (ERP) application, to include employee training in support of successful implementation.

2023 Update

- Anthology Finance was launched July 3, 2023.
- Anthology HCM is scheduled for September 2023.
- iCIMS applicant tracking and onboarding system launched June 1, 2023.
- Anthology Payroll is scheduled for October 2023.
- Anthology Budget Planning is scheduled for November 2023.
- Anthology Student is scheduled for January 2024.
- A decision was made to retain Slate for Admissions & Enrollment Management.

2024 Update

- Anthology Student launched May 2024. Challenging launch, focused on stabilizing core functionality.
- Decision made to retain Raiser's Edge for College Relations.
- Phase 2 FHP/Student implementation starting October 2024.
- Decision made to retain Slate for Admissions & Enrollment Management.

Initiative 2.2

Modernize business practices, policies, and procedures to improve operational efficiency.

Success Indicator 2.2.1

Institutional projects, including General Construction, Strategic Planning Initiatives, and other major cross-functional projects utilize a common project and portfolio management (PPM) system.

2023 Update

- Current state process analysis and baseline setup of Team Dynamics (TDX) PPM was completed in August 2022.
- General Services Renovation Requests in TDX PPM launched in March 2023.

2024 Update

- Unified project intake, scorecard in development for Fall 2024.

Success Indicator 2.2.2

A technology procurement process that includes multiple checks to ensure selection of best-fit solutions that integrate accessibility, security, privacy, and data governance is implemented.

2023 Update

- The Technology Procurement Process was redesigned in August 2022.
- A new Technology Procurement Process launched in September 2022.

2024 Update

- Initiative complete. Service in a continuous improvement cycle.

Success Indicator 2.2.3

Apply Enterprise Service Management (ESM) strategies, practices, and tools to administrative services, increasing ease of access for users, and aligning service areas on common best practices.

2023 Update

- General Services launched TDX ESM on February 1, 2023.
- Public Relations & Marketing and the Clean Energy Center are adopting TDX in Fall 2023.

2024 Update

- Continued development of General Services ticketing and projects.
- Focusing next on People & Culture, Financial Operations, Payroll, and Procurement.
- TDX inventory and asset management use for Transportation vehicle/donor tracking nearly completed, pending integration with GS ticketing and asset management as GS services those vehicles.

Success Indicator 2.2.4

Students and employees have access to state-of-the-art College information systems, telephony options, and network access supporting their learning and working objectives.

2023 Update

- Firewall upgrades are postponed until FY24-25.
- OneDrive and Teams migration are on hold, pending decommission of AS400.

2024 Update

- Cisco ISE integrated security platform in design stage.
- OneDrive and Teams migration on hold, pending decommission of AS400.
- Teams telephony/VOIP (Voice Over Internet Protocol) options on hold, pending other projects.
- Wi-Fi 6 upgrade in deployment stage. 1,100+ access points being replaced throughout campus over the next nine months.

Success Indicator 2.2.5

Data governance standards and practices are established to support data-driven decision making across operational areas.

2023 Update

- Data governance activities rolled into Anthology implementation project. Formal governance processes pending completion of Anthology implementation.

2024 Update

- Formal governance processes are being integrated as part of the Anthology Phase 2 implementation. Key stakeholder groups will meet monthly to define the projects and priorities needed to complete implementation, meet business needs, and improve processes.

Success Indicator 2.2.6

A common data dictionary and analytics/visualization tools are widely available to ensure consistent use of and access to institutional data.

2023 Update

- Microsoft Purview was selected for data dictionary, governance.
- Microsoft PowerBI was selected for reporting, analytics, and visualization.
- PowerBI is used for Anthology Budget Analysis report.

2024 Update

- Initiatives on hold pending completion of Anthology Phase 2. Final implementation of products, modules, and configurations are required for final data definitions, cross-system mapping, and data dictionary development.

Success Indicator 2.2.7

Institutional risks are systematically inventoried and assessed, resulting an institutional risk register.

2023 Update

- President's Council to serve as the ERM (Enterprise Risk Management) Steering Committee.
- IT Risk Assessment updated October 2022. Next update is October 2023.

2024 Update

- IT Risk Assessment updated October 2023. 62% compliance with NIST 800-171 framework (+10% from 2022).
- Enterprise Risk Management data dashboard developed Fall 2024.
- Divisional Risk Assessments to be scheduled Spring 2025.

Success Indicator 2.2.8

A comprehensive information security and privacy program is developed, matured, and validated.

2023 Update

- Data Classification was completed in August 2022.
- IT Risk Assessment was completed June 2022. Updated May 2023.
- The Vendor Risk Management program was launched in October 2022.
- WISP (Wireless Internet Service Provider), InfoSec (Information Security), AUP (Acceptable Use Policy), and Data Classification policies launched in October 2022.

2024 Update

- Core policies in place. Additional standards, procedures, and policies in continuous development cycle (Privacy – General, Employees, Students).

Initiative 2.3

Cultivate relationships with new and existing industry partners, demonstrating the value of those relationships and the associated mutually beneficial outcomes.

Success Indicator 2.3.1

Industry partners are more fully integrated into the new student enrollment process through participation and support of recruitment initiatives.

2023 Update

- The top three plan priorities have been developed.
- Established the filter system on the Corporate Tomorrow Maker website for Admissions' use.
- Developing routine Corporate Maker profiles with Public Relations & Marketing for admissions marketing.
- All Corporate Tomorrow Makers have been given scholarship cards to help recruit students.
- Discount programs for Corporate Tomorrow Makers were established for two academic programs (Applied Management and Applied Health Studies) in Spring 2023.

2024 Update

- There are currently 328 Corporate Tomorrow Makers with 77 developed Maker profiles to help support recruitment marketing.
- All corporate tomorrow makers have been given scholarship cards to help recruit students.
- Engaged five corporate partners in creating the Polymer Promise Scholarship program to support Polymer Engineering recruitment.

Success Indicator 2.3.2

Pop-up industry showrooms that allow partners to showcase their services and opportunities are offered at least once annually after development.

2023 Update

- The first industry showroom space was incorporated into the Economic Development Administration (EDA) grant application for the Carl Building Technologies Center (BTC).
- Several "showcases" have occurred with companies at the Schneebeli Earth Science Center (ESC) to bring in new equipment/technology to share with faculty and students.

2024 Update

- Several more "showcases" have occurred with companies at the ESC to bring in new equipment/technology to share with faculty and students.
- The industry showroom will be established through the BTC renovation project.

Initiative 2.4

Pursue innovative funding and investment opportunities.

Success Indicator 2.4.1

Sustainable revenue generating opportunities that support industry needs, research, and innovation are explored.

2023 Update

- One official sponsorship with Laurel Health has been developed: two sponsorships of \$12,500 per year for dental hygiene.
- After multiple conversations with industry, it was learned that companies do not want the risk of supporting incoming students. This could work for retention, but not for recruitment.
- Redirected to create a business directory on the Corporate Tomorrow Makers (CTM) website, which is complete and ready for use.

2024 Update

- Industry feedback shifted focus from tuition sponsorships to a promotional business directory and other program sponsorships (such as skills competitions and summer campus). College Relations continues to evolve sponsorship opportunities based on industry interest.

Success Indicator 2.4.2

One major grant application (\$100,000+) is submitted for each identified priority project.

2023 Update

- A Foundation pipeline has been developed. A moves management system has been established in Raiser's Edge to track applications and responses.
- A major grant has been submitted for every major project pursuit this year: Automated Manufacturing, Electrical Renovation, and Architecture Renovation.
- July 2023: EDA – Economic Assistance Program grant awarded for project totaling \$3,978,420 (including a match from Penn College of \$1,989,210). The grant will retrofit the construction labs in the BTC and create a new entrance with a materials library and showcase room. Additionally, a new Clean Energy Center house will be built on the main campus.

2024 Update

- A major grant has been submitted for every major/priority project this year, including the electrical renovation, forestry addition, and the architecture lab renovation.

Success Indicator 2.4.3

Three to five new relationships are established with nationally recognized private foundations.

2023 Update

- A Foundation pipeline has been developed. A moves management system has been established in Raiser's Edge to track applications and responses.

2024 Update

- Successful grants have been awarded from Johnson Controls, Newcombe, Dr. and Mrs. Arthur William Phillips Charitable Trust, and AllOne Foundation.

GOAL 3

Excellence through Distinction

Initiative 3.1

Enhance College and academic programs through continued development of capital infrastructure and equipment in alignment with industry standards.

Success Indicator 3.1.1

The Automated Manufacturing Lab is newly equipped with \$1 million in upgrades/enhancements.

2023 Update

- The grant is secured. Lab renovation will be complete by Fall 2023.

2024 Update

- This is complete.

Success Indicator 3.1.2

Increased financial support to supplement capital/equipment purchases is established through named campus spaces on an annual basis.

2023 Update

- Spaces have been identified and documented in College Relations.
- Five labs have been named: Foley CAT, Kenworth Trucking (2), Ken and Kristie Healy (Baja), and Gene Haas (automated manufacturing).

2024 Update

- Named spaces this year include the Jean McMahon Soars Center for Additive Manufacturing and the Journey Bank Community Arts Center.
- Established and renewed entrustments including Fronius, Miller, Novatec, and Bihler.

Initiative 3.2

Implement use of emerging technologies such as artificial intelligence (AI), augmented reality (AR), virtual reality (VR), and simulation to enhance our capabilities.

Success Indicator 3.2.1

An Immersive Experience Committee (IEC) is developed to produce recommendations for increased AI/AR/VR/simulation campus wide.

2023 Update

- IEC paused, set to resume Fall 2023.

2024 Update

- This has splintered into separate topic-focused groups.
 - The Artificial Intelligence Committee is facilitated by Academic Affairs. In Summer 2024, the Summer Teaching Institute was held with a theme of AI in Higher Education. The two-day professional development event for faculty and staff included sessions: Preparing for AI's Transformation of Educational Institutions; A Framework for Designing Instructions with AI; AI: Past, Present, and Future; Harnessing AI: Faculty Perspectives on Integrating AI in Education; AI in Action: Collaborative Classroom Activities.
 - Workforce Development met with multiple emerging technology providers to explore options and opportunities to embed content into programs.
 - Next steps are to work with the AI Committee to identify any WD programs to serve as a testing ground for off-campus delivery feasibility, cost effectiveness, and impact on learning. WD will also continue to explore with external partners, including MIDAS+ intermediaries, strategies for partnering, research potential providers, and plans for periodic content review and updates.

Success Indicator 3.2.2

AI, AR and VR are integrated into recruitment efforts by highlighting campus spaces and labs.

2023 Update

- Initiative delayed.

2024 Update

- Through the support of Coterra and College Relations, the College will begin the design and development of a virtualized campus mall. This VR technology will equip regional recruiters with headsets that allow individuals to experience campus from any location.

Success Indicator 3.2.3

Automation and AI are integrated into business processes, resulting in operational efficiencies and improved customer experience.

2023 Update

- Changes to Anthology launch dates have pushed these initiatives into Fall 2023, Summer 2024, and Summer 2025, respectively.

2024 Update

- Administrative automation and AI initiatives paused pending completion of Anthology Phase 2. Automation and AI require fully implemented ERP systems to leverage as data sources.
- ARP attended an Association for Institutional Research conference and a subsequent webinar on incorporating AI in their work.

Success Indicator 3.2.4

Create new, or modify existing, apprenticeship and training models that integrate AI/AR/VR and other emerging technology to further scale programs nationally and serve as a testing ground for implementation across applicable academic programs.

2023 Update

- Initiative delayed.

2024 Update

- Workforce Development piloted the use of RealWear headsets to augment CNC Apprenticeship training. Challenges with implementation were identified and need further exploration.

Success Indicator 3.2.5

Augmented, Extended, Mixed, and Virtual Reality solutions are applied and integrated within curriculum where appropriate.

2023 Update

- In Fall 2022, School of Nursing & Health Sciences (NHS) programs interested in integrating VR were identified:
 - Paramedic
 - Physician Assistant
 - Physical Therapist Assistant
 - Surgical Technology
 - Radiography
 - Nursing (already using it)
- NHS Team explored VR simulation products such as Oxford Medical Simulation, Skilitics Health/Virtual Medical Coaching, and Echo Immersive Space.
- NHS submitted a new initiative request for FY24 to purchase Anatomage VR and tablets.
- Geisinger donated \$9,750 for the purchase of four Anatomage tablets for NHS programs.
- School of Engineering Technologies (ET): College support for an electronics faculty sabbatical focused on research and implementation of AI in curriculum.
- Madigan Library: Created a library guide on AI tools.
- Committee formed to explore the impact of ChatGPT and other AI tools on instruction. Updated policy, syllabus language, surveyed faculty. School meetings were held on the topics.
- Workforce Development (WD): Fall 2023, waiting on modification to the MIDAS (Modular Industry Driven Apprenticeship Strategies) grant to pursue purchasing zSpace. Computer-generated augmented reality (AR) simulations will be used to supplement the content instruction for the Mechatronics Technicians, Industrial Manufacturing Technicians (IMT), and CNC Precision Machinists apprenticeships. Instructors will be able to use the AR devices with in-person classes and simulcast AR images over video streaming.

2024 Update

- NHS piloted UbiSim VR with nursing in Spring 2024. Nursing program is moving forward with the purchase of UbiSim to replace SimX in Fall 2024.
- NHS was awarded a \$10,000 grant from the Dr. and Mrs. Arthur Williams Phillips Charitable Trust to purchase PeriopSim VR for Surgical Technology.
- NHS purchased four Anatomage tablets and five licenses for Anatomage VR to be used by all NHS programs. PTA is currently using it in lectures/labs.
- \$25,000 was donated by Geisinger to purchase Sim2Grow (medication dispensing system) for nursing.
- NHS was awarded a \$100,000 grant from AllOne Foundation to purchase a new Gaumard birthing simulator for the nursing program.
- Emergency Management (BAS) is pursuing acquisition of MILO with support of donor through College Relations.

Initiative 3.3

Improve the employee experience through innovative recruitment, development, and engagement initiatives.

Success Indicator 3.3.1

Institutional and divisional employee onboarding practices are modernized to more universally acclimate new hires.

2023 Update

- A new faculty mentoring program was implemented in Fall 2022 for the 2022-23 academic year. Nineteen new faculty members benefitted from the program.
- As a result of feedback, optional orientation materials were made available to new faculty in Summer 2023 through P.L.A.T.O., and five optional meetings were held with the Dean of Curriculum & Instruction (DCI) and Educational & Emerging Technologies (EET).

2024 Update

- In Academic Affairs, the second year of the year-long new faculty mentoring program was offered in 2023-24 to 23 new faculty. Full-time faculty members were prepared for the mentoring role through professional development sessions. Optional Summer 2024 sessions were offered again with the assistant dean of curriculum and instruction and EET.
 - Surveys were administered for new faculty and their mentors.
 - Generally positive results. Feedback was used to improve the process for 2024-25.
- A newly created NHS committee developed a checklist for onboarding and mentoring new part-time faculty along with engagement guidelines for part-time faculty. Additionally, NHS created a checklist for onboarding and mentoring new deans, assistant deans, and program directors.
- To better support part-time faculty, BAS developed resources that were sent to PT faculty at key times during the academic year. Adjunct orientation was held in Summer 2023 and 2024.
- Throughout 2023-24, a New Employee Orientation Day and Onboarding program was developed and implemented in August 2024. Additionally, a New Hire Orientation Survey has been created to gather feedback for continuous improvement. A Supervisor Experience Survey is also in development and will be implemented in 2024-25.

Success Indicator 3.3.2

Stakeholders are engaged in a standardized process that reviews allocation of resources, opportunities for operational efficiencies, adequate infrastructure, and support.

2023 Update

- This is a continual work-in-progress as the new ERP is implemented.
- Systematic improvements from FY23 included enhanced data-driven budgetary planning and streamlining operations and reducing/restructuring executive administration.
- These systematic changes have enhanced sustainability efforts, with an estimated savings of more than \$1 million annually.

2024 Update

- Continual work in progress as new ERP is implemented.
- Supporting efforts to strengthen grant writing, international recruitment, expansion in high demand areas, and entrepreneurship.

Success Indicator 3.3.3

All employee training and learning opportunities are coordinated through an employee-focused learning management system (LMS).

2023 Update

- Employee LMS is paused, pending completion of Anthology HCM (human capital management), iCIMS, and JDxper systems.

2024 Update

- Annual Title IX training launched in coordination with People & Culture new employee orientation and existing IT security trainings.
- Employee LMS on hold pending Anthology FHP stabilization.

Success Indicator 3.3.4

Enhanced employee wellness programming is implemented.

2023 Update

- Looked at previous wellness offerings and determined what to continue to offer, and what should be offered, in the upcoming year, based on known employee and societal needs.
- Implemented a plan for the 2023-24 academic year to offer more—and a greater variety—of wellness programs, with planning underway for at least one wellness offering per month.
- In process: Develop a measurement tool to evaluate 2023-24 offerings and determine 2024-25 needs, to be administered at the end of the 2023-24 academic year.

2024 Update

- In collaboration with the Lycoming County Insurance Consortium (LCIC) Health & Wellness Coordinator, Penn College Wellness Committee, and UPMC, various employee wellness programs were provided. These offerings will continue.
- Addressing health and wellness in two categories: 1) personal health and wellness, and 2) workplace wellbeing. Workplace wellbeing initiatives will be a new component of Employee Engagement Initiatives moving forward.
- In 2023-24, introduced various college-wide workplace wellbeing programs. Efforts began to include workplace wellbeing in an engagement survey currently in development. Will continue to evaluate and offer programs based on departmental needs, while also providing ongoing College-wide offerings.

Success Indicator 3.3.5

Campus and department-specific employee engagement strategies are identified, evaluated, and deployed.

2023 Update

- The first Engagement Series implemented in 2022-23 included a total of seven sessions offered in various departments/schools across campus. The second installment of the Engagement Series began in the 2023-24 academic year with an increase to nine sessions offered.
- The first Engagement & Recognition Committee meeting was held in May 2023. The committee is in the process of creating a mission statement and developing goals.
- A Supervisor's Coffee Connection will be offered in October 2023, which will highlight trainings and resources available through Workforce Development for team-building and staff development on a departmental level.

2024 Update

- In 2023-24, the second year of the Engagement Series increased to nine sessions. This series will conclude this year.

Initiative 3.4

Improve the student experience through engagement, wellness, and support services to increase retention and build affinity.

Success Indicator 3.4.1

Financial Aid resources, including a contemporary communication plan, a financial literacy program, and a loan default prevention educational awareness program, are available for students.

2023 Update

- Timeline is updated in alignment with Financial Aid staffing focusing on Anthology implementation.

2024 Update

- A first-generation student committee was developed and identified Financial Literacy as a priority. Financial Aid staff are included in committee membership and will launch initial Financial Literacy offerings to this population in Fall 2024. Any additional Financial Aid-specific default strategies are on hold pending completion of Anthology transition.

Success Indicator 3.4.2

Program/division specific retention efforts are developed and executed in connection with the Program Review process and relevant data.

2023 Update

- Assessment, Research & Planning developed a comprehensive retention dashboard that is sortable by program and other demographic variables.
- The School of Nursing & Health Sciences (NHS) created a spreadsheet in Spring 2023. NHS directors will start recording data on new pre-program students starting in Fall 2023 so there will be data to analyze by Spring 2025.

- Program review template revised for 2023-24 to include enhanced analysis of retention data in line with MSCHE (Middle States Commission on Higher Education) expectations.

- Timeline updated to reflect a Fall 2023 launch of the College-wide retention plan.

2024 Update

- Revised Program Review template, including enhanced data analysis of retention rates, was implemented in 2023-24. Program Review Committee will assess the implementation of these changes with the four programs submitting Program Reviews in July 2024.
- The Hudock Center for Academic Excellence, with NHS, offered various study and learning workshops/tutoring for in-program and pre-program students.
- NHS was awarded a \$20,000 grant from AllOne Foundation to support a Pre-Health Summer Bridge program in Summer 2025 to better support retention efforts of pre-program students.
- In NHS, a resource page was created for all pre-program students. Directors plan to review midterm grades of all pre-program students and address students with D/F grades to improve retention.
- In NHS, a Completion Degree/Online Student Retention Committee was established and recently created a Guide to Successful Online Learning for all NHS students enrolled in online programs. The committee is also developing a communication and advising handbook for this target population.

Success Indicator 3.4.3

The health and wellbeing of campus is improved through coordinated efforts that promote awareness, early intervention, and access to high quality care.

2023 Update

- Student Affairs (SA) triangulated data from Healthy Minds, ACHA-NCHA (American College Health Association-National College Health Assessment), campus recreation survey, department-level survey, and utilization data—analyzed in relation to national trends. Priorities set for 2023-24 will align with emerging retention plan.

2024 Update

- Welcome Week opportunities for incoming students were revised to address key retention risk factors including student mental health, belongingness, and academic confidence. Programming through 2023-24 was framed around these themes, as well as financial literacy and leadership and essential skills.

Success Indicator 3.4.4

Data-informed solutions are implemented to retain students and minimize barriers during the first and second semester.

2023 Update

- Trends in SA data indicate belonging and well-being are the largest non-academic indicators of retention risk. SA programming and support efforts will be framed around these two constructs.
- In Summer/Fall 2023, the College launched the Center for Academic Excellence (CAE) to better support students at all stages of their college career. Additional measures, including the implementation of multiple efforts supporting developmental math success, are being taken. These supports include a focus on math success in new-student orientation, Welcome Week, and staffing in CAE.

2024 Update

- Funding was secured to rename the Center for Academic Excellence to the Michael J. Hudock, Sr. Center for Academic Excellence. With this naming comes annual financial support for retention-based programs and initiatives.
- The Hudock Center for Academic Excellence launched a first-generation student committee to better support the acclimation of this population.
- In Summer 2024, the Hudock Center went live with Anthology Succeed, the successor to Starfish, which allows for more coordinated success planning across participating students, including journey mapping communications.
- The Data Summit hosted by Academic Affairs in May showcased the use of data across the College in support of retention efforts.

- Assessments of student health needs trend strongly toward the impact of mental health on students. In response to this continuing trend:
 - College Police and College Health Services have had all their staff members receive Mental Health First Aid and/or Critical Incident Training.
 - College Health and Disability & Access Resources have implemented anxiety and depression screenings into their individualized work with students and developed a referral process to counseling for those identified as at elevated risk.
 - Athletics and Counseling also operate under a pre-season screening protocol for elevated levels of mental health distress in athletes and have developed a referral mechanism for support.
- Counseling has implemented a flexible care model to provide timely assistance to students while increasing capacity.
- In collaboration with the Hudock Center, Counseling is implementing TalkCampus, an online service that provides social connection to students across the globe to help address trends that indicate an uptick in loneliness among high school and college populations.

Success Indicator 3.4.5

Retention practices and systems of support are improved using predictive analytics and creation of personalized success plans for students.

2023 Update

- Personalized plans are a model already employed by Disability and Access Resources (DAR)—efforts will continue, with additional emphasis on factors identified in retention plan.
- Starfish was completely revamped to launch a tiered intervention strategy, with the goal of providing more direct and responsive service to students at all levels of need.

2024 Update

- DAR has continued to refine their outreach and support model, guided by predictive modeling developed in the office. Using predictive analytics, a series of “nudges” were implemented to encourage ongoing engagement with support services, yielding increases correlated with each nudge.
- For example, DAR’s early accommodations initiative resulted in 44 students having accommodations in place before the Fall 23 semester began (a 44% increase).
- Additional predictive modeling in the Hudock Center is on hold pending full integration of Anthology.

Success Indicator 3.4.6

Develop and promote a framework of key milestones in students’ out-of-class experiences to support essential skills for the workplace.

2023 Update

- Student Affairs has conducted an initial review of key milestones and skills. Pathways will be formalized in 2023-24. The implementation of Anthology Engage will allow pathways to be built around the identified framework, once established.
- College Relations enhanced Career Readiness milestones: P.L.A.T.O. modules were updated and communicated via the Portal to students and faculty for this academic year. They were also reviewed in all FYE classes.
- A Career Readiness Video Series was created.

2024 Update

- Student Engagement developed the Engage Pathways tool, which allows students to complete a digital badging opportunity related to three unique areas: Time Management, Effective Communication, and Controversy with Civility. Per track, students must participate in a set number of programs or experiences hosted by the Hudock Center for Academic Excellence, Center for Career Design, or Office of Student Engagement (OSE).
- In addition, OSE launched a pilot program, Groups @ PCT, to provide students with meaningful opportunities to make connections with peers based on affinity or identity outside of the typical structures of a student organization or club. OSE also developed and implemented three campaigns (Seize the Awkward, One Love, Bystander Intervention) targeting student mental health and wellness, healthy relationships, and essential interpersonal skills.
- Career Readiness P.L.A.T.O. modules and video series were fully implemented for 2023-24 with 436 students submitting 549 activities. The Career Readiness modules were incorporated as standard activity across all sections of FYE101.

Initiative 3.5

Identify and build strategic relationships to grow awareness of the College's offerings with K-12 partners.

Success Indicator 3.5.1

Five curricular and co-curricular high school competitions are offered on campus.

2023 Update

- Diesel Competition, December 2022
 - Participation included 26 students from 14 CTCs.
 - College Relations secured more than 20 industry sponsorships for the event.
- Horticulture Competition, November 2022
 - Participation included 31 students from four high schools/CTCs.
 - Ten industries supported the event.
- NHS: A CTC/CTE student competition committee was established in April 2023.

2024 Update

- College Relations continued their support of the Diesel Competition (ET-DTNR) with sponsorships in December 2023.
- ET supported the following competitions in 2023-24, in addition to the Diesel Competition:
 - FFA competition, SkillsUSA regional, Skills USA PA State Competition for Welding, Project MFG Competition for Welding.
- NHS has an Anatomage competition with high school students planned for Spring 2025.

Success Indicator 3.5.2

Three trainings or other opportunities are offered for high school teachers and administrators on campus annually.

2023 Update

- A Teacher Training Institute was offered to Academic Schools. Welding Teaching Training was held in Spring 2023.
- ET/ICT (Industrial & Computer Technologies): A \$140,72 grant was awarded through the GenCyber program, supported by the National Security Agency (NSA) and the National Science Foundation, to hold a GenCyber Teacher Camp Program in Summer 2024.
- NHS: A CTC/CTE Teacher Training committee was established in April 2023.
- Expanded K-12 activities and counselor event must be reevaluated, based on reorganization.

2024 Update

- NHS offered Infection Control in Practice professional development training to dental hygienists in Feb 2024. CTC teachers were invited; one attended.
- ET offered the following opportunities:
 - Externship for middle/high school teachers for diesel and MSET in June 2024.
 - Concrete Science Technology program conducted trainings for FFA instructors.
 - The GenCyber grant provided IT Security training to high school teachers.
 - Welding teacher training was offered.

Success Indicator 3.5.3

Partnerships are strengthened with CTCs/CTEs across the Commonwealth to accelerate degree completion opportunities.

2023 Update

- In Spring 2023, the College announced the creation of the Executive Director of Career & Technical Education Partnerships position. Additionally, in Spring 2023, the launch of the Center for Academic Excellence reorganized K-12 Outreach as Secondary Partnerships to centralize points of contact for these relationships. Planning is ongoing.

2024 Update

- NHS established a school-wide initiative to complete at least six NHS recruitment visits to CTCs, CTEs, or high schools to increase awareness of NHS program areas. Twelve visits were completed in 2023-24.
- ET (DTNR) is in the progress of significant curriculum revision to better enable them to award credit to students completing CTE/CTC programs in diesel. These changes will make the diesel programs more affordable and thus has potential to increase access.
- ET (ICT) completed a curriculum change that involved the separation of ELT116 into ELT114/ELT115 to facilitate advanced credit opportunities for CTE/CTC students.
- ET (CAT) developed a template for BCT103 to streamline CTE/CTC/high school pathway agreements.
- ET (TT) developed a new course AMT100 that will enable students with an automotive background through CTE/CTC experience to gain credit for their secondary experience.
- Across Academic Affairs, divisions continue efforts to develop pathways with partner CTE/CTC/high schools to recruit students to programs and recognize experience gained through secondary educational experiences.

Success Indicator 3.5.4

Select 100-level program courses are offered on campus to high school cohorts through a pilot program with local CTCs/CTEs.

2023 Update

- Initiative delayed.

2024 Update

- Through the Polymer Grant received in Summer 2024, ET will develop a program that offers polymer engineering technology certificate(s) to high school students on the Penn College campus beginning in Fall 2026.

Appendix I: Architecture Department Assessment Schedule

Architecture Department Assessment Schedule: Fall 2023-Spring 2032

Appendix J: Course Level Assessment Form
Penn College Course Level Assessment Form (blank)

ASSESSING REQUIRED STUDENT OUTCOMES

THE PROCESS OF ASSESSING REQUIRED STUDENT OUTCOMES – COURSE LEVEL

Assessment of required student outcomes (RSOs) is an integral component of faculty job responsibilities, by working individually or collectively within their discipline with department heads or program directors.

MAJOR COURSES

As part of Program Review, all courses designated as “major courses” will undergo course-level assessment of required student outcomes once on a 5-year cycle. Course outcomes may be clustered if/as they reflect closely related outcomes. The assessment **must** examine student performance on each course outcome, using **direct assessment methods**. If indirect assessment methods are used, they should also be included in the reporting.

Course selection and number of courses to be assessed every year are determined by the school to satisfy the intent to assess RSOs in every major course once every five years. This schedule should be shared with the Assessment, Research and Planning (ARP) Office. The *Assessing Required Student Outcomes* template shall be used by all schools and is intended to simplify the process and the reporting of results.

NON-MAJOR COURSES (GENERAL EDUCATION)

General education courses (including developmental courses) in the departments of Art & Design, Communication & Literature, Mathematics, Natural Science, and Social Science & Humanities should also be assessed at least once on a 5-year cycle. The school will determine the schedule of the department assessment cycle and may alter it if deemed necessary to have additional cycles of assessment for a particular course, course outcome(s), or departmental goal. The school will establish the courses to be assessed with focus on courses regarded as “key” to achievement of departmental/school/College goals or strategic initiatives. The *Assessing Required Student Outcomes* template shall be used by all schools and is intended to simplify the process and the reporting of results.

RSO TEMPLATE DIRECTIONS:

1. List course title, course number and section(s), and semester/year (Fall 2022).
2. List department or program that houses the course.
3. List previous course code (if applicable).
4. Name of the faculty member(s) responsible for completing the assessment.
5. Faculty should confirm that the RSOs on the course abstracts match their course syllabus. Current course abstracts are located on the Academic Affairs site on the portal. The RSOs are the outcomes that must be evaluated at the course level.
6. Faculty should affirm that RSOs are appropriate for the course (100 vs. 200 vs. 300 vs. 400), foster a cohesive learning experience, and remain relevant and current based on industry/discipline practices. If revisions are necessary, they should be summarized for the reader.
7. Provide the semester and year when the course was last assessed.
8. Follow-up—Describe any actions taken after the completion of the previous cycle and give a brief description of how you used previous RSO assessment results to improve student learning.
9. RSO Assessment Summary Table
 - a. First Column - Faculty will write out the RSOs.
 - b. Second Column - Assessment Methods are the tools or instruments used to gauge progress toward achieving the required student outcomes. For reliable assessment results, a combination of direct assessment methods (e.g. scoring rubrics, embedded assignments) and indirect assessment methods (e.g. surveys, interviews) is recommended. [Chapter VI in the Plan & Process](#) explains the course-level assessment process in more detail. Multiple sections of a course are encouraged to have at least one common assessment tool for consistent and accountable results. Examples for each include:
Direct assessments – quiz/exam questions, rubric scores, writing assignments, homework questions, final exam questions, etc.
Indirect assessments – student self-assessments, final course grades, surveys
 - c. Third Column - Expected Level of Achievement (ELA) - What level of student performance will be accepted as evidence of successful achievement of the RSO? Faculty set the benchmark (ELA) - for example, 80% of the students will earn a 75% or higher on assignment (provide name/description of assignment).
 - d. Fourth Column - Previous Cycle Results. This will allow faculty to identify possible trends in student performance and identify issues with instructions and student learning. Present the results in the following format 9/10 (90%). That is, 9 out of 10 or 90% of students met the Expected Level of Achievement (ELA). Include the academic year when assessment was completed (AY).
 - e. Fifth Column - Results of this cycle's assessment. Present the results in the following format 9/10 (90%). Again, it is the number and percentage of students who met the ELA.
10. Analysis of Results – Interpret what the assessment results indicate about student learning in the class. How did any changes that were previously made impact results? Were they successful? Do course instructional strategies need to be modified to improve student achievement of the RSO? In the analysis, be specific about which RSO is being addressed.
11. Action(s) to be Taken - Faculty should check all that apply and include a detailed statement to explain the steps that will be taken as a result of the assessment. If a change is indicated, the actions should be implemented within the 5-year cycle and reassessed for effectiveness within the next 2 years.
12. Faculty should consider the budgetary implications for any proposed actions.
13. Faculty should estimate the time frame for completion of the action steps along with person(s) responsible for ensuring that follow up is completed.
14. Submit completed templates to the Program Director, Department Head, or Lead Faculty member.

ASSESSING REQUIRED STUDENT OUTCOMES

COURSE LEVEL – REPORT TEMPLATE

1. **Course Title, Number, and Section(s):** _____ **Semester/Year:** _____

2. **Department or Program:** _____

3. **Previous Course Code (if applicable):** _____

4. **Faculty Responsible for Assessment:** _____

5. **Required Student Outcomes (RSOs) on syllabus match those on abstract** _____ Yes _____ No

If “No,” curriculum revision indicated as part of action plan in #11.

6. **Review of Required Student Outcomes (RSOs).** As part of this course-level assessment, the program affirms that RSOs are appropriate for the course level (100 vs. 200 vs. 300 vs. 400), foster a cohesive learning experience, and remain relevant and current based on industry/discipline practices. _____ Yes _____ No

If “No,” summarize the necessary revisions to the RSOs that will be proposed through curriculum action.

7. **Semester/Year of Last Assessment of Course:** _____

8. **Follow-up:** Provide brief description of how you used previous course assessments to improve student learning. All prior course-level assessment documents can be found on the ARP [Academic Affairs Outcomes portal site](#).

9. Required Student Outcomes Assessment Summary:

Required Student Outcome – Course Level	Assessment Method(s)*		Expected Level of Achievement (ELA) <i>(Benchmark)</i>	Previous Cycle	Results
	When multiple methods are used for an RSO, results for each method must be reported separately in the Results column.			Results	AY _____
				AY _____	
1. Design a proposal that is appropriate in topic, scope and workload;	Direct				
	Indirect				
2. Appraise relevant information on interested topics from diverse resources;	Direct				
	Indirect				
3. design, implement, and evaluate a community-based, educational, or health-related project;	Direct				
	Indirect				
4. integrate and apply concepts, knowledge and skills learned in previous courses to their experience;	Direct				
	Indirect				
	Direct				

5. communicate project significance and results effectively in a formal paper/presentation; <i>and</i>	Indirect				
6. analyze the project outcome(s) in relation to their own professional development.	Direct				
	Indirect				

10. Analysis of Results and Description of How Results will be used for continuous improvement. What were the results of prior strategies used to improve student learning?

11. Action(s) to be Taken. Select all that apply. Each selection should be supported by results of course-level assessment.

All benchmarks (ELAs) for required student outcomes were met. Continue assessment of course according to schedule. If benchmarks are consistently met, consider reviewing benchmarks for continuous improvement of student learning.

Adjust benchmarks (ELAs) in order to continually improve outcomes within the course.

Specify RSO(s): _____

Repeat same assessment next academic year for specific outcome(s) for further study:

Adjust instructional approach and repeat assessment in the next academic year

Specify RSO(s): _____

Modify assessment tool(s) and repeat assessment

Specify RSO(s): _____

_____ Revise required student outcomes (number, level, and or wording of course outcomes) and repeat assessment

Specify RSO(s): _____

_____ Adjust allotment of time to topic and repeat assessment

Specify RSO(s): _____

_____ Amend sequence of course material and repeat assessment

Specify RSO(s): _____

12. Analysis of budgetary implications for implementation of any actions

13. When will this course be assessed again and who will be responsible for the assessment?

Academic Year: _____

Person(s) responsible for Follow Up: _____

Appendix K: Policy Work/Life Experience
Penn College Policy PR 3.31.03 Work/Life Experience

Appendix L: Architecture Department Assessment Day Minutes
Architecture Department Assessment Day Meeting Notes May 2024

Assessment Meeting May 8, 2024

Review of course outcomes, PC & SC criteria and the NAAB Matrix

Present: Dan Brooks, Dorothy Gerring, Naim Jabbour, Tuna Saka

Reviewed comments from the accreditation report and findings on the NAAB Matrix by the Visiting Team from the Visiting Team Report (VTR). Examined and discussed the studio sequence and the RSOs. Concerns focused wording of studio RSOs and intent vs. PC and SC language and continuity of growing students' design abilities. Updates are to be posted in OneDrive folder for department review.

