Architecture Program Report- Continuation of Candidacy

Belmont University

March 1, 2023

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report-Candidacy (APR-C)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Belmont University**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: *155 semester undergraduate credit hours* ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuation of Candidacy**
Year of Previous Visit	2021 (Nov. 8-9)
Current Term of Accreditation *(refer to most recent decision letter)*	Initial Candidacy
Program Administrator	Tom Lowing (Department Chair)
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Jhennifer A. Amundson (Dean)
Chief Academic Officer of the Institution	David Gregory (Provost)
President of the Institution	L. Gregory Jones
Individual submitting the APR	Thomas Lowing
Name and email address of individual to whom questions should be directed	Thomas Lowing Thomas.Lowing@Belmont.edu

Submission Requirements:

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

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INSTRUCTIONS FOR APR-C

Initial Candidacy
The APR-C for initial candidacy must include the following appendices:

- the Plan for Achieving Initial Accreditation (documenting the program's progress)
- the eligibility memorandum

Continuation of Candidacy
The APR-C for continuation of candidacy must include the following appendices:

- the previous VTR
    - See Appendix A
- the Plan for Achieving Initial Accreditation (documenting the program's progress)
    - See Appendix B
- the eligibility memorandum
    - See Appendix C

Instructions for the preparation, format, and submittal of the APR-C are published in the "Guidelines to the Accreditation Process."

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:

The faculty, staff, and students of the architecture program at Belmont University are gratified by for the optimistic outlook and positive assessment, as well as clear and useful direction for improvement, provided by the previous Visiting Team (App. A). We are energized by their statement, "the program appears on track with its Plan for Achieving Initial Accreditation and the team has no concerns in their ability to ultimately meet the NAAB Conditions for Accreditation."

It is encouraging to learn that visitors recognize the support of administration, faculty, staff, students, and the local professional community for the program. This positive situation remains consistent in the midst of change at the highest leadership in the University, as Belmont welcomed its new President, Dr. L. Gregory Jones, in June 2021 and new Provost, Dr. David Gregory, in June 2022. Both have articulated their support of the program in terms of financial, physical, human, and other resources necessary to ensure success, as we will describe below.

The majority of this document is directed toward documenting our ongoing improvement as our program continues to grow—and grow, it does. At the time of this writing, the program comprises three cohorts of students with an overall enrollment of 96 fulltime students.[1] Current deposits indicate that the incoming Class of 2028, which arrives in August 2023 as our fourth cohort, will be our biggest class yet (perhaps as large as 50 first-year students).

This success generates increased energy to address concerns raised by the previous visiting team, including developing a program of "recurring self-assessment to demonstrate evidence-based student learning outcomes, and to ensure the remaining necessary physical, financial, human, and other resources are secured to successfully educate the B.Arch. program students." **Our greatest concerns are directed toward the two Conditions Not Achieved**: PC.7 (Learning & Teaching Culture) and 5.3 (Curricular Development).

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.

Team Assessment [from the VTR]:

The criterion is Not Met. The program APR and matrix cite that this criterion is addressed not in specific courses, but with the CAD student manual and ePortfolio. The program provided a copy of their Student Manual which defines their learning and teaching culture. It is located under the title "Cultural Practices" on page 6. The program APR states that this criterion "must infuse each and every course," however the team did not find evidence of this in the supplemental course

[1] Cohort 1 (Class of 2025): 22 fulltime students; Cohort 2 (Class of 2026): 29 fulltime students; Cohort 3 (Class of 2027): 36 fulltime students, with an additional 9 transfer students (data collected from Argos report on Feb. 10, 2023).

material provided. The program also did not provide evidence of recurring assessment and modifications of this criteria to the curricula based on the assessment findings.

Program Response:

Both to improve our Learning and Teaching Culture and to clarify the gains we have already made, we have compiled a statement that will feature in syllabi and program descriptions, both to strengthen our messaging and nurture a positive environment of learning in which students feel valued, supported, and able to achieve (see App. D). Our positive culture of affirmation and support is further articulated in the O'More College of Architecture and Design (CAD) Student Handbook (see relevant excerpts in Apps. E & F). Faculty will reference both documents in their syllabi and post them in the LMS. The Department Chair includes discussion of culture in in his biannual "State of the Program" presentations to faculty and students.

A healthy culture depends on healthy people. Our concerns with student wellness begin with the basic belief that we, as faculty mentors, must model and guide their development of positive work-study-life harmony, both to benefit students' academic progress and to encourage a healthy future lifestyle. We do not permit 24-hour access to our facilities, and also close the budling during university holidays. Faculty communicate with one another, and students, to balance student workloads and helping them to manage their time.

Manifesting Belmont's concern for whole-person formation, which motivates its Quality Enhancement Plan for wellness,[2] we focus on vocational discernment as a broader developmental path than career-readiness alone. The architecture program takes part in the new Vocational Compass ("VoCo") program that will officially launch across the CAD in August 2023 (and which is a part of the College response to the University's new Strategic Trajectory; see App. G). VoCo guides students through their four- or five-year program of study with prompts to take advantage of various vocation-minded programs and a revised approach to advising. Its associated faculty task force is chaired by architecture faculty member, Anthony Monica.

Another essential aspect of our learning and teaching culture is a dedication to increasing equity in our practices and among our people. A recent development in this vein is the architecture faculty's engagement with the College-level equity work (described throughout this document) and, in particular, response to the "Equity in Assessment" workshop held in January 2023. (For a snapshot of ongoing faculty efforts, see App. H.)

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. The program must identify:

1. 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
2. 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Team Assessment:

This condition is Not Demonstrated. While the program notes that evaluation of curricular development will happen annually and has clearly identified the roles and responsibilities of those involved, the process is not outlined, nor does it identify potential adjustments or the basis for

[2] For more on the QEP, please see https://www.belmont.edu/provost/qep/index.html

making them. There were no documents identified that outline the process for curricular development assessment and adjustments. In the APR the program noted NAAB conditions lead their curricular development, but did not provide additional information, or how the development ties back to mission, vision, or shared goals.

Program Response:

While the description of assessment in our first APR depended on Belmont's procedures for institutional-level assessment, we have developed our own, internal program of recurring self-assessment to demonstrate evidence-based student learning outcomes. It is part of a multi-part assessment cycle, through which we will gauge our success in fulfilling both NAAB conditions and our institutional priorities, to assess the curriculum on a regular basis to document areas of strength and weakness, and to make specific plans for continuous improvement (see App. I). During the candidacy stage, this process will apply to courses taught as well as projecting any needed refinements to the syllabi and course content descriptions for courses not yet taught to develop and fulfill the desired learning outcomes. Curricular development is also addressed through regular meetings of the Architecture Curriculum Committee (ACC), described in Sec. 5.1.2 on Governance.

We will continue our work to continuously improve these two areas of concern, as well as all other requirements for accreditation, including **progress on ensuring that the remaining necessary physical, financial, human, and other resources are secured to successfully educate the B.Arch. program students**

Since our last review, the program has made several improvements to the resources necessary for accreditation. The University has demonstrated its commitment to the program by making available two new spaces on this campus which is programmed to practically the last square inch. We are grateful for this expansion of our **facilities** and to be given control 5,000 SF of the Gabhart Student Center, which is directly to the south of our headquarters in Hitch Hall. As of August 2022, the former COVID clinic houses three new studios, a flexible space for informal student gathering and rotating critiques, and several faculty offices (including the Dean's office). This coming August, we will expand across Belmont Boulevard, into the former campus bookstore (which is relocating). This 3,500-square foot space across the street from Gabhart will hold two new conventional studio spaces, a digital studio, and a computer lab. Renovation costs, necessary furnishings, upgraded lighting, computers, and other equipment to adapt this space to the needs of design education have been approved by the provost. As of August 2023, the College as a whole will command approximately 41,500 SF with additional facilities shared with the nearby Watkins College in the Leu Center for Visual Arts (LCVA) and access to more conventional teaching spaces in buildings throughout campus (see App. J).

In the midst of a recent, comprehensive restructuring of the University's **financial** arrangements, academic budgets were tightened across campus. While the two other programs in the College of Architecture and Design faced some shortfalls as a consequence, the overall College budget and the individual budget for Architecture were both maintained as submitted. Further, with our new President's revisions to financial arrangements and expectations for deans, as well as hiring additional, dedicated advancement officers (anticipated for CAD in March), the program will enjoy a new approach to attracting and benefitting from outside donations that was not possible before.

Our community of excellent **faculty and staff** continues to grow. We enjoyed a successful hiring season last year, bringing three new fulltime faculty into the program, bringing the total to five fulltime faculty:

- Barry Ballinger, Assistant Professor (new in AY2223)
- Fernando Lima, Ph.D., Assistant Professor and Director of Digi Fab (new in AY2223)

- Tom Lowing, Associate Professor and Department Chair (hired in AY2122)
- Anthony Monica, Assistant Professor (hired in AY2122)
- Joseph Watson, Ph.D., Assistant Professor (new in AY2223)
- Jhennifer A. Amundson, Ph.D., Professor and Dean (hired in AY1920)

These fulltime faculty are supported by an increasing number of adjunct instructors drawn from the local professional community. Two fulltime faculty carry course load reductions for administration that supports the program: Fernando Lima serves as Director of the Digital Fabrications Lab and Tom Lowing serves as Department Chair. Jhennifer Amundson holds the administrative position of dean with the expectation of teaching at least one course per year. We anticipate increased load reduction to support Tom Lowing's work as Chair and AXP Advisor starting next academic year.

Additional personnel resources include Dr. Josh Yates, Executive Director of the University's new Transformational Innovation Hub, who also holds a partial appointment in the Architecture Department as Professor of Human Ecology Design. Administrative assistance for the program is provided by the Assistant to the Dean, Emily Kynerd, and Admissions Coordinator for the College, Sarah Cullen, who started in November 2021. The College benefits from the expertise of Rachel Walden, Assistant Director of the Career Center for the Career Cluster into which architecture falls. A search is currently underway for a new Budgeting Manager to support all three programs in the College. Important ancillary personnel include architect-members of the College Advisory Board: Valarie Franklin (Senior Associate, Moody Nolan), Betsy Littrell (Owner, Maypop Building Studio), David Minnigan (Principal, ESa), and David Powell (Principal, HASTINGS, and Chair of the Advisory Board), and a forthcoming Architecture Program Council.

Program Changes

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

This section is limited to 5 pages, total.

Program Response:

n/a

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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:

Enrolling 8,355 students in Spring, 2023, and situated less than two miles from downtown Nashville, Belmont University is a mid-sized, private, Christ-centered university with deep institutional roots. Through many iterations following its foundation in 1899 as a women's college dedicated to preparing its graduates to lead "lives of purpose," Belmont and its predecessor institutions have each been strongly mission-driven, sharing the goal of equipping students for lives of meaning and significance. As revised under guidance of the new President, the University's mission proclaims:

> We are a Christ-centered, student-focused community, developing diverse leaders of purpose, character, wisdom, and transformational mindset, eager and equipped to make the world a better place.

Dr. Jones' new direction for the University is described in a new strategic plan. Among its many aspirations,[3] the College faculty has chosen to focus on four of its aims: whole-person formation, social impact, equity work, and community service (see more in *program participation in university-wide initiatives* table below).

Pursuing these goals, each program in CAD will contribute to the University's overarching goal to form diverse leaders of character, equip people to solve the world's complex problems through teaching, research, and service, and become radical champions for helping people and communities flourish.

Welcoming students of any (or no) faith commitment, the University's identity draws from a Christian heritage of service that is evident across curricula delivered by faculty who are committed to witnessing their faith in the classroom. Focused on nurturing the whole person, the University supports programs in social and spiritual development in addition to its academic programming. The Christian tradition of humbling self in the pursuit of serving others shapes curricula by encouraging students to think beyond education solely as a means to enter the professions. This objective further highlights student-centeredness as the reason for the University's educational emphasis to conjoin general studies with professional preparation and is the inspiration for the aims of the College, and Department of Architecture, to address whole-person formation through encouraging broad considerations of vocational mindset, metacognition, and positive learning culture.

The **mission and vision** likewise reflect the growing emphasis on wholeness and integration in twenty-first century higher education in the United States and serve rising student concerns to find lives of purpose and meaning, even outside of faith-based institutions. Strongly emphasized within the University's general studies program—called the BELL (Belmont Experience Learning

[3] All of which can be seen here: https://www.belmont.edu/2030/index.html

Life) Core—education at Belmont is informed by recognized high-impact educational practices (as defined by the AAC&U) that include first-year seminars, learning communities, collaborative assignments, undergraduate research, global and service-learning, and capstone courses.

Belmont's mission has strongly shaped the character of the architecture program, which draws its values and educational objectives from those of the University by aspiring to prepare future citizen architects to improve the world through the process and medium of building with special emphasis on environmental sustainability and social equity. Belmont's architecture program represents a distinct approach to professional architecture education within a faith-filled, liberal arts setting emphasizing vocational discernment and student choice. Belmont's program aspires to lead by integrating general studies and professional education within its architecture majors' experience and through the intentional integration of high-impact educational practices. Although environmental sustainability and social equity are by no means distinct to our architecture program, our motivation and language surrounding our pursuit of creation care and love for neighbor extend from our faith commitment.

Faculty are well-integrated into the campus community, finding increasing opportunities to teach in the campus-wide first-year seminar program, engage students in research intended for presentation at the annual university-wide Belmont University Research Symposium (BURS) for undergraduates, collaborate across the curriculum, and develop interdisciplinary learning opportunities. The integrative nature of our program is exemplified by curricular ties with environmental science, fine art, philosophy, and interior design. Making this integrated approach visible to students is one motivation for the program's development of a "folio thinking" program that flows through the entirety of the program. This ePortfolio-based program, which also will increase student achievement through developing metacognitive skills, is outlined in the Folio Thinking Conspectus (App. K) and further described below.

Among the **degree options** available in the Department of Architecture, which include a Minor and Bachelor of Science in Architectural Studies, the five-year B.Arch. will position graduates with professional aspirations to expeditiously achieve positions of authority and influence. While the curriculum of the B.Arch. program addresses the NAAB 2020 Program & Student Criteria, it is not devised to serve the attainment of licensure as an end in itself. Instead, it positions licensure as the means by which graduates can attain authority to exert a positive impact on and within the profession. Belmont graduates will have a special focus to serve people by imagining, designing, and realizing a better, more beautiful, and more just world, and will be able to move expeditiously into strategic positions to achieve their goals due to the plan of the program.

Although some coursework was delivered according to a hyflex model to accommodate social distancing requirements prompted by the coronavirus pandemic from spring semester, 2020 through spring, 2021, the goal of the architecture program is to engage traditional, on-campus education, with occasional courses being offered in a hybrid model when faculty prefer that pedagogical approach and to provide flexibility and student choice; this has been welcomed by many students, including the growing number enrolled through the Adult Degree Program (ADP).

Overall, t**he culture of the architecture program** is characterized by principles that are foundational to its location within Belmont University. Aiming to unify education in the liberal arts and the profession, the architecture program leverages the opportunities provided by the BELL Core to integrate general studies with professional education as a thorough preparation for this inherently interdisciplinary field. We promote broad vocational mindsets that accommodate multiple paths to, and beyond, architecture as a profession, including professional development opportunities and reflective practices, while nurturing students' understanding of vocational fulfillment through service-mindedness. A faith held in common unites our diverse perspectives, approaches, pedagogies, and expertise and is evident in pedagogy, course content, traditions of service, and aims for justice and equity.

In addition to seeking accreditation of the B.Arch. to serve students' professional progress by attaining the primary prerequisite for licensure, the program will emphasize the NAAB's stated "**Shared Values of the Discipline and Profession**" that link education and professional practice:

- architectural **design** as a medium of proposing solutions to formal and functional opportunities;
- the centrality of **environmental stewardship** as a prime **professional responsibility**;
- the importance of overcoming injustices in the environment and practices by intentionally addressing needs for greater **equity, diversity, and inclusion;**
- connections between **knowledge and understanding** as the basis for true **innovation;**
- emphasis on the architect's potential to positively influence people through **leadership, collaboration, and community engagement**; and
- the recognition that to practice in a field that must evolve as life around it does, architects must embrace **lifelong learning**.

Finally, the program serves the widely-embraced belief at the University and articulated by our previous President that "Every student who comes to Belmont was created for a purpose and brings a set of God-given abilities, talents and passions to their work." While serving the requirements of Belmont's general studies program and the conditions for accreditation published by the NAAB, the B.Arch. curriculum is capacious and flexible, providing students time for reflection and, through ample elective options, opportunities to pursue deeper understanding of architecture's subfields or broader knowledge outside of coursework required for their major. Focused on helping students discover where "their great joy meets the world's great need" (paraphrasing Frederick Buechner), regular program reviews and advising options built around ePortfolios will provide them with occasions for vocational discernment and help them decide on paths within architecture that will amplify their strengths or, alternately, recommend a different course if they determine that architectural practice is no longer their professional goal. The focus on vocational discernment and opportunity for elective study distinguish the program as it aims to prepare graduates to pursue their understanding of that divine goal alternately called "the good life," *eudaimonia,* or "human flourishing."

Future development of the maturing program will continue to be impacted by the mission and values of the Institution. Melding the strengths of the BELL Core and throughout the College, enjoying an enviable position in one of the fastest-growing design industry markets in the country, and establishing relationships with an enthusiastic profession eager for a professional architecture program in the city, the three-year-old architecture program continues to leverage its many strengths in the creation of a diverse and flexible curriculum that serves varied student interest, reflects the University mission, and equips students to pursue, with a strong sense of purpose, the profession of architecture or one of its many related fields. Moreover, it will fulfill the obligations of a professional education required of accredited programs across the country while addressing issues of high importance to building culture in the twenty-first century, including environmental and cultural sustainability and vocational flexibility.

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 program has a meaningful role in and relationship to Belmont's academic context and community. Positioned in a University that is big enough to offer generous academic exploration,

diverse student services and support, and extra-curricular activities including study abroad, the program is also housed in one of the smaller colleges on the campus, nurturing a community dedicated to design disciplines in our corner of the campus.

The immediate context of the program is in the O'More College of Architecture and Design (CAD), one of Belmont's twelve colleges. As of the start of the 2022-2023 academic year, CAD enrolled 277 students: 86 majoring in architecture, 103 in interior design, and 88 in fashion design and merchandising.

The architecture program enjoys a mutually supportive relationship with the other programs in CAD, each of which represents design disciplines with aims for professional preparation and credentialling within a service-oriented, liberal-arts context. Further, the programs share a commitment to such pedagogical principles as learning manual traditions prior to engagement with advanced technology and the importance of training students to serve populations that have been historically underserved by design disciplines. Each of the three departments offers a minor and welcomes all students into select courses as electives. The programs also share classrooms and workshop spaces, including design studios, computer labs, the digital fabrications laboratory and woodshop. The latter is housed in the nearby College of Art, further strengthening the position of the architecture major within creative visual disciplines on the Belmont campus.

The program benefits its institutional setting by adding to Belmont's array of professional programs, which includes law, nursing, pharmacy, business, and education. The establishment of professional architectural education at Belmont is also a first for Nashville and a development to which the professional community has responded enthusiastically.