Studio Sequence:

ACH181: basic skills - small scale projects

ACH261: site development – small scale projects

ACH281: detailing – medium sized projects

BSD332: passive – small and medium sized projects

BSD352: adaptive reuse – medium sized commercial projects

BSD432: integrated design approach/systems/teams – medium and large commercial projects

BSD452: net zero design – unspecified

Weeks 11-12: Crafting Your Identity

- Portfolio development: Showcasing projects.
- Personal marketing: resume and business cards.
- Benchmark: Mentees should have developed a draft portfolio showcasing their work and accomplishments by the end of Week 12. They should also have a polished resume ready for review and have business cards in hand.

It was determined to refine RSOs for the following classes:

ACH141: clearly state HSW focus (Tuna)

ACH181: combine RSOs, clearly state design in the RSOs and integration of design process (Dan)

ACH261: clearly state design synthesis of building and site in RSOs, add small scale projects (Dan)

ACH272: clearly state architectural theory in the RSOs (Dan)

BSD322: revise RSOs to reflect the DEI and HSW topics contained in the coursework as well as including leadership and collaboration skills in the RSOs (Naim)

BSD450: revise RSOs 5-6 to clearly state value system behind the rating system (Naim)

BSD482: revise RSOs to clearly state DEI and lifelong learning (Dorothy and Ellyn)

Update on the NAAB matrix

Remove ACH262 from Shared Values lifelong learning and move to BSD322

Add PC.5 to BSD492

Eliminate SC.4 from ACH264

Change SC.5 ACH261 to Introduce

Add SC.5 to BSD432 and mark as Developing

Eliminate SC.5 from BSD452 and move it to BSD492

Eliminate SC.6 from ACH240

Add SC.6 to BSD432 and mark as Introduce

Appendix M: ACPC Activities Fall 2023-Spring 2025
Summary of Activities by the Architecture Club at Penn College (ACPC)

Architecture Club at Penn College

Two Year Summary of Activities and Events

Club-organized activities:

- Spring and Fall Picnics for the 2023-2024 and 2024-2025 academic years
- Thanksgiving Dinners for the 2023-2024 and 2024-2025 academic years
- Boohaus in F24
- Gingerbread House Competition in F24
- Bridge-Building Competition in SP25 (hasn't happened yet, is planned on April 24th)
- Trip to the Mercer Museum in F23
- Trip to Museum of Modern Art in SP24
- Trip to Falling Waters in F24
- Trip to Guggenheim Museum in SP25 (hasn't happened yet, is planned on April 26th)
- Coffee tables the 2023-2024 and 2024-2025 academic years
- Share the Love event for the 2023-2024 and 2024-2025 academic years
- East Egg Hunt for the 2023-2024 academic year
- Salute to the Seniors Picnic (hasn't happened yet, is planned on May 3rd)

College-organized activities:

- Open House for the 2023-2024 academic year
- Club Fair for the 2023-2024 and 2024-2025 academic years

Club-organized service projects:

- Food Drive for the 2023-2024 and 2024-2025 academic years
- Aluminum Can Drive started in SP25
- Studio clean-ups for the 2023-2024 and 2024-2025 academic years

Club-organized fundraisers:

- ACPC Apparel Sale for the 2023-2024 and 2024-2025 academic years
- 50/50 Raffle in SP24
- Krispy Kreme Fundraiser in SP24
- Mr. Sticky's Fundraiser in SP25

Club-organized resources:

- Headshots for the 2023-2024 academic year
- Student Jury started in SP25: 14 students used to date
- Workshops started in SP25
 - Lumion and Photoshop workshop
 - Model-Making workshop (hasn't happened yet, is planned April 17th)
- ELibrary in the works, should be starting in F25

Meetings:

- Bi-weekly club member meetings (everyone is invited) = 30
- Bi-weekly officer meetings (officers and board members only) = 30
- SGA meetings twice a semester = 8

Total club members: 98

Active members: 27

Appendix N: Peer Mentoring Program - Mentee
Peer Mentoring Program – Outcomes for Mentee

Architecture Mentoring Program

Weeks 1-2: Building Bridges

- Introduction and goal setting.
- Getting to know each other.
- Sharing passions for architecture.
- Benchmark: By the end of Week 2, mentees should have established a rapport with their mentors and set specific, achievable goals for the mentoring program.

Weeks 3-4: Laying the Foundation

- Basics of architecture: Elements of design, architectural history, etc.
- Developing architectural thinking.
- Benchmark: Mentees should demonstrate understanding of basic architectural principles and be able to discuss key concepts in architecture confidently by the end of Week 4.

Weeks 5-6: Navigating Academia

- Strategies for balancing coursework and social life.
- Time management and resource utilization.
- Resources for 3D printing and laser cutting.
- Benchmark: Mentees should have implemented at least one-time management strategy and show improvement in balancing coursework by the end of Week 6. They should also be proficient in finding resources for creating physical models and operation of equipment.

Weeks 7-8: Where You Want to Go

- Campus course scheduling resources
- Career Options: Discussing long-term academic plans and career aspirations – link between coursework and goals, possible minors, AXP and internship opportunities
- Benchmark: Mentees have a clear picture of how to align their career goals with elective coursework and working in the field. Mentees should demonstrate proficiency in navigating course offerings and identifying the various dates and stages of the process. They should also have a draft course schedule for the upcoming semester.

Weeks 9-10: Tools of the Trade

- Presentation skills and professionalism.
- Hands-on practice with Photoshop.
- Benchmark: Mentees can identify how to organize a presentation and what is appropriate business attire. They should demonstrate proficiency in using Photoshop and be able to complete basic tasks independently by the end of Week 10.

Weeks 13-14: Collaboration and Community

- Teamwork and communication skills.
- Leveraging strengths within a team environment.
- Benchmark: Mentees should actively contribute to group projects, demonstrating effective communication and teamwork skills by the end of Week 14.

Weeks 15-16: Looking Ahead

- Reflection on progress and achievements.
- Planning for future goals: Internships, specializations, further education.
- Benchmark: Mentees should reflect on their progress throughout the mentoring program and identify areas for future growth and development by the end of Week 16. They should have a clear plan for their next steps in their academic and professional journey, including potential internships or further education.

Appendix O: Updated Course RSOs

Comparison of original RSOs to revised RSOs for ACH 141, ACH 181, ACH 261, ACH 272, BSD 322, BSD 450 and BSD 482. Changes were made according to discussions documented in Appendix L, Assessment Day meeting notes. Changes are highlighted.

<p>ACH 141: Building Codes & Accessibility 2024 Assessment RSOs</p> <ol style="list-style-type: none"> 1. discuss the importance of building codes and various stages of building code administration; 2. describe the various building codes, standards and regulations and their applicability; 3. analyze a building to determine its occupancy and construction types, along with how building material choices are impacted; 4. evaluate whether a building meets required means of egress; 5. demonstrate an understanding of accessibility and aging in place standards; 6. determine the minimum level of energy performance based on energy code requirements; and 7. describe the ways in which fire and life safety issues are incorporated in the building code. 	<p>ACH141: Building Codes & Accessibility Updated 2025 Assessment RSOs</p> <ol style="list-style-type: none"> 1. discuss the importance of building codes and various stages of building code administration; 2. describe the various building codes, standards and regulations and their applicability to health, safety and welfare in built environment; 3. analyze a building to determine its occupancy and construction types, along with how building material choices are impacted; 4. evaluate whether a building meets required means of egress; 5. demonstrate an understanding of accessibility and aging in place standards; 6. determine the minimum level of energy performance based on energy code requirements; and 7. describe the ways in which fire and life safety issues are incorporated in the building code.
<p>ACH 181: Architectural Design Studio I 2024 Assessment RSOs</p> <ol style="list-style-type: none"> 1. develop projects which demonstrate basic design principles 2. describe the process involved in programming for architectural projects. 3. use graphic methods to analyze architectural programs. 4. develop schematic drawings that define spatial relationships. 5. describe the phases of a project as it is developed in an architect's office. 6. delineate the sizes and spatial requirements for common building elements. 7. demonstrate the ability to coordinate and update the evolving relationship between floor plans, building sections, and exterior elevations. 8. develop and apply sensibility of aesthetics, materials, and structure. 9. demonstrate the ability to present design solutions, both graphically and orally. 10. produce a portfolio of student work. 	<p>ACH 181: Architectural Design Studio I Updated 2025 Assessment RSOs</p> <ol style="list-style-type: none"> 1. develop small scale projects which demonstrate basic design principles. 2. describe the process involved in programming for architectural design projects. 3. use graphic methods to analyze architectural design programs. 4. develop schematic design drawings that define spatial relationships and apply sensibility of aesthetics, materials, and structure. 5. describe the phases of a building project as it is developed in an architect's office. 6. delineate the sizes and spatial requirements for common building elements coordinating and updating the evolving relationship between floor plans, building sections, and exterior elevations. 7. demonstrate the ability to present design solutions, both graphically and orally. 8. produce a portfolio of student work.
<p>ACH 261: Architectural Design Studio II 2024 Assessment RSOs</p> <ol style="list-style-type: none"> 1. design site plans which demonstrate site planning principles; 2. identify major climatic factors influencing site design decisions; 3. interpret contour lines on a topography map; 4. generate contour lines from given spot elevations; 5. manipulate contour lines to create building pads, parking areas, roadways, sidewalks, and control drainage patterns; 6. develop site plans that provide for separation of people and vehicles; 7. interpret zoning and other legal constraints on a site; 8. discuss the costs of developing a site for a building; 9. do a site analysis; 10. identify how site design influences the design process; 11. develop landscaping designs that enhance a building's site; 12. develop site drawings and models; and 	<p>ACH 261: Architectural Design Studio II Updated 2025 Assessment RSOs</p> <ol style="list-style-type: none"> 1. design buildings and site plans for small scale projects which demonstrate clear site planning principles; 2. identify major climatic factors influencing site design decisions; 3. interpret contour lines on a topography map and generate contour lines from given spot elevations; 4. develop site plans that provide for the separation of people and vehicles and manipulate contour lines to create appropriate building pads, parking areas, roadways, sidewalks, and control drainage patterns in response to the context and building program. 5. interpret zoning and other legal constraints on a site; 6. do a site analysis; 7. identify how site design influences the design process; 8. develop landscaping designs that enhance a building's site and discuss costs associated with developing a site; 9. develop site drawings and models; and 10. produce a portfolio of student work.

ACH 272: History of Modern Architecture 2024 Assessment RSOs	ACH 272: History of Modern Architecture Updated 2025 Assessment RSOs
<ol style="list-style-type: none"> 1. demonstrate awareness and critical understanding of modern architecture in a global context from the mid-nineteenth century to the present; 2. compare and contrast the leading architectural movements, building types, key historical monuments, individuals, and historical forces that have shaped contemporary architectural history; 3. trace the development of architecture as a profession with its distinct relationships to such related disciplines as building construction, fine arts, industrial design, engineering, and urban and environmental planning; 4. analyze changes in the architecture discipline over time, both the changing practices and fashions internal to architecture and the influences on architecture from outside the discipline; 5. position the field of modern architecture within the broader cultural landscape as a product of political, economic, social, and artistic forces; 6. discuss the forces that philosophy, literature, art, economics, climate, building technology, past architecture, and architects have on the development of design thinking; and 7. describe how buildings and urban spaces can reflect or express philosophical, religious, political and economic forces. 	<ol style="list-style-type: none"> 1. demonstrate awareness and critical understanding of modern architecture in a global context from the mid-nineteenth century to the present; 2. compare and contrast the leading architectural movements and theories, building types, key historical monuments, individuals, and historical forces that have shaped contemporary architectural history; 3. trace the development of architecture as a profession with its distinct relationships to such related disciplines as building construction, fine arts, industrial design, engineering, and urban and environmental planning; 4. analyze changes in the architecture discipline over time, both the changing practices and fashions internal to architecture and the influences on architecture from outside the discipline; 5. position the field of modern architecture within the broader cultural landscape as a product of political, economic, social, and artistic forces; 6. discuss the forces that philosophy, literature, art, economics, climate, building technology, past architecture, and architects have on the development of design thinking and architectural theory; and 7. describe how buildings and urban spaces can reflect or express philosophical, religious, political and economic forces.

BSD 322: Sustainable Community Planning & Design 2024 Assessment RSOs	BSD 322: Sustainable Community Planning & Design Updated 2025 Assessment RSOs
<ol style="list-style-type: none"> 1. master an understanding of low impact development to solve storm water management problems; 2. analyze current legislation involving brownfield regeneration; 3. design a master plan incorporating sustainable concepts including restricting lot coverage, providing proper building siting, natural shade, and ventilation; 4. synthesize knowledge of sustainable transportation and circulation systems in the development of a site plan; 5. create a plan for a community which integrates mixed use and open space <u>in order</u> to minimize infrastructure; 6. develop site plans which limit impervious surfaces and the creation of heat islands; 7. differentiate between landscape irrigation systems which conserve water and those which waste water; 8. develop a construction waste management and site protection program; 9. analyze the benefits of reduced street widths and re-design or elimination of curbs; and 10. distinguish between typical landscaping practices and more sustainable approaches such as xeriscaping. 	<ol style="list-style-type: none"> 1. master an understanding of low impact development to solve storm water management problems; 2. analyze current legislation involving brownfield regeneration; 3. design a master plan incorporating sustainable concepts including restricting lot coverage, providing proper building siting, natural shade, and ventilation; 4. synthesize knowledge of sustainable transportation and circulation systems in the development of a site plan; 5. create a plan for a community which integrates mixed use and open space <u>in order</u> to minimize infrastructure and promote equity and inclusion; 6. develop site plans which limit impervious surfaces and the creation of heat islands; 7. differentiate between landscape irrigation systems which conserve water and those which waste water as well as distinguish between typical landscaping practices and more sustainable approaches such as xeriscaping. 8. develop a construction waste management and site protection program; 9. produce work in teams while developing leadership and collaboration skills; 10. analyze the benefits of reduced street widths and re-design or elimination of curbs; and 11. demonstrate the ability to design sustainable community plans that prioritize diversity, equity and inclusion while promoting the health, safety, and welfare of the public, fostering integration between the built environment and its surroundings at various scales.

BSD 450: Architectural Design Studio VII 2024 Assessment RSOs	BSD 450: Architectural Design Studio VII Updated 2025 Assessment RSOs
<ol style="list-style-type: none"> 1. assess the role of sustainable rating systems. 2. differentiate between the various sustainable rating systems being used in the marketplace today. 3. choose appropriate rating systems for particular clients and jobs and critique their application and value to projects. 4. master the documentation process for LEED certified projects. 5. master knowledge of LEED credit intents, requirements, submittals, technologies, and strategies and apply to different building types. 6. assess life cycle costs and benefits of LEED. 7. evaluate the role of a LEED Accredited Professional as the link between LEED standards and professional practice. 	<ol style="list-style-type: none"> 1. assess the role of sustainable rating systems. 2. differentiate between the various sustainable rating systems being used in the marketplace today. 3. choose appropriate rating systems for particular clients and jobs and critique their application and value to projects. 4. master the documentation process for LEED certified projects. 5. master knowledge of sustainable principles, prioritizing environmental stewardship and professional responsibility, while also evaluating life cycle costs and benefits. 6. evaluate the role of a LEED Accredited Professional as the link between LEED standards and professional practice.

BSD 482: Professional Practice 2024 Assessment RSOs	BSD 482: Professional Practice Updated 2025 Assessment RSOs
<ol style="list-style-type: none"> 1. produce a variety of examples of how to create, organize, and manage architectural practices; 2. create documentation outlining expectations to be met in the roles, rights, and responsibilities of architects, clients, and builders, including those specified in architectural project agreements; 3. practice correct ethical behavior in relation to the practice of architecture; 4. produce documentation showing the impact of government regulations and planning controls on architectural profession, including building codes, liability insurance requirements, sustainable design, and community planning regulations; 5. develop marketing options and means of project acquisition; 6. identify billing and payment processes for all phases of an architectural project; and 7. organize a plan for becoming registered as an architect, maintaining registration, and gaining reciprocity. 	<ol style="list-style-type: none"> 1. produce a variety of examples of how to create, organize, and manage architectural practices, including diversity, equity and inclusion (DEI); 2. create documentation outlining expectations to be met in the roles, rights, and responsibilities of architects, clients, and builders, including those specified in architectural project agreements; 3. practice correct ethical behavior in relation to the practice of architecture including DEI principles; 4. produce documentation showing the impact of government regulations and planning controls on architectural profession, including building codes, liability insurance requirements, sustainable design, and community planning regulations; 5. develop marketing options and means of project acquisition, including publicly mandated DEI requirements; 6. identify billing and payment processes for all phases of an architectural project; and 7. organize a plan for becoming registered as an architect, maintaining registration, gaining reciprocity, and lifelong learning.

Appendix P: 2023 VTR
Previous VTR from 2023.

Appendix Q: 2022 Plan for Achieving Initial Accreditation
Plan for Achieving Initial Accreditation, submitted in 2022.



July 31, 2022

Eligibility Application/ Plan for Achieving Initial Accreditation

Degree Program Proposed:

Bachelor of Architecture 152 Credits

The logo for Pennsylvania College of Technology is a blue rectangular box containing the text 'PENNSYLVANIA COLLEGE OF TECHNOLOGY' in white, bold, sans-serif capital letters, arranged in three lines.

PENNSYLVANIA
COLLEGE OF
TECHNOLOGY

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4. Letter from Chief Academic Officer



**Pennsylvania
College of Technology**
A Penn State Affiliate

One College Avenue
Williamsport, PA 17701
570.326.3761 | www.pct.edu

28 June 2022

Tanya A. Tamarkin, Executive Director
National Architectural Accrediting Board
107 S. West St.
Suite 707
Alexandria, VA 22314

Dear Executive Director Tamarkin,

I write to inform you that Pennsylvania College of Technology intends to seek candidacy for accreditation for its Bachelor of Architecture (B.Arch) degree.

The 152-credit B.Arch degree received all necessary internal approvals from the College's curriculum council, provost, and president for a Fall of 2022 implementation. The B.Arch program does not require any additional prerequisites outside of the standard college enrollment requirements.

Pennsylvania College of Technology has been delivering Bachelor of Science architecture programs for many years; therefore, with a dedicated and talented full-time architecture department, coupled with high-quality labs and industry partners, the institution is well-positioned to implement the B.Arch program.

All necessary materials are included for your review, and we look forward to our continued work with the National Architectural Accrediting Board.

Sincerely,

Michael Reed, Ed.D.
Vice President for Academic Affairs & Provost
Pennsylvania College of Technology
mjri8@pct.edu



5. Letter from Middle States

The Middle States Commission on Higher Education no longer sends single page letters confirming accreditation. The images below were taken from the first two pages of the Statement of Accreditation Status (SAS). The complete SAS can be found at the following URL:

<https://www.msche.org/institution/0581/>



STATEMENT OF ACCREDITATION STATUS

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

Institution: PENNSYLVANIA COLLEGE OF TECHNOLOGY Williamsport, PA

Address: One College Avenue
Williamsport, PA 17701

Phone: (570) 326-3761

URL: www.pct.edu

Accreditation Liaison Officer (ALO): Dean Joanna Flynn

Commission Staff Liaison: Dr. Melissa Hardin, Vice President

Phase: Accredited

Status: Accreditation Reaffirmed

Accreditation Granted: 1970

Last Reaffirmation: 2022

Next Self-Study Evaluation: 2029-2030

Next Mid-Point Peer Review: 2026



6. Plan for Achieving Initial Accreditation

PART ONE Introduction

The faculty of the Architecture department at Pennsylvania College of Technology are excited to be submitting this Eligibility Application for Candidacy as the first step in achieving NAAB accreditation for our new Bachelor of Architecture program.

In this document you will find our long-term objectives for establishing and implementing this new program, which stems from our well-established Associate of Applied Science in Architecture and Bachelor of Science in Architecture and Sustainable Design programs. We will also clarify how the new program already complies with the Conditions of Accreditation, specifically addressing the program's identity in section 1 on page 7, our current resources, which are addressed in sections 5.4.1 (faculty), 5.6 (facilities), and 5.7 (finances), the curricular framework (section 4) as well as our proposed timeline for achieving initial accreditation, in PART TWO.

You'll find references to our new B.Arch., including our institutional approval process in section 1 on page 4 – how we've started to recruit and retain our first cohort of students for the fall 2022 semester on page 4, recruitment for faculty in section 5.5.2, and how we'll handle the situation in case initial accreditation isn't granted on page 5.

Although we are confident that our program meets the requirements for the Eligibility Application, we did want to note that this initial eligibility application process has been revealing in some areas, which we will be addressing during the next phase of the application. We look forward to our ongoing work and interaction with the NAAB.

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:

Pennsylvania College of Technology (Penn College), a public institution located in a rural area in north central Pennsylvania, offers associate's, bachelor's, combined bachelor's/master's, and master's degrees, along with certificates and competency credentials in more than 100 majors, emphasizing hands on learning and applied technologies. In fall 2021, 4,240 students were enrolled in classes at four locations: the main campus in Williamsport, PA (population 27,603); the Lumley Aviation Center in Montoursville, PA; the Advanced Automotive Technology Center in Williamsport, PA; and the Schneebeli Earth Science Center in Allenwood, PA. Additionally, a number of degrees are offered 100% online. Penn College provides an academic environment with modern facilities, an exceptional array of student-centered services, and academic programs with an overall graduate placement rate of 96.2% (2017–20) in high-demand industries.

The College began in 1914 as a high school offering adult training to meet the growing demands of local industry. In 1941, the emphasis shifted to vocational training and the Williamsport



Technical Institute (WTI) was established. The passage of the Community College Act of 1963 led to the next evolutionary stage: the Williamsport Area Community College (WACC), which used the WTI programs and facilities as the starting point for continued growth and development. During the 1970s and 1980s, enrollment grew, physical property expanded, and curricular offerings increased. Economic shifts in the 1980s led school districts to withdraw sponsorship when the original 20-year sponsorship agreement expired. Community colleges still required a local sponsor, thus the city of Williamsport stepped in to fill that role and keep the institution open.

The presidents of Penn State University and the Williamsport Area Community College, along with the governor of Pennsylvania, announced the intent to create an affiliation between Penn State and Williamsport Area Community College, creating the next iteration of the institution. On July 1, 1989, Williamsport Area Community College became Pennsylvania College of Technology, "Penn College," a special mission affiliate of Penn State. As an affiliate rather than a branch campus, Penn College positioned itself as Pennsylvania's premier technical college, maintaining governing and curricular independence. With this evolutionary stage, the College added bachelor's degrees to its curriculum portfolio and on-campus housing to meet the changing needs of its students. The Architecture department launched the four-year "Building Science and Sustainable Design" Bachelor of Science degree in 2009. It was later renamed as "Architecture and Sustainable Design".

The mission and goals of Penn College are at the core of its identity as a college of *applied technology*. Time and resources are invested in defining, articulating, and assessing strategic goals that support the mission and reaffirm the College's unique position in higher education within the state and the nation. The mission is guided by the College's commitment to providing its students an array of opportunities to achieve their goals. The College offers a variety of academic degrees and certificates, workforce training, and co-curricular experiences that are supported through the mission, vision, values, and strategic plan.

In the summer of 2022, the Board of Directors approved new mission and vision statements and refined Penn College's core values, strategic goals, and initiatives. The College derives its strength and focus from its mission, which articulates the close alignment with hands-on, experiential learning opportunities that are responsive to career-focused education. The mission reflects the College's longstanding commitment to guiding its students to work and lead in a wide range of in-demand fields. In alignment with the Mission, the College's current strategic plan (2022 - 2026) was developed as a 4-year initiative with three overarching goals and associated initiatives. Please find the College's Mission, Vision and Values, as well as its 2022-2026 Strategic Plan at this [link](#).

The college's mission and vision statements as well as its core values, strategic goals, and initiatives, provide direction to the College's three schools: Business, Arts & Sciences, Nursing & Health Sciences, and Engineering Technologies. The Architecture department is in the School of Engineering Technologies.

School of Engineering Technologies (ET) Mission Statement:

The School of Engineering Technologies is committed to providing a student-centered learning environment that focuses on the application of hands-on technical skills and the development of a strong theoretical foundation. Through the use of practical and real-world projects, students will be engaged with state-of-the-art facilities and industry partners, leading to an appreciation for lifelong learning. Upon graduation, our students will be prepared to make an immediate positive impact within industry and their community



The Architecture Department:

As an integral part of the College and the school, the Architecture department has influenced and is influenced by each in turn. As such, the department fully embraces the College's mission to prepare the next generation of industry leaders by integrating real-world experiences throughout the program. In addition to the obvious connection to industry, this has led to an ongoing focus on sustainability that is still a primary focus of the department today.

The architecture program at Penn College was first offered by the Williamsport Technical Institute (predecessor of Penn College) in 1941 as an architectural drafting program to assist with the war effort. It has continually grown and been updated over the years by the faculty and advisory board. The two-year Associates degree was the only degree offered until 2009, with the inception of the Bachelors of Science (BS) degree in Building Science and Sustainable Design. The program has always balanced technical proficiency with architectural theory and the four-year degree allowed for an additional emphasis on sustainability. The current BS degree (renamed "Architecture and Sustainable Design") was updated to make it possible for graduates to go through accredited Master of Architecture (M. Arch.) programs in 2-3 years, as about 20% of the graduates were applying to M. Arch. programs.

From the beginning, the various iterations of the architecture program have all required on-campus instruction emphasizing experiential opportunities that integrate the inspirational with the creative while focusing on real-world application. The new B. Arch. program (designated as ARC) is a face-to-face, on campus degree, but it does include four courses that are taught in a remote or hybrid format.

In the mid 1990's, total enrollment in the two-year associate degree was approximately 85 or 90 students. This number grew steadily to 136 in 2007 and jumped to 164 during the first two years of the four-year degree. With this increase in enrollment, the full-time architecture faculty grew to six, with the newest hire having been with the program for 12 years.

As of the spring semester of 2022, the Architecture department was offering the following two degree programs:

- The two-year Associate of Applied Science in Architecture (AX)
- The four-year Bachelor of Science in Architecture and Sustainable Design (ASD)

The overall enrollment in the department has fallen back to around 105. This diminishing enrollment level was not unique to the architecture programs, or to Penn College as a whole (which saw a similar decrease). Enrollment levels have been falling among Pennsylvania colleges and universities for ten years due to changes in demographics and smaller overall numbers of high school graduates.

Graduates from our existing architecture programs are in high demand. With our "hands-on" focus emphasizing the tools and technology used in industry (including AutoCAD, Revit, Photoshop, Lumion, and various energy analysis programs), our graduates enter the workforce with the ability to be productive team members from day one. They have a strong foundation in building fundamentals, technology, sustainability, and design. We frequently hear from employers who tell us that they seek out our graduates for this reason. We intend to carry this same "hands-on" focus into the new Bachelor of Architecture degree.

The Development of the Bachelor of Architecture Program

During the late spring of 2021, the architecture faculty held a series of meetings with the new Assistant Dean for Engineering Technologies, Elynn Lester, in which the faculty shared certain long-term goals. As a result of these meetings, and additional meetings between Assistant Dean



Lester and the administration, it was determined that the Architecture department would seek the required approvals to pursue an NAAB accredited Bachelor of Architecture degree.

PURPOSE ITEM G: Development of the B. Arch. Curriculum

The curriculum for the Bachelor of Architecture degree was developed during the summer and fall of 2021. The program evolved from our current Architecture and Sustainable Design (ASD) Bachelor of Science degree. Changes to the ASD degree had recently been made to enable graduates enrolling in M. Arch. programs to be placed in the 2 or 3 year (shortened time-frame) track at various graduate programs. The first year courses (which are identical to the first year of the AX and ASD programs) are being offered in the fall of 2022. The fifth year courses will be offered for the first time in the fall of 2026. Most of the existing courses in the first four years will continue to be taught by the faculty who taught them in recent years.

Two new courses were developed and added to the existing four-year sequence of the ASD program (a second structures course and a course in architectural theory). An additional three architecture courses have been created for the new fifth year including two six credit thesis design studios and a three-credit course in professional practice. The new Bachelor of Architecture degree is designated by Penn College as the ARC program. More detail on the curriculum development process can be found in Section 5.3.

PURPOSE ITEM B: Institutional Approval of the B. Arch. Curriculum and Program

The process for creating this new program at Penn College required approval from three administrative bodies. A proposal for the B. Arch. was presented to and approved by the Dean's Council in October of 2021 (at which point the development of the curriculum was already well under way). The completed curriculum was subsequently approved by the Curriculum Committee in December of 2021. Since a Bachelor of Architecture degree had not previously been offered at Penn College, approval was required from the college's board of directors. This approval was obtained on February 3, 2022.

PURPOSE ITEMS C & E: Recruitment and Enrollment of the first Cohort

Under normal circumstances, the first cohort of a new program wouldn't enroll and begin classes until at least a year after the program obtained the required approvals. During this year, marketing would be conducted to ensure that a sufficient level of enrollment would occur. For the ARC program this would have meant a startup date of fall 2023. But since the college was already enrolling students in the existing Bachelor of Science degree in Architecture and Sustainable Design (the ASD), and since the first three years of the ASD are identical to the new ARC degree, the faculty made an effort to convince the administration that the ARC degree should be offered with a fall 2022 startup date. This effort ultimately proved successful, and the announcement was made midway through the spring 2022 semester that the college would begin the new Bachelor of Architecture degree in the fall of 2022. A marketing effort to recruit students to the new program began during the spring. Letters announcing the program were sent to all prospective students and those already in the admissions pipeline. Additionally, each received an invitation to a webinar addressing the new program that was developed by the department chair, Geoff Campbell, and Asst. Dean Lester, in conjunction with a senior in the ASD program. The new program has also been featured at all Open Houses and tours, with an accompanying individualized brochure developed specifically for the program.



As of July 31, 2022, the new or transfer student enrollment in the three Architecture department programs was as follows:

Program	Enrollment
AX (A.A.S.)	4
ASD (B.S.)	27
ARC (B. Arch.)	6

Note that at that time the number of new students enrolled in the ARC (B. Arch.) program was six. By the time the ARC program was added to the fall schedule, there were already 15 students enrolled in the ASD program. We expect that over the course of the next couple of years, many of the students starting the ASD program in the fall of 2022 will switch over to the ARC program. The first three years of these two programs are identical (the programs share the same classes), so students won't lose any time or be penalized in any way for switching in this fashion. In our experience, it takes some time for the enrollment of a new degree offering to overtake the previously existing degree(s). When we started the four-year architecture degree, enrollment in the two-year degree was still strong. Over time, the majority of new incoming students have chosen the four-year degree over the two-year by a wide margin. We expect that the same thing will happen with the four and five year degrees, and that over time the majority of incoming bachelor degree students will enroll in the ARC program. We also expect that due to this switchover from the ASD program, there will be a healthy number of students graduating with the first cohort of the ARC. The enrollment figures shown above don't include students who started in our programs in spring 2022. These students are also enrolled in the first semester courses. The total enrollment in the first semester courses is currently at 45. Some students who enrolled prior to fall 2022 have already switched from ASD to ARC, bringing the current total ARC enrollment to 9.

PURPOSE ITEM F: The Awarding of Degrees to the first Cohort

Per the timeline shown in PART TWO of this document, the first ARC cohort will graduate in May of 2027. If the college is successful in obtaining NAAB accreditation in the spring of 2028, this accreditation will be retroactive to January 1, 2027. A degree earned by a member of the first graduating class (from May of 2027) would therefore be considered an NAAB accredited degree.

PURPOSE ITEM I: Alternative Plans if the Program doesn't achieve Initial Candidacy or Accreditation

We have every expectation that we will be able to achieve initial candidacy and ultimately become NAAB accredited. If however, conditions should arise to prevent that outcome, students who were enrolled in the five-year B. Arch. (ARC) degree would still be able to graduate with our four-year Bachelor of Science in Architecture and Sustainable Design (ASD) degree. Similarly, if there are individual students who are either unable to complete the ARC degree, or who decide not to do so, they could choose to graduate with either the two-year AX degree or the four-year ASD degree, or both (for those who pursue dual enrollment).

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:

Penn College's focus on technological and STEM education benefits the department's programs in many ways.

3. Students can enroll in unique, multidisciplinary electives such as BCT103 Construction Hand and Power Tools; BCT 104 Construction Safety & Equipment, and CCM 140 Woodworking – Art, Craft & Design.
4. Real world opportunities to interact with heavy machinery – Heavy Construction Equipment Technology on our affiliated campus.

Faculty have recently been involved in university-wide initiatives:

6. Rob Wozniak played a role in the Economic Adjustment Assistance grant from the Economic Development Administration.
7. Naim Jabbour took a leadership role in establishing the National Science Foundation Built Environment (BE) Scholars S-STEM Program.
8. Tuna Saka served on the Curriculum Committee (2018-2021) and on the Academic Standards and Issues Governance Committee (2014-2018).
9. Geoff Campbell has served on several committees including the Core Education Review Committee that reviewed the Colleges' general education requirements, and the Curriculum Committee.
10. Dorothy Gerring has been selected to serve as an instructor for the American Institute of Architects' (AIAU) inaugural U.S. Department of Energy Solar Decathlon® Professionals Practicum program, which began in summer 2022.

Faculty are also involved in the wider community, locally, regionally and nationally. For example:

5. Rob Wozniak serves on the Williamsport's Historic Architectural Review Board,
6. Dorothy Gerring is just stepping down after six years of service to the Pennsylvania Higher Education Department (PAHE).
7. Naim Jabbour served as USGBC Students National Chair (2011-2015).
8. Ellyn Lester served as a juror for the 2022 National Association of Women in Construction's International Project Excellence Awards.

The architecture faculty are also becoming involved in an upcoming multidisciplinary project with the Greater Lycoming Habitat for Humanity. Although numerous faculty across the campus have been involved with Habitat previously, including adjunct faculty member David Daneker - who served as a past president and board member for more than a decade – this project is unique. It provides an opportunity for many departments to work together on a new home that will be designed and constructed entirely by the College's students, faculty and staff.

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:

Field trips are a significant part of several courses in the Architecture department. Students tour architect's offices and construction sites in ACH101 "Introduction to Architecture". Many field trips have been arranged in various building materials courses and others. Design studios occasionally include field trips to buildings related to the current studio projects, as was done recently with a trip to a local bank, a middle school, and a UPS facility.

Some highlights of extracurricular programming offered over the years include the annual Green Building Fair from 2001-2004, which showcased sustainable products, speakers and hands-on workshops. The biennial Alumni day, which began in 2017 and will take place again this year, brings back alumni in a round-table format to showcase their career path and projects.



Student teams have recently participated in the U.S. Department of Energy’s Solar Decathlon Design Challenge. A team from PCT was chosen as one of four grand prize winner finalists in the second Race to Zero Student Competition in 2015. In some years the DOE competition has been incorporated into an upper-level studio. In the spring of 2022, a team of Penn College students advanced to the finals of the Office Building Design competition. As such, the team traveled to Golden, Colorado to compete and had an unforgettable experience. Students have also designed projects for local charities and organizations. Seniors graduating from the ASD program have had their work showcased at The Gallery at Penn College for the past four years.

Architecture students have used their design studio projects to help the College with on-campus projects. Examples include the Victorian House (constructed at the center of campus), the Dr. Welch Maker Space, the Fish Real Estate Leadership Challenge Course, and the sign for the Larry A. Ward Machining Technologies Center. The architecture club at the College has existed since the mid-1960s and the architectural program began offering international travel opportunities to students in the early 1990s. Currently, students have a choice of two “Global Experience” courses focusing on the Architecture of various European locations and including a two-week trip to various cities at the beginning of summer.