The program benefits Belmont in many ways, including:

- Curricular orientation toward service-learning and community impact, which brings positive attention to the University's mission and goals
- Fresh renovations of campus buildings from the 1970s and earlier, which has also opened administrative eyes to the value of alternate aesthetics and adaptive reuse
- Department programs open to the whole student body (e.g., fall seminar on technology awarded BELL Core credit; architecture history fulfills a Fine Arts requirement)
- Consistent participation of our faculty in the First Year Seminar program
- Faculty engagement in Interdisciplinary Learning Communities (e.g., Barry Ballinger teaching architecture alongside English)
- Contributions to University programming (e.g., the CAD session on "Purpose" that was part of Pres. Jones' inauguration activities)

The program benefits the local (Nashville) and Middle Tennessee community in many ways, including:

- Curricular orientation toward service-learning and community impact has engaged community members, particularly non-profits (e.g., Thistle Farms, Metro Schools)
- Classes working directly with North Nashville (Jefferson Street) community members as well as in a project organized by the Office of the Mayor in Clarksville
- Participation in the Civic Design Center's "Parking Day" (for which our students won the "Golden Cone Award for the Most Equitable Parklet" prize)

Another benefit of its institutional setting is the program's integration with, and support of, programs currently existing at the University. The architecture curriculum is integrated with science, fine art, and philosophy:

- **Environmental Science** is the required lab science in the BELL Core, taken prior to a series of fourth-year studio and environmental systems courses to enhance

understanding of architecture's potential to exacerbate or ameliorate harm to the environment
- **Drawing I**, in which students are taught observational hand drawing by a fine arts faculty member and alongside students from a variety of programs in the College of Art
- **Philosophy** supports students' area knowledge and approach to thinking about ideas that are explored in their fourth-year theory class

Other connections include Architectural Design ARC 4025, which includes a project link with a standing Interior Design studio course. The Minor in Architectural Studies is available to students throughout the campus. Faculty are investigating potentials for future collaborations with nursing and theatre.

The program contributes to university-wide initiatives and the University's academic plan through exercises that supported the Strategic Trajectory to 2030 (App. X), concentrating on whole-person formation, equity, and service:

Architecture Program Participation in University-Wide Initiatives	
University Goals	**Program Responses**
Nurture whole person formation, to teach and develop people of character, purpose, wisdom, and transformational mindset	• Content of ARC 1015 (and others) • VoCo
Embrace hope and inclusive excellence to reweave the social fabric	• Community-impact projects (see App. L)
Engage and serve neighbors in Nashville and Middle TN as a trusted partner and radical champion for flourishing	
Cultivate a more welcoming, equitable and inclusive environment where diverse viewpoints shape the University's future	• Current project to include equity statements on all syllabi • Workshop on equity in assessment

Individual faculty members participate in university-wide initiatives and the university's academic plan through institutional service. Some of these are by invitation (e.g., Jhennifer Amundson's appointment to the Research and Design Subcommittee of the Enslaved Persons Memorial, inaugurated in 2021) or by election (e.g., Antony Monica's representation of the College on the BELL Core committee). Architecture faculty also participate in the annual program assessment organized by the Director of Academic Assessment (Carol Walter) in the Office of Assessment and Institutional Research. Other university-wide initiatives that benefit from Architecture's participation are:

- Service as a mentor in the Christ-Centered Learning initiative (Anthony Monica)
- Service on the First Year Seminar anthology editorial committee (Joseph Watson)
- Upcoming projects facilitated by Josh Yates and the Transformational Innovation Hub

The program develops multidisciplinary relationships and leverages unique opportunities within Belmont and the local design community in Nashville. As the program matures, and as we are relieved by the alleviation of the coronavirus pandemic to allow greater physical movement around the city, we have engaged with increasing numbers of opportunities both on- and off-campus. On campus, the program has established creative and intellectual ties to academic programs like those discussed above; a student chapter of Habitat for Humanity co-housed in CAD and the College of Art is open to students across campus. Since its founding, CAD has been a high-level sponsor for the Civic Design Center and has taken several opportunities to avail itself of that group's many opportunities. Likewise, new relationships with the Nashville chapter of the National Organization of Minority Architects and Middle Tennessee AIA (the latter accelerated with the hiring of its past president as a part-time instructor for spring,

2020) are also promising. Most recently, Jhennifer Amundson has been named as a new member of the Middle Tennessee AIA JE+DI (Justice, Equity, Diversity, and Inclusion) Committee.

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:

The program encourages students and faculty to learn inside and outside of the classroom through individual and collective opportunities of many kinds. In addition to maintaining small class sizes (ideally 12 in studios; 24 in conventional classrooms) to enhance formal academic settings, students have benefitted /can benefit from such opportunities as:

- Touring the new campus performing arts center with its principal design architect when it was under construction
- Field trips to Nashville sites (e.g., the Parthenon, the Belmont Mansion, downtown walking tour, precast concrete plant, wood fabrication studio, multiple firm tours)
- Participation in professional societies and origination (e.g., student chapters: AIAS, NOMAS, Habitat for Humanity)

The professional program's appointed NCARB Architect Licensing Advisor, adjunct faculty, and professional guests actively extend invitations for student engagement outside of the classroom. The professional development of faculty and vocational interests of students are a focus area of the College that are formally recorded annually for faculty and collaboratively discussed in monthly meetings. Students are invited and encouraged to consider extracurricular opportunities through department wide email announcements, ALA presentations to all first-year students in ARC 1015 Craft, Profession, Vocation classes, and through personal engagement with faculty and advisors. This includes ongoing professional development of all architecture majors for networking to reveal internship/externship opportunities in the Nashville metro areas as they establish NCARB AXP records.

Summary Statement of 1 – Context and Mission

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

Program Response:

Situated in a College that also offers Interior Design and Fashion Design and Merchandising, Belmont's architecture program is part of a community dedicated to design disciplines, within a mid-sized, private, faith-based university that offers generous academic exploration and multi-disciplinary integration, diverse student services, and extra-curricular activities. Less than two miles from downtown Nashville, the program participates in a vibrant design community and enjoys connections with several professional and creative organizations and nonprofits.

Shaped by the University's mission, Belmont's architecture program aims

> to prepare future citizen architects to improve the world through the process and medium of building, with special emphases on environmental sustainability and social equity.

Representing a distinct approach to architectural education that emphasizes vocational discernment and student choice, the architecture program provides rigorous coursework that

addresses the many needs required of professional practice. In addition to the traditional requirements of architectural education, the program

- Integrates general studies and professional education to prepare graduates to successfully enter this inherently interdisciplinary profession,
- Emphasizes metacognition and reflection as a means of vocational discernment
- Nurtures students' understanding of professional fulfillment through service-mindedness,
- Benefits from a faculty of professing Christians who integrate their faith and teaching, emphasizing traditions of service and values supported by the faith in all aspects of curricular, co-, and extra-curricular planning.

Belmont graduates will have a distinct focus on serving people by imagining, designing, and realizing a better, more beautiful, and more just world.

NAAB

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 understands *design* in the terms by which it was first introduced into the lexicon used by people responsible for the conjuring and creation of buildings.

Rooted in the Renaissance concept of *disegno*, *design* refers to intellectually-conceived projections that are more the result of creative innovation than rote replication of manual exercises. Buildings, of course, had been made for millennia without this self-conscious descriptor. We are heirs to the assertion of design as an intellectual exercise that enhances the considerations that have always been a part of making buildings, including:

- selecting structural materials and methods,
- arranging spaces to serve particular functions and needs, and
- serving the human aspiration to aesthetically elevate building traditions in the interest of cultural statement-making.

Design creatively and self-consciously reconsiders these standards by imagining, projecting, and realizing something new.

Also, recipients of the unhelpful conventions in which design has been isolated as the single preeminent aspect of an architect's work, we recognize the importance of dissolving disciplinary silos (although they cannot be truly demolished, due to the conventions of American higher education). Ostensibly free-standing design courses will only realize their full consequence by our remembering that within them, students practice the intellectual exercises that require and depend on material from so many other disciplines. For these reasons, our courses are strategically and intentionally integrated as frequently as possible.

An overarching concern for developing empathy and sensitivity to diverse contexts and needs drives the work of faculty to guide students in seeking, through iterative and critical processes, solutions that serve people through providing safety, security, and equity in buildings that fulfill the realms of economic, environmental, and social/cultural sustainability.

The program intends to continually address the importance of *design* in its long-range planning by annually reviewing and assessing the process and products of design courses, with special focus on those that provide intentionally integrated experiences. As a priority of the program, integrative teaching and learning is assessed in our assessment cycle; design courses will be reviewed both horizontally and vertically (App. I). This Shared Value will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 2021 (Arch. Design 1), 2022 (Arch. Design 2)
- R: ARC 3023 (Arch. Design 3)
- M: ARC 4528 (Arch. Design 8)

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:

The program recognizes the responsibility of the profession toward *stewardship* broadly defined, seeing this concept as responsible care for the three realms of sustainability: social, environmental, and economic.

Responsibility to *social sustainability* relates to the longstanding concerns for public health, safety, and welfare, by going beyond standard concerns for bodily safety to recognize the way the built environment engages with and affects equity in our social fabric. Responsibility to *environmental sustainability* affects the choices architects make about extant and projected built environments to ensure improved health of the planet and architecture that does not deplete resources. Neither economic, environmental, nor social sustainability can be considered as isolated concerns; ethical professionals must understand their connection.

The program will continually address these complex and interconnected issues of *stewardship* as part of architects' professional responsibilities in its long-range planning by ensuring that ethical standards relating to all aspects of stewardship are a regular part of students' training and education. Concern for specific codes and regulations concerning public health, safety, and welfare may fall into the content of particular professional practice and upper-level design courses, but ideals of social dignity as served by architecture and the built environment will be standard in design courses, history classes, and fundamentals of building science curricula. For example:

- **Architectural design** projects frequently focus on community impact (App. L)
- **History courses** have environmental questions running through them, from the South's plantation economy, concrete and modernism to Indigenous worldviews, and Chicago's grain elevators. Students complete an entire three-week module to Indigenous worldviews and ways of building, focusing on concepts like seven-generational thinking and relationality. Courses take a multifaceted approach to industrialization, balancing an understanding of architects' contributions to environmental destruction with efforts to alter environments for the better.
- **Environmental Systems** and **Structures** courses focus on sustainability, especially as linked to the discipline of environmental science, also shapes students' introduction to traditions of building throughout history and around the world and decision-making about materials and methods in design coursework.

This Shared Value will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 1015 (Craft, Profession, Vocation), 2031 (Arch. History 1)
- R: ARC 2032 (Arch. History 2), 3041 (Structures 1), 4043 (Environmental Systems 1), 4034 (Theories of Architecture & the Environment)
- M: ARC 4527 (Arch. Design 7)

In addition to assessing individual courses for meeting discrete learning goals, the program's Folio Thinking program will require students to regularly reflect on the way that sustainability studies affect their developing worldview and professional outlook through the ePortfolio assessment (1st, 3rd, 5th years).

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:

The program embraces the values of *diversity, equity, and inclusion* as central to the practice of architecture and foundational to its mission in a faith-informed setting. In addition to responding to long-overdue reckonings within the profession and higher education, the just treatment of individuals made in God's image is a foundational principle of the Christian faith.

As stated below (sec. 5.5.1), the program participates in, and wishes to advance, the efforts of the University to correct the balance of systemic and operational traditions that have created barriers to access. The program recognizes the opportunity of being new and thus in a position to create its own traditions that are more equitable, diverse, and inclusive.

Each facet of the program, including faculty, staff, and student recruitment and retention, engagement with community members and groups, distribution of physical and financial resources, curriculum content and approach, and invitations to guests who review student work and speak in lecture series, are shaped by the three foundational concepts of equality:

- **Diversity**: recognizing and valuing differences among people and in groups in order to ensure that multiple perspectives are represented, making us smarter and more creative
- **Equity**: the just treatment of individuals to ensure their equal access to benefits, regardless of their starting point, along continuum of human ability and experience, thus committing to equivalent experiences (not necessarily equal resources) to all members of the community
- **Inclusion**: intentionally nurturing full participation by all in everything and believing that we need to do more than make room for everyone, but must to do so intentionally, identifying the value of each voice and person.

The program intends to continually address the values of *diversity, equity*, and *inclusion* in its long-range planning by carefully monitoring the diversity in its human resources activities, community activities, distribution of physical and financial resources, curriculum content and approach. The program addresses values of DEI in long-range planning by ensuring:

- An equitable approach to diversity in human resources: Faculty/staff searches use language to encourage underrepresented groups to apply; ads specifically circulated to groups like NOMA; advertising on minority-focused websites, etc.
- Diverse community activities and distribution of physical and financial resources:
    - College financial support directed toward sponsorship of Civic Design Center (which addresses equity issues all the time) and the NOMA conference
    - Department resources supporting both AIAS and NOMAS
- Equity in curriculum content and approach:
    - Community impact projects (App. L)[4]

[4] We are particularly pleased that the first award garnered by the program is the "Golden Cone Award for Most Equitable Parklet," won by students for their participation in the Civic Design Center's PARK(ing) Day.

  - Themes in the courses (e.g., architecture history content including race, gender, immigration; architecture design precedent studies)
  - All faculty contending with increasing the equity in assessment techniques, as promoted in a January workshop
- Diverse representation among guests invited to participate in our program:
  - The four architect-members of the advisory board include one Black woman, one white woman, and two white men
  - Invitations to reviewers that represent the diversity of Nashville's professional community (ethnicity, gender, age)
- Student reflections on matters of equity and how studies and experiences in DEI affect their developing worldview and professional outlook in their ePortfolio

This Shared Value will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 1015 (Craft, Profession, Vocation)
- R: ARC 3033 (History of Architecture in the US)
- M: ARC 4015 (Senior Capstone for Architecture)

The Department will also review the following co- and extra-curricular activities that reinforce this shared value:

- AIAS/NOMAS programming
- ePortfolio assessment (1st, 3rd, 5th years)
- Advisory Board Mentorship Program

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:

The program approaches values of *knowledge and innovation* through its encouragement for students to discover new knowledge, solutions, and prospects based in their critical studies of changing conditions, revised understanding of accepted facts, and reevaluation of longstanding, working traditions. Rather than a belief in architectural invention—the truly rare occurrences of something entirely new, —the program nurtures students' process toward innovation: studying and understanding established conditions, means, precedents, approaches, materials, and traditions, and improving on them. Innovative architecture and architectural practices make the built environment more fully responsive to cultural needs and improves the discipline through its increased relevance. We believe that human creativity reflects a divine Creator, not in our ability to make something of nothing but rather in our desire to fulfill, change, rectify, and establish relationships through the things we can design and make from what has already been created. Innovation is a focus throughout the College and is one of its stated values.[5]

The program intends to continually address the values of *knowledge* and *innovation* in its long-range planning through articulating this approach to innovation in the Student

[5] The others are Inquiry, Collaboration, Service, Creativity, and Empathy.

Manual and including it in design, history, and technology courses. (See App. F for "Rigor and Creativity.") Examples of courses that address this value include:

- In **History of Architecture**, thinking contextually helps differentiate between newness/novelty and innovation. For example, we situate Sullivan's architecture and writings within the context of 19th century labor upheavals to ask about what values his work embodied and who benefited from them.
- **Structures** correlates the development of structural materials, methods, and systems with reflections on architectural history timelines. A focus on recent centuries and how the rise of construction related industries, transportation and technologies have been influencing building design and fabrication includes reflections on past and future perspectives of sustainable practices.
- In **Environmental Systems**, the way that innovations in sustainability, systems, and building performance can all inform building design in response to culture, microclimates, etc.
- **Digital Representation** introduces students to different model-making techniques, such as 3D printing, laser cutting, and CNC milling. In addition to that, we explore different presentation tools and rendering resources.

This Shared Value will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 2051 (Digital Representation 1)
- R: ARC 4043 (Environmental Systems 1)
- M: ARC 4015 (Senior Capstone for Arch.), 4518 (Comprehensive Deisgn Seminar)

The Department will also review the effectiveness of the CAD Student Handbook to reinforce the importance of this shared value.

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:

The program champions the values of *leadership, collaboration,* and *community engagement* in its approach to architects' social responsibilities.

Preferring the more inclusive term "influence" over "lead," the program recognizes that all people have the potential to sway, encourage, and persuade people in their own spheres of influence. Architects have an especially important professional role as encouragers, guides, and coordinators in collaborative work teams, client relationships, and within their communities. Good leadership cannot exist without cooperation, for few will willingly follow (vs. begrudgingly comply with) people who do not value their opinions, gifts, and time. Avoiding the single-mastermind mentality, we recognize that architects cannot work in isolation, but rely on many, many other hands and minds to complete building projects.

Likewise, as architects' work is rarely truly private, but almost always imposes itself on the public sphere, architects cannot help but engage their communities. Our hope is that our graduates will do so by partnering with actual people, community values, and cultural traditions, rather than inflicting their personal taste on the public.

The program intends to continually address the values of *leadership, collaboration,* and *community engagement* in its long-range planning by addressing these definitions of

influence, collaboration, and engagement in all courses that address them. Additional opportunities to work with "real" projects in the community (especially by partnering with Nashville's Civic Design Center) will be central, and ideally part of the orientation process for first-year students.

Since its founding, the program has addressed:

- Values of leadership as:
  - Subject matter in professional practice stream
  - Support of student-led formation of AIAS, NOMAS
  - A topic of discussion in "Trajectory" and VoCo programming
  - Core content in professional practice studies
- Values of collaboration as:
  - Design projects that require collaborative group work
  - Most history class meetings are devoted to group discussions and activities with the goal of collectively producing historical knowledge
- Values of community engagement as:
  - PARK(ing) Day: community engagement & collaboration
  - Hosting NOMA-Nash's Project Pipeline program on campus and providing significant financial support for the program and student assistants

This Shared Value will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 1015 (Craft, Profession, Vocation)
- R: ARC 3024 (Arch. Design 4)
- M: ARC 4507 (Pro Practice 1), 4015 (Senior Capstone for Architecture)

The Department will also review the following co- and extra-curricular activities that reinforce this shared value:

- Service-Learning projects
- AIAS/NOMAS programming
- Advisory Board Mentorship Program

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:

The program promotes *lifelong learning* by its faculty modeling their own position as learners, by hosting professional development sessions and guest lectures to which local practitioners are invited, and by framing the value of their education within the ePortfolio system. The Folio Thinking project will facilitate students' gathering of:

- Iterations of specific projects,
- Projects and papers from linked coursework,
- Reflections on the entirety of the undergraduate experience, and
- Plans to achieve human flourishing

The ePortfolio project also stresses that the student's experience at Belmont is not a series of discrete events, but rather a collection of related experiences that draw from and build on their lived experience and promote their development as continual learners and citizen architects in the future.

The program intends to continually address the value of *lifelong learning* in its long-range planning by annually reviewing opportunities taken, missed, and that remain for future potentials. We understand this to be central to vocational discernment and folio thinking. It will be addressed in our Folio Thinking Conspectus (App. K) and, in more pragmatic terms, the introduction of licensure requirements in ARC 1015. We also emphasize the concept of "life-wide" learning, which is a mainstay in folio thinking practices, to consider the various ways experience of all kinds contributes to whole-person and professional formation.

This Shared Value will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 1015 (Craft, Profession, Vocation)
- M: ARC 4508 (Pro Practice 2)

The Department will also review the following co- and extra-curricular activities that reinforce this shared value:

- ePortfolio
- VoCo programming
- AIAS/NOMAS programming
- Advisory Board Mentorship Program

NAAB

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)

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

The curriculum for Belmont's architecture program has been carefully considered in light of the 2020 Conditions for Accreditation, as is evident from a consideration of study of its courses and the criteria. (See App. M for matrix.)

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:

The program ensures that students understand the paths to becoming licensed as an architect in the US and the range of available career opportunities that utilize the disciplines' skills and knowledge primarily through course content and academic advising.

Belmont's efforts to attain professional accreditation for its architecture program—the first credential required on the path to licensure—reveals its dedication to preparing graduates for futures as licensed architects. At the same time, we recognize that, for any of a number of reasons, people may not complete this conventional trajectory and thus should be made aware of alternate means to work within and alongside the architectural profession without a license.

The traditional path to licensure, and options to it, are presented in the very first course that architecture majors take upon matriculation into the program. ARC 1015 (Craft, Profession, Vocation) outlines the development of the profession from its roots in craft traditions millennia ago. This approach contextualizes the current standards for registration and reasons that they have come to pass, while also recognizing the diverse ways people have practiced, and continue to practice, in various building traditions around the world.