Summary Statement of 1 – Context and Mission

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

Program Response:

Pennsylvania College of Technology, a public institution located in north central Pennsylvania, offers certificates, associate’s, bachelor’s, and master’s degrees, in more than 100 majors, emphasizing hands on learning and applied technologies.

The Architecture program has a long history at the College. Beginning in 1941 to assist in the war effort, the program transitioned to an associate degree in the mid-1960s. After more than forty years with the associate degree, a B.S. degree was added in 2009. Perhaps the best indication of the Architecture department's mission and identity can be found in the description of our new B. Arch. (ARC) program shown below.

The five-year professional Bachelor of Architecture (B. Arch.) is intended for those who wish to pursue a career as a practicing architect. The program focuses on four main areas: building fundamentals, design, technology, and sustainability. The B. Arch. offers students an in-depth engagement in the fields of architecture and sustainability, augmented by the broader Penn College mission of applied technical innovation and hands-on learning. This major promotes a healthier, more energy efficient way to build, which reduces negative environmental impacts and slows the depletion of natural resources. Students study sustainable approaches to materials, construction, site design, building design, community planning, and the generation and conservation of energy. In addition, students receive training in building science fundamentals and are introduced to historic preservation and the renovation and reuse of existing buildings. Graduates should be equipped with the knowledge to design buildings that make positive contributions to their communities.



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:

The program introduces, develops, and re-enforces understanding of design as a multidimensional process via the various design studio courses throughout the five years of the curriculum. Our students are exposed early on to the iterative nature of design processes in architecture and trained to utilize appropriate methodologies to fully explore design problems and solutions. Students are also involved in research opportunities at various levels tailored towards developing and discovering novel opportunities and approaches. Students receive continual feedback to assess their design development level and skills via portfolio reviews and juries.

The early studios focus on a fluid and iterative design process involving conceptual thinking and a hands-on approach. In later studios, sustainability-centered approaches are used as a guiding roadmap complemented with a comprehensive design thinking/process approach. Each studio is designed to include a topical summary and course brief that outlines outcomes, expectations, and subject matter. This information is incorporated into each course abstract and syllabus. The outcomes specified are geared towards attaining the required knowledge and skills necessary to earn a professional degree with the view of ultimately becoming a licensed architect. The School of Engineering Technologies has a digital archive of all course abstracts and syllabi. These are routinely reviewed and assessed.

Through various courses and activities, the program introduces students to various career options available to graduates, traditional and non-traditional. The first semester Introduction to Architecture seminar course (ACH101) is one example where students are introduced early on to the possibilities available within the built environment. Additionally, various other courses offer students the opportunity to explore the work done by those focusing on such diverse AEC industry career paths as code officials, CAD technicians, specification writers, structural and MEP engineers, BIM modelers, sustainability experts, and designers. The college conducts exit surveys and post-graduation surveys to assess and discover where students are in their professional careers.

One of the main pillars of the program is its focus on technical skills and technology. Students are exposed to a wide array of technology-based components starting in the first year of instruction in which they use industry tools such as AutoCAD and Revit to create construction documents for residential and commercial projects. Various courses are designed to develop and expand the student's technical skills through their progression within the program. Professional skills are embedded in various courses in every year of the curriculum. Course assessments as well as portfolio reviews are routinely used to evaluate student development.

The program and its student groups offer workshops, events, and activities that focus on exploring the latest trends and issues in our industry. Furthermore, we routinely seek council and guidance from our industry advisory board regarding impactful matters happening within the AEC community. One such example of this would be the biennial Alumni Day that the department has held in recent years. This alumni event is geared towards dialogue, discussion, and engagement between students and alumni.



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:

Sustainability and environmental stewardship are significant focus areas for the new ARC program. To that end, many of the courses are designed and structured with sustainability at their core. Similarly, several courses are tailored towards exploring the role of architects and designers within the built environment and society at large. The department follows a pedagogical approach focusing on problem solving and tackling societal challenges. For example, all students in the program are required to take the LEED Green Associate exam in the “Sustainable Rating Systems” course (BSD450), enabling our graduates to be on the forefront of sustainable rating systems and standards and well equipped to handle the growth and evolution of green buildings. Our exam pass-rates have ranged between 80% and 100%, depending on the year. Moreover, building performance modeling is embedded in all upper studios, allowing students to explore the ramifications of their design decisions and the impact pragmatically and systematically on the environment. We’ve also had student teams that have entered the DOE Race to Zero and Solar Decathlon competitions for many years. All students are required to take an introductory sustainability course in the second year of the curriculum. Another example that highlights the program’s focus on environmental stewardship is our focus on sustainable urbanism and community planning via a course that tackles sustainability on a macro urban scale.

Alongside environmental stewardship, the program aligns itself with professional and ethical values in various ways. The program includes one course focused on “Professional Practice” (BSD482). Students are also routinely exposed to representatives from local architecture firms. This begins in the first semester of the program with the “Introduction to Architecture” (ACH101) course which includes visits to the offices of several local architects and a construction manager. This is followed throughout the program with feedback from industry members at design juries. Finally, for the past several years we have been holding a biennial Alumni Day in which students hear from alumni about their careers.

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:

Penn College, through processes that include both faculty and staff (as well as in some cases students), has developed mission, values, goals, and policies that reflect desirable qualities of equity, diversity, and inclusion.

In order to help with the burden of student debt, the College provides many scholarships. One such scholarship, established by a former Architecture department faculty member, is available exclusively to architecture program students with financial need. Another scholarship, intended for female architecture program students, was established by a current faculty member.



With the addition of the new ARC program, the Architecture department now has three degrees which provide differing paths into the profession. A graduate with an A.A.S. degree in Architecture (the AX degree) can join the workforce after only two years of education. The B.S. degree in “Architecture and Sustainable Design” (ASD) adds two years of school focused on sustainability and design. ASD graduates can either join the workforce upon graduation, or they can pursue an NAAB accredited M. Arch. Typically, about 15 or 20% of our ASD graduates have taken this approach. With the addition of the new five-year ARC program, we expect that the number of graduates pursuing an M. Arch. at other schools will drop. But there will likely be a small number who continue to take this route. We expect that over time, the vast majority of our bachelor degree students will obtain the B. Arch. (ARC) degree. But we will retain the ASD degree for those students who either prefer it, or who are unable to complete the ARC program for whatever reason. These three degrees provide an array of varied access points to the industry and multiple career paths for our graduates.

In the past we have had articulation agreements with several community colleges in Pennsylvania. Over time, after changes to our curriculum, these have not been updated, but we still get transfer students from these colleges (including Harrisburg Area Comm. College, Luzerne County Comm. College, Johnson College, and Thaddeus Stevens College of Technology). Minority students and students whose families are in the lower income brackets, often attend community colleges. Accepting these students into our program, if they meet the established transfer criteria, helps to promote diversity and inclusion in our student body.

The Architecture department established an articulation agreement last year with the M. Arch. program at Rochester Institute of Technology (RIT) in Rochester, NY. This provides another path to licensure for the graduates of our ASD program. RIT has also established a scholarship for our graduates which helps make this option more affordable.

The department is considering the establishment of the NCARB Integrated Path to Architectural Licensure (IPAL) at Penn College. This program could significantly cut the time to licensure, which would have many benefits for our graduates.

The Penn College Career Fair occurs in both the fall and spring and brings our students into contact with many AEC industry firms looking for new employees. The college also offers several services that help students prepare for the Career Fair and for employment in the industry.

In order to promote a positive and respectful learning and teaching environment, the Architecture department intends to establish learning and teaching culture policy during the upcoming academic year. Similarly, a department policy related to equity, diversity and inclusion will be established.

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:

Penn College is a teaching institution, focused on immersing students with hands-on interaction in their subject matter. Many of the architecture classes include both lecture and lab time in order to allow for research, discovery, and application of concepts. Because of the program’s focus on sustainability, and the consistent advances, changes, and improvements of the planned and built environment, faculty are presenting cutting edge information in many classes as well as having students research new products and innovations which are then applied to their assignments/projects. As our students progress



through the curriculum, the amount and level of detail required in projects increases. Students typically are creating posters that describe their projects and these posters are hung in the hallway so that everyone can study them. Students may also be acquiring material samples that are put on display and used in class. In many architectural classes students do in-depth case studies of published projects which connects them to current practice and ideas.

Students have completed research and applied it to their classroom projects. One example is in BSD322 (Sustainable Community Planning & Design) where students create and deploy a visual preference survey. They have to collect, tabulate, and share their outcomes and then use the results to design a sustainable neighborhood plan for an existing urban neighborhood.

Students can participate on the DOE Solar Decathlon Design team, which is typically interdisciplinary and fosters innovation in designing for the local community. Penn College team submissions have been regularly cited for their innovative solutions and they have won two awards over the years. The 2022 submission used CLT construction and reached out to local manufacturers.

Faculty frequently bring in local professionals and take their students on field trips in order to connect them with the architectural and construction fields. The course ACH101 (Introduction to Architecture) tours students through local architectural offices. Faculty have incorporated Zoom or Teams meetings with professionals for lectures, Q&A, and critiques. For example, in ACH281 (Architectural Design Studio III) the faculty worked with Lois Arena from Steven Winter Associates to provide lecture and critique in the development of the students' design projects over half a semester, introducing them to Passive House concepts and applications. Faculty have worked with the local branch of the Larson Design Group to use their Lidar equipment to document buildings and spaces. Students have used the resultant point clouds to generate Revit models for their renovation projects. BSD400 "Internship" provides students with the opportunity to work in an office and use that time to achieve course credit. It is required that the internship is in a setting where the student is learning and applying sustainable design practices.

Penn College has the Dr. Welch Workshop: a makerspace with a wide variety of equipment that is open to all students. The space itself was the result of designs from architecture students in the ACH281 studio. It has a "clean" space that has computers, 3D printers, sewing machines, a vinyl cutter, breadboarding materials (electronic components that interact with, control and monitor devices), large work tables and a lounge area. The "dirty" space has wood and metal working equipment, including CNC, laser cutting, and both MIG and TIG welding. Use of the equipment is free, as are certain materials. Students have to provide their own materials for specific projects. The staff of the makerspace provide training and supervision to students on the equipment. Architecture faculty and students have used the space to complete assignments such as the recent cardboard chair projects in the fifth semester studio.

In the architecture studio space we have five MakerBots and a laser cutter, as well as printers and scanners from small to large format. The architecture computer labs have Alienware computers to process VR and real-time rendering/walkthroughs using programs such as Lumion and Twinmotion. The Madigan Library has a virtual lab that is available for use by anyone during regular library hours.

Students integrate the use of building performance modeling into their later design studio projects: studying energy use intensity (EUI), material impacts, as well as the success of daylighting strategies. They do multiple studies to determine optimal massing, window to wall ratios, and orientation.



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:

There are many opportunities for students at Penn College to be engaged in leadership roles. There are student seats on college committees in governance, student government organization (SGA), and in clubs across campus. The architecture club has leadership positions for President, Vice President, Secretary, Treasurer, and Class Representative. The Office of Student Engagement offers many leadership opportunities. Some of the unpaid opportunities include Lead-PCT and W.I.L.D. (Wildcats Immersed in Leadership Development), both are five-week leadership experiences; and Wildcat Events Board (WEB) which does event planning, marketing and social events on-campus. There are paid opportunities including: Peer Facilitator (diversity, health and wellness, or community topics); various jobs available on-campus; and Student Conduct Board member (a student who is appointed to hear matters involving alleged infractions by a student, student organization, or student group that is in violation of the Student Code of Conduct).

Every year for the past four years the graduating Bachelor of Science (ASD) students have had a showcase of their design projects at The Gallery, an exhibition space at Penn College. Invitations are sent out not only to the architecture advisory board, but also to The Gallery's email list of thousands. The past few shows have included an on-line viewing of projects. The faculty have also sent invitations to high school architecture programs to visit the show and tour the architecture facilities.

The architecture faculty regularly have members of the public reach out to them and ask for drawings for various small projects. When these requests come from charitable organizations looking for ideas, they frequently become design studio projects. Similar projects from the general public are posted so that interested students can respond. We recommend that the students ask for payment. We do not compete with local architects for services.

High School (H.S.) students have a number of ways that they can earn Penn College credits prior to attending the College. Most of these are opportunities through dual enrollment, where the College has faculty that work with H.S. faculty to offer general classes such as English and math at no cost to the student. There are also major specific classes offered that are referred to as "PC Now" courses. The architecture department offers ACH135 "Architectural Computer-Aided Drafting" as part of PC Now, which is also free to the student. The coursework that students complete shows directly on their Penn College transcript and can fulfill certain requirements for their major. These classes can also be transferred to other institutions.

Another option for H.S. students is to attend the College's pre-college programs (previously called summer camps). In the summer of 2022, there were 17 camps with students staying overnight in campus dorms for between 2 to 5 days. Students who attend one camp receive a \$1000 yearly scholarship in the form of a tuition deduction split across semesters. If a student attends two camps, they receive an annual \$2000 scholarship. The cost of the architecture pre-college program is currently \$500 for 5 days.

Beginning in the summer of 2016, the Architecture department has offered the "Architecture Odyssey" pre-college program. This program has been a consistently strong draw for high school students with an interest in architecture. The yearly total enrollment has been as follows:

- 2016 = 17 attendees
- 2017 = 22 attendees



2018 = 14 attendees
2019 = 20 attendees
2020 = cancelled due to COVID-19
TOTAL = 73

Of these 73, roughly one third (a total of 25 students) have enrolled at Penn College. 16 Have enrolled in architecture programs, and the remaining 9 have enrolled in the following programs:

- Construction Management
- Electronics Technology – Robotics & Automation
- Engineering Design Technology
- Graphic Design
- Industrial Design
- Pre-Nursing
- Surveying Technology

Last year, the department signed an articulation agreement with the Architecture department at Rochester Institute of Technology (RIT) enabling our ASD graduates to matriculate to the RIT M. Arch. program with certain benefits in terms of time to completion and costs. Although we don't have formal articulation agreements with Penn State University or the University of Maryland, we do have similar understandings with these M. Arch. programs which have drawn a large number of our graduates.

Business and Industry Partnerships:

We partner with business and industry to keep our curriculum, technology, and equipment current, preparing our graduates to compete successfully in the global economy.

Here are examples of Architecture department partnerships:

- Industry representation in the program advisory committee, which serves as a platform for academic and industry collaboration to ensure that our curriculum reflects emerging technical and workforce needs.
- Industry representatives have collaborated with certain architecture courses including design studios on various projects. In one recent case, a local architecture firm provided a high-end 3D scanner and a technician to show the students how to create a digital point cloud for an existing building. This former graduate subsequently came to the studio to show them how to insert the point cloud file into Revit and use it to create a base model.
- Local architects and construction managers frequently participate as guest jurors in the design studios.
- Architects and local developers have shared real world project information and drawings which have become the basis of design studio projects.
- The construction department at Penn College hosts Penn State University architecture students each year in the masonry lab where they get hands-on experience working with masonry.

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:

A practitioner of Architecture and Sustainable Design must be adept at recognizing when additional information is required and must be able to locate, evaluate and use the



appropriate information to complete the task. Due to rapid change in technology, today's AEC industry workers must stay abreast of the knowledge, techniques, and tools available to them. Therefore, the skills that support lifelong learning must be part of the curriculum. At Penn College, "information literacy" outcomes must be defined as part of a course abstract for every new and significantly revised course. These outcomes help to ensure that our graduates are well prepared for lifelong learning.

For example, the following "information literacy" outcomes are specified for BSD332, the fifth semester design studio focused on passive design.

In order to successfully complete this course, students must practice these information literacy skills by:

- becoming familiar with the library's Passive Design related books,
- accessing relevant information via online databases found on the library website,
- assessing the timeliness and credibility of online information sources to ensure valid results, and
- keeping abreast of and documenting new developments in the field.

The architecture faculty continually bring field experts into the classroom both physically and virtually to present materials and provide feedback on student projects. Coursework requires that students research buildings, materials, and techniques: emphasizing that they will have to continue to research information throughout their careers. Through the Alumni Day, students hear about different directions graduates have taken their careers and what changes they had to keep abreast of as well as new developments they learned about.

Students have opportunities to work with students in other majors: for example, the architecture students have worked with the baking students to create space visualizations for their pastry businesses. The DOE Solar Decathlon team is typically an interdisciplinary group including architecture, construction management, residential construction management, concrete, HVAC, and construction majors.

The Office of Student Engagement offers a wide variety of opportunities and services that students are encouraged to take advantage of, making the most of their out-of-class experiences. The mission of the Office of Student Engagement is to provide a student-centered holistic collegiate experience for our students, providing an environment that promotes:

- Co-curricular learning
- Effective transitions into, and through, collegiate life
- Social Awareness
- Commitment to diversity
- Productive use of leisure time
- Leadership and group development through a wide range of programs and services
- Passion for lifelong learning



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.

Program Response:

Two charts are provided below which map the various courses in the ARC program to the Shared Values, Program Criteria, and Student Criteria that they address. The first chart covers the ACH and GLB courses which occur in the first two years of the program (as well as in the AX and ASD programs). The second chart covers the BSD courses found in the final three years of the ARC program. This portion of the APR template will be further developed for later APR submissions.

Shared Values, Program Criteria and Student Criteria	ACH101	ACH111	ACH112	ACH119	ACH139	ACH129	ACH135	ACH141	ACH181	ACH211	ACH239	ACH240	ACH243	ACH253	ACH258	ACH261	ACH262	ACH264	GLB270	GLB271	ACH272	ACH281	
Semester	1	1	1	1	2	2	1	2	2	2	3	4	3	4	4	3	3	3	4	4	4	4	
Design			X						X			X		X	X	X						X	X
Environmental Stewardship and Professional Responsibility				X		X		X				X				X	X		X	X	X	X	X
Equity, Diversity, and Inclusion			X					X								X						X	X
Knowledge and Innovation		X		X	X	X	X	X		X	X		X					X				X	X
Leadership, Collaboration and Community Engagement	X			X		X		X	X			X				X							X
Lifelong Learning	X						X						X	X					X	X			
PC.1 Career Paths	X	X			X		X	X	X	X	X	X	X			X		X					X
PC.2 Design			X						X				X	X	X	X						X	X
PC.3 Ecological Knowledge and Responsibility				X		X						X					X		X	X	X	X	X
PC.4 History and Theory			X																X	X	X		
PC.5 Research and Innovation				X		X						X						X					
PC.6 Leadership and Collaboration								X				X											X
PC.7 Learning and Teaching Culture														X									
PC.8 Social Equity and Inclusion			X					X								X				X	X		
SC.1 Health, Safety, and Welfare in the Built Environment					X			X			X		X	X		X	X					X	X
SC.2 Professional Practice	X							X															X
SC.3 Regulatory Context				X	X	X		X			X		X			X							X
SC.4 Technical Knowledge		X		X	X	X	X	X	X	X	X	X	X	X	X	X		X				X	X
SC.5 Design Synthesis								X	X						X	X							X
SC.6 Building Integration					X		X		X	X	X	X		X		X	X						X

FIG. 3.1 Mapping of ACH and GLB Courses to Shared Values, Program Criteria, and Student Criteria



Shared Values, Program Criteria and Student Criteria		BSD322	BSD332	BSD352	BSD340	BSD400	BSD410	BSD420	BSD432	BSD450	BSD442	BSD452	BSD472	BSD482	BSD492
Semester	6	5	6	5	*	5	7	7	8	7	8	9	10	10	
	Design	X	X	X	X			X	X		X	X	X		X
Environmental Stewardship and Professional Responsibility	X	X	X		X	X	X	X	X		X	X	X	X	
Equity, Diversity, and Inclusion	X				X			X						X	
Knowledge and Innovation		X	X		X		X	X			X	X	X	X	
Leadership, Collaboration and Community Engagement	X				X	X		X	X					X	
Lifelong Learning	X			X	X									X	
PC.1 Career Paths				X	X	X	X		X		X		X		
PC.2 Design	X	X	X				X	X			X	X		X	
PC.3 Ecological Knowledge and Responsibility	X	X	X			X	X	X	X		X				
PC.4 History and Theory						X				X	X	X		X	
PC.5 Research and Innovation		X	X	X			X				X	X		X	
PC.6 Leadership and Collaboration	X				X	X		X	X					X	
PC.7 Learning and Teaching Culture	X						X	X						X	
PC.8 Social Equity and Inclusion	X		X					X		X				X	
SC.1 Health, Safety, and Welfare in the Built Environment	X	X	X				X	X			X	X	X	X	
SC.2 Professional Practice		X	X		X						X	X	X	X	
SC.3 Regulatory Context		X	X			X	X	X			X	X		X	
SC.4 Technical Knowledge	X	X	X	X	X	X	X	X	X		X	X	X	X	
SC.5 Design Synthesis	X	X	X	X	X		X	X		X	X	X		X	
SC.6 Building Integration		X	X	X	X	X		X	X		X	X		X	

FIG. 3.2 Mapping of BSD Courses to Shared Values, Program Criteria, and Student Criteria



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.

4.4 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:

A copy of the Middle States Statement of Accreditation Status (SAS) occurs on page iii of this document. It can also be found on the web at: <https://www.msche.org/institution/0581/>

4.5 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 main page for the [B. Arch. degree](#) includes a “[VIEW GOALS & COURSE LIST](#)” link which shows all courses taken during the ten semesters of the five-year curriculum. The chart below lists all courses that are required of every student enrolled in this program. The total number of credits for these required architecture department courses is 108.

Course Designation	Course Name	Credits
ACH101	Introduction to Architecture	1
ACH111	Architectural Graphics	3
ACH112	Architectural History	3
ACH119	Building Materials I	3
ACH135	Architectural Computer-Aided Drafting	3
ACH129	Building Materials II	3
ACH139	Construction Documents - Residential	3
ACH141	Building Codes & Accessibility	2
ACH181	Architectural Design Studio I	3
ACH211	Architectural Graphics II	3
ACH239	Construction Documents - Commercial	3



ACH243	Structural Principles	3
ACH261	Architectural Design Studio II	3
ACH262	Sustainability: Building & Living Green	3
ACH264	Computers & Estimating	3
ACH240	Environmental Systems	3
ACH253	Structural Applications	3
ACH281	Architectural Design Studio III	4
BSD332	Architectural Design Studio IV	5
BSD340	Detailing & Applications	3
BSD410	Historic Preservation	3
ACH272	History of Modern Architecture	3
BSD322	Sustainable Community Planning & Design	3
BSD352	Architectural Design Studio V	5
BSD420	Renewable Energy Technologies	3
BSD432	Architectural Design Studio VI	5
BSD442	Architectural Theory	3
BSD450	Sustainable Rating Systems	3
BSD452	Architectural Design Studio VII	5
BSD472	Architectural Thesis Studio I	6
BSD482	Professional Practice	3
BSD492	Architectural Thesis Studio II	6
		108

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 following chart outlines the general studies requirements for all bachelor degrees at PCT. The chart specifies a range of 43 to 45 credits. Since the ARC program specifies 6 credits of math, the total for our program is 43 credits. This approach fulfills the Middle States general education requirements.

Note that the College allows for overlap between major specific or "professional studies" courses and certain "general studies" courses. For example, ACH112 "Architectural History"



can be taken by Architecture department students and by those outside of our department to fulfill the 3 credit Arts Perspective requirement. Similarly, ACH272 “History of Modern Architecture” can be used by any bachelor degree student to fulfill the 3 credit Historical Perspective requirement. For B. Arch. students, ACH272, which is a required course, fulfills the Historical Perspective requirement. Both ACH112 and ACH272 have been evaluated by the curriculum committee to ensure that they meet the requirements for Arts and Historical perspective courses.

A combination of three Architecture department courses have been approved by the curriculum committee as being equivalent to the 3 credit CSC124 “Information, Technology & Society”. To establish this equivalency, competencies from CSC124 were added to the RSO’s for these three courses.

The following charts depict the College's bachelor degree general studies requirements. The B. Arch. program implementation of these requirements can be found in the right column of this chart.

Bachelor Deg. General Studies	Credits	Requirement	B. Arch. Implementation
Foundations	18-20		
Communication	9	ENL111, ENL121 or ENL201, and SPC elective	ENL111 "English Composition I", ENL121 "English Composition II" or ENL201 "Technical & Professional Communication", and SPC Speech elective
Quantitative Thinking	6-8	MTH designator (course(s) determined by major from Catalog)	MTH181 "College Algebra & Trigonometry I" plus MTH172 "Geometry" or MTH183 "College Algebra & Trigonometry II" (for a total of 6 credits)
Technological Literacy	3	CSC124 (or major designated equivalent)	In the fall of 2020, the curriculum committee approved the equivalency between three ACH courses and CSC124 "Information, Technology & Society". Competencies related to the content of CSC124 have been added to these courses. The three courses are ACH111 "Architectural Graphics", ACH135 "Architectural Computer Aided Drafting", and ACH264 "Computers and Estimating". This equivalency was approved for the fall 2020 versions of the AX and ASD programs, and for the fall 2022 versions of the AX, ASD, and ARC programs.
Critical & Ethical Thinking		introduced in FYE101 and other Foundation courses	
Collaboration		introduced in FYE101 and other Foundation courses	



Bachelor Degree General Studies	Credits	Requirement	B. Arch. Implementation
Perspectives	19		
Arts	3		Students in a bachelor's degree must take one course which is designated as an ARP Core Arts Perspective course. ARC students are required to take ACH112 "Architectural History" which is designated as ARP, and which fulfills this perspective requirement.
Global & Cultural Diversity	3		Both GLB270 and GLB271 are included among the several courses that ARC students can take to fulfill this requirement (including courses from outside of the Architecture department). These two courses can also be taken to fulfill the 3 credit ARC elective requirement. Note however that one of these 3 credit courses will not fulfill both the ARC elective and the Global & Cultural Diversity elective simultaneously. If GLB270 or GLB271 is specified as fulfilling the ARC elective, then another 3 credit course must be taken to fulfill the Global and Cultural Diversity Perspective.
Historical	3		Students in a bachelor's degree must take one course which is designated as an HIP Core Historical Perspective course. ARC students are required to take ACH272 "History of Modern Architecture" which is designated as HIP, and which fulfills this perspective requirement.
Natural Sciences	7	includes a 4-credit course with a lab	In the 4th semester, ARC students take either PHS103 "Physics Survey" (3 credit) or PHS114 "Physics with Technological Applications" (4 credit). In the ninth semester, ARC students take a 3 credit SCL elective or a 4 credit SCL elective (depending on whether they took a 3 or 4 credit physics course in the 4th semester). Students must take a total of 7 credits of Natural Science courses.
Social Science	3		
Exploration Electives *	6	(from approved list)	
Total Credits	43-45		

*Students select courses from the list of approved Exploration Electives (Foundations, Perspectives, or current COR electives), or in the case of accreditation/certification requirements or program standards, these 6 credits may be prescribed by the program from the list of approved Exploration Electives.

Related Areas: 10-13 Credits	Credits	Requirement62	B. Arch. Implementation
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First Year Experience	1	FYE101	FYE101 "First Year Experience"
Writing Enriched (WRT)	0-3		Students must take a course which is designated as "Writing Enriched". The required course, ACH262 is one of many with this designation, and it fulfills this requirement for students in the ARC program.
Open Electives***	6		
Senior Project	3		Students in bachelor degree programs must take a "Senior Project" type course. BSD492 fulfills this requirement.

***Students select courses at the 100-level and above, or in the case of accreditation/certification requirements, these 6 credits may be used to limit the maximum number of credits.

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:

Course Designation	Course Name	Credits
Exploration Electives	Students can choose from a long list of designated "Exploration Electives".	6
Open Electives		6
ARC Elective	ACH258 "Computer Modeling & Animation" or CAD247 "CAD Management & Customization" or GLB270 "Global Cities: European Sustainable Building, Historical Architecture, and Art" or GLB271 "Global Cities: Architecture Ideals, Urban Forms, and Artistic Aspirations".	3
		15

The Core Education requirements for the Bachelor of Architecture degree includes six credits of Exploration Electives. Students fulfill this requirement by selecting courses from the approved list of Exploration Electives. This list contains all the courses that are approved as Foundation or Perspective courses along with any courses that were already included in the COR-Liberal Arts elective category. Exploration Electives provide students with an opportunity to further explore topics or disciplines that they were exposed to through their coursework in the Foundations and Perspectives. Ideally, these are electives that students fulfill with courses of their own choosing. Students could use their Exploration Electives to fulfill Immersion sequences, if they chose to do so. Immersions are well-thought-out sequences of interdisciplinary Foundation and/or Perspective courses that allow students to follow a particular interest through Core Education. Students use their Exploration electives



(6 credits) from an approved list of courses of Foundations and Perspectives to fulfill Immersion sequences. An Immersion encourages students to see how general education courses are inter-related and to be more deliberate with their course selections. Immersions also encourage faculty from different disciplines to collaborate to develop and offer sequences of courses that interrelate. The first Immersion sequence focused on Diversity and Inclusion was approved by the Curriculum Committee in the spring of 2022. The Architecture department is exploring the possibility of creating a sustainability related “Immersion sequence” in collaboration with other department and programs at the College.

Students in the ARC program can take the BSD400 “Internship” course as an OPEN Elective. This “Internship” course is intended for upper level students who have completed some of the third-year sustainability related courses. It requires BSD352, the sixth semester design studio as a prerequisite.

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:

The [main college website](#) includes a “[Program Finder](#)” option which has links to the main web pages for all programs offered by the College. On the “Program Finder” page, users can view only the programs offered by the School of Engineering Technologies by placing a check in the associated box under the “School” heading. Listed among the many bachelor degrees, associate degrees, and certificates are the following pre-professional architecture degrees:

“[Architecture](#)” (Associate of Applied Science - A.A.S.):

“[Architecture and Sustainable Design](#)” (Bachelor of Science – B.S):

The “Program Finder” page also includes the link to the “[Bachelor of Architecture](#)” (B. Arch.) degree:

The B. Arch. web page can also be accessed via the following [shortcut](#):

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 [curriculum layout](#) for the ARC (B. Arch.) degree with a total of 152 credits is shown below.

First Semester		Credits	M / S		Second Semester		Credits
FYE101	First Year Experience	1	S	M	ACH129	Building Materials II	3
ACH101	Introduction to Architecture	1	M	M	ACH139	Construction Documents – Residential	3
ACH111	Architectural Graphics	3	M	M	ACH141	Building Codes and Accessibility	2
ACH112	Architectural History	3	M	M	ACH181	Architectural Design Studio I	3
ACH119	Building Materials I	3	M	M	ACH211	Architectural Graphics II	3
ACH135	Architectural Computer Aided Drafting	3	M	S	ENL 111	English Composition I	3
MTH181	College Algebra & Trig I	3	S				
TOTAL CREDITS		17			TOTAL CREDITS		17

Third Semester		Credits	M / S		Fourth Semester		Credits
ACH239	Construction Documents - Commercial	3	M	M	ACH240	Environmental Systems	3
ACH243	Structural Principles	3	M	M	ACH253	Structural Applications	3
ACH261	Architectural Design Studio II	3	M	M	ACH281	Architectural Design Studio III	4
ACH262	Sustainability: Building and Living Green (WRT)	3	M	M	ARC	Specified Architecture Elective	3
ACH264	Computers and Estimating	3	M	S	PHS 103	Physics Survey	3
SPC	Speech Elective	3	S		or		
				S	PHS 114	Physics with Technological Applications	4
TOTAL CREDITS		18			TOTAL CREDITS		16/17

Fifth Semester		Credits	M / S		Sixth Semester		Credits
BSD 332	Architectural Design Studio IV	5	M	M	ACH272	History of Modern Architecture	3
BSD 340	Detailing and Applications	3	M	M	BSD 322	Sustainable Community Planning & Design	3
BSD410	Historic Preservation	3	M	M	BSD 352	Architectural Design Studio V	5
ENL121	English Composition II	3	S	S	MTH 172	Introduction to Geometry	3
or					or		
ENL201	Technical & Professional Communications	3	S	S	MTH 183	College Algebra & Trig II	3
				S	CDP	Global & Cultural Diversity	3
TOTAL CREDITS		14			TOTAL CREDITS		17

Seventh Semester		Credits	M / S		Eighth Semester		Credits
BSD420	Renewable Energy Technologies	3	M	M	BSD 450	Sustainable Rating Systems	3
BSD432	Architectural Design Studio VI	5	M	M	BSD 452	Architectural Design Studio VII	5



BSD442	Architectural Theory	3	M	S	OEA	Open Elective	3
SSP	Social Science Elective	3	S	S	OEE	Exploration Elective	3
TOTAL CREDITS		14				TOTAL CREDITS	14

Ninth Semester		Credits	M / S		Tenth Semester		Credits
BSD472	Architectural Thesis Studio I	6	M	M	BSD482	Professional Practice	3
OEA	Open Elective	3	S	M	BSD492	Architectural Thesis Studio II	6
SCI	Science Elective	3	S	S	OEE	Exploration Elective	3
or							
SCL	Science Elective with Lab	4	S				
TOTAL CREDITS		12/13				TOTAL CREDITS	12
						TOTAL For ARC (B. Arch.)	152/153

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:

Not Applicable. PCT does not offer a Master of Architecture degree.

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:

Not Applicable. PCT does not offer a Doctor of Architecture degree.

4.6 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:

Individual coursework presented for transfer is reviewed by the department head and/or the subject-matter faculty. General education coursework is reviewed by the faculty in the respective discipline. Technical coursework is reviewed by the department that oversees the particular coursework. If coursework has not been previously reviewed, the student presenting credit for transfer must present a syllabi or course abstract. If the course is rejected for transfer by the faculty, the student may appeal the decision to the academic school dean who makes the final determination regarding course equivalencies. If the course is accepted for transfer, the reviewing department notifies the Registrar's Office of the acceptance of the credit and identifies the course equivalency. The Registrar's Office documents date of review and unless instructed otherwise, loads the equivalency in a college database. The department head and/or faculty reviewing coursework are charged with ensuring that the NAAB requirements for courses are met.

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:

The college has a web page devoted to "[Transfer Students](#)", and has established the following policies related to Transfer and Advanced Credit. Note that to access these policy links, a login is required.

[P4.34 Transfer Credit](#)

The main ARC web page includes the following "Alternative Credit" information:

Alternative Credit refers to academic credits earned through means other than traditional college course completion, including: credit by exam, articulation, proof of competency gained in high school, work/life experience, and advanced placement.

Policies related to the "Alternative Credit" options can also be found via the links below:

[P4.41 Advanced Credit](#)

[P4.41.01 Advanced Credit: Competency Assessment](#)

[P4.41.02 Advanced Credit: Credit by Exam](#)

[P4.41.03 Advanced Credit: Credit for Work/Life Experience](#)

[P4.41.04 Advanced Credit: Advanced Placement \(AP\)/International Baccalaureate \(IB\)/College Level Examination Program \(CLEP\)](#)

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:

The main web page for the ARC program includes the following section titled "Transfer Procedures" (near the bottom of the page):



In addition to the transfer standards established by the College, students seeking transfer credit from another institution for architecture program courses may be asked to submit examples of coursework to the Architecture department head. Determination by the department head as to whether transfer credit is given will be based on alignment of the transfer course with Penn College course content and established NAAB Program and Student Criteria.

5—Resources

5.9 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:

The Governance System, as an integral part of Pennsylvania College of Technology, provides a college-wide mechanism for input into shared planning, decision-making, and evaluation through elected and appointed representatives of faculty, staff, and students.

The governance structure of the College is as follows

Governance System Structural Outline & Information Flow

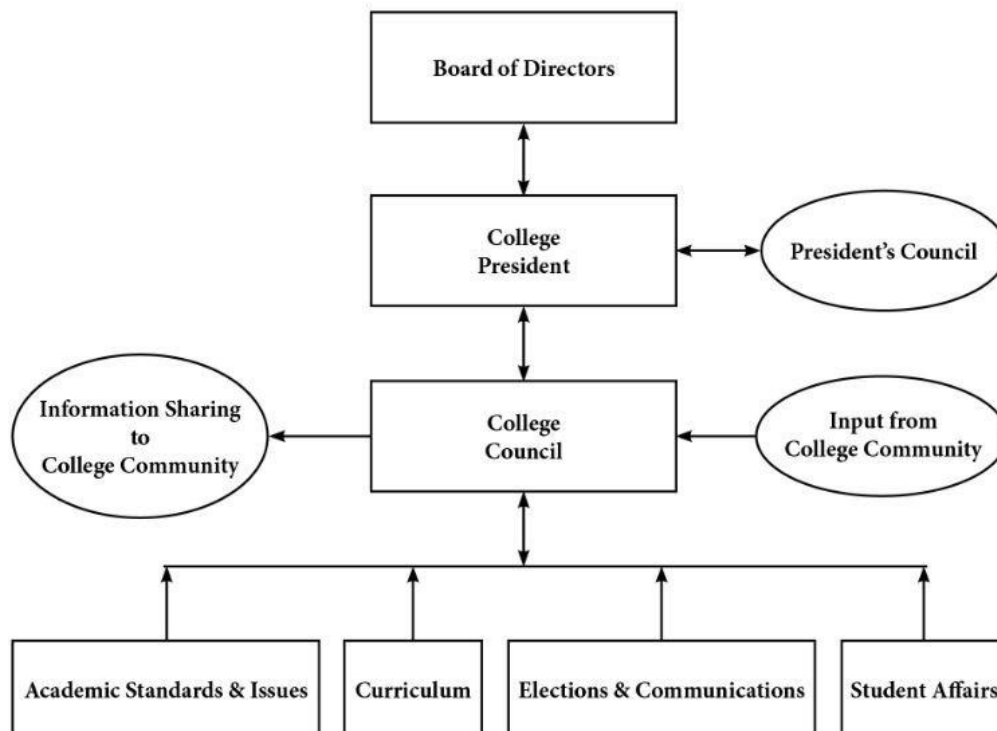


Fig. 5.1 Penn College Governance System Structural Outline

Structural Protocol:

- Standing committees investigate and analyze issues related to specific committee responsibilities and recommend action to College Council.
- College Council receives and acts on reports, proposals, and recommendations from the four standing committees and the College community. College Council also may request feedback and/or approval from the College President.
- The College President may request feedback and/or approval from President's Council.



- The College President may inform the College's Board of Directors of action taken or may request their input into various matters currently before the committees.

In order to achieve certain operational and financial advantages, the College's academic school structure was transformed on July 1, 2020, from six academic schools to three. These three schools are Nursing & Health Sciences, Engineering Technologies, and Business, Arts & Sciences. Each school is led by a dean and is divided into a number of divisions, each of which are led by an assistant dean. The Architecture department is housed within the Construction and Architectural Technologies Division in the School of Engineering Technologies.

Following is a list of the key personnel in the program, division, school, and college:

Geoff Campbell	Department Head – Architecture
Ellyn Lester:	Assistant Dean – Constr. & Architectural Technologies Division
Dr. Brad Webb:	Dean – Engineering Technologies
Joanna Flynn:	Dean of Curriculum and Instruction
Dr. Neslihan Alp:	Vice President for Academic Affairs and Provost (beginning 8/1/2022)
Dr. Mike Reed:	President of Pennsylvania College of Technology (as of 7/1/2022)

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:

College Governance committees make up Penn College's in-house Governance system. They are comprised of interested faculty, staff and students who help make decisions that directly affect life at Penn College. The five Governance committees, which have faculty, staff, and student representation, are Academic Standards and Issues, Curriculum, Student Affairs, College Council, and Elections & Communications.

Any Pennsylvania College of Technology student who is in good standing (i.e., is not on academic probation and does not have an outstanding judicial record) can apply to serve on a College Governance committee as a Student-at-Large. SGA representatives serve on College Governance committees as fully participating members. Responsibilities of a Students-at Large are to attend monthly meetings, participate in discussions, and vote on issues before the committee. Additionally, students participate on campus judicial boards in matters involving alleged infractions of the Student Code of Conduct. In recent years, students from the Architecture department have served in SGA in various roles including SGA President (in 2019).

Department heads at Penn College are appointed by the assistant dean of their school's division. Their primary responsibilities relate to generating schedules of courses each semester and to developing a budget for the department. They typically also take leadership roles in working with the faculty to conduct periodic program reviews and curriculum updates, but have no authority over the faculty. Faculty report to the assistant dean of their division. In our case, the architecture faculty report to Ellyn Lester – Assistant Dean of Construction and Architectural Technologies, in the school of Engineering Technologies. Any faculty who have concerns related to the department should address them with the assistant dean.

Students who have issues with a specific faculty member or course, should first address them with that faculty member. If the issue remains unresolved, the assistant dean should be consulted. Similarly, matters which are not course related should be addressed to the



assistant dean. In all matters, the assistant dean reports directly to the dean of Engineering Technologies and, in turn, to the Provost, who oversees all academic issues.

In addition to each school's dean, within Academic Affairs the dean of curriculum & instruction oversees curriculum issues and all curriculum updates. Likewise, the dean of academic operations leads the budget process, oversees facilities, and manages the master equipment list. Administration and faculty work together to build consensus and produce an inviting and effective environment for constituents, especially students.

5.10 Planning and Assessment

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

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

The Penn College 2022-2026 Strategic Plan includes specific goals and initiatives which are listed in Section 1 "Context and Mission".

Progress toward the strategic goals established in the previous plan (2018-2022) are outlined in the following document: <https://www.pct.edu/sites/default/files/2021-12/Strategic-Plan-Updates.pdf>

The Architecture department has a multi-year strategic plan in alignment with the College's strategic plan. The current 2022-2026 Architecture department goals are as follows:

11. Make progress toward meeting the 2020 NAAB Conditions of Accreditation for the department's B. Arch. (ARC) degree.
12. Obtain additional Architecture department dedicated space.
13. Expand our Advisory Committee.
14. Obtain a 3D Scanner.
15. Develop a department policy on equity/inclusion and respect for diversity.
16. Establish a Learning and Teaching Culture Policy.
17. Establish a Mission Statement for the department.
18. Explore the possibility of adding Architecture micro-credentials or "badges" in the areas of BIM, Sustainability, and others to serve the AEC industry and community.
19. Explore the possibility of developing a campus-wide "Immersion" sequence of elective courses focused on sustainability in conjunction with other programs/departments.
20. Continue with our recent marketing efforts.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

In a similar fashion to the use of "Success Indicators" in the College's strategic plan (shown in the "Strategic-Plan-Updates" link above), the Architecture department has established the following "Success Indicators" for its own strategic plan:

Success Indicator 1.1
Establish NAAB "eligibility" and "candidacy" status by the summer of 2024.

Success Indicator 2.1



Increase the Architecture department's dedicated space by 50% by 2025.

Success Indicator 3.1

Grow the membership of the Advisory Board to 9 members (from the current number of six) by 2025.

Success Indicator 4.1

Success is indicated by the purchase of the scanner by 2026.

Success Indicator 5.1

Develop an Equity/Inclusion and Respect for Diversity Policy by the beginning of the fall 2023 semester.

Success Indicator 6.1

Develop a Learning and Teaching Culture Policy by the beginning of the fall 2023 semester.

Success Indicator 7.1

Develop an Architecture department Mission Statement by the beginning of the fall 2023 semester.

Success Indicator 8.1

The college recently added a strategic goal related to "badging" and micro-credentials. The department will determine whether or not to pursue "badging" during the fall 2022 semester and will implement any chosen badges by the fall of 2023 (assuming that this timeline corresponds with the timeline of the College). There are currently no badges that have yet been developed at the College.

Success Indicator 9.1

The college recently approved the concept of Immersion areas in which students can take elective courses in areas of study across various programs and departments. The Architecture department will determine whether or not to pursue an Immersion related to sustainability during the fall 2022 semester and will work with others to implement the Immersion by the fall of 2023.

Success Indicator 10.1

Continue with the established marketing efforts each year including emails and mailings to the internally developed mailing list.

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

Program Response:

As of July 2022, some progress has been made on the following strategic plan goals:

Goal 1

The B. Arch. program was approved and the first cohort is now enrolling for a fall 2022 start. The department is generating the NAAB eligibility application and will submit it by July 31, 2022.

Goal 2

Planning is under way for the Architecture department to relocate to the fourth floor of the ACC Building. The current expectation is that the majority of the Architecture department courses will take place in the ACC building beginning during the fall of 2023.

Goal 4



Formal requests for a scanner have been accepted and submitted from the assistant dean and dean of the School of Engineering Technologies to the Dean of Academic Operations as the School of Engineering Technologies' first priority on the Master Equipment List for the 2022-2023 academic year.

Goal 5

As a precursor to the development of an Equity/Inclusion and Respect for Diversity Policy, the College hired a special assistant to the president who is charged with assisting the schools, divisions and departments with this important document.

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

Program Response:

SWOT Analysis

Strengths

- Strong faculty with diverse backgrounds
- Associate degree program was accredited by ATMAE in 2015
 - we have since dropped this accreditation
- Hands-on learning with current software and equipment
- Strong active student organizations in the Architecture Club at Penn College (ACPC), and Women in Construction Clubs
- Good faculty to student ratio
- The new Bachelor of Architecture degree provides many benefits for our students and for the department
- PC Now program where high school students learn AutoCAD at three regional schools
- Students have 24/7 access to the design studios.
- The architecture gallery space in the LEC building is helping to spread the word about our programs
- Our department is very good at staying current with new technologies
- Our programs prepare students for multiple types of grad. programs and multiple career opportunities
- Architecture summer camp helps to promote department programs
- Robust short-term global experience courses have the largest cohort numbers in the College
- The Makerspace provides improved access to tools and equipment for students
- Recent enrollment trends are positive for our department
- Marketing efforts in the department have been effective

Weaknesses

- The cost of higher education is prohibitive to some.
- We need to continue to emphasize design process in the design studios.
 - Design students can become overly reliant on the computer to the point where it is detrimental to a free-flowing, uninhibited process of continual design refinement. The faculty need to continue to help the students to understand that some design tasks can be explored more effectively via hand drawing/sketching and physical modeling.
- Facilities related –



- There is a need for a materials lab/gallery in which students could view and assemble mock-ups of architectural details. The Architecture department would be willing to share such a space with the Construction Management and Building Construction departments.
- Computer systems could be upgraded more frequently. Note however, that beginning in the fall of 2023, new enrollees in our programs will be required to purchase their own laptops.
- We currently lack sufficient studio tables and space to permit dedicated workstations for our students
- The new gallery spaces in the new ACC building location will not get the foot traffic from others outside of our program that we are currently getting in the LEC building.

Opportunities

- Virtual Reality is a growing trend which will have a significant impact in the field of architecture and in architectural education.
- The current national focus on sustainability, “green buildings” and energy efficiency can provide opportunities for our programs (in terms of both generating additional interest, and in helping to provide jobs for graduates).
- Current industry demand for our graduates is strong.

Threats

- Competition from other schools and from online education could affect our enrollments.
- Trends in demographics are having a negative impact on enrollment.
- Workers in the field of architecture suffer when the economy is bad. If there is a recession in the coming years, it could seriously impact our enrollments.
- Some media reports in recent years have painted a negative image of architectural degrees. This is especially true in the years following a downturn in the economy when many architecture graduates can have difficulty finding jobs.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The [Architecture Advisory Committee](#) meets twice each year. Last year the Advisory Committee provided support and input regarding the proposed B. Arch. curriculum and the potential NAAB accreditation. The board consists of six representatives from industry – four local architects, a construction manager for a healthcare company, and an executive from a furniture manufacturing company. One of our current goals is to expand the advisory board, and to improve the diversity of the board while doing so.

The [Career Fairs](#) at PCT have provided informal feedback from regional architecture firms. One firm last year said they started coming to our recruiting events when they realized that our graduates were able to be productive sooner than the graduates from other “private universities”. Our graduates have extensive experience with industry software tools, such as Revit, which make them competitive candidates for industry positions.

The Graduate Survey Report explores educational and career outcomes and satisfaction with student services and program instruction. Until the end of 2010-11 academic year, this was an annual survey commencing five months after the close of the spring semester. Beginning summer 2011, graduates are now surveyed term-by-term continuously, six months after the conclusion of their graduating semester.

In the past, the Architecture department has conducted surveys of regional architecture firms to help guide changes to the curriculum. As an example of this, the department queried firms to determine which CAD and/or BIM programs were being utilized. That survey determined that while the trend is towards BIM (with Revit the leading BIM software employed), there were still a significant number of firms using CAD (and specifically AutoCAD). For this reason, we still teach both AutoCAD and Revit in our program.

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 following chart depicts various aspects of the self-assessments that occur at Penn College on a continuing basis to improve student learning.

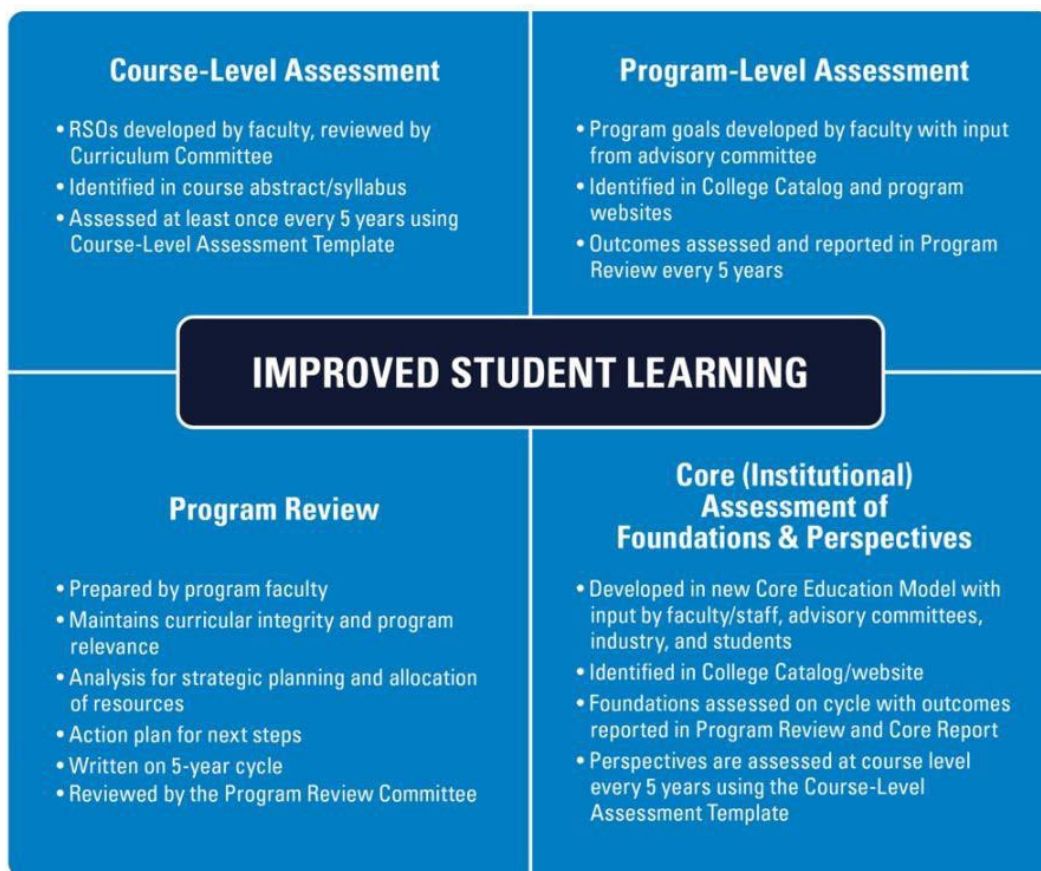


FIG. 5.2 Improved Student Learning

During our previous program review in 2018, marketing was listed as a weakness on our SWOT analysis. Since that time, the department has taken it upon themselves to market our programs. The faculty developed a list of 750 names of counselors and architecture related instructors at Career Technology Centers (CTCs) and high schools in the region. The CTCs typically provide technology-related courses (including architecture and CAD) to several high schools in their area. Emails and physical mailings, including posters of our programs, have been sent out to this list. In the fall of 2020, due to the impact of COVID-19, enrollment in first semester architecture program courses fell to a total of 21. This was the lowest it had been in 25 years. Due partly to our increased marketing efforts, the total last fall was 37. As of late July, the total for the fall of



2022 stands at 45. The administration of the College has acknowledged that our marketing efforts have been effective. In our current SWOT analysis, marketing has switched from a weakness to a strength.

Additional examples related to the department's use of assessment to improve our programs can be found in section 5.3.1.

5.11 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:

The following departments aid the College in various aspects of strategic planning and assessment:

Academic Affairs - In conjunction with other campus departments, Academic Affairs ensures that the College's academic programs and learning environment support the College's Mission.

Assessment, Research & Planning (ARP) - collects, analyzes and disseminates information in support of institutional effectiveness including assessment, accreditation, institutional research, planning, policy analyses and decision-making.

Quality through Assessment (QTA) - supports the Mission, Vision, and Values of the institution through assessment. QTA collects, interprets, shares, and reports on information and data, focusing on student learning outcomes. The QTA website includes a Plan and Process Assessment User's Manual which describes how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation.

Assessment at Penn College is defined as an open process that encompasses the following principles:

- It is mission-focused, at both the institutional and programmatic levels.
- It is systematic, iterative, collaborative, documented, and adaptable.
- It applies multiple measures, both qualitative and quantitative.
- It identifies strengths and areas that warrant improvement.
- It informs planning and decision-making for the purpose of ascertaining learning and development, thereby improving programs, services, functions, performance, and the overall value of the educational experience.

Each program department at Penn College must conduct a program review once every five years. The Architecture department is scheduled for its next program review during the 2024/2025 school year. While in the process of obtaining NAAB accreditation, the department has decided to conduct course assessments each time a course is taught. At least initially, we intend to use the same assessment tool developed by the College that we had been using to assess courses on the five-year cycle. The "Program Assessment" portion of the program review addresses questions such as:

- Are we achieving our stated goals?
- How have we improved the program based on previous assessments?
- Have we used the assessment process to improve student learning?



Following is an outline of the assessment related aspects of the program review. The most recent Architecture department program review document can be made available, on request.

- **Previous Program Review**
 - What recommendations were made in previous Program Review and what actions have been taken on these recommendations?
 - Provide evidence and analysis of performance since last review.
- **Course-Level Assessment**
 - Demonstrate how the Required Student Outcomes (RSO's) for every major course have been assessed at least once in the past five years.
 - Include an *Assessing Required Student Outcomes – Course Level* template for each course.
 - Justify why a major course was not assessed, if applicable.
 - Analyze and explain how assessment results have been disseminated and describe course or programmatic changes that have been made based on the data.
- **Assessment of Core Foundations**
 - Indicate which of the core foundations were assessed during the last five years as part of the College's assessment cycle.
 - Include the curriculum mapping of foundations to major courses. What courses mapped to the goals?
 - How did your program's outcomes compare with the school and institutional-level outcomes? Describe performance outcomes and level of growth in foundational skill between 100/200 level and 300/400 level courses.
 - Explain how assessment results have been disseminated and describe programmatic changes that have been made based on the data.
- **Program-Level Assessment**
 - Complete the program goal assessment template. List all programs goals.
 - Identify the measurements, both direct and indirect, that are used to assess the program outcomes listed above (senior project, standardized test results, portfolios, and licensure exam results).
 - Include the curriculum mapping of program goals to major courses. Explore what is taught and how. Consider exposure of gaps in the curriculum.
 - Explain how assessment results have been disseminated and describe programmatic changes that have been made based on the data.

The goals established for the B. Arch. program build upon the goals of our two-year Associate of Applied Science in Architecture degree. Both sets of goals are shown below.

Associate of Applied Science in Architecture Program Goals

A graduate of this major should be able to:

- demonstrate technical expertise and problem-solving ability through the use of effective data analysis, appropriate tools and digital media, and standard mathematical computations (Critical Thinking).
- interpret architectural drawings and related documents, and communicate ideas and solutions using appropriate architectural vocabulary (Critical Thinking).
- describe the stages of the architectural design process, and the phases of a typical building project (Design).
- develop design solutions for small and medium-sized projects which demonstrate a knowledge of architectural history, building materials, and building systems (Design).
- present architectural designs and concepts using various means, as appropriate (Representation).



- analyze the aesthetic, economic, and environmental impacts of various building materials, building systems, and methods of construction (Building Systems).
- demonstrate an understanding of the choices that promote occupant health and well-being (Sustainability).
- integrate the various applications of construction materials, systems, and methods used in the building industry (Integration).
- describe the career options and job titles of those who work within architecture and related disciplines, the importance of working in teams, and the relationships between the various stakeholders (Professional Practice).

Bachelor of Architecture Program Goals

In addition to meeting the goals established for the Architecture associate degree, a graduate of this major should be able to:

- demonstrate critical thinking, professional communication, and enhanced research skills in solving architectural problems, including the ability to interpret and develop architectural documents, and to locate, evaluate, and use needed information effectively (Critical Thinking).
- make distinctions between the stages of the architectural design process, the phases of a typical building project, and apply concepts of architectural history, theory, research methodologies, sustainability, and building technology to solve complex design problems (Design).
- master two- and three-dimensional representation techniques to express intentions at the various stages of a project (Representation).
- demonstrate an advanced understanding of various building systems and technologies related to building materials, structures, environmental controls, methods of construction, and sustainability, to solve architectural problems and support a healthy environment (Building Systems).
- make sustainable decisions for buildings and communities based on assessments of energy usage, resource efficiency, and lifestyle choices that address industry sustainability standards and promote occupant health and well-being (Sustainability).
- produce innovative and comprehensive architectural solutions which integrate various aspects of theory, structural design, aesthetics, building materials, building systems, construction practices, and sustainability (Integration).
- demonstrate familiarity with the legal, ethical, financial, and social responsibilities of the various stakeholders who work within architecture and related disciplines (Professional Practice).

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

Program Response:

The following chart, taken from the PCT QTA website, depicts the Assessment Cycle:

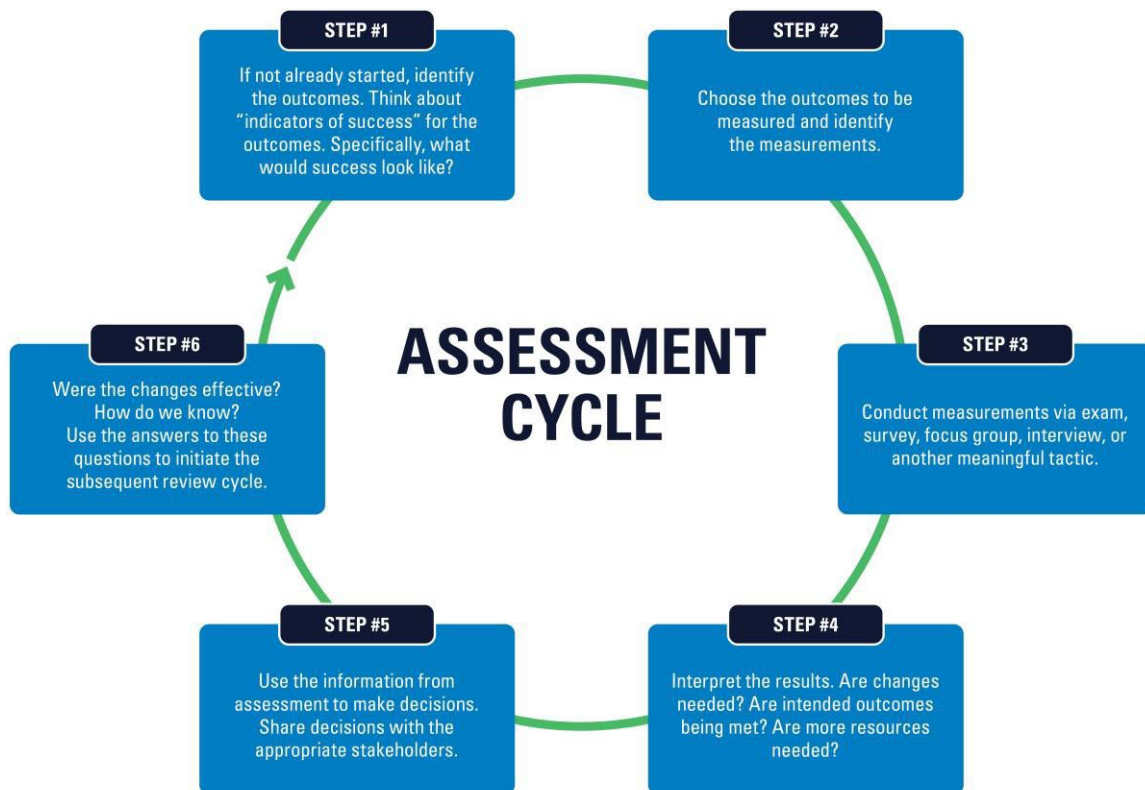


FIG. 5.3 Penn College Assessment Cycle

Each department at the College must submit an annual assessment report. The following items, taken from a recent annual assessment summary report for the Architecture department, depict actions taken as a result of assessments conducted in the classroom.

Employed new or improved technologies

- Altered choice of software utilized for specific tasks

Improved scheduling of classroom activities

- Devoted more time to topics which needed reinforcement

Improved existing materials/resources to support the course

- Researched new / up-to-date textbook choices
- Put assignments, lectures, quizzes, and support resources on PLATO for ease of access in lieu of physical documents
- Altered emphasis on topics, as needed

Developed new materials/resources/instructional methods to support the course

- Provided practice exams
- Provided review sessions
- Developed new assessment tools
- Added course field trips
- Arranged for visits with industry experts (in the classroom or off-site)

Modified Course Abstracts

- Plan to change a Required Student Outcome (RSO)

Following is a more detailed example:

A recent assessment in one of the third-year studios highlighted a deficiency in our student’s understanding of the use of column grids in floor plans. Several students were using column grids incorrectly. Further review revealed that they didn’t have sufficient



exposure to the use of column grids in the ACH239 “Construction Documents – Commercial” course. The Required Student Outcomes (RSOs) for this second year course did not explicitly address column grids. Because of this, the buildings used in ACH239 did not always incorporate steel columns and structural grids. Plans are under way to alter the RSOs for this course to require that steel frame construction and column grids be used in the chosen commercial project(s). A revised course abstract will be submitted to the curriculum committee this fall. Meanwhile, the faculty teaching ACH239 in the fall are aware of this issue and are addressing it.

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:

Each of the key personnel and committees listed below is involved in setting the curricular agenda and initiatives that affect the program:

Curriculum Committee

- Reviews/approves curriculum proposals submitted for the department by the dean.
- Ensures adherence to established curriculum-related standards.

Assistant Dean

- Works with department head to review and refine department planning efforts.
- Suggests initiatives to improve the department.
- Represents the department in discussions with upper-level administration.
- Reviews curriculum documents prior to submission to Curriculum Committee.
- Acts as a conduit through which the department communicates with upper-level administration.

Department Head

- Works with faculty and Advisory Committee to develop program goals.
- Generates Annual Assessment Report, compiled from individual course assessments, which is submitted to the assistant dean.
- Takes the lead in conducting the periodic program review.
- Uses results of course level assessments and input from faculty and Advisory Committee in the development of Curriculum changes.

Advisory Committee

- Suggests possible courses of action based on recent industry trends.
- Critiques department planning efforts and goal development.
- Reviews examples of recent student work.
- Provides “employer” feedback on graduate performance in the workplace.

Faculty

- Conducts individual course assessments.
- Proposes changes to courses and curriculum based on assessment results.
- Participates in Advisory Committee meetings to generate industry driven input on department planning and goals.
- Works with department head to establish department plans and goals.

Concept/Proposal Development:

Before the official submission of any new curriculum to the College's Curriculum Committee, the process begins with the faculty and students. While most updates or new concepts originate from the faculty, many have direct input from the students who provide initial feedback and help refine the details. This can occur in many ways including informal discussions, Architecture Club initiatives, etc., and may result in introduction of a 299-course that gives the faculty a chance to refine the course before official submission to the Curriculum Committee.

After the concept is fully outlined, it's discussed in a Faculty Meeting to allow for additional feedback. Next, the Asst Dean is approached for feedback, which is then recirculated amongst the faculty. Many times, the Asst. Dean also brings the concept to the Dean's Council, for their information and feedback. After further refinement, the concept is presented to the Architecture Advisory Committee. Once their feedback and approval are provided, the Dept. Head sends the final version of the proposal to the Asst. Dean. *(There is no defined timeframe for this portion of the process, but it is most often completed in one to two semesters.)*

INSERT FLOWCHART

5.12 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:

Penn College has employed six full-time faculty members in the Architecture department for the past 15 years. In that time, the program has ranged from approximately 95 students to as many as 164. Last year there were 105 students enrolled in Architecture department programs. With the addition of the new ARC program, and the new fifth year of courses, the department expects that we will need to hire at least one additional faculty member. This new hire will need to be hired sometime before the fall of 2026 (when fifth year courses are taught for the first time).

For the past ten years or so, the department has employed only one adjunct faculty member. This adjunct member has primarily taught the Construction Documents – Commercial course (ACH239), but has occasionally covered others courses. Whenever a course is offered to an adjunct, full-time faculty can elect to teach the course instead, as long as their overall loads are not excessive and they are well qualified to teach the course. One reason why we haven't utilized adjuncts in larger numbers is that the full-time faculty have often elected to take on the course in question as an overload. There are many prospective adjuncts in our region should the need arise to grow the adjunct pool.

The college offers many possibilities for professional development and the enhancement of a faculty member's success. These include the following:

- generous benefit package including health insurance
- paid leave for vacations, sick days, personal days, and short-term disability
- personal leave days can be contributed to a compassion leave pool, whereby an employee with an ill spouse or relative can access a reservoir of additional paid personal days for an extended period of time
- tuition waiver/reduction for the spouse or children of the faculty member
- on-site professional development and wellness programs
- access to athletic facilities
- access to day-care at the College
- choice of two retirement plan options from the State Employees Retirement System (SERS) and Teachers Insurance and Annuity Association (TIAA)
- optional membership in the PSEA union

The college and the Architecture department believe it is important to establish a balance between a faculty member's personal life and their career.

When a new faculty member is hired, he/she must serve a three-year probationary period. After successful completion of the third year of probation, the faculty member is considered as full-time faculty with all of the applicable rights and benefits. The college does not have a "tenure track" for faculty.

There are four different designations for faculty:

- Instructor
- Assistant Professor
- Associate Professor
- Professor



These designations have no impact on benefits or pay. If a faculty member wishes to pursue a higher-level designation, they must meet certain requirements and do the associated paperwork.

Several current faculty members have taken full advantage of the available benefits, including 100% tuition waiver at Penn College, and 75% tuition reduction at Penn State University. Four out of six current faculty have obtained an additional degree while employed in the Architecture department. One faculty member took a one-year sabbatical for this purpose.

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:

Dorothy Gerring has agreed to serve as the department’s Architect Licensing Advisor. She will perform the duties as described by NCARB, including attending the biennial NCARB Licensing Advisor Summit.

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

Program Response:

The annual college budget includes a specified amount of funds for each faculty member to pursue professional development. This amount is currently \$350 per faculty member per year. In the past, this money has been pooled together if one faculty member wished to attend a multiday conference, and if not everyone intended to utilize their specified funds. Architecture faculty have attended USGBC, Autodesk University, and PHIUS conferences in this fashion.

Instead of using the allotted funds mentioned above, faculty can also apply for an “Upgrading/Retraining Grant” to attend a conference or other professional development opportunity. Policy 3.05.08 states the following:

“Faculty (bargaining unit) employees may apply for a College retraining/upgrading grant, as provided in the Agreement, for the purpose of retraining, upgrading, or preparation to teach in another academic discipline approved by the College, to enable the employee to remain current in his or her discipline or prepare for a new or different discipline important to the College.”

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:

Faculty members in the Architecture department also serve as academic advisors to students enrolled in architecture programs. An advisor is assigned to each student prior to the start of their first semester. Students are encouraged to “check-in” with their advisor throughout the semester and are required to meet their advisors in order to plan for their course schedules for each semester.



Each Advisor is expected to:

- Communicate regularly with the advisee
- Collaborate with the student's LEAP adviser to assist with the transition to Penn College
- Encourage personal, intellectual, and professional development
- Support the student's short- and long-term goals
- Explain academic program requirements and course sequence
- Help the student consider the outcomes of academic choices
- Assist the student in developing an academic plan
- Promote the full use of campus offerings
- Apply college policies and procedures in relation to academic requirements
- Offer early intervention academic assistance if needed
- Make referrals to campus resources as needed

Prospective students are paired with a personal admissions counselor who will guide them through the admissions process.

First-year and transfer students get one-on-one advice, motivation, and support from a trained adviser in our [LEAP \(Learning, Evolving, Adapting, Preparing\) Center](#)

[Counseling Services](#) provides short-term individual counseling to help students gain a deeper understanding of the sources of their difficulties. These insights are then translated into plans of action that the student can carry out in their daily life. Counselors also provide intervention and support designed to assist students who are experiencing academic difficulties in collaboration with the academic schools and other support services on campus to provide assistance to students.

[Penn College's Career Services](#) assists with career exploration during and after college, provides multiple networking and recruitment opportunities, and helps create marketable job candidates.

[College Health Services](#) promotes wellness through health education, prevention, early diagnosis, and treatment of illness. All currently enrolled students are eligible to be assessed in College Health Services. Medical Records are kept confidential. There is no charge to students for office visits, although a nominal fee is charged for immunizations, medications, and supplies

The department of [Disability and Access Resources](#) is covered in detail at the end of section 5.5.5.

Various [tutoring services](#) are available to all PCT students. Note also that the College typically hires a third or fourth year architecture student to be the architecture tutor. This tutor typically works with first and second year students who need help with their courses.

Many students benefit from the individual guidance and engagement they receive from a mentor. Although a student's academic advisor can function as a mentor, students can also request that a mentor be assigned to them.

5.13 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:



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

Program Response:

Penn College strives to maintain a climate that fosters respect among all members. Through its [Diversity Statement](#), Community Pledge, and core value of a [Community of Respect](#), the College establishes a clear expectation for community members with regard to treatment of one another. To cultivate an environment that is respectful and inclusive, the College has a number of policies and initiatives in place that collectively demonstrate compliance with this standard. These include the [values statement](#), which defines the College's core values; Bullying policy, which defines behaviors that constitute bullying and establishes a zero tolerance for such behaviors; and two sets of policies and procedures: [Sexual Misconduct/Sexual Harassment](#) and [Harassment and/or Discrimination Based on Protected Class](#), which establish a commitment to an environment that is free of discrimination, harassment, and retaliation. In addition, the [Student Code of Conduct](#) establishes an expectation of courteous and respectful behavior toward all members of the campus community. All students are required to complete an online harassment and discrimination education module in their first year, and all employees must complete similar training on a 3-year cycle.

Outside of formal policies, the College uses various means to promote a respectful climate. Through the orientation process, students are introduced to the Community Pledge, which encourages students to be active bystanders. In the First Year Experience course, students discuss the value of diversity and the benefits of living in a diverse learning and social community. Timely communications, such as the President's messages relating to racial injustice, are issued in response to incidents that undermine the community of respect.

In 2020–21, the College created an inclusion taskforce and worked closely with Rankin & Associates Consulting to conduct a campus climate survey titled Our Voices Count. The results of the survey were released in fall 2021 and will inform future initiatives aimed at ensuring that all students and employees experience a respectful, inclusive campus community.

The College promotes diversity and inclusivity through a number of initiatives, resources, and work groups. Among the examples are diversity-related training opportunities such as [Safe Zone Training](#), offered to employees and students interested in being a resource for members of the [LGBTQ+](#) community. The Bias Education and Support Team also provides educational services and support in response to bias in the community.

Finally, to fully deliver on its commitment to diversity and inclusion, the College recognizes the need to embed these issues in academic discourse. For this reason, the Core Education model establishes a Global and Cultural Diversity (CDP) elective requirement for all bachelor's and associate of arts degrees; a CDP elective is optional for associate of applied arts and associate of applied science degrees. A Global and Cultural Diversity elective course must include content about culturally diverse groups, explore students' knowledge and perceptions, and address the impact on society.

Although this academic connection to diversity provides sound student development opportunities, the College and the Architecture department will continue to look for ways to embed social justice, inclusion, and diversity topics across the academic curriculum. A greater level of integration could only serve to enhance the depth and breadth of existing inclusion efforts, which lay a foundation for what is expected of Penn College community members to ensure an environment in which people can learn and grow with one another.

As such, in July 2022, Nathaniel E. Woods Jr. joined the College in a newly created position: [Special Assistant to the President for Inclusion Transformation](#). In this position he will lead



the College's strategic planning efforts by engaging with the campus community to improve inclusive practices at every level. He will also work to strengthen relationships, facilitate planning efforts and discussions and implement strategies to support engagement, justice, diversity, equity and inclusion. Over the course of the next year, the Architecture department will partner with him to improve the student experience, build affinity, and increase our inclusion efforts.