Department Chair Tom Lowing has taken on the responsibilities of serving as the program's Architecture Experience Program (AXP) Architecture Licensing Advisor (ALA). In the past year alone, he has:

- Arranged the NCARB's special event presentation of "Designing Your Future: Creating Value in Your Career" by Martin Smith, AIA, NCARB -Assistant Vice President, Experience + Education, NCARB. The event was held in-person on campus for architecture majors on April 7, 2022.
- Presented the Architecture Department Professional Practice and Program Overview: A Strategic Plan for Success in Professional Practice and the Program to the leading cohort of architecture majors on April 21, 2022.
- Met with emerging professionals and invited students to attend a special presentation on AXP and ARE licensing requirements hosted by the AIA Middle Tennessee

Chapter and presented by Harry M. Falconer Jr., FAIA, NCARB, Hon. FCARM -Vice President, Experience + Education NCARB when he visited Nashville to attend the NOMA 2022 Unplugged national conference. (Oct. 2022)

To build considerations for vocational discernment in students very early in the program, the course has included presentations by people who completed architecture degrees but took diverse paths thereafter to demonstrate the flexibility of the degree and also to (hopefully) alleviate the pressure that some students face about making the "right choice" of major. Representatives from the University's Office of Career and Professional Development lead students through understanding their results from the "Strong Interests Inventory" (SIS) and encourage students to begin in their first semester to think about the gifts they bring to this flexible field, how those can be utilized in architectural practice, and how they can help a graduate migrate elsewhere. The SIS is included in ePortfolio exercises and advising sessions, as prompted by VoCo. The department's participation in the College-level VoCo program will further these opportunities through required and optional co-curricular activities.

As seen in the Folio Thinking Conspectus (App. K), students are guided through a consistent process of metacognition that is central to the introductory "folio thinking" course in the first year and ARC 4015, Senior Capstone for Architecture, in the fifth. Throughout their studies, students engage with the ePortfolio as a vessel to collect products of their work and reflect on its process, along with varied additional activities, events, and accomplishments. The mid-program review (App. I) guides students to take a wholistic view of their progress via artifacts and exercises collected in their ePortfolios and receive faculty feedback, providing an important touchpoint to these goals in the third year of the program.

In the final year of the program, students will consider the entirety of their experience, assess their continued path to licensure or alternates to it, hopefully with perspectives sharpened by their studies, co-curricular events, and internships and parttime work in the architecture and related fields. Two courses return to these ideas with specific intent:

- **Professional Practice** delves into the licensure process and examine transferrable skills that people with architectural training can use in other disciplines.
- In the **Senior Capstone** will guide students to reflect on their initial impressions of the profession that were captured in the ePortfolio established in the first year.

In addition to these curricular initiatives, academic advising within the department, especially at salient points of development and prompted by VoCo, will encourage students to reflect on their development and discuss future plans with their advisor

"Career Paths" is central to our work on behalf of vocational discernment and whole-person formation. This Program Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 1015 (Craft, Profession, Vocation)
- R: ARC 4507 (Pro Practice 1)
- M: ARC 4508 (Pro Practice 2)

The Department will also review the following co- and extra-curricular activities that reinforce this PC:

- VoCo/Academic Advising
- ePortfolio assessment (1st, 3rd, 5th years)
- Advisory Board Mentorship Program

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

Program Response:

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. Through multiple semesters of design courses, students develop skills from a focus on fundamental principles to more sophisticated integration of both inter- and intra-disciplinary coursework and finally to highly complex design projects in advanced courses.

Architectural design is the intellectual act of projecting the arrangement of materials to create a building that will perform a function, stand against structural and environmental demands, and fulfill humanity's need for visual delight, physical comfort, and emotional enjoyment. An operation of synthesis and innovation, it is the funnel through which findings, discoveries, and reflections in other courses and lived experiences flow.

Through coursework and extra-curricular programs, students will learn from their first year in the program that good design mitigates and ameliorates existing conditions in a room, a site, or within a region. Students are exposed to design ideals at every opportunity, including

- **First-year orientation activities** that partner with the Civic Design Center for low-stakes and team-building charettes
- **History coursework** that explains the design and making process (rather than viewing historic structures as *faits accomplis)*
- **Woodshop** safety instruction also includes an opportunity to design a small project that requires some forethought of design

The architectural design sequence proceeds from courses focused on principles through a rigorous sequence of integrated pairings, to a fully comprehensive project in the fifth year of the program.

- **First year**: development of manual iterative and communication skills
    - Fabrication & Sustainability (ARC 1020), F. Lima, Ex.: Spring 2023 woodshop design and fabrication project
    - Architectural Drafting (ARC 1001), B. Daniels, Ex.: Spring 2023 2D and 3D representations of existing constructions
    - Foundations (ARC 1003), K. Kennon, Ex.: Fall 2022 design principles in precedent studies, 2D graphic representation, and small-scale 3D models
    - Drawing 1 (ART 1030), Fall 2022 portfolio excerpts for rendering materials, shade and shadow in a variety of object forms and surfaces
- **Second year**: foundational and introductory ideas of architectural design including balance, harmony, spatial definition, scale, and context, with reference to simple programs and straightforward, conventional materials
    - Architectural Design 1 & 2 (ARC 2021 & 2022): Methods of Design, Remediation project in ARC 2022 (Watson)
- **Third year**: programs and dimensions of design complicated through intentional integration with coursework within the department, beginning with introductory structural design and contextual/formal studies of vernacular/regional architecture studied in the concurrent history course.
    - Architectural Design 3 & 4 (ARC 3023 & 3024): *Integrated Design*

- **Fourth year**: greater enrichment through multiple cross-curricular developments, including environmental science (architecture majors' required lab science course), environmental systems, and a course in architectural/ecological theory.
    - Architectural Design 5 & 6 (ARC 4025 & 4026): *Advanced Integrated Design*
- **Fifth year**: the most demanding pair of courses, which bring together the totality of requirements in a fully comprehensive design that replicates, as much as is reasonable, the fully integrated nature of architectural practice within the civic realm.
    - Architectural Design 7 & 8 (ARC 4527 & 4528): *Comprehensive Design*

Through these ten semesters, students will develop an understanding of the increasingly complicated nature of design as it builds on principles, increases integration, ultimately recognizing the degree to which architects must depend on other professionals in a collaborative spirit to complete complicated building projects.

This Program Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 2021 (Arch. Design 1), 2022 (Arch. Design 2)
- R: ARC 3023 (Arch. Design 3)
- M: ARC 4528 (Arch. Design 8)

The Department will also review the effectiveness of the ePortfolio to reinforce this shared value.

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:

The program instills in students a holistic understanding of the dynamic between built and natural environments by addressing this aspect of sustainability as a concern for many subject areas. It also enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities by focusing on course offerings and content, field trips, and organizational partnerships that emphasize the importance of learning new technologies and traditional methods for building in alignment with the needs of the environment, recognizing also that architects can promote healthy environments and fight climate change through their public words and actions, not only through their built projects.

This program criterion is one of the most important to Belmont's curriculum, which is founded on a deep concern to address all interconnected realms of sustainability (social, environmental, and economic).

Students study ecological issues in a series of courses, including:

- **Craft, Profession, Vocation,** the first course in the program introduces the climate crisis as an issue of environmental concern and social justice, and thus as one of the primary interests of architects. Faculty encourage students to recognize the potential of traditional/vernacular models as well as new technologies to ameliorate the crisis. Students learn about initiatives such as the Living Building Challenge or AIA Design

Framework for Excellence reviews and Sustainability (LBC, LEED, and WELL Building) standards and Cradle-2-Cradle principles are introduced
- **The Introductory History Sequence,** which consider the ecological roots of vernacular traditions as well as the impact of the Industrial Revolution and globalism; also sees the built environment as a record of social/cultural values,
- **Structures** and **Environmental Systems** are integrated with design courses through assignments and presentations.
- **Theories of Architecture and the Environment**, to be offered for the first time in Fall 2023, will encourage connections to the 1000- or 2000-level Philosophy course they will have either already taken or be concurrently enrolled in. This will come through the discussion of texts from the philosophical tradition, giving students the chance to think through how their encounters with themes and concepts may resonate differently depending on the context. Students will be encouraged to reflect on these connections through written assignments that ask them to consider how philosophical abstractions have found expression in the material realm and how the built environment has encouraged philosophical speculation.

Moreover, students' understanding of ecological sustainability within architectural thought and practices will be expanded by, and founded on, their participation in the introductory lab and lecture course in environmental science, which is one of their general education requirements.

Design for environmental health will be a consistent concern for our architecture majors, who we hope will graduate to be sensitive designers that recognize the capacity for architecture and urbanism to improve environments.

This Program Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 1015 (Craft, Profession, Vocation), 2031 (Arch. History 1)
- R: ARC 2032 (Arch. History 2), 3041 (Structures 1), 4043 (Environmental Systems 1), 4034 (Theories of Architecture & the Environment)
- M: ARC 4015 (Senior Capstone for Architecture)

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:

The program ensures that students understand the histories and theories of architecture and urbanism from broad and global perspective as well as one informed by national and regional developments that address and have been shaped by diverse social, cultural, economic, and political forces through a four-part history sequence that is integrated with design studies.

Embracing humanity's character as storytellers and of architecture's potential to contribute to the narrative of a place, history has an important and integrated role within the curriculum. Following a two-part global introduction, a third course delves deeply into local customs of building while a final class revisits the intellectual landscape of architectural theory, especially in light of insights that focus on nature and the environment. While the importance of historical research and contextualism (in its many varieties) underscore work in the program, the following courses illustrate the capacity for history in the program particularly well:

- **History of Architecture 1** (ARC 2031) is global and multi-cultural, tracing the developments of vernacular traditions that grow into classicisms. It is ecological, anthropological, and understands building traditions as natural outgrowths of regional resources and craft skills.
- **History of Architecture 2** (ARC 2032) introduces the notion of style developed in a period of widespread historical awareness that sweeps the west and intersects with industrial technologies, concluding with a return to a global approach to practices..
- **History of Architecture in the United States** (ARC 3033) contextualizes Nashville and the Southeast within national trends to understand the impact of regional climate, materials, and culture in the development of architectural traditions. Serving the students who will practice throughout these states with a profound understanding of local stylistic and technological traditions, it provides a case study for how to approach the architecture of any region, understand its people through its building traditions, and design in a way that is responsive to the needs of climate and norms of custom. This course integrates with a design studio that focuses on southeastern typologies, considering themes of emulation and innovation within precedents.
- **Theories of Architecture and the Environment after 1400** (ARC 4034) addresses the methodology of architectural theory through writings on the complex ecologies sustained, enjoyed, and threatened by humanity's work in buildings, cities, gardens, and nature.

Primarily through these curricular plans, students will come to understand both the broad sweep of historical building development around thew world and in highly diverse communities and climates, as well as in a focused, regional approach. This Program Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 2031 (Arch. History 1)
- R: ARC 2032 (Arch. History 2), 3033 (History of Arch. in the US)
- M: ARC 4034 (Theories of Architecture & the Environment)

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:

The program prepares students to engage and participate in architectural research to test and evaluate innovations in the field through training in research methods as applied to several subject areas.

The thoughtful consideration, judgement, and scrutiny that are essential to the design process are skills enhanced through learning methods of research, which is indispensable to architectural practice.

At several points throughout the curriculum, by professional library staff, and their professors, students are introduced to methods of formal research and guided to understand the kinds of repositories, record systems, and archives available to architectural researchers. Further, an emphasis on understanding how to evaluate materials and resources will be paramount. Students will pursue these activities in several subject areas, in particular:

- **Structures** courses consider both historic and new innovations in the field of structural design.
- **Design 6** addresses traditional and innovative approaches to the design of environmental systems within buildings

- **Comprehensive Design Seminar** (ARC 4518), in which students will complete a significant writing project that shows their deliberative approach to research in the development of their comprehensive design in the concurrent studio.

Although these will not be students' only opportunities to learn research methods, they will be key occasions for their focused development of skills to study, learn, test, and evaluate. This Program Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 2051 (Digital Representation 1)
- R: ARC 3042 (Structures 2), 4026 (Arch. Design 6)
- M: ARC 4518 (Comprehensive Design Seminar)

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:

The program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts through professional practice coursework and team projects in design. Through these experiences, guided by faculty, they will learn how to apply effective collaboration skills to solve complex problems and do so in their collaborative work.

A collaborative approach to learning will characterize many of the courses in the architecture curriculum and will be of particular focus in the following:

- **Design 1** (ARC 2021) introduces collaborative project methods
- **Design 5** (ARC 4025), which includes a project shared with interior design
- **Pro Practice 2** (ARC 4508), which reiterates standard and innovative ways for architects to work within, and provide leadership for, the diverse groups of professionals required of building projects

Through these specific experiences and many others like them, students will be instilled with the understanding that architectural design and construction does not happen in a vacuum or as the result of isolated activities.

Furthermore, leadership development is integrated into every undergraduate student's experience through the BELL Core and its intersection with the Belmont Office of Leadership Development **(**BOLD**).** Architecture majors are exercising leadership skills by founding student chapters of professional organizations, AIAS and NOMAS. Through experiences integrated with both curricular and cocurricular programming and rooted in the theory of servant leadership following a biblical model, the program addresses knowledge acquisition, attitude and belief formation, and skills and ability development. Through a focus on the BOLD competencies of ethics, resilience, collaboration, inclusivity, communication, and service, students learn to lead, communicate, and serve ethically, resiliently, collaboratively, and inclusively.

This Program Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 2021 (Arch. Design 1)

- R: ARC 3023 (Arch. Design 3), 4025 (Arch. Design 5)
- M: ARC 4508 (Pro Practice 2)

The Department will also review the effectiveness of Service-Learning to reinforce this PC.

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:

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 through its general policies, curricular directives, and positive interactions among all community members.

This is the one program criteria that is recognized in each and every course, infusing the curriculum as well as all interactions among students, faculty, and staff.

While not claiming unique ownership of these positive values, members of a Christian culture should be naturally prone to exercise them; when they fail to do so, they have a particular vocabulary for holding themselves and others accountable for restoration. The perfect respect modeled by Christ is our aspiration: not only acting with appreciation toward others but actively seeking engagement and inclusion, especially among people traditionally considered outsiders.

In this environment that is open to discussion and critique in a supportive and safe manner, innovation can flourish, and will, especially as directed toward populations who have been historically ostracized from the design community both as workers and as recipients of design services.

These approaches are codified in the general policies of the University to hire faculty and staff aligned with the precepts of Christianity; the expectation that faculty in the College will bring the language of faith into their classrooms, and clear messaging about the environment to prospective students who will thus self-select their way into the community and so enhance the overall behavior of community. members. Curricular directives pertinent to these ends include the character of projects and content in all courses.

Our learning and teaching culture is further carried out by guest lectures, in community forums, in reflection exercises that students complete in their ePortfolios, and as other events and opportunities arise. The clearest statement on the ethos of the program is embedded within the policies of the College available in the CAD Student Manual. (See App. E for "Cultural Practices: Community.") *This Program Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery) :*

- I: all first-year courses (ARC 1000-level)
- R: all subsequent courses (ARC 2000, 3000, 4000, and 4500-level courses)

The Department will also review the following co- and extra-curricular activities that reinforce this PC:

- CAD Student Manual
- Architecture Program Learning & Teaching Culture statement
- Assessment of ePortfolio (1st, 3rd, 5th years)

- Mid-program review for third year students

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:

The program furthers and deepens students' understanding of diverse cultural and social contexts primarily through course content, course work, and service-learning opportunities, and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities as will be evident in research and written work, as well as design projects.

The faculty of CAD have named *empathy* as one of their driving values.[6] The heart of outward-focused design, empathy is promoted through an understanding of people from all backgrounds and walks. While equity and inclusion are part of our cultural DNA, courses that focus on these themes include:

- **Craft/Vocation/Profession (ARC 1015)**, which introduces the lack of equity and inclusion that has historically shaped the architectural profession as a problem for current and future practitioners to address
- **Design 4 (ARC 3024)**, which is offered in a co-curricular arrangement with **History of Architecture in the US (ARC 3033)** and an interior design studio; these courses are planned to work together to consider regional heritage typologies and their manifestation for twenty-first century residents
- **Comprehensive Design Seminar (ARC 4518**) provides the opportunity for students to reflect on equity issues in general and how they affect culminating design project and is linked to **Design 8 (ARC 4528),** a comprehensive, fifth-year project that will be situated in an urban environment and involve significant first-hand research

In addition to these curricular matters, the program is enhanced by

- Programs like the College's "Design and Equity" lecture series of 2021
- The College focus on Equity Work, which includes the new College-level standing committee dedicated to this subject, Equity in Assessment workshop of January 2023

Students' understanding of diverse cultural and social contexts will be expanded as they are guided in thinking about and translating their understanding into equitable design. This Program Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 1015 (Craft, Profession, Vocation)
- R: ARC 3024 (Arch. Design 4), 4025 (Arch. Design 5)
- M: ARC 4518 (Comprehensive Design Seminar)

The Department will also review the effectiveness of Service-Learning to reinforce this PC.

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

[6] The others are Inquiry, Collaboration, Service, Creativity, and Innovation.

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

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

Program Response:

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 through course content in several sub-disciplines.

As a primary responsibility of architects, the importance of public health, safety, and welfare is infused throughout the curriculum, but will take particular emphasis in the advanced, and especially fifth (professional) year of the program. Courses with a specific emphasis on these topics and in which student performance will be tracked include:

- **Design 6 (ARC 4026),** which is an integrated course that will link to environmental systems courses
- The fifth-year design courses, each of which is a comprehensive studio linked to a professional practice course: **Design 7 (ARC 4527)** is linked to **Professional Practice 1 (ARC 4507); Design 8 (ARC 4528)** is linked to **Professional Practice 2 (ARC 4508)**

Primarily through these academic experiences, but also through visits to firm offices and by hosting guest lectures, students will gain an understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities, and learn different strategies to mitigate the negative impacts.

This Student Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 2021 (Arch. Design 1)
- R: ARC 3042 (Structures 2), 4043 (Env. Systems 1), 4026 (Arch. Design 6), 4044 (Env. Systems 2)
- M: ARC 4527 (Arch. Design 7), 4507 (Pro Practice 1)

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:

The program ensures that students understand professional ethics, regulatory requirements, fundamental business processes relevant to architecture practice in the United States, and forces influencing change in these subjects, as a matter of responding to the ethical mandate of our culture and the professional expectations of architectural practice and credentialing systems.

The introductory course (ARC 1015) treats ethical behavior as a prevailing concern in both historic and contemporary settings, from Renaissance treatises to NCARB's "Model Rules of

Conduct." Culminating in a reflective/formative exercise stored in the ePortfolio, this subject will receive summative treatment in the following fifth-year courses:

- **The Professional Practice stream** develops comprehension of ethical standards, regulatory requirements, business practices, and credentialing systems.
- **Design 7 (ARC 4527),** which links to Pro Practice 1, and provides a comprehensive studio experience in which students will be tasked to discuss and implement information learned in ARC 4507 and among a collaborative group of peers.

In addition to these curricular measures, programming that brings students into conversation with practicing architects will ensure that they understand professional ethics, regulatory requirements, fundamental business processes relevant to architecture practice in the United States, and forces influencing change in these subjects. *This Student Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):*

- I: ARC 1015 (Craft, Profession, Vocation)
- R: ARC 4507 (Pro Practice 1)
- M: ARC 4508 (Pro Practice 2)

The Department will also review the effectiveness of the Advisory Board Mentorship Program to reinforce this PC.

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:

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. Through formalized coursework, they come to understand the evaluative process that architects use to comply with those laws and regulations as part of a project. Students' mastery of the capacities of limitations of the regulatory context to which architectural decisions are subject will be assessed in the fifth-year.

- **The last two Professional Practice courses** are the vessels for this significant information, which will be assessed through such exercises as projects, papers, and exams.
- **Design 7 (ARC 4527),** offered concurrently with ARC 4507, will require students to apply their learning in a comprehensive design project.