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:

There were 105 students enrolled in the spring 2022 semester. Of these 85 (or 81%) self-identified as White, 10 (or 9.5%) as Hispanic, 6 (or 5.7%) as Black, and 4 (or 3.8%) as Multiple. This amounts to 19% non-White.

There are 29 female students. This results in a total of 27.6% female, and 72.4% male.

There are five male and one female faculty members among the full-time faculty in the Architecture department (16.7% female). There is also one male and one female adjunct faculty (including our Assistant Dean Ellyn Lester who will be teaching the Professional Practice course for the department when this course is first offered). She also serves as a source of support to all students within the program, organizes professional presentations, and supports the department's special initiatives. When considering both full-time and adjunct faculty, the percentage of female faculty (at 25%) comes close to matching the percentage of female students. Among the full- and part-time faculty all self-identified as White.

It is clear from the data above that the percentage of non-White representation in the faculty does not occur at the level found among the student population. In the coming years, some current faculty members are expected to retire. When this happens, the department will conduct a new faculty search. At that point a concerted effort will be made to address this discrepancy and increase the diversity of the faculty.

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 College places great value on maintaining a student-centered environment that honors diversity and fosters respect, as reflected in policies and procedures, student services and engagement opportunities, professional development and public forums, and campus communications. To ensure that the culture is one in which every person has an opportunity to thrive, policies, procedures, and practices exist to ensure the ethical, impartial treatment of all members of the campus community. As the College has just completed our Middle States Accreditation process this past spring (2022), we're in the process of building out the details of our strategic plan, which will include opportunities to increase the diversity of our students. Once tactics have been produced that align with the College's strategic planning goals, they will be shared with the schools, divisions, and departments. At that time, the Architecture department will design our response to the College's tactics in conjunction with Dr. Nathaniel E. Woods Jr., who just joined the College as the Special Assistant to the President for Inclusion Transformation.



As of fall 2021, 12.92% of the College's student population self-identified as a minority, which is lower than the Architecture department's spring 2022 percentage: 19%. Interestingly, the Architecture department currently has fewer self-identified female students than the College. In fall 2021, the College reported that 36.75% of the student population self-identified as female; in spring 2022, 27.6% of the students enrolled in an architecture program self-identified as female. The faculty will explore ways to rectify this situation in the coming year.

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:

Penn College publishes the following "Nondiscrimination Statement" on the "[People and Culture](#)" webpage:

Pennsylvania College of Technology is committed to the concept and practice of equal opportunity for employment and achievement without discrimination because of race, color, religion, national origin, sex, gender identity or expression, disability, age, sexual orientation, political affiliation, status as a protected veteran, genetic information, or any characteristic against which discrimination is prohibited by applicable law.

The college also celebrates our diversity, and we are committed to inclusiveness. Recognizing that mutual respect for individual differences is the foundation of our learning community. Recent initiatives include the following:

- Joint recommendations ratified by the College and the SGA for the implementation of a gender-inclusive housing option beginning fall 2021.
- Student Information System (SIS) updated to allow students to indicate their preferred name, if different from their legal name, and preferred gender.
- Rankin & Associates Consulting partnership to create campus climate study and develop strategic initiatives focused on creating a more inclusive and welcoming campus.
- A new institutional [Land Acknowledgement Statement](#) recognizing that Indigenous people were the original stewards of the land on which Penn College sits.
- Safe Zone Training: A [Safe Zone](#) is a space in which people of diverse backgrounds, especially members of the LGBTQ+ community, are welcome and included. Allies help create these spaces by being open in their support and acting as advocates. Safe Zones help to establish a campus as an inclusive educational environment where all members can learn and share new ideas. There is signage that indicates a Safe Zone

Students are also taking an active role in promoting diversity and inclusion. Recent, student created clubs include the Black Student Union, and the One World Club. More details can be found in this [PCToday article](#).

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:

The college is dedicated to creating an inclusive environment for all of the community. Some examples of this include early move-in for students with autism spectrum disorders and the continued improvement of all teaching-learning materials being accessible to all students



through universal design. There is a portal page (login required) for Accessibility of Information Technology and Media which states:

The mission of the Accessibility of Information Technology and Media committee is to promote accessible information technology to meet different user needs, preferences, and situations by encouraging the campus community to identify and employ universal design principles. Equal access and opportunity benefits and enables all people to perceive, understand, navigate, interact, and contribute independently with information technology in an effort to foster personal and professional growth, social awareness and understanding, and lifelong learning.

The Accessibility of Information & Media Committee is working to provide resources and guidance about accessibility to information for all Penn College employees. Faculty and formal presenters should be proactive in developing materials that are accessible to all individuals.

It is understood that making all materials accessible is a work-in-progress. The first step for all employees is to choose to learn about accessibility. The second step is to choose to make materials compliant when editing existing material or in developing new material. Not only is it the right thing to do, it's the law.

There are a host of materials on the portal to assist faculty in preparing course materials as well as specific people who have been designated as accessibility facilitators. Currently the accessibility facilitator for the Architecture department is Matthew Krepps.

Penn College Disability and Access Resources

The [Disability and Access Resources Office](#) provides a comprehensive suite of services and works with departments and academic schools to ensure an accessible and inclusive environment for students with disabilities. The office provides guidance and support for the Accessibility of Information & Media Committee, which provides training and resources on developing accessible materials. The mission statement for the Disability and Access Resources office is shown below:

The mission of Disability and Access Resources is to find creative solutions by collaborating with administrators, faculty, staff, and students to develop an accessible and inclusive environment that embraces and celebrates diversity and empowers individuals to fully participate in all college programs, activities, and services.

Disability and Access Resources is committed to fulfilling this mission by:

- Serving as an educational resource for the College and community transition initiatives.
- Facilitating equal access through reasonable and appropriate accommodations.
- Clarifying the rights and responsibilities of both the student and the College.
- Promoting campus-wide disability awareness.
- Empowering students to develop self-awareness and self-advocacy skills.

College students are able to use this department's services to document disabilities in order to facilitate reasonable accommodations, academic adjustment, and/or auxiliary aids and services. For architecture students this has included access to class recordings, a sign language interpreter, books in alternate formats, course material accommodations and testing accommodations. Faculty provide materials to students with universal design in mind, and they require students to also learn how to create such documents.

5.14 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:

5.14.1 support and encourage studio-based learning.

Space to

Program Response:

The image below shows the current LEC building spaces used by the Architecture department, including studios (brown with red outline), classrooms (grey and purple with red outline) and offices (tan with green outline). The department has been using these classrooms for the last 25 years, and will continue to do so until fall 2023 when we are scheduled to relocate to the ACC building.



Fig. 5.6.1 Existing Studios, Classrooms, and Faculty Offices in the LEC Building.

30 years ago, the architecture program at what was then Williamsport Area Community College (or WACC) had sufficient space to provide each student with a dedicated design studio workspace. Since that time we have lost some of this space and currently utilize two large classrooms as our design studios. These rooms in the Lifelong Education Center (LEC rooms B2015 and B2017) are shown in the drawing below.

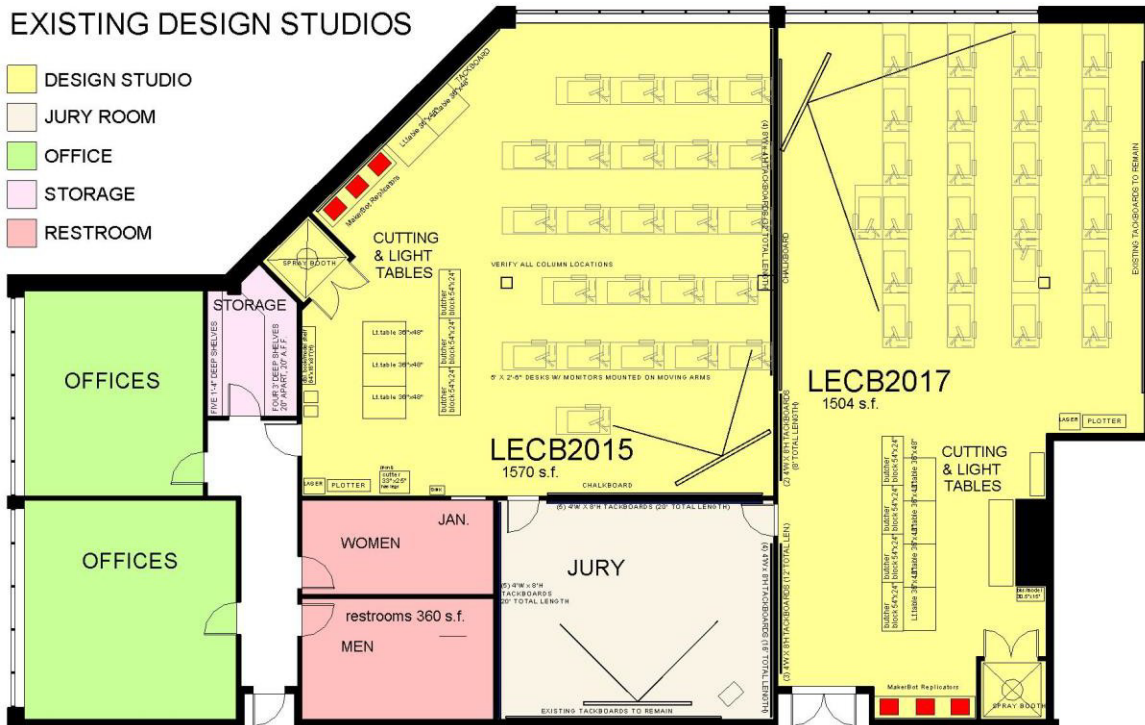


Fig. 5.6.2 Existing Design Studios and Service Spaces in the Lifelong Education Center (LEC) Building.

Each of the LECB2015 and LECB2017 studio spaces is equipped with the following:

- 24 student work tables 2.5' x 5'
- Alienware gaming computers with high end NVIDIA graphics cards
- A projection system with desk camera
- A “graphics area” for hand drawing and model making with butcher block tables and light tables
- A large format HP T1700 color plotter and a color laser printer

Additionally, the studios share the following equipment:

- A Universal Laser Systems Laser Cutter (with an associated exhaust system)
- A computer dedicated to the laser cutter
- 5 Makerbot Replicator+ 3D printers
- A large format Xerox Copier (capable of copying a large set of working drawings)
- A large format flatbed scanner
- A spray booth (with associated exhaust system)
- Binding equipment (to aid the students in creating bound documents)

- A large format guillotine style cutting table.

When we started the four-year architecture program in 2009, we added design studios in each of the four semesters in the third and fourth year. This increased emphasis on design and increased use of the existing studios, has made it clear that we would benefit from additional design studio spaces. Ideally we would like to have dedicated workstations for all students in our programs (from the 1st year through the 5th year).

In recent years the Architecture department has requested additional space to accommodate this need. The administration is now supporting this request, and we are currently planning to move the Architecture department from the LEC building to the fourth floor of the Klump Academic Center (ACC) building. The ACC 4th floor currently consists of several typical classroom spaces. There are no computers in these classrooms aside from the instructor's stations. The work involved in this move will be completed prior to the start of the fall 2023 semester. All Architecture program courses will be scheduled in the ACC building beginning in fall 2023. This move includes the following renovation related work:

- Rescheduling of fall 2022 and spring 2023 classes which had previously been scheduled for the ACC 4th floor.
- Networking of five design studios (ACC403, ACC409, ACC410, ACC412, and ACC414) and two computer classrooms (ACC401 and ACC405).
- Relocation of existing computers from LECB2015 and LECB2017.
- Relocation of existing department equipment including the laser cutter, five Makerbots, plotters, laser printers, etc.
- Addition of through roof exhaust system for laser cutter and spray booth.
- Addition of card swipe access systems to enable access to design studios outside of scheduled class times (evenings and weekends).

The plan shown on the next page depicts enlarged studio spaces which will require demolition of existing walls. The total number of design studio workstations is increasing from the current 50 to 168. This new configuration increases the department's dedicated space significantly and will allow for dedicated workspaces for each student in the program.

The college is in full support of this move and has committed the necessary funding to see it through.



Fig. 5.6.3 Plan of the Architecture Department Relocation to the 4th Floor of the ACC with a capacity of 168 in the design studios.



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:

In addition to the two current design studios (LECB2015 and LECB2017), the architecture program primarily utilizes five additional classroom spaces. These existing spaces are described below:

Existing Computer Rooms – LECB2108, LECB2110, LECB2118

Each of these rooms is configured with 24 computer stations for students with one additional computer for the instructor. These classrooms are networked and are running the Windows 11 operating system. Each room has a black- or white-board, a ceiling mounted projector, and a screen. These rooms are not used exclusively by the Architecture department. They are shared with other departments in the Engineering Technologies Division.

Proposed Computer Rooms – ACC401 and ACC405

The capacities of these rooms will be 21 student stations in ACC401 and 23 in ACC405. They will be networked with Windows 11 and will have black- or white-boards, ceiling mounted projectors and screens. These two rooms, and all others on the 4th floor of the ACC building will be dedicated to the Architecture department (not shared with others).

Existing Classrooms – LECB2109 and LECB2044

“Classrooms” in this case refers to typical lecture rooms with individual student desks. There is a single computer which is placed at the instructor’s station or lectern. Each classroom is equipped with a black- or white-board, a table mounted camera, and a projector with a screen. Classroom capacity in these rooms is 23 in LECB2109 and 30 in LECB2044. LECB2044 is “standard” lecture classroom. LECB2109 is equipped with large drafting tables with parallel bars. The Construction Technologies Department still teaches a 3-credit hand drafting course for which they utilize this room. The Architecture department faculty also use this room in the following ways:

- Building Materials examples are stored in the back of LECB2109 and the Building Materials courses are often taught in this room.
- Students in some sections of the Architectural Graphics course (ACH111) are introduced to parallel bar drafting in this space.

Proposed Classrooms – ACC407, ACC416 and ACC419

These are typical lecture style classrooms with individual student desks, a black- or white-board, an instructor’s lectern with a computer and table mounted camera, and a projector and screen. Capacities are as follows:

- ACC407 - 18 Desks
- ACC416 - 20 Desks
- ACC419 - 20 Desks

In addition to the above listed rooms, the Architecture department has access to the following spaces on campus:

The SASC Auditorium

The final jury for the Capstone Studio was held in this space last semester.



Fig.

5.6.4 The SASC Auditorium

[The Gallery at Penn College](#)

For the past four years graduating architecture students have organized a gallery showing of their design work. Due to COVID-19 the show was online only for two year. Last year, however, the show returned to the Gallery which is located on the third floor of the Madigan Library. The link above has images from this show.



Fig. 5.6.5 Architecture Capstone Studio Projects at the Gallery at Penn College

Penn's Inn at Bush Campus Center

Juries and presentations of various types have been held in this large space. Last year a representative from the M. Arch. program at Penn State University gave a presentation to architecture program students in this space.



Fig. 5.6.6 Penn's Inn at the Bush Campus Center

The Dr. Welch Workshop

A makerspace where students can collaborate with other students, faculty, and staff, or work independently to test theories, explore ideas, and gain real-world skills. The makerspace encourages learning outside the classroom and provides state-of-the-art equipment, tools, and raw materials to support that innovation.



Fig. 5.6.7 the Dr. Welch Workshop – A Makerspace at Penn College

Equipment at the Dr. Welch Workshop

High Tech Fabrication

- 2 MakerBot Replicator 3D printers
- 3 Artillery Sidewinder X1 3D printers
- Arduino and Raspberry Pi breadboarding
- Bernina 530 sewing machine
- Bernina L460 overlocker/serger
- BOSS laser cutter/engraver with attachments
- Brother embroidery machine
- Brother heavy duty overlocker/serger
- Camcorder and wireless microphone system
- Glowforge Plus laser cutter/engraver/printer
- Heavy duty sewing machine
- MakerGear 3D printer
- Roland CAMM-1 GS-24 vinyl cutter
- Shapeoko XXL CNC router
- Sense Generation 2 3D scanner
- TecBoss 3D Pen
- Theta V 360 camera

Tools and Equipment

- 12" Laminator
- Air plasma cutter
- Backlit drawing table and drawing supplies
- Combination belt/disc sanders
- Dewalt table router and scroll saw
- Drill press
- Electronics gear and soldering equipment
- Etching press
- Grinders
- Heat press with hat and mug attachments for vinyl
- Langmuir Crossfire Pro Plasma CNC
- Metal gunsmithing lathe
- MIG and TIG Welders
- Power and hand tools
- Proofing press
- SawStop table saw, band saw, compound miter saw
- Vertical mill
- Woodworking power carving set

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 six full-time architecture faculty are provided with office space which fulfills a range of functions. Two of the six faculty share one large office, the remaining four each have their own office spaces. The offices vary in size from about 100 sq.ft. to approximately 350 sq.ft. Many of the faculty responsibilities, including classroom preparation, research, mentoring, and advising, take place in the faculty offices.

The library provides several resources and spaces to aid in faculty research. Spaces for this purpose include the [Virtual Reality Studio](#) and individual study rooms. The VR Studio is equipped with the latest generation of VR Technology ensuring the best in performance/functionality. This space can be reserved by faculty and students and is available for 6 or 7 hours six days a week.

The library has an extensive collection of books and periodicals (in both physical and digital formats) to aid in faculty research. These are described in more detail in section 5.8 below.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.



Program Response:

The majority of the courses in the Architecture department are taught in the typical face-to-face classroom setting. Indeed, students must be on campus to earn each degree we offer. A small number of courses are however, typically offered in an online or hybrid fashion.

ACH262 – Sustainability: Building & Living Green is most often taught as a distance education / online course.

BSD450 – Sustainable Rating Systems has been taught in a distance education format for the past several years.

GLB270 – Global Experience: European Sustainable Building, Historical Architecture & Art is taught in a hybrid format. During the spring semester, students fulfill course requirements in an online format. After the end of the spring semester, faculty and students take a 12-day trip to various European destinations.

GLB271 – Global Experience: Global Cities - Architecture Ideals, Urban Forms & Artistic Aspirations is taught in a format identical to GLB270. GLB270 and GLB271 are typically offered in alternating years.

PLATO is the name given to Penn College's online learning platform. This platform is based on the D2L learning management system. Every course at Penn College has a PLATO website. All faculty are required to keep grades and attendance records on PLATO. Faculty also use it for other course content as well as for quizzes and exams. The D2L system is a very robust system employed by many colleges and universities. Penn College provides professional development courses related to PLATO. There are also IT personnel from the [Instructional Technology Office](#) who are available to help faculty use PLATO in their courses. This can happen during PLATO Drop-In sessions or on an individual basis as PLATO questions arise.

Penn College uses Starfish, a college success and retention program, to help identify students who may need additional support in order to achieve academic success. Starfish also helps to celebrate student achievements (Kudos), both inside and outside of the classroom. Starfish allows faculty and staff to initiate coordinated communication and intervention efforts among student support services across campus.

Starfish is not a substitute for direct discussions with students, but it serves as a secondary layer of support to notify students, specific departments, Academic School Leadership, Academic advisers, LEAP advisers and staff in the LEAP Center, all of whom will work together to provide the student with the needed assistance.

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:

As mentioned above, currently only a small subset of courses are offered in an online or hybrid format. Most courses are still taught face-to-face in the classroom.



5.15 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:

Financial Operations supports the college's mission by providing fiscal stewardship to the entire college community. As such, they mitigate financial risk while maintaining clear processes that ensure the timely preparation of each fiscal year's budget — reflecting the current strategic plan and annual assessments, while considering each department's short and long-term goals and current enrollment trends — which results in a concerted effort to provide for the future through proper planning and resource management.

The process begins in November when cost center administrators, in this case the Assistant Dean of Construction and Architectural Technology, meet with department directors to discuss the department's strategic goals and accompanying budgetary needs for the upcoming fiscal year. The needs for each goal are then distributed into the appropriate category: staffing, capital equipment, instructional and non-instructional supplies, information technology, duplicating and printing, memberships, professional development and accreditations, travel (faculty and student), etc. There are also line items in the budget that address unexpected issues, i.e. Preventative Maintenance and Equipment Repairs. Afterward, each department's budgetary needs are compiled into one division budget, which is discussed with the Dean of Engineering Technology and the Dean of Academic Operations and moved forward for final approval by the President's Council, and ultimately the Board of Directors. At each stage, the student's learning outcomes and achievements are at the forefront of the process.

Feedback from the student course evaluations, from alumni, and from the advisory committee indicate no issues regarding our physical space, equipment or information technology. As such, the current labs and jury space are fully functional and provide the instruction defined in our course abstracts, syllabi, and course learning outcomes.

Even so, when unexpected opportunities arise, the college often supports them. For instance, during the spring 2022 semester a group of students advanced to the finals in the Office Division of the Solar Decathlon. While not originally part of the department's budget, the Assistant Dean submitted an application to the college's Student Organization Matching Fund Request, which was approved almost immediately and provided up to \$5990 in additional funds for the student's registration fees, equipment needs, and travel expenses. Likewise, the opportunity to move the Architecture department to the ACC building was not formally requested or funded, but when the opportunity arose, the college supported the move and as of July 2022 was finalizing the renovation schedule and budget with an anticipated move in summer 2023.

5.16 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:

Introduction to Madigan Library

The Madigan Library at Pennsylvania College of Technology (PCT) supports and advances the instructional and research needs of students, faculty, and staff by providing access to collections in all formats, by assisting and instructing students in their use, and by creating a physical environment that enhances the learning process and encourages lifelong learning. The two-story library features four computer labs, group study rooms, a café, an art gallery, and an archives and special collections room. The collection includes 86,311 print volumes, 268 print subscriptions, 191 database subscriptions, and more than 130,000 online journal and 70,000 eBook titles. The library’s 4-year strategic plan, which feeds into the College’s Academic Affairs plan, includes goals for resource management, programs and services, and the use of resources and services. The Madigan Library offers numerous services to our faculty, staff, and students. These services are described on the library webpage: <https://www.pct.edu/academics/madigan-library>.

Resources and Access

Madigan Library provides specialized resources for Architecture & Sustainable Design in a variety of formats, with an abundance of finding aids for students to locate the right resource for their needs. A full-time faculty librarian liaison provides collection development and faculty outreach to the students and faculty in the program. A snapshot of the current collection for these areas is shown below as compared to the library’s overall collection of resources.

	Architecture	Building Construction, Construction Management, HVAC	Civil Engineering & Surveying
Books & eBooks	3,071	3,457	3,278
Print Periodicals*	9	39	7

*This count is print periodicals only. It does not include the online journals in database subscriptions.

All architecture print books available for checkout are on the 1st and 2nd floor of the Madigan Library. This includes any larger visual material in the Oversized Print Collections and our Reference areas. All electronic books are available online through the library’s catalog from on and off campus. Current periodicals are on the first floor of the Madigan Library. All back issues are on the second floor of the Madigan Library. All electronic periodicals are available online through the library’s catalog from on and off campus. Students, faculty, and staff can search the content of all e-journals through the WorldCat Discovery application. This allows the searching of all full-text holding as well as journals available only as abstracts or indexes.

In an instance where a student needs a book or journal the library does not hold, Interlibrary Loan services are available for the borrowing and lending of material between the Madigan Library and other libraries. Library materials can be borrowed for PCT faculty, staff, and students. Requests are processed through an online network covering over 10,000 libraries. Forms to request material from other libraries are available online. The College uses Tipasa to submit requests by completing an online form or through links in databases. Tipasa can also be used to monitor the status of items already requested and to renew material. An email is sent when items are received. Books and media materials can be picked up at the library or, if preferred, sent via interoffice mail. Articles can accessed online, attached in an email, or printed and sent via interoffice mail.



Many of Madigan Library's resources for the architecture speciality are provided in an online format which can be accessed at any time, on and off-campus access. These resources are accessible through the library website or P.L.A.T.O, the campus' course management system. Students can locate journals, periodicals, etc. by using the search link on the Library's website or via online guides created for architecture resources that are created by the librarian liaison. In addition to the library's overall OCLC WorldCat Discovery Catalog, students are directed to architecture and building construction specific collections of resources listed here.

Online databases utilized by Architecture and Sustainable Design:

- ASCE Library
- BuildingGreen
- EBSCO: Academic Search Complete
- EBSCO: Associates Programs Source Plus
- Films OnDemand: Technical & Trade
- Gale In Context: Environmental Studies
- GreenFILE
- MADCAD
- Proquest: Arts & Humanities Database
- Proquest: Career & Technical Education Database
- Proquest: Engineering Database
- Proquest: Environmental Science Database
- Proquest: Materials Science Database
- Proquest: Science & Technology
- Sage Journals

In addition to these print and online resources, Reserve items are also kept at the library by instructor request or in collaboration with the program librarian liaison. Books and materials on reserve are located at the Circulation Desk of the Madigan Library. In addition to the reserve collection, a number of campus building plans as well as Williamsport local building plans are housed in the College archives and special collections. Copies of the originals remain on reserve during any of the library's operating hours. The library holds a number of drafting tables that are available for check out as well as a number of tools for renewable energy technologies courses and projects.

The Architecture & Sustainable Design purchasing budget for library materials is under one fund distinct code. Corresponding fund codes are included for the areas of Building Construction, Construction Management, HVAC, and Civil Engineering & Surveying. Each fund code has a base allocation for print materials and for non-print media (DVDs, videos, etc.) Monies outside of this base allocation are allotted for new faculty, new programs, and one-time collection reviews and enhancements.

Items are purchased with budget monies in the following order:

5. Faculty recommendations
6. Recommendations from accrediting and certifying organizations
7. Standard publications in the industry
8. Requests from students

Additional spaces and materials in Madigan support the Architecture programs such as a [virtual reality room](#), added in fall 2019. The studio has seen extensive use by faculty and students for academic and leisure use. For example, the Architecture students use the room to tour famous buildings worldwide. The library's 2016–17 survey also resulted in the following improvements to the library space: extended late-night hours, private study spaces with power/USB outlets added to the second floor, a 24/7 coffee machine for late-hour beverages, and additional wellness opportunities and resources. In the library's top floor [Art Gallery](#) space, the senior architecture students are able to showcase their capstone work at the semester's end as well. In this special



art gallery exhibit, students have the opportunity to showcase and discuss their work with the campus community, future employers, and beyond.

Madigan Library places accessibility concerns at the forefront of all of its resource allocations. All websites are run through accessibility checks before publication including the main library website and the librarian-created Libguide websites. DVDs purchased physically or in an online streaming database have closed captioning or supplemental transcripts. The library space also provides a number of [assistive technologies listed on our website](#) including Sorenson Video Relay Service, Zoom Text Magnifier, Kurzweil 3000 reading software, JAWS for Windows reader software, Dragon NaturallySpeaking speech recognition, Trackball Mouse, Optical Character Recognition Scanner (OCR), PDF Equalizer, JSay Pro reading software, and the Topaz Video Magnifier.

Systematic assessment, supported by data provided in the Library's annual assessment report and in regularly scheduled user surveys, guides planning to ensure that effective support continues. The library assesses usage trends and adapts to meet the demands of students, faculty, and staff. For example, usage data revealed that digital resources are in high demand. In response, the library not only adjusted spending to grow digital resources, but also concentrated efforts on accessible design of the website and library content within P.L.A.T.O.

Future Plans

An extensive campus-wide survey is completed every 5 years (the next is slated for 2022–23) to assess the effectiveness of library instruction, facilities, and programs that support the student experience. From this upcoming survey, we plan to adapt our materials, space, and instruction to meet student, staff, and faculty needs.

A more inclusive integration of library instruction into the programs and classes would enhance the use of our resources even greater as well as the skill set of our architecture students. The 5th year thesis, for example, will require individualized attention to their research needs. Oberlin will collaborate with faculty and work closely with student projects to ensure they have the resources and research skills needed for industry success. This information literacy instruction will set PCT's architecture students apart in their fields.

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 Instruction and Reference Services

The Madigan Library strives, with the College as a whole, to empower students to become life-long learners who can function independently and collaboratively. Specifically, the mission of the Madigan Library is to support and advance the instructional and research needs of its students, faculty and staff. We do so by building, maintaining, and providing access to collections in all formats, by assisting and instructing our patrons in their use, and by creating a physical environment that enhances the learning process. Six faculty librarians provide information literacy instruction and research/reference assistance. Each of the three academic schools is assigned at least one librarian to work with students and faculty on instruction and resource needs specific to their disciplines. In addition, the librarians create digital resource guides (known as libguides), which include video lessons, specialized resources, and practice exercises. Libguides are available via the web or are embedded in P.L.A.T.O. (the College's Learning Management System) course sites, thus supporting student learning wherever and whenever students are researching. Additional guides are maintained for faculty to provide easy access to relevant library services.

The Construction & Architectural Technologies Division at Penn College is assigned a specific librarian to its courses and content. Jessica Urick Oberlin has served as the architecture liaison



for five years and is a member of the Association of Architecture School Librarians. Oberlin also serves as the College's Information Technology Initiatives Librarian where she supports and develops emerging technologies into the library's integrated systems and online resources. In addition, she is a co-advisor of the Penn College Women in Construction student club. Oberlin has worked with various faculty and course subjects throughout the years with the following guide and course list. Along with the collection development for these programs and a constant analysis of our online materials, Oberlin is able to provide a robust support for professional education in architecture.

Collaborative Library Instruction and Libguides:

- Architecture: General Resource Guide
- ACH101 Introduction to Architecture
- ACH112 Architectural History
- ACR251 Warm-Air Heating & Duct Design
- ACH262 Sustainability: Building and Living Green
- Architecture Capstone Studio
- BCM103 Construction & Program Orientation
- BCT256 Residential Construction Planning, Scheduling, & Management
- BSD352 Design Studio V
- Building Construction & Management: General Resource Guide
- CET259 Boundary Surveying I
- Civil Engineering & Surveying: General Resource Guide
- Heating, Ventilation, Air Conditioning & Refrigeration: General Resource Guide

In addition to formal instruction and faculty collaboration, librarians staff reference hours either in-person, online via chat, through email, text, or by phone. Students, faculty, and staff have access to these forms of communication at all times from the library's website.

Information Technology Services (ITS)

Campus wide, more than 1,800 computers in more than 50 academic computer labs are available for student use, with a student-to-computer ratio of 3:1. In addition to lab resources, ITS manages more than 200 technology-enabled classrooms with cutting-edge computing resources and high resolution data-projection systems. Computing resources reside on a powerful network, with robust security and anti-virus systems to protect student data. Students have access to hundreds of software applications and cloud-based services while on the College campus, including the full Microsoft Office 365 suite. ITS prioritizes student needs in all technical support cases. End-user feedback on campus support, collected on an ongoing basis, is overwhelmingly positive, with over 90% of surveyed respondents selecting "Satisfied" or "Very Satisfied". Hardware and software purchases are strategically aligned with detailed input from students, faculty, and academic administration. Equipment-replacement cycles are prioritized based on age of equipment, program needs, and available funds. Software and cloud-based services are vetted through a comprehensive process to ensure security, accessibility, and interoperability with existing campus tools and systems.

ITS played an important role in the College's COVID-19 response, particularly as it relates to ensuring continuity of learning when many students were unable to be on campus. An example of this would be the implementation of Apporto, which provided virtual lab space for students in technology dependent programs. The use of Apporto provided access to AutoCAD and Revit for architecture program students who had access to the web, but whose computer systems would otherwise not have been robust enough to run these graphics and RAM intensive applications. Additional examples include the purchase of more than 20 new laptops for use by quarantined students or students who were unable to come back to campus to complete assigned work; and installation of remote instructional delivery tools in classrooms around campus, creating hybrid learning spaces where faculty could deliver content to face-to-face students and remote (quarantined) students simultaneously.





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.

6.7 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:

PCT is currently pursuing eligibility to offer an NAAB accredited degree. Once we are accredited or have achieved candidacy status we will include the required language from Appendix 2 of the 2020 NAAB Conditions for Accreditation in our catalog, promotional media and our program website.

6.8 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:

Once we are in candidacy status, we will provide access from our website to the 2020 Conditions for Accreditation and the 2020 Procedures for Accreditation.

6.9 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:

PCT provides our students and graduates with several career development-related services. The “[Center for Career Design](#)” is “a physical space and operation available on campus and virtually to bring students, alumni, and industry partners together for all things career related.” [Career Services](#) “assists with career exploration during and after college, provides multiple networking and recruitment opportunities, and helps create marketable job candidates.” The Penn College Career Hub is a job posting board and a virtual Career Fair platform. PCT also has a Career Fair every fall and spring semester which draws hundreds of employers looking to hire our students and graduates.



The [Wildcat Alumni Career Mentor Program](#) () connects Penn College students and alumni, providing students with opportunities to interact with industry professionals, grow their knowledge of potential career paths, and develop professional networks.

6.10 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:

Once we are in candidacy status, we will promote transparency in the accreditation process by making the following documents available to all students, faculty, and the public, via our program 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

6.11 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:

Penn College is an open enrollment college, and the B. Arch. program also follows the open enrollment approach. There are no requirements beyond the typical PCT application requirements when enrolling in the B. Arch. program as an incoming freshman. First year undergraduate students can use the Common App.

- a) Forms and instructions related to the [application process](#) can be found on the web at
- b) The following information describes the College's [Admissions Policy](#):

It is the intention of Penn College to offer educational opportunities to anyone who has the interest, desire, and ability to pursue postsecondary study. [Admission to the College](#) is open to applicants who have a high school diploma or its equivalent and who satisfy necessary placement requirements. Some majors are restricted to applicants who meet certain academic skills and prerequisites; major-specific admission criteria is referenced in the major's curriculum information in the College Catalog. Questions regarding the admission standards for specific majors should be directed to the [Admissions Office](#).

The College reserves the right to deny admission or re-admission to any student if, in the opinion of College authorities, his/her admission is not in the best interest of the student or the College. The College will provide opportunities to develop the basic skills necessary to enroll in degree and certificate courses to those who demonstrate such needs on the College's placement tests.

Placement Requirements

Penn College evaluates students' skills to ensure each student has the entry-level ability necessary to be successful in his/her college-level coursework. The goal of the placement process is to identify the correct initial placement in math. In addition to completion of [placement testing](#), an applicant may satisfy placement requirements through transfer courses or established minimum SAT/ACT scores.

When placement test results indicate that a student is significantly underprepared for college-level coursework, acceptance may be rescinded until the necessary academic deficiencies are remediated. Some majors are subject to specific remediation requirements and are noted in the major's curriculum information in the College Catalog.

Developmental Education Courses

Since developmental courses provide the foundation for subsequent courses, including those in the student's major, it is particularly important for both full- and part-time students to successfully complete those courses prior to or during their first semester. If multiple developmental courses are required within the same discipline, they must be scheduled in consecutive semesters until all are complete, unless the school dean approves a delay. Students enrolled in developmental courses do not have the option of dropping/withdrawing from these courses.

Additional protocol relating to developmental course work is stipulated in the College's Academic Preparedness and Remediation Policy and Procedure 4.30. Current students can access these, as well as all official policies and procedures, on the [myPCT Portal](#) (login required).

- c) The college publishes a "[Transfer Guide](#)" to address all issues related to the transferring of credits. There are also webpages devoted to "[Transfer Students](#)", "Transferring Credits", and "Advanced and Alternative Credit". These pages include links to the forms required in each transfer process.

- d) Penn College students have the opportunity to apply for more than 350 individual [scholarships](#). This includes 15 scholarships available to architecture program students (among other specified programs), and one scholarship available only to female architecture students. Dr. Davie Jane Gilmour, the past president of the College, made it a focus of her last year to raise money for students, especially scholarships. Her Legacy Campaign raised \$17,432,845 for scholarships. The average scholarship award is \$1,000 - \$3,000 per year, while a few range between \$5,000-10,000 per year. The scholarship process (as described in the link above) requires the submission of three forms:
- the Financial Aid Authorization (FAA)
 - the Free Application for Federal Student Aid (FAFSA)
 - the Penn College Scholarship Application
- e) The college and the Architecture department each have an open enrollment policy, whereby any interested student can enroll in our programs. There are also efforts underway to increase the diversity of those who choose to enroll. The college has hosted many “Smart Girls” activities over the years. Marketing to this group of young high-school age female prospects has certain benefits from a diversity point of view.

Our school was responsible for a scholarship program known as Built Environment (or BE) scholars which rewarded academic talent in STEM related construction and engineering fields. One of the architecture faculty took a leadership role in obtaining this \$1 million dollar National Science Foundation grant. Because of the significant scholarship amounts awarded, some bright students who might not have otherwise been able to afford college were able to earn a degree. The two primary selection criteria were academic performance and financial need. The program ran from 2017-2020 with acceptance in Associates degrees. 49 students were awarded scholarships, including 14 from architecture.

6.12 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:

The [PCT Financial Aid office](#) and related web pages provide access to current resources and advice for making decisions about financial aid. These resources include information related to grants, scholarships, loans, FAFSA, Work-Study opportunities, and other aid programs and financial options.

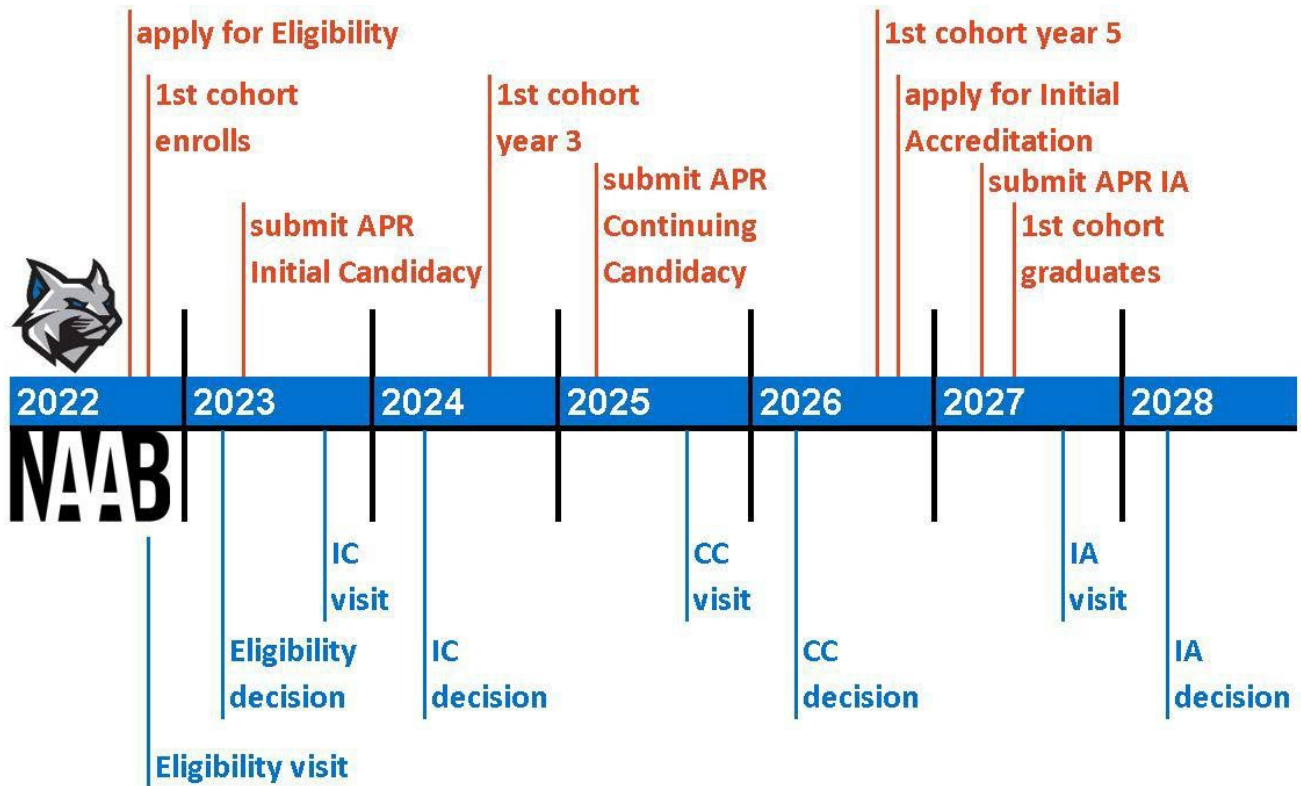
6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

All current [Penn College tuition fees and charges](#) are available online at

PCT provides an [online cost-estimator](#) to generate an initial estimate for costs associated with earning a degree. This estimator is program specific and includes the cost of tuition, fees (including lab fees), books, tools, housing, and dining. It provides an estimate for the first year costs associated with the Bachelor of Architecture degree. This yearly estimate can be multiplied by five to arrive at the total estimated cost to complete the five year B. Arch. program.

Timeline for Achieving Initial Accreditation



Timeline for Approval of B. Arch. Curriculum





Summer/Fall 2021	Develop B. Arch. Curriculum/Revise Existing A.A.S. and B.S. Programs
October 2021	Submit Concept Proposal for B. Arch. Program to Dean's Council
October 2021	Deans Council Approval
November 2021	Submit Curriculum Documents to Curriculum Committee
December 2021	Curriculum Committee Approval
February 2022	Board of Director's Approval

Timeline for Achieving Initial Accreditation

July 2022:	NAAB Eligibility Application submitted
April 2022:	Begin planning for Architecture Dept. move to the ACC building
May '22 – Aug. '23	Make Renovations to ACC building fourth floor prior to move
Fall 2022:	Expand advisory board
Fall 2022:	First Cohort Enrolls in B. Arch.
Fall 2022:	Eligibility visit (virtual)
Spring 2023:	Eligibility decision
March/April 2023:	APR-Initial Candidacy submitted
Fall 2023:	Begin teaching architecture courses in ACC building
Fall 2023:	Visit for Initial Candidacy
Spring 2024:	Initial Candidacy Decision (effective 1.1.23)
March 2025:	APR for Continuation of Candidacy Submitted
Fall 2025:	Visit for Continuation of Candidacy
March 2026:	Continuation of Candidacy Decision
September 2026:	Application for Initial Accreditation in 2027
March 2027:	APR for Initial Accreditation submitted
May 2027:	First B. Arch. Cohort Graduates
Fall 2027:	Visit for Initial Accreditation
March 2028:	Initial Accreditation Decision (effective 1.1.27)
September 2029:	APR for Continuing Accreditation Due
Spring 2030:	Visit for 1 st Term of Continuing Accreditation
July 2030:	Continuing Accreditation Decision



PART THREE

Supplemental Information

iii. - Course Descriptions

Number & Title of Course:

ACH101, Introduction to Architecture, 1 credit (1 hour lecture, 0 hours lab)

Course Description:

Overview of the architectural field. Emphasis on tours of architectural and construction-related businesses. Topics include career paths, educational opportunities, registration requirements, and the architect's responsibilities.

Course Goals & Objectives:

Upon completion of the course the student should be able to:

1. identify the major groups of people involved in producing buildings.
2. identify what work is performed by an architect.
3. identify the educational and work experience required to become a registered architect.
4. discuss the various career opportunities open to graduates.
5. describe the development of a job through an architect's office.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Leadership, Collaboration, and Community Engagement

Lifelong Learning

Program Criteria

PC.1 Career Paths

Student Criteria

SC.2 Professional Practice

Topical Outline:

Week 1- Career Opportunities

Week 2- Architectural Registration Requirements

Week 3- Phases in the Architectural Process

Week 4- Off-campus Tour or On-Campus Guest(s)

Week 5- Off-campus Tour or On-Campus Guest(s)

Week 6- Off-campus Tour or On-Campus Guest(s)

Week 7- Off-campus Tour or On-Campus Guest(s)

Week 8- Off-campus Tour or On-Campus Guest(s)/Final Exam

Prerequisites: None

Textbooks/Learning Resources:

No textbook required

Offered (semester and year): Fall semester of 1st Year

Faculty assigned (during the most recent two academic years):

Dan Brooks (F/T)

Geoff Campbell (F/T)

Naim Jabbour (F/T)

Tuna Saka (F/T)

Number & Title of Course:

ACH111, Architectural Graphics, 3 credits (1 hour lecture, 6 hours lab)

Course Description:

Introduction to the various means by which architects have traditionally communicated and presented their buildings. Topics include basic drawing and sketching, model making, the use of computer software to generate and manipulate presentations, and creating an online professional electronic portfolio. Emphasis on composition, line quality, precision, and clarity of presentation. Introduction to the architectural jury.

Course Goals & Objectives:

Upon successful completion of this course the student should be able to:

13. demonstrate the use of line, order, space, color, and texture to create architectural sketches and renderings;
14. produce pleasing, accurate architectural models with required scale, form, and texture;
15. sketch and render architectural and natural forms with economy, speed and clarity in ink, pencil, and color;
16. use presentation tools to present information professionally;
17. plan the timing and execution of an architectural project in terms of the student's own abilities and deadlines;
18. create compositions where line quality, precision, and clarity of presentation demonstrate the student's understanding of a project;
19. identify appropriate methods of presenting information to different audiences including presentation to an architectural jury;
20. locate, identify, and use appropriate resources to conduct web-based research;
21. use communication and collaborative technology tools to communicate information effectively and in a collaborative manner;
22. demonstrate basic perspective technique;
23. enhance rendered imagery with image editing software; and
24. create an online professional presence using electronic portfolio or other technologies to showcase student accomplishments;

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Knowledge & Innovation

Program Criteria

PC.1 Career Paths

Student Criteria

SC.4 Technical Knowledge

Topical Outline:

Week 1	Introduction to the Significance Architectural Graphics
Week 2	Fundamentals of Architectural Sketching (assignments to run thru Week 11)
Week 3	The Types and Development of Architectural Renderings
Week 4	Intro to Lettering (assignments to run thru Week 11); Spatial, Figural, Tone and Texture Studies
Week 5	Models and Architecture
Week 6	Studies in Space and Volume
Week 7	The Creation of Presentation Drawings
Week 8	Creating Presentation Drawings and Physical Model of a Historic

	Architectural Building
Week 9	Continuation of Week 8
Week 10	Continuation of Week 9
Week 11	Completion and Submission of Presentation Drawings and Physical Model
Week 12	Introduction to Photoshop (assignments to run through Week 15); Issue Final Project
Week 13	Continuation of Week 12
Week 14	Continuation of Week 13; Creation of a Portfolio of the semester's work
Week 15	Continuation of Week 14
Week 16	Continuation of Final Project and Portfolio
Finals	Final Project Presentations and Submission of Portfolio

Prerequisites: None

Textbooks/Learning Resources:

No textbook required

Offered (semester and year): Fall semester of 1st Year

Faculty assigned (during the most recent two academic years):

Dan Brooks (F/T)

Tuna Saka (F/T)

Number & Title of Course:

ACH112, Architectural History, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

A global overview of architectural history from prehistory to modern times. Identification of architecture styles by their cultural expression of belief systems within the religion and politics of the era. Emphasis on the built environment; attention also given to expression through art.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

7. identify major periods, incidents, and people involved in creating architecture worldwide from early settlements to the modern day;
8. identify major components of style from time periods and geographic locations and understand how they have influenced modern thought and expression;
9. recognize how political policies of government and religion shaped acceptable artistic expression and understand their influences on modern day expression;
10. define several of the roles that artists and architects and their creations play in any given society;
11. discuss the tensions between personal artistic expression and mass culture; and
12. demonstrate a knowledge of architectural history and design through the presentation of models, papers, and projects.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Equity, Diversity, & Inclusion

Program Criteria

PC.2 Design

PC.4 History & Theory

PC.8 Social Equity & Inclusion

Student Criteria

NA

Topical Outline:

Week 1	Introduction to Arch History/Issue Project 1
Week 2	Egyptian Architecture
Week 3	Greek Architecture
Week 4	Roman Architecture
Week 5	Christian/Islamic Architecture
Week 6	Romanesque Architecture
Week 7	Gothic Architecture
Week 8	Renaissance Architecture/Project 1 due/Issue Project 2
Week 9	Renaissance Architecture
Week 10	Industrial Revolution-18th Century Architecture
Week 11	The Modern World - 19th Century Architecture
Week 12	The Modern World - 20th Century & Beyond Architecture

Week 13	The Modern World - 20th Century & Beyond Architecture
Week 14	Second Modernism - 20th Post Modern Architecture
Week 15	Project 2 Due
Week 16	Review
FINAL	Exam

Prerequisites: None

Textbooks/Learning Resources:

The Story of Architecture, Patrick Nuttgens (2nd edition)

Offered (semester and year): Fall semester of 1st Year

Faculty assigned (during the most recent two academic years):

Dr. Naim Jabbour (F/T)

Robert Wozniak (F/T)

Tuna Saka (F/T)

Number & Title of Course:

ACH119, Building Materials I, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Study of the history, development, and application of residential building materials. Designed to provide a solid background in the construction and detailing of residential building materials as well as an appreciation for the appropriate use of materials and the field of architecture.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

10. describe the properties of the basic residential building materials;
11. trace the history of the materials most commonly used in residential building construction;
12. use residential building materials terminology correctly;
13. apply knowledge of basic materials and sustainability to solve various functional problems in residential building construction;
14. determine appropriate and effective use of the materials required for the specifics of a residential building project;
15. describe the architect's responsibility in construction projects;
16. generate typical residential construction details;
17. develop conceptual framing plans for heavy timber and light frame construction; and
18. document residential building materials.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Environmental Stewardship & Professional Responsibility
Knowledge & Innovation
Leadership, Collaboration & Community Engagement

Program Criteria

PC.3 Ecological Knowledge & Responsibility
PC.5 Research & Innovation

Student Criteria

SC.3 Regulatory Context
SC.4 Technical Knowledge

Topical Outline:

Week 1	Introduction to the course; Making Buildings
Week 2	Foundation Design and Construction
Week 3	Exam 1; The Material Wood
Week 4	The Material Wood continued
Week 5	The Material Wood continued; Exam 2
Week 6	Heavy Timber Frame Construction; Exam 3, Wood Light Frame Construction
Week 7	Wood Light Frame Construction, Exam 4
Week 8	Exterior Finishes
Week 9	Interior Finishes
Week 10	Exam 5; Brick Masonry Construction
Week 11	Brick Masonry Construction continued; Stone and Concrete Construction

Week 12	Stone and Concrete Construction continued; Exam 6
Week 13	Roof Construction and Roofing Materials
Week 14	Glass and Glazing
Week 15	Windows and Doors
Week 16	Exam 6
Finals	Final Exam

Prerequisites: None

Textbooks/Learning Resources:

Fundamentals of Building Construction, 7th ed. (Wiley) by Edward Allen
(required)

Offered (semester and year): Fall semester of 1st Year

Faculty assigned (during the most recent two academic years):

Dan Brooks (F/T)

Number & Title of Course:

ACH129, Building Materials II, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Study of the history, development, and application of commercial building materials. Designed to develop a solid background in the construction and detailing of commercial building materials as well as an appreciation for the appropriate use of materials.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

9. describe the properties of typical commercial building materials;
10. trace the history of the materials most commonly used in commercial building construction;
11. use commercial building materials terminology correctly;
12. apply knowledge of basic materials and sustainability to solve various functional problems in commercial building construction;
13. determine appropriate and effective use of the materials required for the specifics of a commercial building project;
14. generate typical commercial construction details;
15. develop conceptual framing plans for steel and concrete construction; and
16. document commercial building materials.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Environmental Stewardship & Professional Responsibility
Knowledge & Innovation
Leadership, Collaboration, and Community Engagement

Program Criteria

PC.3 Ecological Knowledge & Responsibility
PC.5 Research & Innovation

Student Criteria

SC.3 Regulatory Context
SC.4 Technical Knowledge

Topical Outline:

- | | |
|---------|--|
| Week 1 | Introduction to the course; Masonry Loadbearing Wall Construction |
| Week 2 | Steel Frame Construction |
| Week 3 | Steel Frame Construction continued |
| Week 4 | Exam 1; Light Gauge Steel Framing |
| Week 5 | Concrete Construction |
| Week 6 | Concrete Construction continued; Exam 2 |
| Week 7 | Site Cast Concrete Framing Systems |
| Week 8 | Site Cast Concrete Framing Systems continued; Precast Concrete Framing Systems |
| Week 9 | Precast Concrete Framing Systems; Exam 3 |
| Week 10 | Designing Cladding Systems |
| Week 11 | Cladding with Masonry and Concrete; Cladding with Metal and Glass |
| Week 12 | Exam 4; Selecting Interior Finishes |

Week 13 Selecting Interior Finishes; Interior Walls and Partitions
Week 14 Interior Walls and Partitions; Finish Ceilings and Floors
Week 15 Finish Ceilings and Floors continued; Exam 5
Finals Final Exam

Prerequisites: ACH119

Textbooks/Learning Resources:

Fundamentals of Building Construction, 7th ed. (Wiley) by Edward Allen
(required)

Offered (semester and year): Spring semester of 1st Year

Faculty assigned (during the most recent two academic years):

Dan Brooks (F/T)
Robert Wozniak (F/T)

Number & Title of Course:

ACH135, Architectural Computer Aided Drafting, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Introduction and practical application of Computer-Aided Drafting (CAD) techniques and standards used to create two-dimensional architectural drawings. Focus on hardware and software components, operating systems, file management, CAD commands, system variables, drawing setup, creation of lines and shapes, and the editing, saving, and printing of drawings, and the use of campus information technology resources. Advanced topics include external references, layouts, paper space, attributes, dimensioning, text, and the creation of a symbols library.

Course Goals & Objectives:

Upon successful completion of this course the student should be able to:

18. identify and describe basic hardware and software components of a typical CAD workstation;
19. identify and use campus information technology resources;
20. demonstrate effective CAD file management and drawing setup techniques;
21. use internet capabilities of CAD as a basic resource tool;
22. demonstrate effective use of hatching to place patterns on drawings;
23. use blocks to place repetitive symbols on architectural drawings;
24. demonstrate effective use of commands, procedures and system variables to create and edit architectural drawings;
25. identify basic architectural drawing types;
26. generate text styles appropriate for basic architectural drawings;
27. generate dimension styles appropriate for basic architectural drawings;
28. calculate scale factors based upon the desired scale of printed output;
29. compose and plot multi-scale drawings;
30. create and use an architectural symbols library;
31. demonstrate effective use of external references;
32. assign attributes to symbols;
33. demonstrate effective use of PCT CAD standards; and
34. apply technology skills and tools to prepare personal and professional documents.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Knowledge & Innovation

Lifelong Learning

Program Criteria

PC.1 Career Paths

Student Criteria

SC.4 Technical Knowledge

SC.6 Building Integration

Topical Outline:

National Architectural Accrediting Board
Pennsylvania College of Technology-Eligibility Application

Using CAD to create architectural drawings: 50%
Understanding relationships between elements of architectural drawings: 30%
Using standards and resources to create architectural drawings: 20%

Prerequisites: None

Textbooks/Learning Resources:

Residential Design Using AutoCAD 2022, D. Stine

Offered (semester and year): Fall semester of 1st Year

Faculty assigned (during the most recent two academic years):

Tuna Saka (F/T)

Rob Wozniak (F/T)

Number & Title of Course:

ACH139, Construction Documents- Residential, 3 credits (1 hour lecture, 6 hours lab)

Course Description:

Practical application of computer-aided drafting techniques and construction theory to prepare residential type working drawings. Course work includes developing a complete set of drawings based on wood construction, using CAD drafting standards, efficient database organization, drawing clarity, thoroughness, and attention to dimensioning, cross-referencing, and plotting.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

10. demonstrate professional drafting technique which includes good line quality, neat lettering style, and attention to detail;
11. apply an accepted standard of order, clarity, thoroughness, and completeness in developing a set of construction documents for a residential type project;
12. describe the relationship between working drawings and the construction process;
13. describe the sequence of construction phases as they normally occur in practice;
14. use document management tools to integrate and coordinate multiple drawings;
15. apply pertinent residential codes and design requirements;
16. demonstrate effective use of a set of drafting standards;
17. schedule drawing production tasks in order to meet deadlines; and
18. plan and create a set of residential construction documents which includes a site plan, foundation plan, floor plans, building sections, wall sections, elevations, details, schedules, specifications, and framing plans.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Knowledge & Innovation

Program Criteria

PC.1 Career Paths

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.6 Building Integration

Topical Outline:

- | | |
|--------------|--|
| Week 1, 2, 3 | Introduction to the course, drafting standards, reference materials and catalogs. Project 1- Floor plans for a residential building and finishing schedules. |
| Week 4, 5 | Millwork and Cabinetry. Project 2- Enlarged kitchen floor plan and kitchen elevations. |

Week 6, 7	Foundation Systems. Project 3- Foundation plan and foundation details
Week 8, 9	Building Sections and Structural Components. Project 4- Transverse Building Section; Project 5- Stair Details
Week 10, 11, 12	Building Elevations and Elevation Layouts. Project 6- Exterior Elevation Drawings
Week 13	Floor Framing Plans. Project 7- Floor Framing Plans
Week 14	Site Plan and Materials Legend. Project 8- Site Plan and Materials Legend
Week 15	Specifications, Cover Page, Revisions and Review, Create Portfolio pages as appropriate
Finals	Submission of Construction Drawing Set and Portfolio Pages

Prerequisites: ACH135 and ACH119 or CAD120 and ACH 119

Textbooks/Learning Resources:

No textbook required

Architectural Graphic Standards, Student Edition, 2008 (Wiley) by Ramsey, Sleeper

(recommended and available by the instructor)

Graphic Guide to Frame Construction, Student Edition, 1998 (Prentice Hall) by Kaffee

Kang (recommended and available by the instructor)

Offered (semester and year): Spring semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Tuna Saka (F/T)

David Daneker (P/T)

Number & Title of Course:

ACH141, Building Codes and Accessibility, 2 credits (1.5 hours lecture, 1.5 hours lab)

Course Description:

Overview of zoning and building codes, with emphasis on energy performance and applicability of meeting health, safety and welfare requirements. Certification exams may be available. Some exams may be at the participants' expense.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

8. discuss the importance of building codes and various stages of building code administration;
9. describe the various building codes, standards and regulations and their applicability;
10. analyze a building to determine its occupancy and construction types, along with how building material choices are impacted;
11. evaluate whether a building meets required means of egress;
12. demonstrate an understanding of accessibility and aging in place standards;
13. determine the minimum level of energy performance based on energy code requirements; and
14. describe the ways in which fire and life safety issues are incorporated in the building code.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Environmental Stewardship and Professional Responsibility
Equity, Diversity, & Inclusion
Knowledge & Innovation
Leadership, Collaboration, and Community Engagement

Program Criteria

PC.1 Career Paths
PC.6 Leadership & Collaboration
PC.8 Social Equity & Inclusion

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment
SC.2 Professional Practice
SC.3 Regulatory Context
SC.4 Technical Knowledge
SC.5 Design Synthesis

Topical Outline:

Week 1- Introduction to the course; History and purpose of codes and ordinances
Week 2- Use and Occupancy Classifications
Week 3- Building heights and areas; Types of construction
Week 4- Fire and smoke protection and systems; Interior finishes
Week 5- Means of egress and occupant load
Week 6- Accessibility and the ADA
Week 7- Interior environment; Energy efficiency
Week 8- Plumbing systems; Elevators and conveying systems

Week 9- Building planning
Week 10- Building planning continued
Week 11- Foundations and floors
Week 12- Wall construction and wall coverings
Week 13- Roof-ceiling construction, roof assemblies; Chimneys and fireplaces
Week 14- Plumbing fixtures and venting; Existing buildings and structures;
Strawbale construction
Week 15- Universal design, Aging in Place, CAPS (for residences)
Finals Week- Final Exam

Prerequisites: None

Textbooks/Learning Resources:

No textbook required
ICC Code Books (available online through Madigan Library-required)

Offered (semester and year): Spring semester of 1st Year

Faculty assigned (during the most recent two academic years):

Robert Wozniak (F/T)

Number & Title of Course:

ACH181, Architectural Design Studio I, 3 credits (1 hour lecture, 6 hours lab)

Course Description:

Design studio with an emphasis on basic design principles. Includes overview of principles and criteria used in the programming, analysis, and design phases for small- and medium-sized projects.

Course Goals & Objectives:

Upon successful completion of this course a student should be able to:

11. develop projects which demonstrate basic design principles
12. describe the process involved in programming for architectural projects.
13. use graphic methods to analyze architectural programs.
14. develop schematic drawings that define spatial relationships.
15. describe the phases of a project as it is developed in an architect's office.
16. delineate the sizes and spatial requirements for common building elements.
17. demonstrate the ability to coordinate and update the evolving relationship between floor plans, building sections, and exterior elevations.
18. develop and apply sensibility of aesthetics, materials, and structure.
19. demonstrate the ability to present design solutions, both graphically and orally.
20. produce a portfolio of student work.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Leadership, Collaboration & Community Engagement

Program Criteria

PC.1 Career Paths

PC.2 Design

Student Criteria

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

Topical Outline:

Week 1- Introduction to Design; Defining Design; Expectations for Portfolios

Week 2- Diverse Design Perspectives; Developing a Personal Design Perspective

Week 3- Introduction to Design Principles and Design Elements; Design Vignette 1

Week 4- Understanding Design Principles and Design Elements through Drawings

Week 5- Understanding Design Principles and Design Elements through Modeling

Week 6- Investigating and Developing Design Strategies; Project- Applying Design Strategies to Design a Living Space
Week 7- Project- Applying Design Strategies to Design a Living Space, continued
Week 8- Project Presentations- Applying Design Strategies to Design a Living Space
Week 9- The Project 'Brief'- Understanding and Evaluating a Proposed Project; Design Vignette 2
Week 10- Importance of Precedent Research; Conducting Precedent Research
Week 11- Creating and Utilizing a Matrix and Bubble Diagram Approach to Order Space
Week 12- Conceptual Imagery and Conceptual Modeling; Issue Final Project (emphasis on design development/development of a design process)
Week 13- Final Project continued- Preliminary Review of Precedent Research, Matrix/Bubble Diagrams, Conceptual Imagery and Modeling
Week 14- Final Project continued- Execution of the Design Deliverables
Week 15- Final Project continued- Execution of the Design Deliverables
Finals Week- Final Project Presentations and Portfolio Submission

Prerequisites: ACH111 Architectural Graphics

Textbooks/Learning Resources:

No Textbook Required

Offered (semester and year): Spring semester of 1st Year

Faculty assigned (during the most recent two academic years):

Dan Brooks (F/T)

Tuna Saka (F/T)

Number & Title of Course:

ACH211, Architectural Graphics II, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Practical application of Building Information Modeling (BIM) and 3D design software to produce three-dimensional designs, documentation drawings, and computer-generated renderings.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

5. use basic BIM and 3D modeling commands to create and modify 3 dimensional objects;
6. demonstrate knowledge of BIM commands in relationship to the object technology approach to creating architectural designs and construction documents;
7. employ associative BIM commands in creating dynamic elevations, sections, and schedules; and
8. create computer- generated renderings of architectural projects.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Knowledge & Innovation

Program Criteria

PC.1 Career Paths

Student Criteria

SC.4 Technical Knowledge

SC.6 Building Integration

Topical Outline:

Week 1	Revit Quick Start/Introduction
Week 2	Walls /Doors/
Week 3	Levels/Views/Topo/ In place Mass
Week 4	Column Grids/ Structure
Week 5	Groups
Week 6	Structural Beams/Foundations
Week 7	Stairs/Floors
Week 8	Roofs & Exterior Skin
Week 9	Review/EXAM
Week 10	Building with Panelized Wall System
Week 11	Panel Building /Assign Final Revit Project
Week 12	Conceptual Massing/Rendering/Work on Final Revit Project
Week 13	Topography/Work on Final Revit Project
Week 14	Final Revit Project Due / Sketchup Day 1
Week 15	Sketchup Day 2 & 3
FINAL	Review of Final Revit and Sketchup Projects

Prerequisites: None

Textbooks/Learning Resources:

Revit Essentials for Architecture: 2021 and Beyond by Paul F. Aubin

Offered (semester and year): Spring semester of 1st Year

Faculty assigned (during the most recent two academic years):

Geoff Campbell (F/T)

Dorothy Gerring (F/T)

Number & Title of Course:

ACH239, Construction Documents - Commercial, 3 credits (1 hours lecture, 6 hours lab)

Course Description:

Theory and laboratory practice in the development of non-residential type construction documents. Emphasis on object-oriented CAD techniques, drafting standards, and theory of commercial construction in the preparation of drawings for a building incorporating masonry construction.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

9. demonstrate professional computer aided drafting (CAD) technique;
10. present a sense of order, clarity, and completeness in developing a set of construction documents for a commercial type project;
11. describe the relationship between construction documents and the construction process;
12. identify the sequence of construction for a commercial project;
13. follow a designated set of drafting standards;
14. schedule drawing production tasks in order to meet deadlines;
15. utilize CAD capabilities such as blocks or families and external references to increase production by taking advantage of redundancies that occur in a drawing or a set of drawings; and
16. plan and create a set of commercial construction documents that includes a site plan, foundation plan, floor plans, framing plans, building sections, wall sections, elevations, details, specifications, and schedules utilizing object oriented CAD software.

Shared Values/Program Criteria/Student Criterion addressed:**Shared Values**

Knowledge and Innovation

Program Criteria

PC.1 Career Paths

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.6 Building Integration

Topical Outline:

Students will generate a set of Construction Documents for a commercial project using BIM (Revit):

Cover Page (5%)

Site Plans (9%)

Floor Plans including annotations and column grids (17%)

Elevations (12%)

Building Sections (12%)

Wall Sections (9%)

Detailing and Annotations (9%)

Specifications (9%)
Schedules and Tags (9%)
Framing Plans (9%)

Prerequisites: ACH129, and ACH211 or ACH139, ACH129, and ACH211

Textbooks/Learning Resources:

Revit Essentials for Architecture: 2021 and Beyond (Aubin Academy) by Paul F. Aubin

Offered (semester and year): Fall semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Geoff Campbell (F/T)
David Daneker (Adjunct)

Number & Title of Course:

ACH240, Environmental Systems, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Theory and design of plumbing, heating, air conditioning, lighting, and electrical service systems for residential and commercial buildings. Includes CAD drawing techniques and standards in the development of related drawings.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

5. analyze preliminary requirements for plumbing, heating, air conditioning, lighting, and electrical service systems for residential and commercial buildings;
6. generate design and construction type drawings indicating various types of environmental systems;
7. research and interpret manufacturers' literature relating to various types of environmental systems; and
8. analyze, design, and select proper lighting systems.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Leadership, Collaboration & Community Engagement

Program Criteria

PC.1 Career Paths

PC.3 Ecological Knowledge & Responsibility

PC.5 Research & Innovation

PC.6 Leadership & Collaboration

Student Criteria

SC.4 Technical Knowledge

SC.6 Building Integration

Topical Outline:

Understand the HVAC, plumbing, lighting and electrical systems required for different kinds of buildings: 40%

Create appropriate drawings of HVAC, plumbing, lighting and electrical systems for particular projects: 40%

Research and apply manufacturers' literature as needed for a particular project: 20%

Prerequisites: ACH128 or ACH139

Textbooks/Learning Resources:

Mechanical & Electrical Systems in Architecture, Engineering and Construction by F. Dagostino and J. Wujek

Offered (semester and year): Spring semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Tuna Saka (F/T)

Number & Title of Course:

ACH243, Structural Principles, 3 credits (3 hours lecture, 0 hours lab)

Course Description:

Overview of structural principles used in the design of buildings. Study includes the general concepts of static forces and the basic design of wood, masonry, and concrete materials. Some mathematical calculations required.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

8. calculate live and dead loads for a structure;
9. determine the tributary area and load carried by a structural member;
10. identify what structural systems are appropriate (by cost and material efficiency) for what scale/type of building projects;
11. use rules of thumb for sizing wood, steel and concrete structural elements;
12. use code tables to determine joist and column sizes;
13. use product literature tables to determine sizes of structural members and their fasteners (for example: TrussJoist; GlueLam products; Simpson fasteners);
14. determine typical detailing for structural members; and use structural terminology.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Knowledge & Innovation

Lifelong Learning

Program Criteria

PC.1 Career Paths

PC.2 Design

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.3 Regulatory Context

SC.4 Technical Knowledge

Topical Outline:

House design using structural and climate requirements of IRC (foundation, walls, roof): 30%

Structural concepts for both residential and commercial applications (beam types, grids, materials, loading conditions): 62%

Using industry association and manufacturer load/span tables and component structural specifications to appropriately select structural elements: 8%

Prerequisites: MTH180 or MTH181

Textbooks/Learning Resources:

Structures, 7th Ed: D. Schodeck

ICC International Residential Code 2018: ICC

Offered (semester and year): Fall semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Dorothy Gerring (F/T)

Number & Title of Course:

ACH253, Structural Applications, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Principles of developing, evaluating, and applying appropriate structural systems for multi-family and commercial buildings. Topics include material and form implications for grids, lateral load bearing capacity, and cost versus functionality; interaction of architectural design concept and structural system; adding and transferring gravity loads through entire structural system; and use of data to select and size structural elements.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

6. determine and quantify how required live and dead loads become point, uniform, and lateral loads on individual structural elements and are distributed throughout a building;
7. use general material type span tables and manufacturer load-span tables to size individual structural elements;
8. create appropriate grids for multi-family and commercial buildings of various sizes based on structural system and design intent;
9. evaluate and select appropriate structural systems based on building typology, materials, and cost implications; and
10. identify and locate appropriate lateral load bearing mechanisms based on building location, size, design intent, and materials.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Lifelong Learning

Program Criteria

PC.2 Design

PC.7 Learning & Teaching Culture

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.4 Technical Knowledge

SC.6 Building Integration

Topical Outline:

Identification and quantification of loads: 20%

Impact of 3D design intent on material exploration and grid development: 50%

Evaluation and selection of structural systems/components for commercial projects: 30%

Prerequisites: ACH243 and MTH181 or ACH243 and MTH 180

Textbooks/Learning Resources:

Structures, 7th Ed: D. Schodeck

Offered (semester and year): Spring semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Dorothy Gerring (F/T)

Number & Title of Course:

ACH258, 3D Modeling & Animation, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Introduction to object-driven 3D animated rendering software. Practice includes using various methods to create 2D and 3D objects, manipulating objects, setting lighting conditions, creating materials, and animating a scene.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

10. discuss the impact, merit, and strategies for developing modeling, rendering, and animating projects as well as develop realistic project goals;
11. import, export, and link CAD files;
12. create, control, and modify 2D and 3D objects;
13. set up lights;
14. set up cameras;
15. render a scene;
16. define, create, and assign materials;
17. animate a scene; and
18. enhance a rendered image with image editing software.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Program Criteria

PC.2 Design

Student Criteria

SC.4 Technical Knowledge

SC.5 Design Synthesis

Topical Outline:

Approaches and methods of 3D modeling (including design, layers, and integration with other programs): 65%
Materials, lighting, and rendering: 30%
Animation: 5%

Prerequisites: None

Textbooks/Learning Resources:

Rhino User's Manual and Tutorial Guides 1 & 2: Robert McNeel & Associates

Offered (semester and year): Spring semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Dorothy Gerring (F/T)

Number & Title of Course:

ACH261, Architectural Design Studio II, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Design studio focusing on the principles used in the design of building sites. Topics include climate, topography, contour modification, pedestrian and vehicular movement patterns, legal constraints, economic factors, site drawings, site models, and site analysis. Includes development of site designs for small and medium-sized projects.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

14. design site plans which demonstrate site planning principles;
15. identify major climatic factors influencing site design decisions;
16. interpret contour lines on a topography map;
17. generate contour lines from given spot elevations;
18. manipulate contour lines to create building pads, parking areas, roadways, sidewalks, and control drainage patterns;
19. develop site plans that provide for separation of people and vehicles;
20. interpret zoning and other legal constraints on a site;
21. discuss the costs of developing a site for a building;
22. do a site analysis;
23. identify how site design influences the design process;
24. develop landscaping designs that enhance a building's site;
25. develop site drawings and models; and
26. produce a portfolio of student work.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Equity, Diversity, and Inclusion

Leadership, Collaboration, and Community Engagement

Program Criteria

PC.1 Career Paths

PC.2 Design

PC.8 Social Equity & Inclusion

Student Criteria

SC.1 Health, Safety, and Welfare in the Built Environment

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

Topical Outline:

Week 1- Introduction to Site Design and Site Planning Issues

Week 2- The Water Cycle and Water as a Site Design Feature; Vignette 1

Week 3- Introduction to Topography, Understanding and Illustrating Topography

Week 4- Drawn, Rendered and Modeled Site Design Project; Circulation and Grading

Week 5- Surface Water Runoff and Drainage System Methods
Week 6- Sustainable Site Design Considerations, Design and Development;
Design Methods; Vignette 2
Week 7- Calculating Gradient Ratio, Gradient Percentage, Cut and Fill; Design of
a Residential Site Project
Week 8- Conducting a Site Analysis, Continue Design of a Residential Site
Project
Week 9- Site Analysis continued, Design of a Residential Site Presentations
Week 10- Plants in the Landscape: Planning, Establishing and Maintaining the
Urban Landscape; Updating Portfolios
Week 11- Street and Mall Plantings; Providing for Site Circulation- Vehicular and
Pedestrian
Week 12- Sidewalks and Parking Lot Design, Issue Final Project
Week 13- Background to Zoning as it pertains to Site Design; continue to work
on Final Project and updating Portfolio
Week 14- Flexible Zoning and Site Design; continue to work on Final Project and
updating Portfolio
Week 15- Sustainable Site Design Principles I; continue to work on Final Project
and updating Portfolio
Week 16- Sustainable Site Design Principles II; continue to work on Final Project
and updating Portfolio
Finals Week- Final Project Presentations and Submission of Portfolio

Prerequisites: ACH181

Textbooks/Learning Resources:

No textbook required
Site Planning (Kaplan) by Wertheimer/Serebin (Reference)
LEED Green Associate Exam Preparation Guide (American Technical
Publishers) by McCombs (Reference)

Offered (semester and year): Fall semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Dan Brooks (F/T)

Number & Title of Course:

ACH262, Sustainability: Building & Living Green, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Overview of the concept of sustainability (holistic living and building design that integrates solar concepts, energy efficiency, and material ecology) and its economic, political, and environmental consequences. Lecture and hands-on application focus on sustainable building practices, including design, specification, construction, lifecycle issues, and sustainable building certification. Exploration of the historical basis for the ideology of sustainability, its applications in today's society, and the implications of choosing to live a green lifestyle

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

10. identify the history of the ideology of sustainability as well as how government policy and consumer demand influences green product development and building design;
11. describe current policies and regulations for green building and rating system certification;
12. explain what constitutes a sustainable lifestyle;
13. apply current methods of analysis, design, and measurement to typical building problems such as daylighting, solar energy, energy efficiency, heat loss, and toxins and pollutants;
14. research and specify green products, communicating with product representatives and building industry partners in a professional manner;
15. research and present, both verbally and in text (minimum 12 pages), issues pertaining to sustainability;
16. keep an organized journal with clear notes on research findings, ideas, thoughts, and professional contacts;
17. describe and apply sustainable building practices and alternative construction methods; and
18. explain the problems and challenges facing the construction industry in the production of green buildings.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Environmental Stewardship & Professional Responsibility

Program Criteria

PC.3 Ecological Knowledge & Responsibility

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.6 Building Integration

Topical Outline:

Week 1	Introduction to Sustainability/Issue Project 1
Week 2	Challenges to Sustainability/Design Process
Week 3	Sustainable Communities/LEED ND
Week 4	Sustainable Systems-LEED NC/Integrated Design

Week 5	Zero Carbon/Zero Waste
Week 6	Zero Energy Buildings
Week 7	High Performance Buildings/Project 1 due
Week 8	Review/Exam
Week 9	Alternative Construction/Issue Project 2
Week 10	Sustainable Lighting
Week 11	Thermal Comfort
Week 12	Sustainable Heating/Cooling
Week 13	Sustainable Energy
Week 14	Water/Project 2 due
Week 15	Indoor Air Quality
Week 16	Review
FINAL	Exam

Prerequisites: ENL111

Textbooks/Learning Resources:

The Green Studio Handbook, Kwok & Grondzik (3rd edition)

Offered (semester and year): Fall semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Dr. Naim Jabbour (F/T)

Robert Wozniak (F/T)

Number & Title of Course:

ACH264, Computers & Estimating, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Introduction to the techniques and methods used to estimate construction costs for residential and light commercial buildings. Topics include the utilization of various types of estimates used by the design and construction industry including interpretation of labor and materials cost data, and the use of worksheets and computer spreadsheets to prepare a final estimate for a project. Additional topics include professional presentation, the ethical and legal use of digital information, and the security implications of information use and storage.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

11. define the various types of estimates used by the design and construction industry;
12. explain how construction specifications and building codes impact the process of construction estimating;
13. employ current labor and materials cost data to prepare the final estimate for a project;
14. explain how technology can and will impact a student's career, professional development, and lifelong learning;
15. demonstrate familiarity with responsible, ethical, safe, and secure uses of information technology;
16. identify and examine legal issues related to information technology including software piracy, copyright law, trademark infringement, social networking, and other;
17. apply and use technology skills including Internet resources to collect, organize, analyze and present data;
18. use estimator's standard worksheets, computer spreadsheets, and scheduling procedures to prepare and present a realistic and accurate construction estimate for a project;
19. identify and describe how current and emerging technologies (software and hardware) affect daily living, influence business and impact globalization; and
20. identify how various computing technologies, including databases, can be used to enhance the way organizations manage data and conduct business.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Knowledge & Innovation

Program Criteria

PC.1 Career Paths

PC.5 Research & Innovation

Student Criteria

SC.4 Technical Knowledge

Topical Outline:

Week 1, 2, 3-

Introduction to the course. Review of Building Codes as they relate to Estimating.