Through this approach, students will become familiar with laws, regulations, and codes that guide the protection of life safety and land use in a classroom setting but also apply them in their comprehensive design studio. This Student Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 1015 (Craft, Profession, Vocation)
- R: ARC 4507 (Pro Practice 1)
- M: ARC 4508 (Pro Practice 2)

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:

The program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria that architects use to assess those technologies against the design, economics, and performance objectives of projects through a sequence of classes, focused on building science and structures courses, but also addressed in architectural history, and manifest in design coursework.

A consistent message regarding architecture's growth from craft traditions permeates the curriculum. Appropriately, the first course in architectural history (and the introductory course to the program, ARC 1015, as well), looks to vernacular prototypes as presenting consistently appropriate, naturally sustainable, and culturally relevant means of building. Students' awareness of a broader range of contemporary resources, and capacity to critically evaluate them, arises in formal coursework and is manifest in design projects.

While this essential work will never be far from the content of any classroom, student progress will be gathered and studied in the following courses:

- **Structures and Environmental Systems** bring both technological timelines and context into the sustainability equations we use for selecting systems as projected from vernacular foundations to innovative technologies.
- **Environmental Systems 2 (ARC 4044)** is directly linked to **Design 6** (ARC 4026)
- **Culminating Design courses** comprehensively address technical knowledge as related to programming and design.

This sequence indicates how students will learn different aspects of building construction, both in structures and history courses, and apply that knowledge in design, which will require that they assess the performance of selected systems in specific settings.

This Student Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 3023 (Arch. Design 3)
- R: ARC 4043 (Env. Systems 1), 4044 (Env. Systems 2), 4527 (Arch. Design 7)
- M: ARC 4528 (Arch. Design 8)

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:

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 by scaffolding students' development within the design process, beginning with discrete and small projects

and concluding with fully integrated projects that synthesize the fullness of their learning in the program.

The many demands within this student criterion culminate in the fifth year. Although the concept of design synthesis will be introduced earlier, the following courses will be the ones in which student work will be assessed with greatest focus to the standard:

- **Design 8 (ARC 4528),** the final comprehensive studio, concludes the design stream and bears the demands for synthesizing needs of the program (user requirements), abiding by necessary regulatory requirements and accessibility standards (accessible design), addressing site conditions in the immediate vicinity of the project and in reference to the urban environment and fulfilling goals to reduce environmental impacts.
- Meeting these challenging benchmarks will be facilitated by pairing Design 8 with the **Comprehensive Design Seminar (ARC 4518)**, in which students will have an additional three-hour course to focus on the significant research and decision-making process required of these many objectives.

While not the sole responsibility of this fifth-year experience, it is here that the opportunity to work through the many demands of a design project, both in a studio and a seminar setting, will enrich students' capacity to make strategic, ethnical, functional, and inspiring decisions that fulfill functional and code requirements, site conditions, and design for accessibility and environmental sustainability. This Student Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 4026 (Arch. Design 6)
- R: ARC 4527 (Arch. Design 7)
- M: ARC 4528 (Arch. Design 8), 4518 (Comprehensive Design Seminar)

The Department will also review the effectiveness of the ePortfolio (in the fifth-year assessment) to reinforce this PC.

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:

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 in a very similar manner to Student Criteria 5 above: through a tiered/scaffolded approach to develop their learning, a classroom/seminar setting to focus on the many research-driven elements of the standard, linked to a significant design experience to put it into practice.

While this criterion focuses on the synthesis of building elements (rather than synthesis of decision-making in SC.5), it too will have its strongest application in the same fifth-year sequence:

- **Design 8 (ARC 4528),** the final comprehensive studio, concludes the design stream and bears the demands for integrating proposals for design of building envelope

systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.
- Meeting these challenging benchmarks will be facilitated by pairing Design 8 with the **Comprehensive Design Seminar (ARC 4518)**, in which students will have an additional three-hour course to focus on the significant research and decision-making process required of these many objectives.

It is here that the opportunity to work through the many demands of a design project, both in a studio and a seminar setting, will enrich students' capacity to integrate the many diverse aspects of technical design for architecture.

This Student Criterion will be assessed in the following courses at the identified level (Introduction, Reinforcement, Mastery):

- I: ARC 4025 (Arch. Design 5)
- R: ARC 4527 (Arch. Design 7)
- M: ARC 4528 (Arch. Design 8), 4518 (Comprehensive Design Seminar)

The Department will also review the effectiveness of the ePortfolio (in the fifth-year assessment) to reinforce this PC.

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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:

Belmont University is accredited by the Southern Association of Colleges and Schools' Commission on Colleges (SACSCOC). The University received its initial accreditation in 1959, had its last reaffirmation visit in 2011, and is scheduled for its next reaffirmation in 2021. (See App. N for the most recent letter regarding Belmont's term of accreditation by SACSCOC, dated Dec. 28, 2020.)

4.2 Professional Degrees and Curriculum

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

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

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

Program Response:

Professional Studies comprise the majority of hours (90) in this 155-hour program. The required courses are listed below:

course	credit hours
ARC 1001: Architectural Drafting	3
ARC 1003: Foundations	3
ARC 1015: Craft, Profession, Vocation	3
ARC 1020: Fabrication and Sustainability	1
ARC 2021: Design 1/Methods	3
ARC 2022: Design 2/Methods	3
ARC 2031: History of Architecture 1	3
ARC 2032: History of Architecture 2	3

ARC 2051: Digital Representation 1	3
ARC 3023: Design 3/Integrated	6
ARC 3024: Design 4/Integrated	6
ARC 3041: Structures 1	4
ARC 3042: Structures 2	4
ARC 3033: History of Architecture in the United States	3
ARC 4025: Design 5/Integrated	6
ARC 4026: Design 6/Integrated	6
ARC 4043: Environmental Systems 1	3
ARC 4044: Environmental Systems 2	3
ARC 4034: Theories of Architecture & the Environment after 1400	3
ARC 4527: Design 7/Comprehensive	6
ARC 4528: Design 8/Comprehensive	6
ARC 4507: Professional Practice 1	3
ARC 4508: Professional Practice 2	3
ARC 4518: Comprehensive Design Seminar	3

The requirements for Belmont's B.Arch. program can be found in the current catalog: https://catalog.belmont.edu/preview_program.php?catoid=13&poid=3695&hl=Architecture%2C+B.Arch.&returnto=search

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:

General Studies comprise 47 hours in the B.Arch. program, drawing from the University's BELL Core plus a cognate specific to the B.Arch.[7] The required courses are listed below:

[7] BELL Core requirements, including the cognate for the B.Arch., can be found in the current catalog: https://catalog.belmont.edu/content.php?catoid=13&navoid=724

course	credit hours
ART 1030: Drawing 1	3
ART 2850: Portfolio Practices	1
First-Year Writing	3
First-Year Religion	3
First-Year Seminar	3
Oral Communication	3
HIS 1010: World History to 1500	3
HIS 1020: World History after 1500	3
Wellness	3
ENV 1150/1155: Intro to Environmental Science (lecture & lab)	4
Quantitative Reasoning	3
Third-Year Religion	3
Third-Year Writing	3
Philosophy	3
Sociology	3
ARC 4015: Senior Capstone for Architecture	3

The above holds true for the vast majority of students enrolled in the B.Arch. program. Some variation does occur for the few who have been accepted into the honors program. Please see note on the honors program in the next section.

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:

The B.Arch. curriculum includes significant flexibility for optional studies by reserving 18 hours of free electives for students in the standard B.Arch. curriculum (which differs for students in the Honors Program; see below). This number of credits allows students to study for a minor or take six regular (3-credit-hour) courses in any subject matter across the campus. Students are encouraged to consider the possibility of a minor soon after matriculation to ensure that they can plan the potentially complicated schedule from the start.

Honors Program: B.Arch. majors who are also enrolled in the University's honors program are subject to a different set of general studies requirements and the obligation to study abroad during the spring semester of their sophomore year. The effect on the three categories of courses is as follows:

- **Professional studies**: Honors students will take the same professional studies courses as listed above.
- **General studies**: Honors students have a somewhat different slate of general studies courses and add three courses (a total of nine credit hours) to this category.
- **Optional studies**: Optional studies are thus reduced from 18 to 9 hours available for honors students.

The above is accurate as of the writing of this document. As of early 2023, a new director of the honors program is looking for ways to make the program more flexible for professional programs like ours. This discussion remains open at this time. (See App. O to compare the differences between the standard B.Arch. and the honors B.Arch. curricula.)

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 Department of Architecture offers three programs for study:

Bachelor of Architecture (B.Arch.)

155-hour program as described in this document. (See App. P for B.Arch. Curriculum Map.)

Bachelor of Science in Architectural Studies (B.S.A.S.)

128-hour program, ineligible for accreditation by NAAB. The degree is offered for students who have particular career interests in mind that require graduate work in architecture (e.g., Historic Preservation; Acoustics) following a non-professional bachelor's degree. (See App. Q for B.S.A.S. Curriculum Map.)

Minor in Architectural Studies

19-hour program, the Minor in Architectural Studies allows students to explore introductory courses in the field and gain capacities that would make them eligible to apply for entry-level drafting positions and/or support further humanistic studies in related fields (e.g., history, art history). (See App. R for requirements.)

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:

PROFESSIONAL STUDIES: 90 HOURS

- **Design-Affiliated Stream (Graphic Communication/Manual Skills)**
    - ARC 1001: Architectural Drafting (3 hrs.)
    - ARC 1003: Design Foundations (3 hrs.)
    - ARC 1020: Fabrication/Sustainability (1 hr.)
    - ARC 2051: Digital Representation 1 (3 hrs.)
- **Architectural Design Stream**
    - ARC 2021: Architectural Design 1/Methods (3 hrs.)
    - ARC 2022: Architectural Design 2/Methods (3 hrs.)
    - ARC 3023: Architectural Design 3/Integrated (6 hrs.)
    - ARC 3024: Architectural Design 4/Integrated (6 hrs.)
    - ARC 4025: Architectural Design 5/Integrated (6 hrs.)
    - ARC 4026: Architectural Design 6/Integrated (6 hrs.)
    - ARC 4527: Architectural Design 7/Comprehensive (6 hrs.)
    - ARC 4528: Architectural Design 8/Comprehensive (6 hrs.)
    - ARC 4518: Comprehensive Design Seminar (3 hrs.)
- **Architecture History Stream**
    - ARC 2031: History of Architecture 1 (3 hrs.)
    - ARC 2032: History of Architecture 2 (3 hrs.)
    - ARC 3033: History of Architecture in the United States (3 hrs.)
    - ARC 4034: Theories of Architecture and the Environment after 1400 (3 hrs.)
- **Building Science Stream**
    - ARC 3041: Structures 1 (4 hrs.)
    - ARC 3042: Structures 2 (4 hrs.)
    - ARC 4043: Environmental Systems 1 (3 hrs.)
    - ARC 4044: Environmental Systems 2 (3 hrs.)
- **Professional Practice Stream**
    - ARC 1015: Craft/Profession/Vocation: Arch. Practices Past, Present, & Future (3 hrs.)
    - ARC 4507: Professional Practice 1 (3 hrs.)
    - ARC 4508: Professional Practice 2 (3 hrs.)

GENERAL STUDIES: 47 HOURS

- ARC 4015: Senior Capstone for Architecture (3 hrs.)
- ART 1030: Drawing 1 (3 hrs.)
- ART 2850: Portfolio Practices (1 hr.)
- ENV 1150 & 1155: Intro to Environmental Science (lecture & lab; 4 hrs.)
- First-Year Seminar (3 hrs.)
- HIS 1010: World History to 1500 (3 hrs.)
- HIS 1020: World History after 1500 (3 hrs.)
- Oral Communication (3 hrs.)
- Philosophy (3 hrs.)
- Quantitative Reasoning (3 hrs.)
- Religion (First-Year) (3 hrs.)
- Religion (Third-Year) (3 hrs.)
- Sociology (3 hrs.)
- Wellness (3 hrs.)
- Writing (First-Year) (3 hrs.)
- Writing (Third-Year) (3 hrs.)
- *As noted in Sec. 4.2.3, the honors program curriculum includes 55 hours of general studies*

OPTIONAL STUDIES: 18 HOURS

- *Free general electives*
- *As noted in Sec. 4.2.3, the honors program curriculum includes 9 hours of free general electives.*

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:

n/a

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

Program Response:

n/a

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4.3 Evaluation of Preparatory Education

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

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

Program Response:

Undergraduate transfer students are served by an admissions counselor who works with students in select fields; adult/second degree students are assisted by Adult Degree Programs staff. (Adult learners may choose to take advantage of financial benefits of taking this route into the program; once enrolled, they follow the same path as students who apply through the traditional process immediately after high school.)

The program's transfer credit policy is available on the bottom of this webpage: https://www.belmont.edu/omore/about/accreditation.html#architecture and included here: Transfer Credit Policy

- Determination of eligibility for general education transfer credit will be determined by the Office of the Registrar.
- Determination of eligibility for architecture program requirements transfer credit (ARC courses) will be determined by the Chair of the Department of Architecture, based on:
    - Alignment of general course content
    - Demonstration of achievement of applicable NAAB-defined Program or Student Criteria
- Students requesting that courses completed at another institution be considered for Belmont ARC credit must submit to the Department Chair:
    - that institution's catalog description for the course and
    - the syllabus for the semester it was taken.
- For some courses, the Chair may also request examples of coursework. In most cases, transfer courses proposed for credit for Belmont ARC courses numbered 3000- or higher must be completed in an NAAB-accredited program.
- The architecture program at Belmont currently has no established articulation agreement with other institutions and does not award credit for other prior learning experience.

A record of decisions regarding transfer credits is maintained in files in the Registrar's office and noted in each student's online transcript program (DegreeWorks) to ensure consistency of decision-making.

See also Condition 6.5 below.

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:

Students who enroll in the B.Arch. program are not subject to any evaluation above and beyond the criteria for admittance to the University.

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:

See 4.3.1 above for the evaluation process, which is available to candidates on the website and explained by university representatives (e.g., Admissions, Registrar's, and Dean's offices). The anticipated five-year length of the degree program is clearly explained in print and web resources.

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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 full scope of institutional governance is described in Part 1.0 of the Belmont University Faculty Handbook,[8] which describes the relationship of the Board of Trustees and Executive Officers, Academic Administrative Officers. (See App. S and T for organizational charts.)

Senior leadership at Belmont University is overseen by the President, Dr. L. Gregory Jones, whose Executive Team includes:

- Provost & Executive Vice President for Academic Affairs (Dr. David Gregory)
- Chief of Staff & Executive Vice President for Administration (Dr. Susan H. West)
- University Counsel & Executive Vice President for External Engagement (Dr. Jason B. Rogers)
- Vice President and Athletics Director (Scott Corley)

The provost maintains leadership for the academic realm of the University, which comprises twelve colleges. Regular meetings of the Academic Excellent Council bring together all administrators from each of the areas under the provost's purview, including:

- Academic Deans
- Vice Provost for Enrollment (Dr. Christopher Gage)
- Vice Provost for Academic Affairs (Dr. LaKiesha Armstrong)
- Executive Director of the Data Collaborative (Charlie Apigian)
- Associate Provost for Assessment & Institutional Research (Patricia White)
- University Registrar (Ginger Bossier)

The College of Architecture & Design is one of Belmont's twelve colleges,[9] each led by an academic Dean. CAD's Dean, Dr. Jhennifer Amundson, partners with Associate Dean, Dr. Priscilla Gitimu, in overseeing the work of the Departments in the College. Each has its own chair:

- Architecture (Tom Lowing)
- Fashion Design & Merchandising (Jamie Atlas)
- Interior Design (Kelly Gore)

The administrative work of the College is coordinated by the Program Assistant and Assistant to the Dean, Emily Kynerd.

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.

[8] Available here: https://www.belmont.edu/hr/prospective/Faculty_Handbook_11.20221.pdf
[9] List of the Colleges: https://www.belmont.edu/academics/colleges-and-schools.html

Program Response:

Faculty, staff, and students participate in governance structures of the academic unit and institution to ensure appropriate levels of input and collaboration in decision-making at each level.

CAD faculty (both full-time and part-time) and staff meet on a regular basis (usually every 3-4 weeks) as a college to be apprised of developments in the university, contribute to college-level initiatives (e.g., developing the strategic plan; develop and approve the Student Manual). CAD partners with the Watkins College of Art to share responsibilities and opportunities for representation on select faculty-led, university-wide standing committees, the two most of important of which include representation directly from CAD: the Curriculum & Catalog committee and the Faculty Senate. As of the current academic year, the Architecture Dept. is represented directly on the BELL Core committee (Anthony Monica) and First Year Seminar Anthology Editorial Board (Joseph Watson). Proposals for and from the College are first discussed and approved in the weekly Chairs Meetings, which includes all department chairs, the program assistant, associate dean, and the dean, before they are forwarded to the University-level Catalog and Curriculum Committee.

In the fall of 2022 three additional tenure-track faculty joined the program and were collegially onboarded with the regular meetings of the full-time architecture faculty. Beginning Spring Semester 2023, biweekly curriculum meetings and separate faculty meetings were formalized for all full-time faculty to govern the curriculum and culture of the professional program. Part-time faculty are invited but not required to attend.

In the student realm, three architecture students serve on the nine-member Student Advisory Council for the College (SAC) up to the current year, when its activities were temporarily suspended. To staff the SAC, students are chosen from each of the three departments by process of application evaluated by the Department Chairs. The SAC meets with the Dean and Associate Dean to discuss developments in the college and to communicate concerns.

The full description of faculty rights and responsibilities to participate in university governance are described in sec. 2.11.2. of the Faculty Handbook.

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:

The program has a planning process for continuous improvement that identifies its multiyear strategic objectives, which derive from our engagement with the University strategic plan and include the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

The single most important multiyear, strategic objective for the program is to fulfill the NAAB Conditions for accreditation by 2025. The timeline to fulfill this goal is stated in the application for candidacy and repeated here:

2019	December	Application for Eligibility submitted
2020	August	First cohort matriculates
	September	Eligibility visit followed by determination by NAAB
2021	Spring	APR for initial candidacy visit (ARP-IC; due 180 days before visit)
	Fall	Initial Candidacy visit
2023	Spring	APR for Continuing Candidacy (APR-CC; due 180 days before visit)
	Fall	Continuation of Candidacy Visit
2024	Sept. 7	Application for Initial Accreditation due
2025	April	First cohort graduates
	Fall	Initial Accreditation visit

Each of these steps in the accreditation process will be an important opportunity for reflection and repositioning as we work toward our goal of accreditation.

Additionally, and importantly, as the program matures and adds courses to serve its advancing first cohort, those classes have been built around the NAAB Conditions and in parallel with the university's approach to regular program assessment. This process, coordinated by the Director of Academic Assessment (Carol Walter, Office of Assessment and Institutional Research), addresses eight Program Objectives that derive from the distillation of the NAAB Program and Student Criteria with the University's Learning Goals. The Chair leads assessment of a selection of Program Objectives through the University's system every third year (each of the objectives has been identified within this three-year "cycle"). (See App. U for a crosswalk that illustrates the relationship between Institutional Program Objectives, University Learning Goals, and NAAB Criteria.)

As a result of the previous VTR, we have introduced a rigorous and regular assessment cycle for the program. It draws together NAAB criteria, university aspirations, and program values for equity work, sustainability, and vocational wellness (App. I).

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The program has a planning process for continuous improvement that identifies key performance indicators used by the unit and the institution and evaluates them regularly.

To this point, the program had depended on the process of proposal through the University, regional accreditor, and NAAB to ensure its foundation is secure. As the program unfolds, with students enrolled and faculty hired, there will be greater opportunities to pinpoint indicators for growth and alignment with the college and institution.

Key performance indicators include:

- Belmont university goals as articulated in the “Strategic Trajectory to 2030”
- NAAB criteria
- Central program principles (vocational discernment, social equity, environmental sustainability, integrative learning)

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

Program Response:

The program has a planning process for continuous improvement that identifies on an annual basis how well the program is progressing toward its mission and stated multiyear objectives.

Our assessment cycle culminates with end-of-year activities, includes all full-time faculty, and is outlined in App. I.

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

Program Response:

The program has a planning process for continuous improvement that identifies strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Concluding the Assessment Cycle (App. I), the program will meet annually, usually at the end of the spring semester, to conduct a “SOAR” analysis, identifying:

- **Strengths**: what we are doing well; where we excel; what separates us from other programs
- **Opportunities**: favorable external factors that give us a competitive advantage.
- **Aspirations**: what we want to be doing, who we want to serve
- **Results**: how we will identify and track our progress

This approach gives us a broad perspective and momentum by focusing on positive elements that we can continue to improve (based on Strengths-based thinking[10]). It is to our advantage to think about possibilities, rather than threats and competition, so much of which is out of our control, in this engaging process.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The program has a planning process for continuous improvement that identifies ongoing outside input from others, including our architecture program council and architect-members of the College Advisory Board.

[10] The Architecture program participates in the StrengthsFinder assessment and discussion used for faculty and staff in all departments of CAD.

This process builds on the success of previous programs:

- **2019**: 60 professionals from architecture and aligned fields gathered for a series of breakfast meetings to hear from the dean/department chair on the direction of program planning and give input for its general content and how its character might best serve the Nashville community
- **2022**: 24 professionals representing architecture, fashion, and interior design gathered for two different meetings built around concepts central to the university's new strategic plan (App. V)
- **2023**: launch of Review/Preview at the start of the academic year; 20-25 Advisory Board and Program Council members and all part-time and full-time faculty are invited to attend

These August "Review/Preview" meetings will bring a welcome professional perspective to our program, both as reflection on the past year and preview of the coming academic term. The first is scheduled for Monday, August 14, 2023.

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

As described thoroughly in App. I, an annual, ongoing process of assessment will address the program from multiple perspectives and provide a framework for future improvement.

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:

The process for assessing the program's curriculum and adjusting based on the outcome of the assessment will take place regularly. Appendix I addresses perspectives, participants, deadlines, materials, and methods of assessment.

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

Program Response:

Assessment of NAAB program and student criteria and institutional program goals leads curricular development.

In its process for curriculum that leads to adjustments, the program will bring together course assessment and curricular development, including NAAB program and student criteria. The faculty will address these concerns annually at the conclusion of the spring semester. Their

work will be based on the Assessment Cycle process (see App. I), which references the crosswalk of NAAB, university, and program goals (see App. U).

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:

Personnel/committees involved in setting curricular agendas and initiatives	responsibilities
Architecture Curriculum Committee (All fulltime faculty)	• Conducts annual assessments of courses (individually and as linked) • Coordinates course blocks (linked/sequenced courses) each semester •. Prepares proposals to refine/revise course descriptions, curricular initiatives, etc.
Department Chair/Program Director Tom Lowing	• Coordinates/directs annual assessments of courses • Oversees course block coordination • Presents proposals that have been approved by the Dept. to the Chairs Committee for approval & forwarding to appropriate university committees for review
Architecture Licensing Advisor (ALA) Tom Lowing	• Studies opportunities to instruct students on the path toward licensure that can be integrated into the curriculum • Coordinates internship opportunities (with or without academic credit)
Assistant to the Dean/Program Coordinator (Emily Kynerd) & Student workers	• Organization of materials, archives, and evidence used in annual reviews and for upcoming NAAB accreditation visits

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

The program has appropriate and adequately funded human resources (full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff) to support student learning and achievement as seen in its faculty teaching assignments, which are well within the limits imposed by the University.

The program balances the workloads of all faculty in a way that promotes student and faculty achievement in providing adequate time for faculty to mentor and guide students both within and outside of class time, and to pursue their own research agendas and creative projects.

Faculty workload follows the guidelines in the Faculty Handbook (see sec. 2.13, "Faculty Workload"), which stipulates that fulltime instructional workload for Belmont faculty is 24 hours in each academic year. Architecture follows the precedent set by Studio Art to recognize three clock hours of studio instruction equal two instructional workload hours. For the varying kinds of classes offered in the College, the following chart applies:

Course type	Student credit hours	Faculty workload units
lecture/discussion/seminar	3.0	3.0
lecture/discussion/seminar (expanded)	4.0	5.0
studio/lab (introductory)	3.0	4.0
studio/lab (advanced)	6.0	8.0
workshop class-lecture	1.0	1.0
workshop class-demo	1.0	1.5

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:

Department Chair Tom Lowing acts as the program's ALA and has engaged in many activities to support his work in this role. These activities include presentations to classes (e.g., ARC 1015) and addressing the entire student body in semiannual "State of the Program" events.

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

Program Response:

Faculty and staff in the architecture program (as well as throughout the College) have opportunities to pursue professional development that contributes to program improvement as provided in the annual operational budget that is managed by the Dean.

Faculty receive funding for professional development that contributes to improvement. At the start of each academic year, the dean accepts applications for funding to plan resource allocation and also to ensure that faculty have an annual plan for their development. The assigning of funding is tied to the annual faculty review process to encourage long-range planning and ensure that the College supports faculty development.

In the current academic year, the architecture faculty has received support to participate in the following to support their scholarship and creative work that is tied to the program and its administration.

- **Jhennifer Amundson**: Attendance at the ACSA Administrators Conference (Boston, Nov. 2022): Essential information shared and discussed pertaining to enduring concerns and pressing issues in architectural education and program administration.
- **Fernando Lim**a: International Conference on Computational Urban Planning and Urban Management (CUPUM, June 2023); proposal in review. The event is of the highest relevance and importance. It connects directly with Dr. Lima's scholarship agenda, improving and informing his work as a professor of Dig Rep and Arch studios and Digifab Lab director.
- **Tom Lowing**: AIA - National conference (June 2023) & AIA Middle Tennessee conference (September 2023); attending as a professional member of both, and visible as Belmont University's head of architecture department at the state conference. These professional memberships and conferences provide professional development programs for state of the profession leadership in education and practice concerns, and simultaneously provide continuing education credits that are required both for membership and state licensure renewal.
- **Joseph Watson**: Society for American City and Regional Planning History (SACRPH) in October 2022. Dr. Watson presented a paper and co-organized the panel. The paper (on Standard Oil's service stations, ca. 1920s) drew on material that has informed his studio teaching and the research presented by co-panelists on other aspects of oil and the built environment has influenced discussions in ARC 3033. At the Southeast Chapter of the Society of Architectural Historians (SESAH) in November 2022, Dr. Watson presented a paper on Frank Lloyd Wright's Auldbrass Plantation, which drew on material addressing race and the built environment that has informed his approach to ARC 2032 and ARC 3033. Dr. Watson has a forthcoming article in *Arris*, the journal of the Southeast Society of Architectural Historians (Oct. 2023), focused on the Fisher Housing by Wright and similarly addresses race and the built environment, included in ARC 2032 and ARC 3033.

The dean also provides such opportunities for development within the College as:

- Bringing in expert lecturers on pedagogy (e.g., Jan. 2023 Equity in Assessment workshop led by Dr. Karen Singer-Freeman Director of Research at the Center for the Advancement of Teaching at Wake Forest University)
- Providing a book (Kevin Gannon's *Radical Hope: A Teaching Manifesto* from 2020) and organizing lunchtime reading circles in spring 2021.

The University's Teaching Center sponsors a significant program of faculty development, including a variety of activities and programs throughout the academic year and during the summer, including new faculty orientation, lunchtime discussion groups, travel grants to attend conferences relevant to teaching, midcourse formative feedback from students, and individual teaching consultations.

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:

Belmont provides support services to students, including academic and personal advising, mental well-being, career and vocational guidance, internship and job placement, leadership development, and service learning.

Comprehensive

- Link to all-purpose "Ask BU" site, a virtual, online version of "Belmont Central"

Academic and Personal Advising

- Be Well BU QEP (programs and peer wellness mentors)
- Belmont Office of Leadership Development
- Learning Centers for math, language, and writing
- Regular, biannual academic advising
- University Ministries

Mental Well-Being

- Be Well BU QEP (programs and peer wellness mentors)
- Counseling Services
- Health Services
- Mental Health “First Aid” resources
- Therapy assistance online
- Office of Student Care & Support
    - Academic performance issues
    - Mental and Emotional well-being
    - Family stress
    - Physical health
    - Spiritual well-being
    - Financial challenges
    - Housing or food insecurity
    - Social well-being
- Title IX Coordinator

Career Guidance

- The Departmental AXP/ALA advisor
- The College VoCo program
- GPS (Growth & Purpose for Students)
    - Compass Series (college competency)
    - Individual Coaching Sessions
    - Advising Resources
- Mentorship Program organized by the College Advisory Board (coming in Aug. 2023)
- Office of Service Learning
- Professional development opportunities offered by our student orgs (IIDA, NRF, AIAS, NOMA)
- Workshops and mentorship on entrepreneurialism offered through the Massey College of Business and specific partnerships between Massey and CAD offered through the Buntin Workshop Series

Internship and Job Placement

- Office of Career & Professional Development
    - Dedicated Assist. Director for Career Cluster in Art, Design, and Communication
    - Career resources
    - Jobs and internships
    - Identify-based resources
    - Career readiness academy

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:

The program is absolutely committed to increasing diversity and ensuring inclusion among current and prospective faculty, staff, and students. This commitment is reflected in the distribution of its human, physical, and financial resources.

Diversity, equity, and inclusion are prominent values in the program. In addition to responding to long-overdue reckonings within the profession and higher education, the just treatment of individuals made in God's image is a foundational principle of the Christian faith.

The program participates in, and wishes to further, the efforts of the University to correct the balance of systemic and operational traditions that have created barriers to access. The program recognizes a special opportunity in being new and being thus in a position to create traditions that are more equitable, diverse, and inclusive.

The program's commitment to DEI is reflected in the distribution of its human resources.

It is an aim of the program to reflect the demographics of the region. Such efforts of the University as the Bridges to Belmont program, the "Belmont State of Mind" Diversity Initiative, actions of the Welcome Home Diversity Council, all point to Belmont's efforts to draw a more diverse enrollment and faculty to campus.[11]

Utilizing these resources whenever possible, the program has:

- Sought and hired diverse candidates for its first cohort of parttime faculty
- Advertised searches for fulltime faculty in venues that target underrepresented audiences (e.g., NOMA; Chronicle of Higher Education diversity "boost")
- Established a connection with the local chapter of the National Organization of Minority Architects (NOMA-Nash) and financially supported its national conference in Nashville (2022) as a sponsor
- Served on the Research & Design Subcommittee of the University's Enslaved Persons Memorial
- Established a two-year post-graduate fellowship in Design & Equity (the position was advertised but unfortunately left unfilled)
- Participated in the College-level lecture series on Design & Equity in spring 2021[12]
- Features the Shared Value of "Equity, Diversity, and Inclusion" in the Folio Thinking program and assessment

The program's commitment to DEI is reflected in the distribution of its physical resources especially in the matter of providing accommodations for disabled students, with a recent (January 2023) furniture audit leading to an upcoming purchase of furnishings to serve universal design.

The program's commitment to DEI is reflected in the distribution of its financial resources. The program has made special efforts to utilize financial resources to increase representation among the faculty and in the curriculum.

[11] https://www.belmont.edu/diversity/index.html
[12] https://news.belmont.edu/belmonts-omore-college-of-architecture-and-design-to-host-design-and-equity-spring-lecture-series/

- Special advertisements for fulltime faculty positions placed with NOMA and other diversity-focused sites
- All resources for College-wide lecture series focused on issues of diversity and presented by people of color in 2020-2021
- Significant funding has been channeled to support a workshop and subsequent work in equity in assessment (College level)
- Future funding is earmarked for the purpose of completing an equity audit by an outside consultant (College level)
- Funding for two newly-founded student organizations, NOMAS and AIAS, will receive equitable financial support from the department

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 program strives to increase the diversity of its faculty and staff. The most recent search for three new faculty members resulted in the hire of three men. Efforts to diversify our teaching staff to better match our student body will continue by working closely with the HR staff to fulfill university-level commitments, and by seeking opportunities at the program level.

The program embraces the University's recruitment initiatives as relates to both student and faculty/staff populations. In addition, when hiring to fill staff and faculty positions, the program:

- Intentionally seeks diverse candidates by targeting/circulating advertisements in opportune locations
- In the search process, makes efforts to set aside attendance at conventional prestige universities as a mark of quality; instead, focusing on the letter of intent, other written materials and artifacts of accomplishment and experience
- Ensure, whenever possible, that diverse candidates are included in the finalist pool

The table below compares the program's faculty and staff demographics with that of the program's students. (Data provided by the University's Office of Assessment & Institutional Research.)

Fall 2022	Department of Architecture		College of Architecture and Design			Belmont University		
Demographic indicators	FAC	STU	FAC	STU	STF	FAC	STU	STF
	5 FT 4 PT	86 FT	16 FT 23 PT	271FT 6 PT	1 FT	530FT 400PT	7,100 284PT	664 FT 69 PT
Female	**1** 11%	**47** 55%	**24** 61.5%	233 84%	1 100%	508 54.5%	4,900 66%	440 57%
Male	**8** 89%	**39** 45%	**15** 38.5%	**44** 16%		**422** 45.5%	**2,480** 34%	**291** 38%
Hispanic/Latino		**9** 10.5%		**25** 9%		**25** 2.5%	**619** 8.5%	**25** 3%
Black or African American	**1** 11%	6 7%	**4** 10%	**13** 5%		**74** 8%	**366** 5%	**107** 14%
White, non-Hispanic	**6** 67%	**64** 74.5%	**28** 72%	**219** 78%	**1** 100%	**749** 80.5%	**5,695** 77%	**530** 69%
Amer. Indian/ Alaska native		**1** 1%		**2** 1%			**19** 0.5%	**2** 0.3%
Asian, non-Hispanic and Pacific Islander	**1** 11%	**3** 3.5%	**2** 5%	**8** 3%		**27** 3%	**220** 3.5%	**25** 3%
Two or more races		**2** 2.5%		**8** 3%		**4** 0.5%	**317** 4%	**9** 1%
Unknown	**1** 11%		**4** 10%	**1** 0.5%		**48** 5%	**83** 1%	**31** 4%
Nonresident		**1** 1.0%	**1** 3%	**1** 0.5%		**4** 0.5%	**65** 1%	**4** o.5%

In comparison with the data submitted at the time of our candidacy visit, the following changes are noted: with the hire of three new faculty, more than doubling the size of the teaching staff, the percentage of male faculty has risen from 60% to 89%. The consequent low representation of women teaching is out of alignment with our slightly majority female student population, which rose from 40% in 2020 to 55% in 2022.

The program aspires to achieve greater parity with Belmont's gender demographics and will prioritize recruitment of women for teaching positions both for fulltime and parttime work. Likewise, our campus population remains predominantly white, and we join with the University's efforts to be more reflective of our immediate community:

Demographic indicators	Architecture faculty	Belmont faculty	Nashville (2020 Census)
Hispanic/Latino	0%	2.5%	10.6%
Black or African American	11%	8%	27.2%
White, non-Hispanic	67%	80.5%	55.0%
Other minority	22%	9%	7.2%

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 program's plan to maintain or increase the diversity of its students includes working with all programs established by the Office of Admissions, securing connections to the local groups with similar goals, and reaching out to local high schools high in populations that are low in representation in the field of architecture.

The program will continue to partner with university admission in any and all programs, especially those that are intended to boost underrepresented populations.

Additionally, the program has enhanced its work with NOMA-Nash, providing financial, facilities, equipment, and personnel space for Project Pipeline. Architecture faculty member and Dean, Jhennifer Amundson, has recently joined AIA-Middle TN JE+DI Committee. With the launch of a new summer program for high school students in 2023, the dean will search for funding to fund scholarships to support attendance by underrepresented groups.

The program has further plans to:

- Establish connections with the local chapter of ACE Mentoring, especially via relationships established with local practitioners who are mentors (including faithful adjunct, architect Blake Daniels)
- Investigate the possibility of establishing articulation agreements with local college with architecture program

The table below compares the program's student demographics with that of the institution. (Data provided by Office of Assessment & Institutional Research.)

Fall 2022	Department	College	University
Demographics	86 FT	271 FT 6 PT	7,100 FT 284 PT
Female	**47** 55%	**233** 84%	**4,900** 66%
Male	**39** 45%	**44** 16%	**2,480** 34%
Hispanic/Latino		**25** 9%	**619** 8.5%
Black or African American		**13** 5%	**366** 5%
White, non-Hispanic		**219** 78%	**5,695** 77%
Amer. Indian/Alaska native		**2** 1%	**19** 0.5%
Asian, non-Hispanic		**7** 2.5%	**212** 3%
Pacific Islander		**1** 0.5%	**8** <0.5%
Two or more races		**8** 3%	**317** 4%
Unknown		**1** 0.5%	**83** 1%
Nonresident		**1** 0.5%	**65** 1%

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:

Policies in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and DEI initiatives at the **program** level:

- partnership with NOMA-Nash
- partnership with Civic Design Center
- recruitment efforts for incoming students
- program participation in college-level Equity Work

Policies in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and DEI initiatives at the **college** level:

- recruitment policies for new faculty and staff
- partnerships with admissions office
- search for faculty Fellow in Design & Equity
- lecture series on Design & Equity
- focused conversations with Student Advisory Council
- Equity Work Committee, chaired by architecture faculty Joseph Watson, is undertaking significant work to fulfill the University's strategic plan, specifically its Operational Emphasis to "cultivate a more welcoming, equitable and inclusive environment where diverse viewpoints shape the University's future."

Policies in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and DEI initiatives at the **institutional** level:

- Affirmative Action Plan
  https://www.belmont.edu/hr/pdf/frequentlyaskedquestionsaboutaap2008-2009.pdf
- Belmont University Initiative for Diversity & Inclusion
  https://www.belmont.edu/diversity/
- Welcome Home Diversity Council
  https://www.belmont.edu/diversity/welcome-home/index.html
- Nondiscrimination Statement
  https://belmont.edu/notices/nondiscrimination.html
- Office of Multicultural Learning & Experience
  https://www.belmont.edu/mle/index.html
- University Response to Racism, Diversity, and Inclusive Excellence
  https://www.belmont.edu/mle/response/index.html
- MLK Week
  https://www.belmont.edu/mlk/
- Diversity Week
  https://www.belmont.edu/diversity/diversity-week.html
- Office of Hope, Unity and Belonging, led by a VP-level administrator (the search for whom is currently underway)
  https://news.belmont.edu/belmont-university-establishes-office-of-hope-unity-and-belonging/

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:

Faculty, staff, and students with different physical and/or mental abilities are supported through resources and procedures to provide adaptive environments and effective strategies.

The University policy for **faculty and staff** is outlined in Sec. W of the Employee Handbook (available here: https://www.belmont.edu/hr/prospective/2020-Employee-Handbook.pdf), and reads as follows:

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment. In accordance with the ADA and Belmont's non-discrimination policies, Belmont University provides reasonable accommodation to employees who are disabled or who become disabled and need assistance to perform the essential functions of their position. The Department of Labor asks employers to survey employees allowing them to voluntarily identify themselves as disabled. Belmont will use the collected data to assess employment practices and recruitment efforts to increase the number of employees with disabilities. If you have a disability and would like to request an accommodation to perform your work responsibilities, please contact the Office of Human Resources. Per the University's Privacy and HIPAA Policies, all protected health information will be kept private. Absences due to qualifying reasons protected by FMLA, ADA and/or other federal or state leave laws will be considered approved absences and will not negatively impact an employee's personnel record nor result in the accumulation of any points in the Facilities Management Services or Office of Campus Security absence tracking system, provided the employee complies with their responsibilities under these laws. For more information, please contact the Office of Human Resources.