Week 4- Review of Specifications as they relate to Estimating.

Week 5, 6-

Introduction to RS Means Square Foot Costs data, the process of identifying residential, commercial, and industrial models, classes of construction, common types of cost estimates and cost tables as part of the cost estimating process. Use productivity tools including word processing, spreadsheets, and presentation software to present findings. Project 1: Residential Cost Estimate Worksheet.

Week 7, 8-

Factors that affect construction estimating cost data in different types of building construction including location factors and historical cost indexes. Project 2: Create Preliminary Cost Estimate Template using Microsoft Excel and prepare final estimates for a light wood framed residence and a light commercial building. Project 3: Final Construction Estimate for a Residence.

Week 9, 10-

Use College's network drives to access and submit electronic files. Identify and describe hardware and software components, evaluate the performance, cost, security, ease of installation, and reliability of different types of networks. Project 4: Prepare a report describing the components required for a computer network for personal and business purposes including a cost estimate of the network design.

Week 11, 12-

Use file management tools to save and maintain electronic files in College network drives as well as external drives and flash drives. Use productivity tools including word processing, spreadsheets, and presentation software to research and present findings on topics related to information technology. Use a variety of internet search engines to do online research. Project 5: Research a local technological company, review their computer/networking/security operations and present findings. Project 6: Research a recent trend related to information technology.

Week 13, 14, 15, 16-

Understand the need for securing digital information. Explore companies that provide online security protection services. Project 7: Write a short paper outlining a real-world case in which someone's personal information was compromised, what the consequences were and how this type of thing could have been avoided. Project 8: Find an example of people or businesses who fell prey to a social engineering scheme, outline the details of the scheme, the consequences to the person or firm and the lessons that could be learned to prevent it from happening to others.

Finals Week: Final Semester Activity

Prerequisites: ACH129 and ACH139

Textbooks/Learning Resources:

RS Means Square Foot Costs, 2020 (The Gordian Group, Inc) by Matt Doheny, Senior Editor (Required)

Offered (semester and year): Fall semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Tuna Saka (F/T)

Number & Title of Course:

ACH272, History of Modern Architecture, 3 credits (3 hours lecture, 0 hours lab)

Course Description:

Worldwide overview of modern architectural history from the mid-nineteenth century to the present. Topics include new processes and cultural phenomena that have occurred as a result of modernization. Emphasis on the influence of new technologies, building materials, globalization, environmentalism, and the economics of energy in shaping societies, environments, and architectural design.

Course Goals & Objectives:

Upon successful completion of this course a student should be able to:

8. demonstrate awareness and critical understanding of modern architecture in a global context from the mid-nineteenth century to the present;
9. compare and contrast the leading architectural movements, building types, key historical monuments, individuals, and historical forces that have shaped contemporary architectural history;
10. trace the development of architecture as a profession with its distinct relationships to such related disciplines as building construction, fine arts, industrial design, engineering, and urban and environmental planning;
11. analyze changes in the architecture discipline over time, both the changing practices and fashions internal to architecture and the influences on architecture from outside the discipline;
12. position the field of modern architecture within the broader cultural landscape as a product of political, economic, social, and artistic forces;
13. discuss the forces that philosophy, literature, art, economics, climate, building technology, past architecture, and architects have on the development of design thinking; and
14. describe how buildings and urban spaces can reflect or express philosophical, religious, political and economic forces.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Equity, Diversity, & Inclusion

Knowledge & Innovation

Program Criteria

PC.2 Design

PC.3 Ecological Knowledge & Responsibility

PC.4 History & Theory

PC.8 Social Equity & Inclusion

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.4 Technical Knowledge

Topical Outline:

Week 1- Introduction to the Course; Survey of Modern Architecture
Week 2- Survey of Modern Architecture, continued
Week 3- Survey of Modern Architecture, continued
Week 4- Survey of Modern Architecture, continued; Exam 1
Week 5- The Roots of Modernism
Week 6- The Roots of Modernism, continued; The Arts and Crafts Movement
Week 7- The Arts and Crafts Movement, continued; Art Nouveau
Week 8- Art Nouveau, continued; Exam 2
Week 9- German Expressionism; Bauhaus Architecture
Week 10- Bauhaus Architecture, continued; The Chicago School
Week 11- Art Deco Architecture
Week 12- The New York Five
Week 13- Exam 3; Essential Architectural Movements
Week 14- Brutalist Architecture; New Urbanism
Week 15- New Urbanism, continued
Finals Week- Final Exam

Prerequisites: None

Textbooks/Learning Resources:

Buildings Across Time, 2019 (McGraw-Hill) by Fazio, Moffett, Wodehouse
(required)

Offered (semester and year): Spring semester of 3rd Year

Faculty assigned (during the most recent two academic years):

Dan Brooks (F/T)

Number & Title of Course:

ACH281, Architectural Design Studio III, 4 credits (2 hours lecture, 6 hours lab)

Course Description:

Design studio with an emphasis on the methodology involved in the design of non-residential buildings and the challenges they present to the environment. Investigation of the problems in creating exterior space. Emphasis on the practice of architectural detailing.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

13. design an aesthetically pleasing, rational, functional, cost and energy efficient medium sized building on a prescribed site.
14. demonstrate the importance of Architecture in the Fine Arts
15. describe the rewards and challenges of collaborative work
16. create and solve interior and exterior spatial designs.
17. solve design problems with time restraints.
18. demonstrate the ability to communicate orally and graphically.
19. describe the functional principles involved in the design of architectural details.
20. delineate an approach to solving new detailing problems.
21. describe the drawing standards employed in the graphical depiction of a typical architectural detail.
22. describe the impact of architectural detailing on the issues of general constructability and design aesthetics.
23. list the items in a building that necessitate detailing and generate appropriate details.
24. produce a portfolio of student work.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Equity, Diversity, and Inclusion

Knowledge & Innovation

Leadership, Collaboration & Community Engagement

Program Criteria

PC.1 Career Paths

PC.2 Design

PC.3 Ecological Knowledge & Responsibility

PC.6 Leadership & Collaboration

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.2 Professional Practice

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

Topical Outline:

Week 1- Introduction to the Course; Assign Project 1 (to include special emphasis on Precedential Investigation and Spatial Organization); Expectations of semester Portfolio
Week 2- Continue working on Project 1; Preliminary Presentations of Project 1
Week 3- Defining the Details, Continue working on Project 1
Week 4- Continue working on Project 1; Project 1 Presentations
Week 5- Issue Project 2 (to include special emphasis on Ordering Principles and Codes and Regulations); Continue working on Project 2;
Week 6- Preliminary Presentations of Project 2, Defining the Details, Continue working on Project 2
Week 7- Continue working on Project 2
Week 8- Continue working on Project 2; Project 2 Presentations
Week 9- Issue Final Project (to include special emphasis on Structural Integrity, Material Investigation, Modeling and Graphic Presentation; Continue working on Final Project;
Week 10- Preliminary Presentations of Final Project, Defining the Details, Continue working on Final Project
Week 11- Continue working on Final Project- structural development
Week 12- Continue working on Final Project- material investigation (building envelope and interior selections)
Week 13- Continue working on Final Project- creation of building sections and elevations
Week 14- Continue working on Final Project- generation of design deliverables
Week 15- Continue working on Final Project- generation of design deliverables
Finals Week- Presentation of Final Project and Submission of Portfolio

Prerequisites: ACH261 and ACH129

Textbooks/Learning Resources:

Building Construction Illustrated, 5th ed. (Wiley) by Ching (required)
Architectural Graphics Standards, ABR, 11th ed. (Wiley) by Ramsey (recommended)
Fundamentals of Building Construction, 7th ed. (Wiley) by Edward Allen (recommended)

Offered (semester and year): Spring semester of 2nd Year

Faculty assigned (during the most recent two academic years):

Dan Brooks (F/T)
Dorothy Gerring (F/T)

Number & Title of Course:

BSD322, Sustainable Community Planning & Design, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Theory and application of the development of sustainable sites at scales ranging from a small neighborhood, to a community or an urban plan. Emphasis on the integration between a site and the greater community. Course work includes development of site plans that incorporate sustainable concepts.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

11. master an understanding of low impact development to solve storm water management problems;
12. analyze current legislation involving brownfield regeneration;
13. design a master plan incorporating sustainable concepts including restricting lot coverage, providing proper building siting, natural shade, and ventilation;
14. synthesize knowledge of sustainable transportation and circulation systems in the development of a site plan;
15. create a plan for a community which integrates mixed use and open space in order to minimize infrastructure;
16. develop site plans which limit impervious surfaces and the creation of heat islands;
17. differentiate between landscape irrigation systems which conserve water and those which waste water;
18. develop a construction waste management and site protection program;
19. analyze the benefits of reduced street widths and re-design or elimination of curbs; and
20. distinguish between typical landscaping practices and more sustainable approaches such as xeriscaping.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Equity, Diversity, & Inclusion

Leadership, Collaboration & Community Engagement

Lifelong Learning

Program Criteria

PC.2 Design

PC.3 Ecological Knowledge & Responsibility

PC.6 Leadership & Collaboration

PC.7 Learning & Teaching Culture

PC.8 Social Equity & Inclusion

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.4 Technical Knowledge

SC.5 Design Synthesis

Topical Outline:

Context, neighborhood and site rating systems: 25%
Community, policy, biophilia: 12%
Site and community context analysis: 10%
Implementing new zoning, revitalization: 5%
Innovative solutions: transit-oriented design (TOD), storm water, corridors,
density, diversity, construction waste management, Smart Code: 25%
Community design development: 23%

Prerequisites: ACH281

Textbooks/Learning Resources:

Sustainable nation: D. Farr

Site Analysis, 3rd ed.: J. LaGro

SITES rating system: the Sustainable SITES Initiative

LEED Neighborhood Development: USGBC (US Green Building Council)

Offered (semester and year): Spring semester of 3rd Year

Faculty assigned (during the most recent two academic years):

Dorothy Gerring (F/T)

Naim Jabbour (F/T)

Number & Title of Course:

BSD332, Architectural Design Studio IV, 5 credits (2 hours lecture, 9 hours lab)

Course Description:

Design studio with an emphasis on passive design strategies employed to reduce the energy consumption and increase human comfort. Focus on small and medium-sized residential and commercial buildings. Topics include the importance of site and climate conditions, the use of the sun to provide heat and light to indoor environments, the use of natural ventilation, and the impact of passive strategies on building form.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

19. use graphic methods to analyze architectural programs and explore potential design options.
20. present comprehensive design solutions both verbally and graphically employing freehand and computer generated imagery.
21. design spaces and forms in response to program requirements, site analysis, and architectural design principles.
22. synthesize passive design strategies in the design of small and medium sized residential and commercial buildings.
23. discuss the impact that passive strategies have on the designed form of a building.
24. analyze the energy impact of design decisions and use the results to modify and improve building design and performance.
25. assess the energy impact of a building's aspect ratio, massing, and orientation.
26. distinguish site conditions and local climate factors which impact the potential use of passive design strategies.
27. analyze the benefits of using a building's thermal mass to store energy.
28. synthesize knowledge of daylighting techniques to provide light to interior spaces.
29. discriminate between external façade treatments including shading devices, low-emissivity glazing, and light shelves.
30. create more comfortable human environments by employing passive ventilation strategies.
31. differentiate between passive design strategies used for specific buildings.
32. evaluate the link between passive design strategies and the behavior and performance of building inhabitants.
33. critique buildings which do not employ passive design strategies and propose strategies to improve building performance.
34. design landscape plans which improve building performance and environmental quality.
35. predict the impact of passive strategies on the building's active systems.
36. produce a portfolio of student work.

Shared Values/Program Criteria/Student Criterion addressed:**Shared Values**

Design
Environmental Stewardship & Professional Responsibility
Knowledge & Innovation

Program Criteria

PC.2 Design
PC.3 Ecological Knowledge & Responsibility
PC.5 Research & Innovation

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment
SC.2 Professional Practice
SC.3 Regulatory Context
SC.4 Technical Knowledge
SC.5 Design Synthesis
SC.6 Building Integration

Topical Outline:

Passive Design / Passive House Principles (15%)
Building Performance Modeling/Energy Analysis (7%)
Spatial Organization (25%)
Ordering Concepts (12%)
Codes and Regulations (6%)
Material Investigation (7%)
Precedent Studies (13%)
Modeling, Graphic Representation (15%)

Prerequisites: ACH281, ACH243

Textbooks/Learning Resources:

Heating, Cooling, Lighting: Sustainable Design Methods for Architects by
Norbert Lechner

Offered (semester and year): Fall semester of 3rd Year

Faculty assigned (during the most recent two academic years):

Geoff Campbell (F/T)

Number & Title of Course:

BSD340, Detailing & Applications, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Buildings are complex relationships of materials and require appropriate detailing for appearance, durability and maintenance. Through drawing, designing, and constructing, students will apply material and performance knowledge to create appropriate detailing to meet code and high performance sustainable buildings

Course Goals & Objectives:

Upon successful completion of this course the student should be able to:

6. assess various building components for use as cladding, drainage plane, air barrier, water barrier, and insulation;
7. solve detailing issues with building components;
8. test modelled components for performance both graphically and physically;
9. construct physical components and/or assemblies; and
10. critique details to improve performance.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Lifelong Learning

Program Criteria

PC.1 Career Paths

PC.5 Research & Innovation

Student Criteria

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

Topical Outline:

Researching and distilling building material and system information to the detail level: 40%

Developing, drawing and building detailed assemblies: 60%

Prerequisites: ACH119 or BCT117 or BCM105 or CET246

Textbooks/Learning Resources:

TBD (course has not yet been taught)

Offered (semester and year): Fall semester of 3rd Year

Faculty assigned (during the most recent two academic years):

Rob Wozniak (F/T)

Number & Title of Course:

BSD352, Architectural Design Studio V, 5 credits (2 hours lecture, 9 hours lab)

Course Description:

Design studio with an emphasis on adaptive reuse. Focus on the design and representation of complex, medium-sized commercial projects in varied environmental settings which include existing buildings. Topics include the use of Building Information Modeling (BIM) as a design tool to evaluate overall building performance and energy usage. Coursework includes evaluation of existing buildings, design documentation, and development of BIM throughout the building's life cycle with an emphasis on the design phase.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

10. use graphic methods to analyze architectural programs and explore potential design options;
11. present comprehensive design solutions both verbally and graphically;
12. design spaces and forms in response to program requirements, context, climate, site analysis, structural requirements, and architectural design principles;
13. design adaptive reuse solutions that update existing buildings to new uses and performance while successfully integrating additions;
14. identify and describe the challenges and advantages of adaptive reuse projects;
15. synthesize sustainable design strategies in the design of medium sized commercial buildings;
16. analyze the impact of possible design decisions against various sustainability metrics and use the results to modify and improve building design and performance;
17. synthesize BIM principles in the development and modification of a model for a commercial project; and
18. produce a portfolio of student work.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Knowledge & Innovation

Program Criteria

PC.2 Design

PC.3 Ecological Knowledge & Responsibility

PC.5 Research & Innovation

PC.8 Social Equity & Inclusion

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.2 Professional Practice

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

Topical Outline:

BIM / Adaptive Reuse Issues (18%)
Building Performance Modeling/Energy Analysis (7%)
Spatial Organization (25%)
Ordering Concepts (12%)
Codes and Regulations (6%)
Material Investigation (7%)
Precedent Studies (10%)
Modeling, Graphic Representation (15%)

Prerequisites: BSD410 and BSD332

Textbooks/Learning Resources:

None

Offered (semester and year): Fall semester of 3rd Year

Faculty assigned (during the most recent two academic years):

Geoff Campbell (F/T)
Robert Wozniak (F/T)

Number & Title of Course:

BSD400, Internship, 3 credits (0 hours lecture, 15 hours lab)

Course Description:

Work experience intended to provide exposure to real-world building science and sustainable design practices. A detailed summative essay describing sustainable aspects of internship experience is required. Students must obtain written approval from Architectural Technology faculty for proposed Industry internships prior to the start of the internship. One semester duration with a 15-hour per week or 240 hour minimum.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

8. apply concepts from earlier courses to real-world sustainability problems;
9. create a comprehensive list of stakeholders involved in addressing the challenges of sustainability;
10. categorize the types of tasks performed by industry professionals who provide sustainability related services;
11. synthesize real-world work experiences and apply them to subsequent course work;
12. formulate solutions to problems by employing information sources commonly used in industry;
13. evaluate future prospects for employment based upon knowledge gained during the internship; and
14. demonstrate professional skills and behavior.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Environmental Stewardship & Professional Responsibility

Equity, Diversity, & Inclusion

Knowledge & Innovation

Leadership, Collaboration & Community Engagement

Lifelong Learning

Program Criteria

PC.1 Career Paths

PC.6 Leadership & Collaboration

Student Criteria

SC.2 Professional Practice

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

Topical Outline:**Prior to the beginning of the internship-**

3. Student secures an appropriate internship, has it approved by the head of the department and selects a faculty mentor,

4. Faculty mentor sets expectations and goals with the student and the industry mentor

Internship-

Week 1- Initial check-in by the faculty mentor to ensure that the student and industry mentor are both getting appropriately established

Week 2- Student checkpoint- student informally reports to faculty mentor her/his progress in the internship

Week 4- Student checkpoint- student informally reports to faculty mentor her/his progress in the internship and faculty mentor checks with industry mentor to verify student progress

Week 8- Student checkpoint- student submits rough draft of report outlining and documenting her/his internship responsibilities and opportunities as they pertain to the internship RSO's above; faculty mentor checks with industry mentor to verify student progress

Week 12- Student checkpoint- student submits updated rough draft of report outlining and documenting her/his internship responsibilities and opportunities as they pertain to the internship RSO's above; faculty mentor checks with industry mentor to verify student progress

Week 16- Final student checkpoint- student submits final report outlining and documenting her/his internship responsibilities and opportunities and reflects upon what he/she has learned as pertaining to the internship RSO's above; faculty mentor checks with industry mentor to verify student progress and industry mentor signs off on the successfulness of the internship

Prerequisites: ACH262 and BSD352

Textbooks/Learning Resources:

No textbook required

Offered (semester and year): Fall or spring semester or summer after 3rd Year

Faculty assigned (during the most recent two academic years):

Robert Wozniak (F/T)

Number & Title of Course:

BSD410, Historic Preservation, 3 credits (3 hours lecture, 0 hours lab)

Course Description:

Introduction to the concepts of preservation and adaptive re-use and their importance to sustainable design. Topics include historic materials, construction techniques, building systems, the economics of preservation, forensics, remediation practices, and a review of related legislation, government programs and resources.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

13. assess the significance of historic preservation, building conservation and adaptive re-use to the sustainability movement;
14. discriminate between modern and historic material applications;
15. differentiate related historic terminology;
16. critique historic construction techniques;
17. compare historic mechanical, electrical and plumbing systems with modern day solutions;
18. assess the economics of preserving existing structures versus new construction;
19. recommend ways to remediate typical problems that arise in historic buildings;
20. critique the role of the government in promoting preservation through legislation and funded resource programs;
21. distinguish between historic architectural styles;
22. analyze current preservation issues and case studies;
23. argue in defense of historic district requirements; and
24. analyze buildings and identify points of failure

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Environmental Stewardship & Professional Responsibility
Leadership, Collaboration & Community Engagement

Program Criteria

PC.1 Career Paths
PC.3 Ecological Knowledge & Responsibility
PC.4 History & Theory
PC.6 Leadership & Collaboration

Student Criteria

SC.3 Regulatory Context
SC.4 Technical Knowledge
SC.6 Building Integration

Topical Outline:

Historic preservation, building conservation and adaptive reuse (20%)
Modern and historic material applications (10%)
Historic terminology (10%)
Historic architectural styles (20%)

Historic construction techniques (10%)
Historic mechanical, electrical and plumbing systems (5%)
Economics of preserving existing structures versus new construction (5%)
Ways to remediate typical problems that arise in historic buildings (5%)
Role of the government in promoting preservation (5%)
Current preservation issues and case studies (5%)
Building Analysis (5%)

Prerequisites: ACH119 or BCT117

Textbooks/Learning Resources:

Historic Preservation Technology, by Robert A. Young (2008)
Clues to American Architecture by Klien/Fogle (1991)

Offered (semester and year): Fall semester of 3rd Year

Faculty assigned (during the most recent two academic years):

Robert Wozniak (F/T)

Number & Title of Course:

BSD420, Renewable Energy Technologies, 3 credits (2 hours lecture, 3 hours lab)

Course Description:

Overview of renewable energy using sunlight, wind, tides, geothermal, biomass, and biofuels. Topics include the relative efficiencies and installation of various energy systems, and a review of public policies, incentives, and grants.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

10. evaluate the efficiencies of the different renewable resources: photovoltaic, solar hot water, wind, tidal, micro-hydro, geothermal, biomass and biofuels;
11. evaluate sites for successful installation of solar, wind, micro-hydro and geothermal systems;
12. design layouts for the proper installation of components for photovoltaic panels, solar hot water, small scale geothermal heat exchangers and wind turbines;
13. differentiate between applications of on and off-grid design;
14. compare manufacturer's products and recommendations;
15. evaluate public policies and their impact on renewable technologies;
16. create a comprehensive list of current incentives, grants, and tax credits for renewable technologies;
17. recommend ways to reduce building energy demands; and
18. prepare electrical load calculations in order to size and specify systems.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Knowledge & Innovation

Program Criteria

PC.1 Career Paths

PC.2 Design

PC.3 Ecological Knowledge & Responsibility

PC.5 Research & Innovation

PC.7 Learning & Teaching Culture

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.5 Design Synthesis

Topical Outline:

Resources, energy efficiency/building performance & modeling, electrification of all loads: 25%

Solar water heating: 12%

Photovoltaic electrical generation: 27%

Microhydro and wind electrical generation: 12%

Batteries, controllers, backup power: 12%
Heat pumps, biofuels, tidal: 12%

Prerequisites: None

Textbooks/Learning Resources:

Renewable energy systems for building designers: fundamentals of net zero and high performance design: D. Gerring

Offered (semester and year): Fall semester of 4th Year

Faculty assigned (during the most recent two academic years):

Dorothy Gerring (F/T)

Number & Title of Course:

BSD432, Architectural Design Studio VI, 5 credits (2 hours lecture, 9 hours lab)

Course Description:

Design studio with emphasis on integrated design approach during all stages of planning and design in order to achieve high building performance. Emphasis on the establishment of benchmarks and the use of computer applications to evaluate the interaction of design decisions. Course work includes case studies of existing buildings and urban context as well as teamwork to design and evaluate medium to large commercial building projects, including structural and environmental systems.

Course Goals & Objectives:

Upon successful completion of this course, the student should be able to:

17. Use computer simulations, discussion, and sketch/digital graphic means to test and develop design solutions;
18. professionally present design solutions both verbally and graphically;
19. integrate structural and environmental systems so as to inform design decisions from the beginning of a project;
20. produce a well-developed large scale team project wherein all team members collaborate fully in the entire design process;
21. create projects that have detailing consistent with their intent and construction;
22. discriminate between the roles of stakeholders in the building process;
23. establish benchmarks to predict the efficiency of design solutions;
24. design appropriate checklists for whole building design;
25. compare design decisions and judge results of varied designs by utilizing computer applications;
26. differentiate between zero energy, carbon neutral, and sustainable design;
27. work effectively with others to plan, design and evaluate building projects;
28. create case studies of existing buildings;
29. perfect the use of passive design concepts and appraise their impact on other building systems;
30. synthesize the relationship between building code issues and energy efficiency;
31. evaluate lifecycle impacts of materials and systems on building performance; and
32. produce a portfolio of student work.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Equity, Diversity, & Inclusion

Knowledge & Innovation

Leadership, Collaboration & Community Engagement

Program Criteria

PC.2 Design

- PC.3 Ecological Knowledge & Responsibility
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria

- SC.1 Health, Safety, & Welfare in the Built Environment
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

Topical Outline:

- Climate and client research-resulting design implications: 15%
- Pre-design and schematic design approaches: 5%
- Structural and systems design; code compliance: 30%
- Design development: 40%
- Collaboration and communication (graphic, team organization, verbal): 10%

Prerequisites: BSD352

Textbooks/Learning Resources:

- The architect's studio companion: rules of thumb for preliminary design: E. Allen and J. Iano
- 1001 building forms: F. Blanciak
- Conditional design: A. Di Mari
- Operative design: A. Di Mari and N. Yoo
- The architecture portfolio guidebook: the essentials you need to succeed: V. Hui
- The green studio handbook, 3rd ed.: A. Kwok and W. Grondzik.
- Heating, cooling, lighting: sustainable design methods for architects, 4th ed.: N. Lechner

Offered (semester and year): Fall semester of 4th Year

Faculty assigned (during the most recent two academic years):

- Dorothy Gerring (F/T)
- Naim Jabbour (F/T)

Number & Title of Course:

BSD442, Architectural Theory, 3 credits (3 hours lecture, 0 hours lab)

Course Description:

Global introduction of architectural theories over time. Emphasis on the significance of design theories in architectural dialogue. Presentation of a chronological overview of various architectural theories and their impact on design discourse in the built environment, including sustainable frameworks. Coursework includes case studies and canonical readings of various architectural theories across time.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

6. assess major architectural theories that shaped our built environment from early settlements to the modern day;
7. evaluate major components of architectural theories and synthesize how they have exhibited in architectural expression;
8. investigate attributes that architects, theorists, and planners, via their architectural theories, helped shape our built environment and societal constructs;
9. appraise synergies between various architectural theories; and
10. master knowledge of architectural theory through the presentation of research, papers, and projects.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design*

Program Criteria

PC.4 History & Theory

PC.8 Social Equity & Inclusion

Student Criteria

SC.5 Design Synthesis

Topical Outline:

Week 1	Introduction to Arch Theory
Week 2	Why Arch Theory is Vital
Week 3	Debating a Discipline: The Concept of Dialectic
Week 4	Tectonics: Simplicity and Complexity
Week 5	Tectonics: Ornament and Austerity
Week 6	Tectonics: Honesty and Deception
Week 7	Tectonics: Material and Immaterial
Week 8	Use: Function and Form
Week 9	Use: Body and Building
Week 10	Use: Proportion and Organization
Week 11	Site: Context and Building
Week 12	Site: Natural and Constructed
Week 13	Arch Theory Case Studies since 1968
Week 14	Arch Theory Case Studies since 1968
Week 15	Arch Theory Case Studies since 1968
Week 16	Review

FINAL Final Project/Paper

Prerequisites: ACH112, ACH272, ENL111

Textbooks/Learning Resources:

Introducing Architectural Theory-Debating a Discipline, Korydon Smith

Offered (semester and year): Fall semester of 4th Year

Faculty assigned (during the most recent two academic years):

Dr. Naim Jabbour (F/T)

Number & Title of Course:

BSD450, Sustainable Rating Systems, 3 credits (3 hours lecture, 0 hours lab)

Course Description:

Examination of sustainable building rating systems used in the United States. Emphasis on compliance with U.S. Green Building Council's LEED certification program. A sustainable rating system certification exam may be included at the participant's expense.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

8. assess the role of sustainable rating systems.
9. differentiate between the various sustainable rating systems being used in the marketplace today.
10. choose appropriate rating systems for particular clients and jobs and critique their application and value to projects.
11. master the documentation process for LEED certified projects.
12. master knowledge of LEED credit intents, requirements, submittals, technologies, and strategies and apply to different building types.
13. assess life cycle costs and benefits of LEED.
14. evaluate the role of a LEED Accredited Professional as the link between LEED standards and professional

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Environmental Stewardship & Professional Responsibility
Leadership, Collaboration & Community Engagement

Program Criteria

PC.1 Career Paths
PC.3 Ecological Knowledge & Responsibility
PC.6 Leadership & Collaboration

Student Criteria

SC.4 Technical Knowledge
SC.6 Building Integration

Topical Outline:

Week 1	Introduction to Sustainable Rating Systems/LEED/LEED GA
Week 2	LEED: Minimum Program Requirements & Integrative Process
Week 3	LEED: Location & Transportation/Initiate LEED GA Exam Process
Week 4	LEED: Sustainable Sites
Week 5	LEED: Water Efficiency
Week 6	LEED: Energy
Week 7	LEED: Materials & Resources
Week 8	LEED: Indoor Environmental Quality/Issue Case Study 1
Week 9	Spring Break
Week 10	LEED GA Exam Due
Week 11	Case Study 1 Due: Researching Sustainable Rating Systems
Week 12	Issue Case Study 2: Researching Existing Sustainable Building
Week 13	Case Study 2 Due

Week 14 Issue Case Study 3: LEED at PCT or Visit Existing LEED/LBC
Building
Week 15 Case Study 3 Due
Week 16 LEED GA Exam Make-Up/LEED GA CMP
FINAL Exit Meeting

Prerequisites: ACH262

Textbooks/Learning Resources:

LEED Green Associate Exam Preparation Guide, USGBC

LEED Core Concepts Guide, USGBC

Offered (semester and year): Spring semester of 4th Year

Faculty assigned (during the most recent two academic years):

Dr. Naim Jabbour (F/T)

Number & Title of Course:

BSD452, Architectural Design Studio VII, 5 credits (2 hours lecture, 9 hours lab)

Course Description:

Studio focusing on the knowledge and skills developed in all previous program courses. Emphasis placed on net-zero design, sustainable materials, energy efficiency, renewable energy technologies, sustainable rating systems, and the use of building information modeling to analyze, design, and document comprehensive sustainable building solutions. Includes all phases of development, up to final presentation and juried review.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

5. use industry tools and methodologies to analyze the relative sustainability of various designs and solutions;
6. synthesize and master sustainable strategies which emphasize net-zero design, sustainable materials, energy efficiency, and renewable energy technologies;
7. design building projects which demonstrate professional skills and behavior; and
8. develop a detailed project report depicting all phases of project development.