Students with different physical and/or mental abilities may request accommodations for their disability. Eligibility is established through the Office of Accessibility Services after a review of each student's accommodation request(s) along with a copy of their current diagnostic documentation.

If approved, students are familiarized with the university procedures through an orientation meeting. Afterwards, students receive individualized accommodation forms to provide to, and discuss with, each professor in order to have the accommodations administered. All disability accommodations are determined on an individual bases considering the student's specific request, diagnostic documentation, history of accommodations and course requirements.

Documentation guidelines are available at this site:
https://www.belmont.edu/accessibility/student_resources/documentation_guidelines.html

The College is also taking steps to correct problems of non-adaptive environments: in particular, sourcing studio furnishings to accommodate students of different abilities.

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:

While some flexibility is maintained to schedule both the Interior Design and Architecture programs in CAD's studio space, the Architecture program currently makes use of three 12-student studios in Hitch, another three in Gabhart, and as of August, two more in the forthcoming Annex.

These facilities safely and equitably support the program's pedagogical approach and student and faculty achievement, especially as relates to studio-based learning, by providing open spaces with varied furniture that encourages collaboration both during and after class time. Adjacent faculty offices, classrooms, and labs strengthen the connections between faculty and their students' creative learning space.

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:

These facilities safely and equitably support the program's pedagogical approach and student and faculty achievement, especially as relates to didactic and interactive learning, by providing the necessary variety of spaces for workshop and classroom learning.

Hitch currently houses a several classrooms; the largest two (on the second floor) each accommodating 20-24 student classes and have been furnished with chairs and tables that allow great flexibility in room arrangements. A computer lab in Hitch and another planned for the Annex support coursework that utilizes rendering software. The fabrications laboratory houses four 3D printers using Fusion Deposition Modeling (FDM), four 3D printers using stereolithography (SLA), two laser cutters, one 3D Scanner, one desktop cutter, and one CNC milling machine.[13]

Across the street in LCVA, home to the University's long-established art and graphic design programs, architecture students will take some courses in this 40,000-square foot facility with discipline-specific studio spaces (including their required drawing course). It also features a student gallery, a 119-seat audio/visual classroom for lectures and other multi-media presentations, and a woodshop in its lowest level.

Students will also use Nashville itself as a classroom. In addition to studies of the city, specific rooms connected with supporters of the program can house lectures and other events in a number of large meeting spaces (e.g., the flexible presentation spaces in the offices of ESa Architects, the "Athenaeum" room at Hastings Architects, and the community space within the Nashville Civic Design Center, all of which are available for program use.

[13] A more in-depth description can be found at the fab lab's website: https://sites.google.com/view/omoredigifablab/equipment?authuser=0

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:

These facilities safely and equitably support the program's pedagogical approach and student and faculty achievement, especially as relates to preparation for teaching, research, mentoring, and student advising, by providing individual offices for faculty that are adjacent to their teaching spaces.

The second-floor renovation to Hitch Hall includes an administrative suite and new faculty offices for the architecture program; additional offices are available for architecture faculty in Gabhart. The work of the faculty is accommodated in these offices, the aforementioned studios, lecture hall, and classrooms in Hitch and LCVA (and, as need be, elsewhere on campus). Faculty are provided with individual offices for the purpose of advising, scholarship, and course preparation. For the purposes of guest lectures and other events to which the design community will be invited, the lecture hall in LCVA will accommodate most speakers and events, while the larger hall in a neighboring building (Massey Performing Arts Center) can be utilized for larger events. A very large audience of local AIA members was accommodated in a theater space in the Music Business facilities.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

These facilities safely and equitably support the program's pedagogical approach and student and faculty achievement, as relates to supporting all learning formats and pedagogies in use by the program, as articulated above.

The descriptions above show that the College maintains sole use of dedicated space in three buildings, with shared space in a fourth. The architecture program has primary use of the second floor of Hitch and has coexisted peacefully with interior design in Gabhart. (We see this as a benefit, especially when interior design and architecture meet side by side in shared spaces). In short, by August 2023, the program has (or will have) access to:

- Extensive open studio spaces in Hitch, Gabhart, and the Annex
- Computer labs in Hitch and the Annex
- Flexible classrooms in Hitch
- Digital fabrications laboratory in Hitch
- Woodshop in LCVA
- Other classrooms that serve the program in other campus buildings

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:

n/a

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 program has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

As revealed in the proforma issued by the provost's office (App. W), Belmont has committed significant funds for the architecture program through its first ten years. Taking a conservative approach, the University anticipated financial loss in the first years of the program and also estimated a very small number of incoming students in the first years. While the proforma lays out the overarching financial commitment of the University, the annual budgeting cycle is an independent process conducted early in the calendar year.

Enrollments for the first, second, and third cohorts far exceeded our planned budgets, and admissions data indicates another record-breaking class will arrive for the 2023-24 academic year. In spite of the requirement to reduce our 2021-22 budget due to University's response to the pandemic, we have been provided adequate financial resources to meet our programmatic needs.

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:

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, through dedicated personnel in the library, the physical proximity of the library, copious resources available online, and the reference library maintained inside of Hitch Hall.

The Lila D. Bunch Library is just one block from Hitch Hall. It has an extensive print collection in art and related disciplines that is being expanded to include more architecture titles. Its database collections have already been expanded to ensure the availability of architecture resources for students. Faculty, staff, and students have computer and face-to-face. access with these resources.

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:

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, in both virtual and face-to-face settings.

In addition to the many regular and helpful staff who facilitate patrons in the library, architecture has a dedicated specialist. Research and Instruction Librarian Nicole Fox has partnered with architecture faculty since the start of the program to provide research overviews for students and established specialized research portals to introduce architecture majors to the materials most useful to them.

As the program matures and requires greater research support, it can make use of the library's staff and expertise in reserved rooms within the library for students to learn about resources and research methods.

NAAB

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program, or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

See program website: https://www.belmont.edu/omore/about/accreditation.html#architecture

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

See program website: https://www.belmont.edu/omore/about/accreditation.html#architecture

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:

The Office of Career and Professional Development (OCPD) includes resources for students, alumni, employers, faculty, staff, parents, and families. Its staff offers regular programming, partners with faculty in individual classes, and is open to students and alumni who wish to avail themselves of their services. The architecture program partners annually with this office to administer the Strong Interest Inventory (SII) to all incoming students. By analyzing a person's interests, it provides a career planning report that is interpreted for students by an OCPD Assist. Director. The report is the centerpiece of a reflective assignment in ARC 1015 and forms the basis for future conversations with the academic advisor.

The website of the Office of Career and Professional Development can be found here: https://www.belmont.edu/career-development/index.html

Likewise, the GPS (Growth & Purpose for Students) Office exists to guide students through discerning their unique paths, help them avoid or recover from academic setbacks, and aid their identification of the best achieving the goal of graduation.

Information on their services aimed toward direction, discernment, academic preparation and planning, and academic success and recovery, can be found here: https://www.belmont.edu/gps/index.html.

Within the program, academic advisors and the AXP/ALA officer provide regular opportunities for students to seek and gain guidance. In the coming academic year (launching in August 2023), students will have access to a mentorship program organized by the College Advisory Board.

As part of CAD's VoCo program (App. G), architecture majors will have access to

- Résumé and portfolio workshops
- Career fairs
- Firm visits
- Mentorship program organized by the College Advisory Board

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

Please see responses to these individual items:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit: **posted on website**

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit: **n/a**

c) The most recent decision letter from the NAAB: **posted on website**

d) The Architecture Program Report submitted for the last visit: **posted on website**

e) The final edition of the most recent Visiting Team Report, including attachments and addenda: **posted on website**

f) The program's optional response to the Visiting Team Report: **n/a**

g) Plan to Correct (if applicable): **n/a**

h) NCARB ARE pass rates: **n/a**

i) Statements and/or policies on learning and teaching culture: **See App. E for "Cultural Practices: Community"**

j) Statements and/or policies on diversity, equity, and inclusion: **Belmont's statement on Diversity & Inclusion is located here: https://www.belmont.edu/diversity/**

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

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

Program Response:

Please see responses to these individual requirements:

a) Applications
    a. Forms and instructions for first-time students: https://www.belmont.edu/admissions/apply/freshmen/index.html
    b. Forms and instructions for the adult degree program: https://www.belmont.edu/adult-degree/index.html
b) Admissions
    a. Requirements: https://www.belmont.edu/admissions/apply/freshmen/index.html
    b. Decisions procedures: https://www.belmont.edu/admissions/apply/freshmen/index.html
    c. Policies and processes for evaluation of transcripts (portfolios are not required):
        i. General: https://www.belmont.edu/admissions/apply/transfer/index.html#:~:text=For%20courses%20to%20transfer%20to,specific%20classes%20before%20attending%20Belmont.
        ii. For architecture: https://www.belmont.edu/omore/about/accreditation.html#architecture
    d. Decisions regarding remediation and advanced standing:
        i. The University does not have a blanket policy addressing these matters.

c) Forms and a description of the process for evaluating the content of a non-accredited degrees
    a. Belmont does not accept credit from non-accredited institutions.
d) Requirements and forms for applying for financial aid and scholarships
    a. For the University: https://www.belmont.edu/sfs/index.html
    b. for the College: https://www.belmont.edu/omore/scholarships.html
e) Explanation of how student diversity goals affect admission procedures
    a. Belmont does not have a stand-alone policy on this; see diversity statement above.

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:

Please see responses to these individual requirements:

Student Financial Services: https://www.belmont.edu/sfs/index.html
Financial Information: https://www.belmont.edu/sfs/cost/financial-info-booklet.html
Student Consumer Information: https://www.belmont.edu/sfs/cost/consumerinfo.html
Financial Aid: https://www.belmont.edu/sfs/aid/undergrad.html
Financial Aid Application: https://www.belmont.edu/sfs/aid/apply.html
Financial Aid Checklist: https://www.belmont.edu/sfs/aid/faqs.html
Student Loan Information: https://www.belmont.edu/sfs/loans/index.html

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

Please see responses to these individual requirements:

Net Price Calculator: https://www.belmont.edu/sfs/cost/net-price-calculator.html
Cost Estimator: https://www.belmont.edu/sfs/cost/index.html

Information specific to the architecture program and required supplies and materials that the student will need to purchase will be circulated via communications to admitted students, information sessions to prospective students, and during summer orientation and registration programs. The additional costs associated with the architecture program that are included in presentations to prospective students and in Q&A opportunities are related to the costs of technology for the type of computer and software required of new students. While the program is growing and the curriculum specific instructional supplies unfold, many of the studio course instructional supplies are provided within the department's annual budget. It is our general policy to provide the basic materials needed for group projects within that budget line.

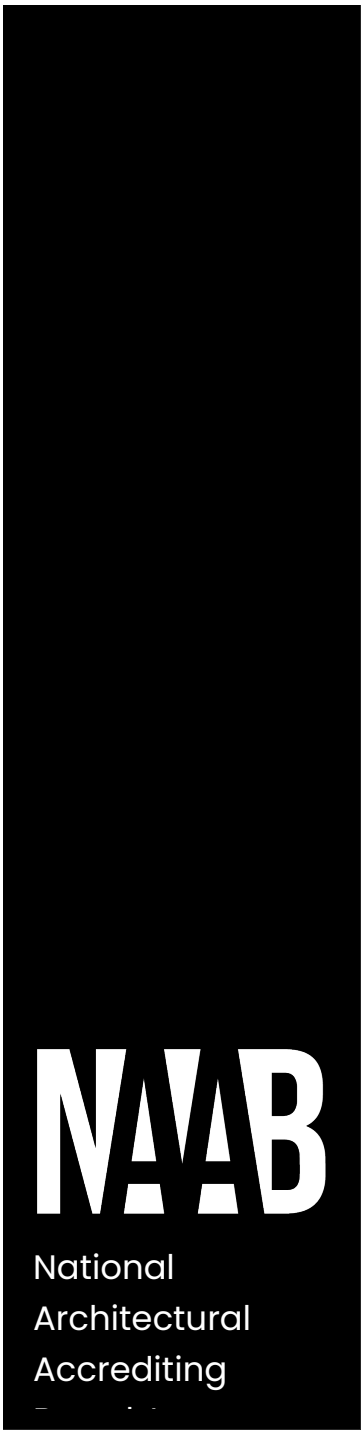
NAAB

APPENDICES

A	Previous VTR
B	Updated Plan for Achieving Initial Accreditation
C	Eligibility Memorandum
D	Learning and Teaching Culture Statement
E	CAD Student Handbook: “Cultural Practices: Community”
F	CAD Student Handbook: “Rigor & Creativity”
G	Vocational Compass (“VoCo”)
H	Equity and Assessment Workshop Results (Architecture Faculty)
I	Architecture Program Assessment Cycle
J	Facilities diagrams
K	Folio Thinking Conspectus
L	Community Impact Projects
M	Shared Values, Program Criteria (PC) & Student Criteria (SC/) Matrix
N	Institutional Accreditation
O	Comparison: Standard and Honors B. Arch. Curricula
P	Curriculum Map for B.Arch. (155 hours)
Q	Curriculum Map for B.S.A.S. (128 hours)
R	Minor in Architectural Studies (19 hours)
S	Organizational Chart (Belmont University)
T	Organizational Chart (College of Architecture & Design)
U	University Program Assessment Three-Year Cycle (With NAAB Crosswalk)
V	Invitation
W	Proforma
X	College Engagement with the University’s “Strategic Trajectory”

APPENDIX A

Previous VTR



Visiting Team Report

Belmont University
Department of Architecture

B.Arch.

Visit Dates: November 8-9, 2021

Visiting Team Report (VTR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	**Belmont University**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: 155 semester undergraduate credit hours ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Initial Candidacy**
Year of Previous Visit	Fall 2020
Current Term of Accreditation *(refer to most recent decision letter)*	Eligibility
Program Administrator	Tom Lowing
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Jhennifer A. Amundson
Chief Academic Officer of the Institution	Dr. Thomas Burns
President of the Institution	Dr. Gregory Jones

I. Summary of Visit

a. Acknowledgments and Observations

The team thanks Dean Dr. Jhennifer Amundson, Program chair and Professor Thomas Lowing, Assistant to the Dean Emily Kynerd, and many others for their time and efforts in providing the team with thorough program and course information and for facilitating an effective and informative virtual visit. Their hard work leading up to and during the visit helped make our visit productive and enjoyable.

Provost Dr. Thomas Burns also generously shared his time and insights regarding the new B.Arch program within the O'More College of Architecture and Design (CAD), how it will serve the greater community of Nashville and middle Tennessee, and how it will complement the broader mission and vision of Belmont University in educating and empowering its students to engage and transform the world around them.

It is clear the program enjoys the full support and enthusiasm from administration, faculty, staff, students, and the professional community toward the shared goal of establishing a quality B.Arch degree program. As with establishing any new program, there are many financial, physical, human, and other resources necessary to ensure success - the program has identified the opportunities and challenges that lie ahead and is making progress in achieving its short- and long-term goals.

At the time of the visit, a cohort of 25 second-year students is in active study and established as the presumptive Class of 2025 and first prospective graduates of the new B.Arch program. Students are articulate, authentic, and are excited about their role in the founding and beginnings of this new program. While at the time of this visit many conditions are In Progress and the majority of the Program and Student Criteria are Not Yet Met, the program appears on track with its Plan for Achieving Initial Accreditation and the team has no concerns in their ability to ultimately meet the NAAB Conditions for Accreditation. The next scheduled Continuation of Candidacy Visit is currently slated for Fall of 2023.

Moving forward the faculty and administration seem fully aware of and ready for the work that remains to deliver the last three and a half years of curriculum, develop a program of recurring self-assessment to demonstrate evidence based student learning outcomes, and to ensure the remaining necessary physical, financial, human, and other resources are secured to successfully educate the B.Arch program students. The team encourages the program to use the insights gained from this visit and process as well as this report to help guide their efforts towards that milestone.

b. Conditions Not Achieved (list number and title)

Not Met / Not Described	Not Yet Met / In Progress
PC.7 Learning and Teaching Culture 5.3 Curricular Development	PC.1 Career Paths PC.2 Design PC.3 Ecological Knowledge and Responsibility PC.4 History and Theory PC.5 Research and Innovation PC.6 Leadership and Collaboration PC.8 Social Equity and Inclusion SC.1 Health, Safety, and 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 5.2 Planning and Assessment 5.4 Human Resources and Human Resource Development 5.5 Social Equity, Diversity, and Inclusion 5.6 Physical Resources 6.3 Access to Career Development Information 6.6 Student Financial Information

II. Progress on the Plan for Achieving Initial Accreditation

The program is making noteworthy progress towards their Plan for Achieving Initial Accreditation. As of this visit, the first cohort of graduating students is in the fall semester of their second-year of the five-year B.Arch program. The program prepared a well-organized Annual Program Report (APR) and virtual campus tour which helped the team better understand the context of the program in the virtual visit format. While supplemental materials were provided for the courses that have been taught or were in instruction at the time of the visit, full supporting materials for all courses are not yet available and a recurring self-assessment model for evaluating student learning outcomes and modifying curricula is not yet in place.

As noted in the Summary of Visit, the team's meetings with university administration, faculty, staff, and students, make it evident that the program enjoys full support toward the goal of establishing an accredited B.Arch program at Belmont University.

The program appears on track to further address the NAAB Conditions for Accreditation by the time of their next anticipated Continuation of Candidacy visit slated for Fall of 2023, and subsequent planned Initial Accreditation visit in Fall of 2025. The program has identified in their APR and Student Criteria matrix the courses that currently demonstrate the criteria and which courses not yet offered that they intend will demonstrate the criteria, however the team notes that the courses identified were not consistent between the APR and matrix. As noted above, one critical piece of the evidence for demonstrating Student Criteria (SC) that is new to the 2020 Conditions for Accreditation is a model of recurring Self-Assessment for evaluating student learning outcomes. The team encourages the program to continue to find ways to implement such a model so that continual curricular improvement can take place in the years to come to ensure all students are able to demonstrate the required levels of achievement prescribed in the Student Criteria (SC).

III. Progress Since the Previous Site Visit

This category is not applicable.

IV. Compliance with the 2020 Conditions for Accreditation

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.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[X] Described

Program Response:
Belmont's architecture program is housed in one of the smaller colleges on the campus, home to a close-knit community dedicated to design disciplines, within a mid-sized, private Christian university that is big enough to offer generous academic exploration and multi-disciplinary integration, diverse student services, and extra-curricular activities. Less than two miles from National Architectural Accrediting Board Architecture Program Report-Candidacy 11 downtown Nashville, the program participates in a vibrant design community and enjoys connections with several professional and creative organizations and nonprofits.

Shaped by the University's mission, Belmont's architecture program aims

to prepare future citizen architects to improve the world through the process and medium of building, with special emphases on environmental sustainability and social equity.

The program represents a distinct approach to architectural education within a faith-filled, liberal arts setting that emphasizes vocational discernment and student choice. The architecture program provides rigorous coursework that addresses the many needs required of professional practice.

The program will

• provide professional development opportunities and reflective practices within the B.Arch. as the primary prerequisite for professional licensure,

• nurture students' understanding of vocational fulfillment through service-mindedness,

• integrate general studies and professional education to prepare graduates to successfully enter this inherently interdisciplinary profession, and

• benefit from a faculty of professing Christians who integrate their faith and teaching, emphasizing traditions of service and values supported by the faith in all aspects of curricular, co- and extra-curricular planning.

Belmont graduates will have a distinct focus to serve people by imagining, designing, and realizing a better, more beautiful, and more just world.

Analysis/Review: Belmont University is a private Christian University located less than two miles from Nashville, with a student body of 8,200 students as of Fall 2020. Welcoming students of any or no faith,

the program aims to “equip students for a life of meaning and significance” as “future citizen architects to improve the world”. They are focused on the intersection of stewardship, responsibility, and equity, diversity, and inclusion. In their work to prepare students, they believe in “nurturing the whole person”, and have integrated this with the BELL Core, which is a liberal arts study requirement university wide. This allows students a breadth and depth of education, and for exploration of a deeper understanding on many topics outside of architecture.

The architecture program is situated in the O’More College of Architecture and Design (CAD) which allows for close collaboration with other students in interior design and fashion design and merchandising, which are currently located in the same building. These departments plan to offer minors of study to further foster multidisciplinary work. Institutional service is key to the pedagogy both for faculty, as well as instilling in students, and is positioned to play a large role in the program’s connection to the local community such as the Civic Design Center.

The program focuses on individual driven education by keeping class sizes small so that one on one instruction is possible within studios. Lifelong learning is important to the program and is illustrated by the staff and faculty, as well as planned field trips in the local area. The program also plans to support an AIAS chapter, NOMAS chapter, and Tau Sigma Delta Honor Society.

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.

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.

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.

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.

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.

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.

[X] Described

Analysis/Review: Creative "design as an intellectual exercise" is instilled throughout the program curricula seeking to integrate other disciplines to serve the human aspiration to elevate building aesthetics and function. Empathy and sensitivity to diverse contexts are virtues of design that the program seeks to impart on its students through the iterative process.
The program seeks to educate their students in the belief that social, environmental, and economic sustainability are interconnected. This belief goes beyond the basic concern of public health, safety, and welfare into a broader understanding and stewardship of responsibilities for their students. The teaching of these values is intended to be interwoven throughout their curriculum of design, history, and building science courses.

The program aims to incorporate equity, diversity, and inclusion as a central mission that is tied to their faith-informed setting and their goal to dismantle barriers of access. They have provided definitions of equity, diversity, and inclusion as foundations concepts of equality that speak directly to their goals, faith, and implementation. This is furthered, by including EDI in their long-range planning and planned regular student reflection.

Architecture students at Belmont are encouraged "to discover new knowledge" and embrace innovation (a stated value of the college) through critical studies, re-evaluation of tradition, and new understandings of accepted facts. Innovation is seen as a means to be more responsive to cultural needs and to improve upon traditions of the built environment.

The program recognizes leadership as an influential role rather than a lead role. This inclusive way of looking at leadership provides the platform for its students to play a more interactive role when working in collaborative and community engagements. The program intends to provide students with opportunities to

develop their leadership and collaborative skills through community-based projects with the Nashville Civic Design Center.

The program exemplifies lifelong learning through the demonstration of faculty modeling this behavior. Professional development sessions and lecture series aim to foster lifelong learning for faculty and students. This continuation of learning is continued in the series of student collected experiences through the ePorfolio project.

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)

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

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

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program matrix cites three courses in which this criterion is addressed – Craft, Vocation, Profession (ARC 1015), Professional Practice 1 (ARC 4057), and Senior Capstone for Architecture (ARC 4015). At the time of the visit ARC 1015 is in the second year of instruction, the other courses have not yet been taught. The program provided syllabi and instructional course materials for the ARC 1015 course, but not for the courses not yet taught. The program did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings.

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.

[X] Not Yet Met

Team Assessment: The criterion is Not Yet Met. The program APR cites the following courses in which this criterion is addressed: Fabrication & Sustainability (ARC 1020), Architectural Drafting (ARC 1001), Foundations (ARC 1003(, Drawing 1 (ART 1030), Architectural Design 1 & 2 (ARC 2021 & 2022): Methods of Design coursework, Architectural Design 3 & 4 (ARC 3023 & 3024): Integrated Design, Architectural Design 5 & 6 (ARC 4025 & 4026): Advanced Integrated Design, Architectural Design 7 & 8 (ARC 4527 & 4528): Comprehensive Design. The program states that students will be exposed to this criterion within first year orientation activities with the Civic Design Center, history coursework, and their woodshop safety course. At the time of the visit, ARC 1001, ARC 1003, ART 1030 are in their second year of instruction with the others having not been taught. The program provided evidence in the form of individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses for courses taught and some courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings.

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.

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program APR cites the following courses in which this criterion is addressed: Craft, Vocation, Profession (ARC 1015), History of Architecture (ARC 2031), Structures I (ARC 3041), Environmental Systems (ARC 4043), Architectural Design 6 (ARC 4026), Theories of Architecture (ARC 4034), Architectural Design 7 (ARC 4527), Senior Capstone for Architecture (ARC 4015), and Architectural Design 8 (ARC 4528). At the time of the visit ARC 1015 is in the second year of instruction, ARC 2031 is in its first year of instruction, and the other courses have not yet been taught. The program did provide evidence in the form of policy documents, individual course materials (e.g., syllabi) for ARC 1015 and ARC 2031, but not the courses not yet taught. The program

also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings.

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.

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program matrix cites four courses in which this criterion is addressed - History of Architecture 1 (ARC 2031), History of Architecture 2 (ARC 2032), History of Architecture in the United States (ARC 3033), and Theory of Architecture and the Environment after 1400 (ARC 4034). At the time of the visit ARC 2031 was being instructed for the first time, the other courses have not yet been taught. The program provided syllabi and instructional course materials for ARC 2031, but not for the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings.

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.

[X] Not Yet Met

Team Assessment: The criterion is Not Yet Met. The program APR cites the following courses in which this criterion is addressed: Structures 2 (ARC 3042), Environmental Systems 2 (ARC 4044), Comprehensive Design Seminar (ARC 4518). At the time of the visit ,the instruction of these courses have not been taught. The program did not provide evidence in the form of policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses for the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings.

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.

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program APR cites the following courses in which this criterion is addressed: Architectural Design 5 (ARC 4025), Architectural Design 7 (ARC 4027), and Professional Practice 2 (ARC 4508). At the time of the visit these courses have not yet been taught. The program did not provide evidence in the form of policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses for the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings as the courses have not yet been taught.

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.

[X] Not Met

Team Assessment: The criterion is Not Met. The program APR and matrix cite that this criterion is addressed not in specific courses, but with the CAD student manual and ePortfolio. The program provided a copy of their Student Manual which defines their learning and teaching culture. It is located under the title “Cultural Practices” on page 6. The program APR states that this criterion “must infuse each and every course,” however the team did not find evidence of this in the supplemental course material provided. The program also did not provide evidence of recurring assessment and modifications of this criteria to the curricula based on the assessment findings.

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.

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program APR cites the following courses in which this criterion is addressed: Craft, Vocation, Profession (ARC 1015), Architectural Design 4 (ARC 3024), History of Architecture in the US (ARC 3033), Architectural Design 8 (ARC 4528), and Senior Capstone for Architecture (ARC 4015). At the time of the visit ARC 1015 is in the second year of instruction and the other courses have not yet been taught. The program did provide evidence in the form of policy documents, individual course materials (e.g., syllabi) for ARC 1015, but not the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings.

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.

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.

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program matrix cites four courses in which this criterion is addressed – Architectural Design 6 (ARC 4026), Architectural Design 7 (ARC 4527), Professional Practice 1 (ARC 4057), and Architectural Design 8 (ARC 4528). At the time of the visit none of the courses have yet been taught. The program did not provide evidence in the form of policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses for the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings as the courses are not yet taught.

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.

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program matrix cites two courses in which this criterion is addressed – Architectural Design 7 (ARC 4527) and Professional Practice 1 (ARC 4057). At the time of the visit none of the courses have yet been taught. The program did not provide evidence in the form of policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses for the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings as the courses are not yet taught.

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.

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program APR cites the following courses in which this criterion is addressed: Professional Practice 2 (ARC 4507), Professional Practice 2 (ARC 4508), and Architectural Design 7 (ARC 4027). At the time of the visit these courses have not yet been taught. The program did not provide evidence in the form of policy documents, individual course materials (e.g.,

syllabi) as well as documentation of activities occurring outside specific courses for the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings as the courses are not yet taught.

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.

[X] Not Yet Met

Team Assessment: The criterion is Not Yet Met. The program APR cites the following courses in which this criterion is addressed: Structures 2 (ARC 3042), Design 6 (ARC 4026), Environmental Systems 2 (ARC 4044), Design 7 & 8 (ARC 4527 & 4528). At the time of the visit, these courses have not been taught. The program did not provide evidence in the form of policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses for the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings.

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.

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program matrix cites two courses in which this criterion is addressed – Architectural Design 8 (ARC 4528) and Comprehensive Design Seminar (ARC 4518). At the time of the visit none of the cited courses have yet been taught. The program did not provide evidence in the form of policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses for the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings.

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.

[X] Not Yet Met

Team Assessment: This criterion is Not Yet Met. The program matrix cites two courses in which this criterion is addressed – Architectural Design 8 (ARC 4528) and Comprehensive Design Seminar (ARC 4518). At the time of the visit none of the cited courses have yet been taught. The program did not provide evidence in the form of policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses for the courses not yet taught. The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings.

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

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

[X] Met

Team Assessment: This condition is Met. As cited in the APR, "Belmont University is accredited by the Southern Association of Colleges and Schools' Commission on Colleges (SACSCOC). The University received its initial accreditation in 1959, had its last reaffirmation visit in 2011, and is scheduled for its next reaffirmation in 2021." The 2021 SACSCOC visit occurred March 28 - April 1, 2021, and the accreditation is expected to be approved in December 2021 at the SACSCOC board meeting. The most recent (2011) letter of institutional accreditation from SACSCOC was included as an appendix to the APR.

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.

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.

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.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.
The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

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

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

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

[X] Met

Team Assessment: The condition is met. The program provided the evidence within the APR under 4.2 Professional Degrees and Curriculum and the two links to their online program/course catalog:

http://catalog.belmont.edu/preview_program.php?catoid=7&poid=2142&hl=architecture&returnto=search

http://catalog.belmont.edu/preview_program.php?catoid=7&poid=2142&hl=architecture&returnto=search

4.3 Evaluation of Preparatory Education

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

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

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

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

[X] Met

Team Assessment: This condition is Met. Based on meetings with the program, evaluation of transfer credits, baccalaureate degrees, and associate degrees is properly documented by the academic advisor and the registrar for approval of credits. For students who receive credit for courses taken outside of the institution, syllabi are reviewed, an interview is held with the student, and student work samples are reviewed if required.

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.

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.

[X] Described

Team Assessment: The program's administrative structure is described in the APR. It should be noted that the College of Architecture & Design (CAD), Architecture department chair role was filled by Dean Amundson at the time of the APR's writing and noted as such in the APR, but Thomas Lowing now serves as the department chair, and Dr. Gregory Jones is the president of the University succeeding Dr. Robert Fisher. Larger institutional governance is detailed in the Belmont University Faculty Handbook with provided links in the APR and key organizational charts provided in the Appendix.

Program governance is also described in the APR, which details the CAD faculty and staff recurring meetings, participation in university-wide committees, and curricular development. Student participation in governance also takes place via the Student Advisory Council for the College (SAC), which includes student representation from each of the three departments including architecture.

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.

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

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

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

5.2.5 Ongoing outside input from others, including practitioners.

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

[X] In Progress

Team Assessment: The condition is in progress. The program provided the evidence within the APR under 5.2 Planning and Assessment and in Appendix O. Due to the timing of the University's strategic plan being developed before the program existed, the program was not able to participate in the planning process. The program is in the process of reviewing the new plan to develop objectives in line with the goals and objectives of the overall University. The program has identified some goals from the University's Vision 2020 planning document along with some initial goals for the program, but is lacking evidence of how it is progressing toward these goals. The program is planning to meet annually to conduct a review of its defined list of its strengths, challenges, and opportunities. The program stated that they have a continuous dialog with the local architectural community for input into the program. The program plans to host at the conclusion of every spring semester a program assessment with the faculty

and students. This assessment includes reports based on rubric data and student course and program evaluations.

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. The program must identify:

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

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

[X] Not Demonstrated

Team Assessment: This condition is Not Demonstrated. While the program notes that evaluation of curricular development will happen annually and has clearly identified the roles and responsibilities of those involved, the process is not outlined nor does it identify potential adjustments or the basis for making them. There were no documents identified that outline the process for curricular development assessment and adjustments. In the APR the program noted NAAB conditions lead their curricular development, but did not provide additional information, or how the development ties back to mission, vision, or shared goals.

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.

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

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

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

[X] In Progress

Team Assessment*:* This condition is In Progress. Faculty workload hour equivalencies to student credit hours account for the unique instructional demand of studio courses. In its current state it seems some faculty members wear many hats as the program is still growing and new faculty and staff are being hired, but no faculty or students expressed any concerns about overwork or lack of access to faculty for office hours or instructional help.

Section 5.4 of the APR notes there is no identified Architecture Licensing Advisor (ALA), however the earlier section 5.3 notes Tom Lowing fills this role. By the date of the next visit, it is expected Tom will have attended the NCARB ALA Summit and/or other training sessions.

Faculty and staff professional development opportunities include application-based funding, focus on scholarship, creative work and development in annual review discussions, and development programs led by the Dean including bringing in outside lecturers and hosting lunchtime reading circles. It was noted during the visit that Belmont's new University President Greg Jones is dedicated to growing service and scholarship opportunities for faculty across the institution.

The program APR cites numerous support services available to students for advising, well-being, career guidance, and more. The visiting team met with the Career & Professional Development Center Assistant Director Rachel Walden during the visit who outlined the career specific resources available to students and the goals they have in place to further grow resources specifically for students of the architecture program.

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.

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

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

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

[X] In Progress

Team Assessment: This condition is In Progress. The program's Christian faith leads their understanding and commitment to equity, diversity, and inclusion. The program identifies areas of achievement in human resources, but these items do not align with direct allocation of person-hours. The commitment to EDI and physical resources is reflected in process but is noted as not yet reflected in a measurable plan with benchmarks. The program has identified processes in their hiring that can increase EDI, but have not identified a plan, and benchmarks to evaluate such a plan. The program has a detailed plan for further enhancing the diversity of students, and closely matches the overall diversity of the institution. They have also identified policies in place at all levels for EEO/AA and the University level policy to accommodate different physical and/or mental abilities.

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.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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.

[X] In Progress

Team Assessment: This condition is In Progress. The virtual campus tour provided by the program included a walkthrough of Hitch Hall, the building that houses the O'More College of Architecture & Design, including the interior design, fashion, and architecture programs. The recently renovated second floor of the building houses spaces for architecture studios, classrooms, a fabrication lab, faculty offices, pin-up spaces, conference room, small meeting room, and other spaces to support studio-based education. The program noted that all programs (interior, fashion, architecture) share spaces across the floors of the building to address their various instruction needs and student needs. During the visit it was noted that Hitch Hall is already nearing capacity and that finding adequate space as the architecture program continues to grow will be a challenge. Nonetheless, University administration and the program leadership are aware of the challenge and seem poised to find solutions for securing the space needed for the growing student populations. Students also noted during the visit that while their digital and physical resource needs are being met, having more permanent desk spaces in their studios that don't require packing supplies in and out regularly would be helpful.

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.

[X] Demonstrated

Team Assessment: The condition is Demonstrated. The program provided the evidence within the APR with a proforma under 5.7 5.7 Financial Resources and in Appendix P. The proforma lays out a ten-year commitment of funds by the University for the program.

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.

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.

[X] Demonstrated

Team Assessment: This condition is Demonstrated. The main library for the university, the Lila D. Bunch Library, is located just one block from Hitch Hall, and contains the Arts and Architecture Library. Currently the Arts and Architecture Library is half in closed stacks, and there are plans in place to expand physical space for the resources, as well as gathering more architectural works. The program provides a dedicated Research and Instruction Librarian, Nicole Fox, and students were aware that her contact information was provided in several course syllabi. The program has access to many spaces including galleries, study space, and a practice presentation room.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

[X] Met

Team Assessment: This condition is Met. The APR provided a link (below) to the O'More College of Architecture and Design's section of the Belmont University website with the required NAAB language. At the time of the visit, through standard navigation of their website, this information is also easily found under the 'About' tab: https://www.belmont.edu/omore/about/accreditation.html.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) *Conditions for Accreditation, 2020 Edition*

b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)

c) *Procedures for Accreditation, 2020 Edition*

d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

[X] Met

Team Assessment: This condition is Met. The program made items a and c, the *Conditions for Accreditation, 2020 Edition and the Procedures for Accreditation, 2020 Edition* available on its website at the link below. Items b and d, the Conditions and Procedures in effect at the time of the last visit, are non-applicable given the program's candidacy status.

https://www.belmont.edu/omore/about/accreditation.html#architecture.

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.

[X] Not Yet Met

Team Assessment: This condition is Not Yet Met. The Office of Career and Professional Development has numerous resources for students and graduates, as well as Growth & Purpose for Students (GPS), which is a useful tool for students. The creation of architecture specific programming is critical for career development, including architectural resumes and portfolios, career fairs, and supplemental services. These programs and events will take time to build as the program continues to grow, and it is clear those involved are committed to planning architecture-focused events.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

c) The most recent decision letter from the NAAB

d) The Architecture Program Report submitted for the last visit

e) The final edition of the most recent Visiting Team Report, including attachments and addenda

f) The program's optional response to the Visiting Team Report

g) Plan to Correct (if applicable)

h) NCARB ARE pass rates

i) Statements and/or policies on learning and teaching culture

j) Statements and/or policies on diversity, equity, and inclusion

[X] Met

Team Assessment: This condition is Met. At the time of the candidacy visit, items a, b, e, f, g, and h were not applicable or not yet applicable based on the program's candidacy status. Items c and d are posted to the program website. Item i, while provided in the APR as Appendix R "Community Culture" should also be posted on the program website. Item j, statements on diversity, equity, and inclusion were found by the team on the program's website via the link provided in the APR. The program should review the documents required for this condition to ensure any items not applicable or not yet applicable at the time of this visit are added for future visits in which they might be applicable.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions

b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

c) Forms and a description of the process for evaluating the content of a non-accredited degrees

d) Requirements and forms for applying for financial aid and scholarships

e) Explanation of how student diversity goals affect admission procedures

[X] Met

Team Assessment: The condition is Met. The program provided evidence for 5.5 Admissions and Advising through a series of online links:

https://www.belmont.edu/admissions/apply/freshmen/index.html

https://www.belmont.edu/adult-degree/index.html

https://www.belmont.edu/registrar/transfer/index.html

https://www.belmont.edu/omore/about/accreditation.html#architecture

https://www.belmont.edu/sfs/index.html

https://www.belmont.edu/omore/scholarships.html

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.

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.

[X] Not Yet Met

Team Assessment: This condition is Not Yet Met. The program provided a series of links that demonstrate students have access to current resources regarding financial aid. Regarding students' knowledge of tuition and other costs, the university has a Net Price Calculator and Cost Estimator, but they do not take into account fees, supplies, and specialized materials required in architecture. The program plans to provide this information to admitted students during orientation and it is in process of being collated and formally documented.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

N/A

Appendix 2. The Visiting Team

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NAAB Representative
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V. Report Signatures

Respectfully Submitted,

Tyler Ashworth, AIA
Team Chair

Anthony Cricchio, RA
Team Member

Haley DeNardo, Assoc. AIA
Team Member

NAAB

APPENDIX B

Updated Plan for Achieving Initial Accreditation

Prepared for the Eligibility Application (Dec. 16, 2019 and revised Sept. 2, 2020)
Updated for Continuing Candidacy (Feb. 2022)

Compliance with the Conditions for Accreditation

The administration of Belmont University has shown its commitment to the establishment and growth of the new architecture program by providing significant resources that are necessary for compliance with the conditions for accreditation, including ample human, physical, and financial resources. The Department and Belmont administration confer about addressing these needs to secure the accreditation and continued growth of the program.