Shared Values/Program Criteria/Student Criterion addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Knowledge & Innovation

Program Criteria

PC.1 Career Paths

PC.2 Design

PC.3 Ecological Knowledge & Responsibility

PC.4 History & Theory

PC.5 Research & Innovation

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.2 Professional Practice

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

Topical Outline:

Sustainability/Energy Efficiency (10%)

Spatial Organization (25%)

Ordering Principles (20%)

Codes and Regulations (5%)

Material Investigation (15%)

Precedent Studies (10%)

Modeling, Graphic Representation (15%)

Prerequisites: BSD432

Textbooks/Learning Resources:
To Be Determined

Offered (semester and year): Spring semester of 4th Year

Faculty assigned (during the most recent two academic years):
Not yet offered

Number & Title of Course:

BSD472, Architectural Thesis Studio I, 6 credits (3 hours lecture, 9 hours lab)

Course Description:

First of two-part fifth-year thesis studio sequence with emphasis on thesis research and definition. An in-depth analysis and exploration of architectural research methods and approaches in design. Includes evaluation and analysis of research papers, thesis projects, various research methodologies, and establishment of a robust design proposal with a comprehensive building program for the Architecture Thesis Studio.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

9. master knowledge of major architectural research methods that shaped design teaching and research;
10. assess major components of architectural research proposals;
11. evaluate various research methods and approaches;
12. formulate a high degree of visual representation and design understanding;
13. produce a rigorous schematic design based on generated thesis proposal and building program;
14. investigate synergies between architectural research, theory, and design;
15. develop a comprehensive design thesis proposal including a detailed building program; and
16. create a portfolio of student work.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Knowledge & Innovation

Program Criteria

PC.2 Design

PC.4 History & Theory

PC.5 Research & Innovation

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.2 Professional Practice

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

Topical Outline:

- | | |
|--------|---|
| Week 1 | Introduction to Architectural Thesis |
| Week 2 | Thesis Research & Definition |
| Week 3 | Research Methods - Submit initial viable Thesis Project Statement |
| Week 4 | Synergies between Architecture Research, Theory, and Design |

Week 5	Evaluation of Thesis Research Papers/Proposals/Projects - Submit Final Thesis Project Statement
Week 6	Initiate Development of Design Thesis Proposal - conduct and document research and speculative work on a focused Thesis
Week 7	Typology/Archetype Phase
Week 8	Location/Site Analysis Research Phase - Thesis mid-review - Submit a mid-term Thesis Proposal Booklet
Week 9	Precedent Research Phase - Thesis Development
Week 10	Building Program Phase - Thesis Development
Week 11	Conceptual Phase - Thesis Development
Week 12	Conceptual Phase - Thesis Development
Week 13	Schematic Design Phase - Thesis Development
Week 14	Schematic Design Phase - Thesis Development
Week 15	Schematic Design Phase - Thesis Development
Week 16	Thesis Final review
FINAL	Reviews/Presentations/Portfolio - Submit a Final Thesis Progress Booklet

Prerequisites: BSD452

Textbooks/Learning Resources:

A Guide to the Design Thesis in Architecture, Ganapathy Mahalingam
Research Methods for Architecture, Raymond Lucas

Offered (semester and year): Fall semester of 5th Year

Faculty assigned (during the most recent two academic years):

Dr. Naim Jabbour (F/T)

Number & Title of Course:

BSD482, Professional Practice, 3 credits (3 hours lecture, 0 hours lab)

Course Description:

Advanced study of the professional aspects of running an architectural practice. Includes the responsibilities of the architect, client, and builder as well as ethical standards of behavior. Covers organization, marketing and management of design firms, and the regulations and legal issues which impact the business of architecture. Examines types of services, contracts, and the acquisition and completion of work, as well as the management of employees. Addresses current architectural registration requirements, registration renewal, and reciprocity.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

8. produce a variety of examples of how to create, organize, and manage architectural practices;
9. create documentation outlining expectations to be met in the roles, rights, and responsibilities of architects, clients, and builders, including those specified in architectural project agreements;
10. practice correct ethical behavior in relation to the practice of architecture;
11. produce documentation showing the impact of government regulations and planning controls on architectural profession, including building codes, liability insurance requirements, sustainable design, and community planning regulations;
12. develop marketing options and means of project acquisition;
13. identify billing and payment processes for all phases of an architectural project; and
14. organize a plan for becoming registered as an architect, maintaining registration, and gaining reciprocity.

Shared Values/Program Criteria/Student Criterion addressed:**Shared Values**

Environmental Stewardship & Professional Responsibility
Equity, Diversity, & Inclusion
Knowledge and Innovation
Leadership, Collaboration & Community Engagement
Lifelong Learning

Program Criteria

PC.1 Career Paths
PC.6 Leadership & Collaboration
PC.7 Learning and Teaching Culture
PC.8 Social Equity and Inclusion

Student Criteria

SC.1 Health, Safety, and Welfare in the Built Environment
SC.2 Professional Practice
SC.4 Technical Knowledge

Topical Outline:

Week 1	Introduction to the Profession / Architects' Role in the Built Environment
Week 2	Ethical Duty and Professional Conduct
Week 3	Leadership vs. Management / Communication and Mentoring
Week 4	Lifelong Learning and the Path to Licensure - TIMELINE ASSIGNMENT
Week 5	Firm Ownership / Legal Structure / Insurance / Hiring Practices
Week 6	Financial Planning and Management / Quality Control / Contracts
Week 7	Risk Management and Disputes
Week 8	Project Lifecycles / Project Services and Fees
Week 9	Project Development / Project Delivery Systems
Week 10	Project Services and Fees / Project Issues
Week 11	Project Management / Teaming Relationships - PROJECT ASSIGNMENT
Week 12	Building Codes and Regulations
Week 13	Quality Control / Risk Management / Disputes
Week 14	Lifelong Learning and Adapting to Change
Week 15	The Future of the Profession and the Built Environment
FINAL	FIRM DEVELOPMENT PROJECT and PRESENTATION

Prerequisites: ACH262

Textbooks/Learning Resources:

To Be Determined

Offered (semester and year): Spring semester of 5th Year

Faculty assigned (during the most recent two academic years):

Not yet offered but expected to be Ellyn Lester

Number & Title of Course:

BSD492, Architectural Thesis Studio II, 6 credits (3 hours lecture, 9 hours lab)

Course Description:

Second of two-part studio sequence focusing on thesis development and production and application of the knowledge and skills developed in all previous program courses, culminating in the completion of a comprehensive design thesis project. Course focuses on an integrated design process to achieve a holistic, contextual, and high-performance building design solution with emphasis on the integration of design process, theory, research, tectonics, structure, mechanical, and sustainable systems. Coursework includes research, planning, programming, performance modeling, and generation of a comprehensive design project.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

9. experiment with advanced graphical methods and computer modeling to analyze and develop comprehensive design solutions for various projects;
10. formulate robust design solutions both orally and graphically in a creative and professional manner;
11. incorporate passive and active sustainable features into buildings with emphasis on resiliency and Net Zero design, utilizing building performance modeling;
12. master critical, analytical, and speculative design abilities in architecture;
13. investigate synergies between architectural theories and design process;
14. design building solutions which demonstrate professional skills and behavior;
15. formulate comprehensive and innovative design solutions to complex building problems; and
16. develop and produce a comprehensive design thesis project.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Design

Environmental Stewardship & Professional Responsibility

Knowledge & Innovation

Program Criteria

PC.2 Design

PC.4 History & Theory

PC.5 Research & Innovation

Student Criteria

SC.1 Health, Safety, & Welfare in the Built Environment

SC.2 Professional Practice

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

Topical Outline:

Week 1	Thesis Development and Production
Week 2	Design Development: Site Design, Health, Safety
Week 3	Design Development: Environmental Systems-Passive/Active Energy
Week 4	Design Development: Egress, Accessibility, Codes, Regulations
Week 5	Design Development: Building Performance (Energy, Daylighting, etc.)
Week 6	Design Development: Building Service Systems-HVAC
Week 7	Design Development: Building Service Systems-Acoustics/Technology
Week 8	Thesis mid-review - Submit a mid-term Thesis Booklet
Week 9	Spring Break
Week 10	Design Development: Structural Systems
Week 11	Design Development: Envelope, Materials, and Construction Assemblies
Week 12	Thesis Production
Week 13	Thesis Production
Week 14	Thesis Production
Week 15	Thesis Production
Week 16	Thesis Final Review
FINAL	Reviews/Presentations/Portfolio - Submit a Final Thesis Booklet

Prerequisites: BSD472

Textbooks/Learning Resources:

A Guide to the Design Thesis in Architecture, Ganapathy Mahalingam
Research Methods for Architecture, Raymond Lucas

Offered (semester and year): Spring semester of 5th Year

Faculty assigned (during the most recent two academic years):

Dr. Naim Jabbour (F/T)

Number & Title of Course:

GLB270, European Sustainable Building, Historical Architecture and Art, 3 credits (3 hours lecture, 0 hours lab)

Course Description:

Intense study of historic art and architecture and modern sustainable building practices in Europe. Emphasis on integrated design and community planning from an artistic, architectural and sustainable point of view and merging these three characteristics to provide a cultural statement. Topics include introduction to monumental building styles and art across the spectrum of European culture. Course work includes travel to select destinations in Europe with guided tours and lectures at buildings and museums.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

7. identify major styles of art and architecture
8. use appropriate vocabulary to describe major styles of art and architecture as well as sustainable practices
9. compare and contrast various cultural impacts of art and architecture over time
10. defend the need for sustainable building practices
11. critique effectiveness of observed sustainable building practices including modern adaptive reuse and reinterpretation of historical styles
12. analyze building responses to varying climates and cultures, recognizing the influence of a culture's ideas of beauty and proportion on building style and artistic expression

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Environmental Stewardship & Professional Responsibility

Lifelong Learning

Program Criteria

PC.3 Ecological Knowledge & Responsibility

PC.4 History & Theory

Student Criteria**Topical Outline:**

Week 1	European Green Buildings in Context/Issue Assignment 1
Week 2	Greek Architecture
Week 3	PassivHaus Concepts/Assignment 1 due/Issue Assignment 2
Week 4	European Design Innovations
Week 5	Early Christian Architecture/Assignment 2 due/Issue Assignment 3
Week 6	European Green Buildings Today
Week 7	Romanesque Architecture/Assignment 3 due
Week 8	Gothic Architecture/Issue Project 1
Week 9	Spring Break
Week 10	Green Engineering in Europe
Week 11	Renaissance Architecture/Project 1 due/Issue Project 2
Week 12	Challenge/Promise of Green buildings
Week 13	Industrial Revolution /Project 2 due/Issue Project 3

Week 14 Future Trends
Week 15 Modern Architecture/Project 3 due
Week 16 Review
FINAL Travel Abroad Experience/Journal

Prerequisites: None

Textbooks/Learning Resources:

Green Building Trends: Europe, Yudelson, Jerry.

Offered (semester and year): Spring semester

Faculty assigned (during the most recent two academic years):

Dr. Naim Jabbour (F/T)

Number & Title of Course:

GLB271, Architecture Ideals, Urban Forms, and Artistic Aspirations, 3 credits (3 hours lecture, 0 hours lab)

Course Description:

Study of art movements and their connection and influence on urban development. Examines urbanism in through the lens of art, architecture, and sustainability. An interpretative look at the artistic and architectural patterns of settlement and urbanization that defines cities. Explores artistic connections between cities and urban life that are identified with global cultures. Introduces the city as an artistically meaningful form. Emphasis on artistic expression and evolution in cities. Focus on green cities and communities. Fosters a critical understanding of the cultural processes that influenced urban civilizations. Emphasis on the role of art and design movements in shaping urbanization, while introducing visual and analytic skills necessary for its interpretation. Course work encompasses the study of art, architecture and sustainable urbanism in global cities. Field work includes travel to select destinations with guided tours and presentations.

Course Goals & Objectives:

Upon successful completion of the course the student should be able to:

11. identify significant styles of art, architecture, and urbanism;
12. use appropriate vocabulary to define significant motifs of art, architecture, and urbanism;
13. compare and contrast various cultural impacts of art, architecture, and urbanism over time;
14. justify the need for sustainable urban practices;
15. assess the impact of art and architecture on urban design and planning, including adaptive reuse and historic preservation;
16. observe urban responses to varying climates and cultures;
17. analyze the impact of a civilization's ideas of beauty and style on urban design and artistic expression;
18. analyze the evolution of urban places to adapting and changing needs of a modern world;
19. describe the environmental impacts of rapid urbanization on the urban life; and
20. identify how design and art theory pushes the limitations of urban design and development.

Shared Values/Program Criteria/Student Criteria addressed:**Shared Values**

Environmental Stewardship & Professional Responsibility

Lifelong Learning

Program Criteria

PC.3 Ecological Knowledge & Responsibility

PC.4 History & Theory

Student Criteria**Topical Outline:**

Week 1	Intro to Urbanism/Issue Assignment 1
Week 2	Grid Garden
Week 3	Jefferson Cities/Issue Assignment 2
Week 4	Country Town
Week 5	Frontier Hypothesis/Edge Cities/Issue Assignment 3
Week 6	Company Towns
Week 7	Making Nature Urbane: Olmstead & Parks Movement/ Issue Assignment 4
Week 8	World Expo and the City Beautiful
Week 9	Spring Break
Week 10	Reformers Utopians/Issue Assignment 5
Week 11	Archetypal Boomtown: Start of the Modern City
Week 12	Garden Cities/Issue Assignment 6
Week 13	Universalizing the Suburb
Week 14	Disaggregated Cities/Issue Assignment 7
Week 15	Sprawling Peripheries and Themed Centers
Week 16	Smart Growth
FINAL	Travel Abroad Experience/Journal

Prerequisites: None

Textbooks/Learning Resources:

The City Shaped, Urban Patterns and Meanings Through History, Spiro Kostof.
Green Cities of Europe: Global Lessons on Green Urbanism, Timothy Beatley
and Dale Medearis.

Offered (semester and year): Spring semester

Faculty assigned (during the most recent two academic years):

Dr. Naim Jabbour (F/T)



iv. – Faculty Resumes

DANIEL L. BROOKS

Title: Instructor
 School: School of Engineering Technologies
 Department: Architecture and Sustainable Design

COURSES TAUGHT (Most recent four semesters)

ACH101, ACH111, ACH119, ACH129, ACH181, ACH261, ACH272, BSD497

EDUCATIONAL CREDENTIALS

LEED Green Associate	2019
Pennsylvania College of Technology, Williamsport, PA	
BS- Residential Construction Technology and Management	2008
University of Maryland, College Park, MD	
Pre-Architectural Studies	1983
Williamsport Area Community College, Williamsport, PA	
AAS- Architectural Technology	1980

AWARDS

Who's Who Among American College Students	2008
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TEACHING EXPERIENCE

Pennsylvania College of Technology, Williamsport, PA	
Part-time Instructor	January 1990- May 2004
Full-time Instructor (Temporary)	August 2004- May 2005
Part-time Instructor	August 2005- May 2007
Full-time Instructor	August 2007- Present

PROFESSIONAL EXPERIENCE

Haven Homes, Inc., Beech Creek, PA	
Architectural Technologist	June 1983- August 2007
Architecture Consultant	1990-2007

PROFESSIONAL MEMBERSHIPS

Keystone Area School District Board of Directors, Lock Haven, PA	2001-2009
First Baptist Church- Lock Haven, Chairman of the Board, Lock Haven, PA	2011
Keystone Central School District CTE Advisory Member	2007-current
Jersey Shore Area School District CTE Advisory Member	2007-2010
Williamsport Area School District CTE Advisory Member	2007-2010

COLLEGE COMMUNITY

Adviser- Architecture Club	2009-2011
Adviser- AIAS	2015-2020
Adviser- USGBC	2017-2020
Adviser- Architecture Club of Penn College	2020-current
Governance- Student Affairs Committee, Chair	2013-2015
College Council, School of Engineering Technologies, Faculty Representative	2020-current
Architecture Odyssey (Summer Pre-College Program), Architecture Program Director	2018-2021

COMMUNITY

Calvary Baptist Church, Jersey Shore, PA, Pianist	2014-Current
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GEOFFREY M. CAMPBELL

Title: Assistant Professor, Architecture Department Head 1998 - Present
School: Engineering Technologies
Department: Architecture

COURSES TAUGHT (Most recent four semesters)
ACH101, ACH211, ACH239, BSD332, BSD352

EDUCATIONAL CREDENTIALS

Arizona State University, Tempe, AZ
Bachelor of Architecture 1982
Graduated Cum Laude

Arizona State University, Tempe, AZ
M.S. in Computer Science 1987
Emphasis areas were: computer applications in architecture, computer graphics, and artificial intelligence

TEACHING EXPERIENCE

Pennsylvania College of Technology, Williamsport, PA 1996 – Present

PROFESSIONAL EXPERIENCE

Campbell Architects, LLC., Williamsport, PA 2001 – 2012
iMAP, Inc., Software Development, Tempe AZ 1987 – 1996
McLellan & Copenhagen, Inc., Cupertino, CA 1989 – 1992
CBT Architects, Boston, MA 1987 – 1989
Brock, Craig, and Thacker Architects, Mesa, AZ 1984 – 1987
Design Associates, Ltd., Phoenix, AZ 1982 – 1983
Myron Brower, Architect, Scottsdale, AZ 1981 – 1982

Job Responsibilities at the above architecture firms: All aspects of architectural practice, including design, drafting, development of construction documents, client contact, construction administration, CAD management, optimization of CAD systems, management and training of drafting personnel.

LICENSES / REGISTRATION

Registered architect in the state of Pennsylvania
NCARB Certification
LEED Accredited Professional
Certified Passive House Consultant
PA Occupational Competency (Architectural Drafting)

PROFESSIONAL MEMBERSHIPS

Passive House Institute U.S. (PHIUS) Alliance Member

DAVID DANEKER

Title: Adjunct Faculty, 1992 - Present

School: Engineering Technologies

Departments: Architecture / Construction Management

COURSES TAUGHT (Most recent four semesters)

ACH139, ACH239

EDUCATIONAL CREDENTIALS

Pennsylvania College of Technology, Williamsport, PA

Associate of Applied Science in Architectural Technology - 1980

TEACHING EXPERIENCE

Pennsylvania College of Technology, Williamsport, PA 1992- Present

PROFESSIONAL EXPERIENCE

UPMC North Central Region, Construction Project Manager	2015 – Present
Tiadaghton Contrators, Inc., Owner & President, Project Manager	1999 – 2015
CVC Contractors, Inc., Senior Project Designer / Manager	1982 – 1999
Lloyd C. Cotner, Registered Architect, Architectural Technician	1980 – 1982

Architectural: Responsible for all phases of design and contract document development, including preparation of civil, architectural, structural, plumbing, mechanical, and electrical drawings in addition to coordination with outside architectural engineering professionals. The above skills were applied to hundreds of projects ranging in sizes from minor residential additions to manufacturing facilities in excess of two million dollars.

♦ **Project Management / Estimating:** Preparation of construction proposals and presentations for a wide range of construction projects as described above. Experienced with both the “design / build” and “bid / build” construction delivery systems. Project Management responsibilities have included estimating, contract execution, material procurement, subcontract negotiations, scheduling, administering job conferences, enforcing safety policies, coordinating field labor, preparing monthly A.I.A. applications for payment, and contract closeout.

♦ **Managerial:** Human resource management of design department staff, including work scheduling, hiring, and firing. Selected as part of a management team assigned the task of improving design / build and plan / specification construction project flow through the development of company policies, communication tools, forms, and teamwork skills.

♦ **Computer skills:** Thirty-four years of experience in computer aided drafting / design working with AutoCAD R2 through R2022, Autodesk Revit Architectural 2022, SketchUp, and Timberline estimating software. Other computer related responsibilities encompass the acquisition and implementation of computer software and hardware for the entire company. Specific computer experience includes the following: installation of local area network (LAN) server with category five wiring, Microsoft XP network software, Microsoft Office (Word, Excel, PowerPoint, & Access), Fax software, Corel Draw, Internet connection with local internet service provider, DOS, Windows 3.1 – Windows 10.

LICENSES / REGISTRATION

N/A

PROFESSIONAL MEMBERSHIPS

Pennsylvania College of Technology, Architectural Technology Advisory Board. (2004 – Present)

Served as a board member & President of the Greater Lycoming Habitat for Humanity (2000-2010)

Completed construction mission work in West Virginia (1999), Mississippi (2007 & 2009), & Haiti (February 2015)

DOROTHY J. GERRING

Courses Taught

ACH243, ACH258, ACH281, BSD322, BSD420, BSD432

Educational Credentials

1997	Pennsylvania State University	M.S. in Architecture Thesis: <i>Structural Concepts in the Beginning Design Studio</i>
1985	University of Arizona	Bachelor of Architecture Thesis: <i>Transitional Shelter for the Homeless</i>

Licenses / Registration

1989 – NCARB Registered Architect, State of Arizona, State of Pennsylvania

Teaching Experience

1989 – Associate Professor of Architectural Technology in the School of Construction and Design Technology, Pennsylvania College of Technology, Williamsport, Pennsylvania. Responsibilities include: teaching architectural and sustainability courses, student advisement, student club advisor (various), curriculum development, lab development, developing courses, sustainability guru, and committee work. PSEA President 2016-2018.

2022 – “Solar Decathlon Professionals Practicum” taught through AIAU for U.S. Department of Energy

Professional Experience

1990 – Private architectural practice, Williamsport, Pennsylvania. House additions and remodeling projects. Design and sustainability advice.

Related Experience

2017 – Certified Passive House Consultant, Passive House US

2010 – NABCP, Photovoltaic Entry Level Exam Passing Score Achievement.

2009 – LEED-AP, BD+C, United States Green Building Council.

Selected Publications and Recent Research

Papers Presented

5th Annual Residential Building Design & Construction Conference, Co-Presenter, Title: *Building Industry: Trends in Sustainability and Building Science Application*, State College, PA 2020. Published under same title.

26th Annual Pennsylvania Housing Research Center Housing Conference, Co-Presenter, Title: *Universal Design/Aging-in-Place: An Interactive Experience*, State College, PA 2018.

4th Annual Residential Building Design & Construction Conference, Co-Presenter, Title: *Aging-in-Place Housing: Industry Trends in Pennsylvania*, State College, PA 2018.

3rd Annual Residential Building Design & Construction Conference, Co-Presenter, Title: *D.O.E. Race to Zero*, State College, PA 2016.

3rd Annual Residential Building Design & Construction Conference, Co-Presenter, Title: *Universal Design—Aging in Place*, State College, PA 2016.

Pennsylvania College of Technology, Centennial Colloquium Series, Presenter, Title: *Sustainable & Affordable Housing*, Williamsport, PA, 2014.

Publications/Curriculum Development

Assisted in accreditation of Associate Degree in Architectural Technology by the Association of Technology, Management, and Applied Engineering (ATMAE), 2015.

Development of Renewable Energy Degree offered at PCT fall of 2010.

Development of Sustainability Degree offered at PCT fall of 2009.

School/College Media and Promotional Materials, Media Materials

Appeared in the Telly Award-winning “Working Class: Build & Grow Green” episode produced by Pennsylvania College of Technology and WVIA. Released May 10, 2017.

Special Projects

National Green Building Standard, Task Group 5 member, 2017-18. Task Group 5 is responsible for reviewing 2018 update for Chapter 7, Energy Efficiency.

Faculty Lead for 2019, 2020 - 2022 DOE Solar Decathlon Design Challenge. Co-Faculty Lead for U.S. Department of Energy Race to Zero Competition, 2014 - 16. 2014 teams chosen for Denver Housing Authority project and won prize for excellence in Financial Analysis. 2015 team designed Passive House rated building for Lycoming Habitat for Humanity and received Grand Winner Finalist award.

DR. NAIM JABBOUR

Title: Assistant Professor
 School: Engineering Technologies
 Department: Architecture

COURSES TAUGHT (Most recent four semesters)
 ACH101, ACH111, ACH112, ACH262, BSD432, BSD370, BSD450, BSD497

EDUCATIONAL CREDENTIALS

Carnegie Mellon University , Pittsburgh, PA Doctor of Design in Architecture	2022
Harvard University , Cambridge, MA Master of Liberal Arts in Sustainability	2018
Carnegie Mellon University , Pittsburgh, PA Master of Science in Architecture	2009
Louisiana State University , Baton Rouge, LA Bachelor of Architecture	2001

CERTIFICATES

Harvard University Post-Graduate Certificate in Green Building & Community Sustainability	2016
Post-Graduate Certificate in Daylighting Buildings	2012
Autodesk Building Performance Analysis Certificate	2013

AWARDS

Excellence in Academic Advising Award (Penn College)
 Honorable Mention for Dissertation Research (Carnegie Mellon)
 AIA Henry Adams Certificate of Merit (LSU)
 OJ Baker Memorial Design Competition Award (LSU)
 National AIA/AAF Scholastic Award (LSU)
 Architecture Technology Award (LSU)

TEACHING EXPERIENCE

Pennsylvania College of Technology, Williamsport, PA Assistant Professor – “Architecture and Sustainable Design”	2013 – Present
Assistant Dean – “School of Construction & Design Technologies”	2018-2019
Principal Investigator – “NSF BE Scholars S-STEM Program”	2017 - Present
Instructor – “Architecture and Sustainable Design”	2009-2013

RELATED EXPERIENCE

Penn College (Governance/Committees/Union)	
Atelier Naim Jabbour (Principal Designer/Owner)	2009 – Present
USGBC - Center for Green Schools (USGBC Students National Chair)	2011 – 2015
PBK, Houston, TX (Project Designer & Executive)	2001 - 2008

PROFESSIONAL MEMBERSHIPS & ACCREDITATIONS

NCARB Member
 USGBC Member (National + Central PA) - LEED AP bd+c Professional accreditation
 Lebanese Green Building Council Member
 Harvard Alumni for Climate and Environment Member
 AIA Associate

SELECTED PUBLICATIONS

A comparative meta-analysis of residential green building policies in targeted countries & their impact on energy patterns (2020)
 A parametric modeling analysis of architectural variables and their associated Impacts on energy consumption in a baseline Pennsylvania single-family home (2020)
 Energy production and consumption patterns: an examination of the state of energy, electricity, and air pollution in Lebanon (2020)

ELLYN LESTER

Title: Assistant Dean of Construction and Architectural Technologies
School: Engineering Technologies

COURSES TAUGHT (Most recent four semesters)

BSD482 Professional Practice (Fall 2024 – inaugural course)
CM592, CM521, CM530, CM671, CM501, CM502 - Stevens Institute of Technology (F2020/S2021)

EDUCATIONAL CREDENTIALS

PhD in the Built Environment: University of Salford, Manchester, England 2022
Master of Architecture: University of Kansas: School of Architecture and Urban Design 2002
BS in Journalism: University of Kansas: William Allen White School of Journalism & Mass Communication 1999

TEACHING EXPERIENCE

Pennsylvania College of Technology: Assistant Dean, Williamsport, PA 2021–present
Stevens Institute of Technology: Associate Professor, Hoboken, NJ 2014–2021
New School of Architecture and Design: Career Services Director & Adjunct Faculty, San Diego, CA 2010–2013
University of Kansas School of Architecture and Urban Design: Adjunct Faculty, Lawrence, KS 2003

PROFESSIONAL EXPERIENCE

NovaConnect, Inc.: President 2007–2010
MBA Management, Inc.: Vice President of Architecture 2005–2007
Design-Build Institute of America, Inc.: VP of Membership and Marketing / ED Mid-America Chapter 2002–2005
WRS Architects, Inc.: Director of Business Development 2000–2002
Shaughnessy, Fickel & Scott, Architects, Inc.: Marketing Director 1998–2000
LGA (Architecture), Inc.: Project Coordinator 1996–1998

AWARDS

2020 Carol A. Kueker Construction Education Visionary Award – Career Award Recipient: NAWIC Education Foundation
2020 6th Intl. Knowledge Management /Intellectual Capital Excellence Awards – Finalist: 21st European Conference
2018 Faculty Appreciation Award Recipient – Graduate Student Council: Stevens Institute of Technology
2018 Department Director’s Award – Civil, Environmental and Ocean Engineering Department: Stevens Institute of Technology
2015 Department Director’s Award – Civil, Environmental and Ocean Engineering Department: Stevens Institute of Technology
2012 Associate of the Year Award: American Institute of Architects (California Council)
2011/2012 Staff Member of the Year: NewSchool of Architecture and Design
2003 Chapter of the Year: Design-Build Institute of America
2002 Presidential Citation: American Institute of Architects Kansas City Chapter
2001 Striving for Excellence Grand Prize: Society of Marketing Professional Services

SELECTED PEER REVIEWER & JURORS

(NAWIC) International Project Excellence Awards 2022 Juror
Intl. Council for Research & Innovation in Building & Construction International Conference 2022 Peer Reviewer
American Society of Engineering Education Annual Conference 2021 Peer Reviewer
American Council for Construction Education Accreditation Visit 2021 Team Member
Association for the Capital Projects Engineering & Construction Industry 2020 Juror
Association for Researchers in Construction Management 2021 Peer Reviewer
American Real Estate Society Annual Meeting 2020 Peer Reviewer
26th International Conference on Transdisciplinary Engineering 2020 Peer Reviewer
2015 Mid-Atlantic ASEE Conference, Spring 2015 Conference Proceedings 2015 Peer Reviewer

SELECTED PEER REVIEWED PUBLICATIONS AND PROCEEDINGS:

“Strategic Responses to Disruptions: A Mobilization/Response to Manage Knowledge in the Built Environ.”
The International Knowledge Management and Intellectual Capital Excellence Awards Book 2020
“Education, Design and Practice – Understanding Skills in a Complex World”
AMPS International Research Organization Conference Proceedings 17.1 (Editor) 2020
“Education, Design and Practice – Understanding Skills in a Complex World”
AMPS International Research Organization Conference Proceedings 17.2 (Editor) 2020
“The Social Phenomenon of Changing Workplace Dynamics: Encouraging Mentors to Share Knowledge”
Psychology in Construction International Conference 2018
“Mentorship as a Key to a Sustainable Future for the Built Environment”
International Conference on Construction Futures 2018

TUNA SAKA

Title: **Associate Professor**

School: School of Engineering Technologies

Department: Architecture

COURSES TAUGHT (Most recent four semesters)

ACH101, ACH11, ACH119, ACH135, ACH139, ACH181, ACH240, ACH264

EDUCATIONAL CREDENTIALS

State University of New York at Buffalo

Master of Architecture

1988

State University of New York at Buffalo

Bachelor of Professional Studies in Architecture

1986

Hudson Valley Community College

Associate in Applied Science in Civil Engineering Technology

1983

TEACHING EXPERIENCE

Pennsylvania College of Technology, Williamsport, PA

Associate Professor – Architecture & Sustainable Design

2000-Present

Developed syllabus and overall course structure, delivered student instruction, advisement and administered all grades. Created a comprehensive *hands-on* approach to teaching Architectural Computer Aided Drafting (ACH 135) course using AutoCAD software. Taught Architectural Design, Architectural History, Architectural Graphics, Building Materials, Construction Documents, Environmental Systems, Building Codes, and Estimating courses.

Assistant Professor – Architectural Technology

1996-2000

Developed syllabus and course structure, delivered student instruction, advisement and administered all grades.

Instructor – FYE-101 (First Year Experience) class

2017-Present

Developed syllabus and overall course structure, and delivered student instruction for First Year Experience class. Created strategies and practices to ensure a positive and rewarding first-semester experience and continued success for students new to Penn College. Instruction included explaining college policies, procedures, resources, and expectations. Provided tools for strengthening academic and critical thinking skills; and provided an information foundation that promoted understanding and encouragement to participate in the College services and community.

GOVERNANCE EXPERIENCE

Pennsylvania College of Technology, Williamsport, PA

April 2018 –January 2021

Member – Curriculum Governance Committee

Reviewed and made recommendations concerning new, revised, and to-be-deleted courses, programs, or curricular proposals. Ensured information regarding proposals is communicated to appropriate constituencies.

Pennsylvania College of Technology, Williamsport, PA

January 2014 –April 2018

Member – Academic Standards and Issues Governance Committee

Reviewed and made recommendations concerning instructional methodology and materials, program evaluations, core competencies/courses/credentials, student retention/probation/termination, and academic standards.

RELATED EXPERIENCE

Pennsylvania College of Technology, Williamsport, PA

2008 –Present

Penn College NOW Faculty Liaison

Provided teaching and academic support to High School and Career and Technology Center teachers to teach ACH 135 course in their respective High Schools, Vocational and Technology Centers. This program allows qualified high school students to take college courses and receive both high school and college credit.

SELECTED PUBLICATIONS

AutoCAD for Architecture

A comprehensive text that leads students through the basic fundamentals and advanced features of AutoCAD software for creating architectural drawings.

Prentice-Hall, New Jersey, 2002. ISBN: 0-13-091436-3 www.prenhall.com/saka

2002

ROBERT WOZNAK

Title: Associate Professor

School: Engineering Technologies Department: Architecture

COURSES TAUGHT (Most recent four semesters)

ACH112, ACH129, ACH135, ACH262, BSD340, BSD352, BSD410

EDUCATIONAL CREDENTIALS

Wilkes University, Wilkes-Barre, PA

M.Ed. – MS Degree, Educational Development & Strategies

2016

Indiana State University, Terre Haute, IN

Graduate coursework towards MS Degree, Human Resource Development, College of Technology

Various

State University of New York at Buffalo, Buffalo, NY

BPS, College of Architecture and Planning

1984

Vincennes University, Vincennes, IN

Continuing Education

Various

Mesa Community College, Mesa, AZ

Continuing Education

Various

AWARDS / CERTIFICATIONS / PRESENTATIONS

Residential Building Design & Construction Conferences (RBDCC), co-presenter, State College, PA

2016, 2018, 2020

NAHB Certified Aging In Place Specialist (CAPS)

2016

Pennsylvania College of Technology Colloquial Presentation, co-presenter

2015

USGBC Leadership in Energy and Environmental Design – Accredited Professional (LEED® AP)

2009

Who's Who in America®

2009, 2010

The Pennsylvania State University – Architectural Drafting Occupational Competency

2008

SELECTED PUBLICATIONS

Made in America, Sustainable Building Products, Materials & Methods, 2017, W. R. Parks, Hershey, PA

TEACHING EXPERIENCE

Pennsylvania College of Technology, Williamsport, PA

Associate Professor – Architecture and Sustainable Design

2020 – Present

Associate Professor – Architectural Technology | Building Science + Sustainable Design

2005 – 2020

Vincennes University, Vincennes, IN

Program Coordinator / Associate Professor – Architectural Technology

1997 - 2005

Associate Professor – Architectural Technology

1995 - 1997

Assistant Professor – Architectural Technology

1990 - 1995

Mesa Community College, Mesa, AZ

Instructor (Adjunct Faculty)

1988 - 1990

Phoenix Institute of Technology, Phoenix, AZ

Instructor

1987 - 1988

PROFESSIONAL EXPERIENCE

Harrington Sandberg Architecture & Engineering, P.C., Jamestown, NY Designer / Project Manager 2000 – 2005

Symons Corporation, Phoenix Engineering Technician 1990

Environ Architectural Modelbuilders, Tempe, AZ Scale Model Builder 1986 – 1987

Wallace and Watson Associates, Architects & Planners, Tempe, AZ Assistant Project Manager 1985 – 1986

Schneider Design Associates, Architects, Engineers & Planners, Buffalo, NY Project Coordinator 1985

Professional Solar, North Tonawanda, NY Contractor, Draftsman/Designer, Scale Model Builder 1984

Wozniak Design/Build Services, Buffalo, NY; Phoenix, AZ; Vincennes, IN; Williamsport, PA 1984 - Present

MEMBERSHIPS / AFFILIATIONS

Autodesk User Group International (AUGI); Building Green.com; International Code Council (ICC); National Trust for Historic Preservation; Advisory Committee Member – Lycoming Career Technical Center (Hughesville, PA); Milton Hershey School, Drafting & Design (Hershey, PA); Board Member - Williamsport Historic Architectural Review Board; Faculty Representative – Penn College Education Assoc. (PCEA)

Appendix R: Eligibility Memorandum
Eligibility Memorandum



NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

107 S West St, Suite 707 | Alexandria, VA 22314
info@naab.org | 202.783.2007 | www.naab.org

December 16, 2022

Michael Reed, Ed.D.
Vice President for Academic Affairs and Provost
Pennsylvania College of Technology
One College Avenue
Williamsport, PA 17701
mjr18@pct.edu

SENT VIA EMAIL

Dear Dr. Reed:

At their December 2022 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the application for eligibility for candidacy for the Pennsylvania College of Technology Bachelor of Architecture program.

Based on the NAAB review, the proposed professional architecture degree program, Bachelor of Architecture (152 semester credits), has been accepted as eligible for candidacy. A virtual visit for initial candidacy will be scheduled in fall 2023. This visit will be conducted under the provisions of the [2020 NAAB Conditions for Accreditation](#) and the [2020 NAAB Procedures for Accreditation](#).

The program is required to submit an Architecture Program Report (APR) for Initial Candidacy six months before the date of the visit to NAAB at accreditation@naab.org. As the program is developing its APR- IC, it must address all Conditions and sub-conditions.

If you have any questions, please contact the NAAB office at accreditation@naab.org.

Sincerely,

David L. Hoffman, FAIA, NCARB
President

cc: Raúl Rivera-Ortiz, Director, NAAB, and Review Panel Member
Michaele Pride, Assoc. AIA, NOMA, Director, NAAB, and Review Panel Member
Geoffrey Campbell, Department Head for Architecture