Human Resources and Human Resource Development

Current faculty. The number of fulltime and parttime faculty holding appropriate architecture credentials as been expanded:

Full-time:

- Jhennifer Amundson, M.Arch. & Ph.D. (history of architecture; administrator with one-course teaching load per year as Professor; started Aug. 2019)
- Tom Lowing, M.Arch. (professional practice and building science; Assoc. Prof., Chair, and AXP Coordinator; Aug. 2021)
- Anthony Monica, MS, B.Arch. (design; Assist. Prof.; Aug. 2021)
- Joseph Watson, Ph.D., MA, B.Arch. (history of architecture and design; Assist. Prof.; Aug. 2022)
- Fernando Lima, Ph.D., M.Arch. (computational and traditional design; Assist. Prof. and Director of Digital Fabrications; Aug. 2022)
- Barry Ballinger, ABD Ph.D., MA, B.Arch. (design; Assist. Prof., Aug. 2022)

Part-time:

- Reid Cimala, M.Arch., Associate, Gresham Smith (design)
- Blake Daniels, M.Arch., Owner and Principal, Daniels & Chandler Architects (drawing)
- Brandon Harvey, M.Arch., Associate, HDR (sustainability & fabrication)
- Katherine Kennon, M.Arch., Owner and Principal, The Architect Workshop (design)
- Steve Powell, M.Arch., Owner and Principal, Powell Architecture & Building Studio (design)

Faculty recruitment. While no searches for fulltime faculty were conducted during the AY2223 year, proposals will be put forward in the coming cycle to ensure continued adequate staffing to address the program's quickly growing enrollment.

Belmont's administration has a strong HR department that provides significant service for the recruitment of full- and part-time faculty. The University-operated portal has included a listing for adjunct faculty through the life of the program. The appointment of adjunct faculty is left to the discernment of the program director with approval from the Dean. Searches for fulltime positions are pursued by faculty-led search committees that are formed by the appropriate College dean, to whom they make recommendations that are then forwarded to the provost. The provost's office supplies ample financial support for the needs of faculty searches (e.g., advertisements, on-campus interviews).

Student recruitment. Recruitment efforts have been led by the University's Enrollment Services and are supported by the assignment of an Admissions Representative dedicated to CAD (Sarah Cullen). The Marketing Department has worked closely with the Dean and Chair to develop adverting materials and the website. The program takes part in the regular preview days and "Be Belmont Day" hosted by the University and has a consistent communication program in place. In addition to the regular financial aid packages offered by the University, the program offers one scholarship annually. The commitment will be for a certain sum for each of the expected five years of the B.Arch. program.

Enrollment has steadily increased in the last three years and retention is strong:[14]

cohort	enrolled	retained from previous year	cumulative enrollment
FALL 2020	28	n/a	28
FALL 2021	39	25 (89%)	64
FALL 2022	42	54 (84%)	96
FALL 2023 (projected) [15]	50	82 (85%)	132

While having all confidence that the program will achieve initial accreditation after the first cohort graduates in May 2025, we recognize the need to make alternative plans in the event that does not occur. The Dean and former Provost established options for transferring students to accredited programs in Tennessee or other nearby state in this case. This arrangement has been endorsed by the new Provost, Dr. David Gregory.

Physical Resources

Existing and renovated facilities. The College of Architecture & Design is housed in the renovated science building, Hitch Hall, which it shares with the programs in Interior Design and Fashion. It has access to facilities shared by the Watkins College directly across Belmont Boulevard in the Leu Center for Visual Arts (LCVA). The Department's second-floor facilities in Hitch Hall, which opened in fall 2021, include studio space, faculty offices, and a digital fabrications lab with a digital fabrication lab, housing two 40W laser cutters, one Form Labs Form2 SLA 3D printer, three Form Labs Form3 SLA 3D printers, two FDM 3D printers, and one color plotter. In fall, 20222, the program moved into 5,000 SF of newly-renovated teaching spaces and offices in the next-door Gabhart Student Center, and next year will have access to additional studios and computer labs in the former university bookstore across the street. (For more detail on facilities, see p. 7 and App. J.)

Fulltime faculty are provided with individual offices for the purpose of advising, scholarship, and course preparation in Hitch and Gabhart. For the purposes of guest lectures and other events to which the design community will be invited, the lecture hall in LCVA will accommodate most speakers and events, while the larger hall in a neighboring building (Massey Performing Arts Center) can be utilized for larger events. In spring, 2022, the program co-sponsored a film event with the local AIA that took advantage of the Film program's facilities in Johnson Hall.

Students will also use Nashville itself as a classroom. In addition to studies of the city, specific rooms connected with supporters of the program can house lectures and other

[14] Derived from a study of OAIR's CAD census report and the ADP census report (Feb. 22, 2023).
[15] If current (Feb. 2023) enrollment/deposit trends continue.

events in a number of large meeting spaces (e.g., the flexible presentation spaces in the offices of ESa Architects, the “Athenaeum” room at Hastings Architects, and the community space within the Nashville Civic Design Center, all of which have been offered to the Dean for the use of the architecture program).

I.2.3 Financial Resources

Established financial resources. As revealed in the proforma issued by the provost’s office, Belmont has committed significant funds for the architecture program through its first ten years. Taking a conservative approach, the University anticipated financial losses in the first years of the program and also estimates a very small number of incoming students in the first years. The unanticipated speed of program growth (for the current academic year, the proforma projected a cumulative program enrollment of 19; the actual number is 96) has posed challenges that the University is aware must be met, and has made significant efforts to do so, even in the midst of space and staffing shortages across campus.

The annual budgeting cycle is an independent process conducted early in the calendar year. For the upcoming fiscal year, the proposed budgets for both the Department and College were approved in full.

The Architecture Department will participate in, and benefit from, the upcoming university-wide campaign, “Hope Transforms,” which will be supported by the hire of an advancement officer that will be shared by CAD and one or two other colleges.

External support and engagement with professionals in Nashville. Faculty have established relationships with AIA Middle Tennessee, the Nashville Civic Design Center, representatives of Nashville city government, and local chapter of the National Organization of Minority Architects (NOMA Nash). The program is linked to the College Advisory Board through the presence of four architects among its twelve members:

- Valarie Franklin (Senior Associate, Moody Nolan)
- Betsy Littrell (Owner, Maypop Building Studio)
- David Minnigan (Principal, ESa)
- Dave Powell (Principal, HASTINGS, and Chair of the Board)

The program will also benefit from the founding of a Program Council this semester and next year’s inauguration of the Preview/Review program in August.

Development of facilities and personnel. We are hopeful that our tripartite footprint will accommodate curricular needs for the coming years, until a plan can be established for a more permanent and singular home for the Department (and College). The facilities will face increasing stress with the program commitment to provide dedicated studio space to fourth- and fifth- year students (at a minimum) and by a potentially very large incoming class in fall 2023. (As of this writing, deposits for fall are 83% above deposits at this time last year.)

Refinement of the curriculum. The program has introduced all planned offerings in its approved curriculum regularly and on time. Offering courses at least once—in some cases, several times—presents the opportunity to assess their effectiveness and make adjustments, with focus on each of the following:

- NAAB requirements
- Shared Values
- Links to BELL Core curriculum
- Vocational discernment

For information on assessment process for each of these, see Appendix I.

Administrative Structure & Governance

The program has remained in a consistent position within the University structure, although that structure has changed around it. It maintains its presence as a Department with Chair, alongside Departments of Interior Design and Fashion, within a College with a Dean (and Associate Dean) who reports directly to the provost. The new President, Dr. Greg Jones, has reorganized the larger elements of the University's structure and instituted new positions in the upper administration that will be of relevance to developing programs for all Colleges:

- Belmont Data Collaborative
- Belmont Office of Hope, Unity, and Belonging
- Belmont Transformational Innovation Hub

The latter office has special relevance to the Program as the Executive Director, Dr. Josh Yates, holds a position within the Architecture Dept. Plans are just underway to determine how best to leverage his expertise, and resources of his office, to achieve the goals of the program.

Within this organizational structure, Belmont has a strong tradition of shared governance, especially in the curricular review process. Proposals originating in CAD are first vetted among Departmental faculty and then passed to a council comprising the Dean, Associate Dean, and all Department Chairs. Approved proposals are thoroughly studied and discussed by the following University-wide faculty committees: Catalog and Curriculum, BELL Core, and Faculty Senate, each of which has representation from all University colleges. Other issues and projects that require collaboration across the College are discussed and approved within monthly meetings of CAD faculty and staff.

Study Abroad. With the alleviation of the pandemic, opportunities are being investigated to secure study abroad opportunities for architecture majors. All Belmont students have access to many multi-disciplinary offerings of the Maymester program organized by the office of Interdisciplinary Studies and Global Education. The first Maymesters featuring architecture courses are currently under development and review for 2024. Connections are in place for architecture majors to enroll for a semester at Queen's University in Belfast (primarily for Honors students). In Spring, 2023, Dean will travel to Helsinki and Mexico City to meet with representatives from educational institutions and explore possible additional opportunities.

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APPENDIX C

Eligibility Memorandum

NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.
1735 New York Ave NW | Washington, DC 20006
info@naab.org | 202.783.2007 | www.naab.org

December 28, 2020

Dr. Thomas Burns
Provost, Belmont University
Office of the Provost
1900 Belmont Boulevard
Nashville, TN 37212

Dear Dr. Burns:

At their December 2020 meeting, the directors of the National Architectural Accrediting Board reviewed the application for candidacy for the Belmont University O'More College of Architecture and Design.

As a result, the proposed professional architecture degree program, **Bachelor of Architecture**, has been accepted as eligible for candidacy. A virtual visit for initial candidacy has been added to the visit list for fall 2021. This visit will be conducted under the provisions of the NAAB *2020 Conditions for Accreditation* and Section 5 of the *2020 NAAB Procedures for Accreditation*.

The Architecture Program Report (APR) for Initial Candidacy is due in the NAAB office six months before the date of the visit. The format and content of the APR is described in detail in Section 5.

On behalf of the NAAB, thank you for your support of accreditation in architecture education.

Very truly yours,

Marilys Nepomechie, FAIA, DPACSA, NCARB
President

cc: Dr. Jhennifer Amundson, Dean

NAAB

APPENDIX D

Learning and Teaching Culture Statement

The Department's culture of learning and teaching is situated within the broader culture of the O'More College of Architecture and Design. As expressed for the College:

The College values of inquiry, collaboration, service, creativity, innovation, and empathy are important qualities of Belmont's "Christian community of learning and service." Community members in such a culture should be expected to exercise these values and, when they fail to, to hold one another accountable to better actions and to make amends. The perfect respect modeled by Christ is our aspiration: not only respecting and valuing others but actively seeking engagement and inclusion, especially among people traditionally considered outsiders. We aim to manifest these aspirations in our policies, curricula, and behavior.

Although Belmont is not a credal institution that requires statements of faith from its students, the faculty of the O'More College are expected to align their teaching with the traditions of Christianity. Its directives toward human behavior, which are shared with many faiths, shape an attitude of engagement toward the world that seeks restoration of a sustainable and equitable relationship among people and between societies and their environment.

While it is the obligation of our community members to fulfill, our learning and teaching culture is expected to also be carried out by the guests we invite to campus, in community forums, and as other events and opportunities arise.

While supporting by the above statement, which is articulated in the CAD Student Manual (see relevant excerpt in App. E) and referenced by all faculty reference in their courses and on their LMS sites, the faculty recognize their limits to offer all possible help to all students. The program circulates information to students on the following University supports:

- Complaints and Bias Grievances process
- Counseling Services
- Growth & Purpose for Students (GPS)
- Health Services
- Learning Centers
- Office of Accessibility Services a
- Office of the Dean of Students
- Student Concern System
- Therapy Assistance Online
- Title IX Coordinator
- University Ministries
- University Title IX Coordinator
- Welcome Home Diversity Council

Additionally, the program has developed complementary policies and practices to ensure that students feel valued, supported, and able to achieve.

Belmont University Department of Architecture Learning and Teaching Culture

Scope

The architecture program fosters a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students,

administration, and staff through its general policies, curricular directives, and behavior of community members.

While not claiming unique ownership of these positive values, members of a Christian culture should be naturally prone to exercise them; when they fail to do so, they have a particular vocabulary for holding themselves and others accountable for restoration. The perfect respect modeled by Christ is our aspiration: not only acting with appreciation toward others but actively seeking engagement and inclusion, especially among people traditionally considered outsiders.

These approaches are codified in the general policies of the University to hire faculty and staff aligned with the precepts of Christianity; the expectation that faculty in the College will bring the language of faith into their classrooms, and clear messaging about the environment to prospective students who will thus self-select their way into the community and so enhance the overall behavior of community. members. Curricular directives pertinent to these ends include the character of projects and content in all courses.

Our learning and teaching culture is further carried out by guest lectures, in community forums, in reflection exercises that students complete in their ePortfolios, and as other events and opportunities arise. The clearest statement on the ethos of the program is embedded within the policies of the College available in the CAD Student Manual. (See App. E for “Cultural Practices: Community.”)

Work-Life Harmony and Wellness

Keeping work and life in appropriate and healthy balance is essential for mental and physical health as well as academic progress and creating positive lifelong, sustainable habits.

- Facilities close at night to encourage students to maintain predictable habits of rest
- Facilities close during campus holidays in respect to campus calendars and encouraging students to observe religious and national holidays
- Faculty strive to be responsive to balancing student workloads and helping them to manage their time

Whole-Person Formation

We support and celebrate the opportunities for students to develop well beyond a focus on career readiness (important as that is).

The Architecture Department takes a particular stance toward vocational discernment that encourages students to consider and reflect upon their futures from a holistic point of view. Paid work should be seen as one of many parts of a whole life, including family life, community service, recreation, and spiritual growth; likewise, the values pursued away from work will ideally echo those practiced in your professional life. We encourage students to:

- Engage in active participation in a local congregation
- Take part in extra-curricular activities
- Investigate academic and creative opportunities outside of the architecture major
- Exercise, ensure proper nutrition and rest regularly
- Participate in all required elements of the VoCo program and in as many optional ones as possible

Equity

The architecture program is committed to increasing equity in our practices and among our people. Efforts to engage equity work are evident in:

- Course content and assessment practices
- Recruitment and retention activities for students and faculty
- All internal policies

Curricular Policies

Achieving a positive culture in classrooms and among all teachers and learners is essential to support student learning and formation. Our curricular policies include:

- Demanding respectful speech in discussions and critique
- Encouraging willingness for all parties to engage vulnerably and openly in the learning process
- Ensuring equitable access and treatment for all
- Providing opportunities in course content to engage communities through architectural services

APPENDIX E

CAD Student Handbook: "Cultural Practices: Community"

The College values of inquiry, collaboration, service, creativity, innovation, and empathy are important qualities of Belmont's "Christian community of learning and service." Community members in such a culture should be expected to exercise these values and, when they fail to, to hold one another accountable to better actions and to make amends. The perfect respect modeled by Christ is our aspiration: not only respecting and valuing others but actively seeking engagement and inclusion, especially among people traditionally considered outsiders. We aim to manifest these aspirations in our policies, curricula, and behavior.

Although Belmont is not a credal institution that requires statements of faith from its students, the faculty of the O'More College are expected to align their teaching with the traditions of Christianity. Its directives toward human behavior, which are shared with many faiths, shape an attitude of engagement toward the world that seeks restoration of a sustainable and equitable relationship among people and between societies and their environment.

While it is the obligation of our community members to fulfill, our learning and teaching culture is expected to also be carried out by the guests we invite to campus, in community forums, and as other events and opportunities arise.

NAAB

APPENDIX F

CAD Student Handbook: “Rigor & Creativity”

Human creativity reflects a divine Creator, in the very human (and humane) desire to fulfill, change, rectify, and establish relationships through the designed objects—it is not the ability to bring something into existence or make something of nothing, e.g., “create.”

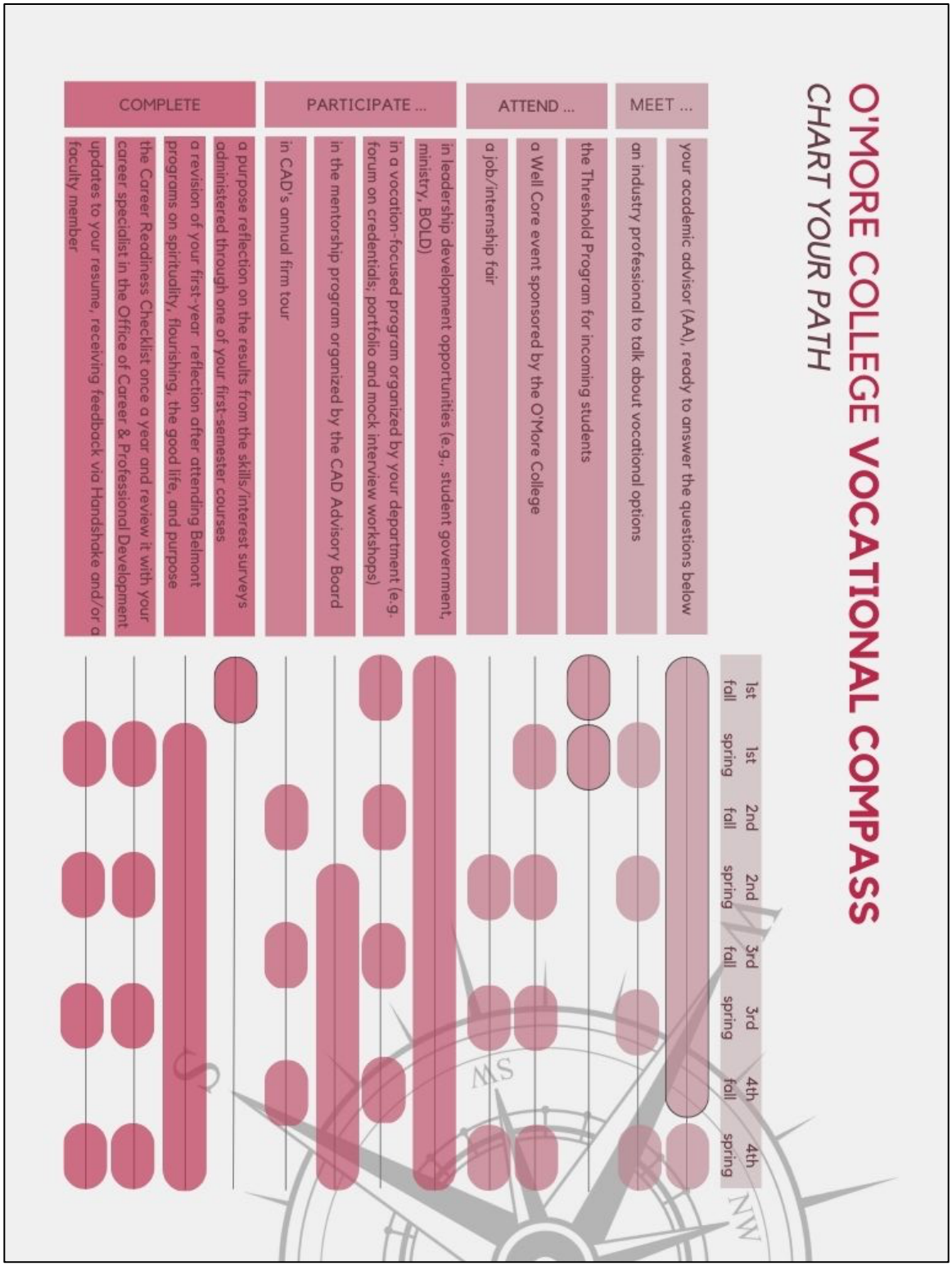
Creativity spawns innovation—bringing something new from existing materials, circumstances, and examples. In a supportive, safe, and honest environment that is open to discussion and critique, innovation can flourish. Students and teachers should collaborate in this spirit of inquiry and creativity, led by empathy. Innovation rarely, if ever, occurs in isolation, and requires vulnerability to be open to learning from precedents and other people to critique from collaborators and outsiders, and to the iterative process required for improvement. The College community will engage a collaborative spirit and act with optimism to leverage the design disciplines to create a better world.

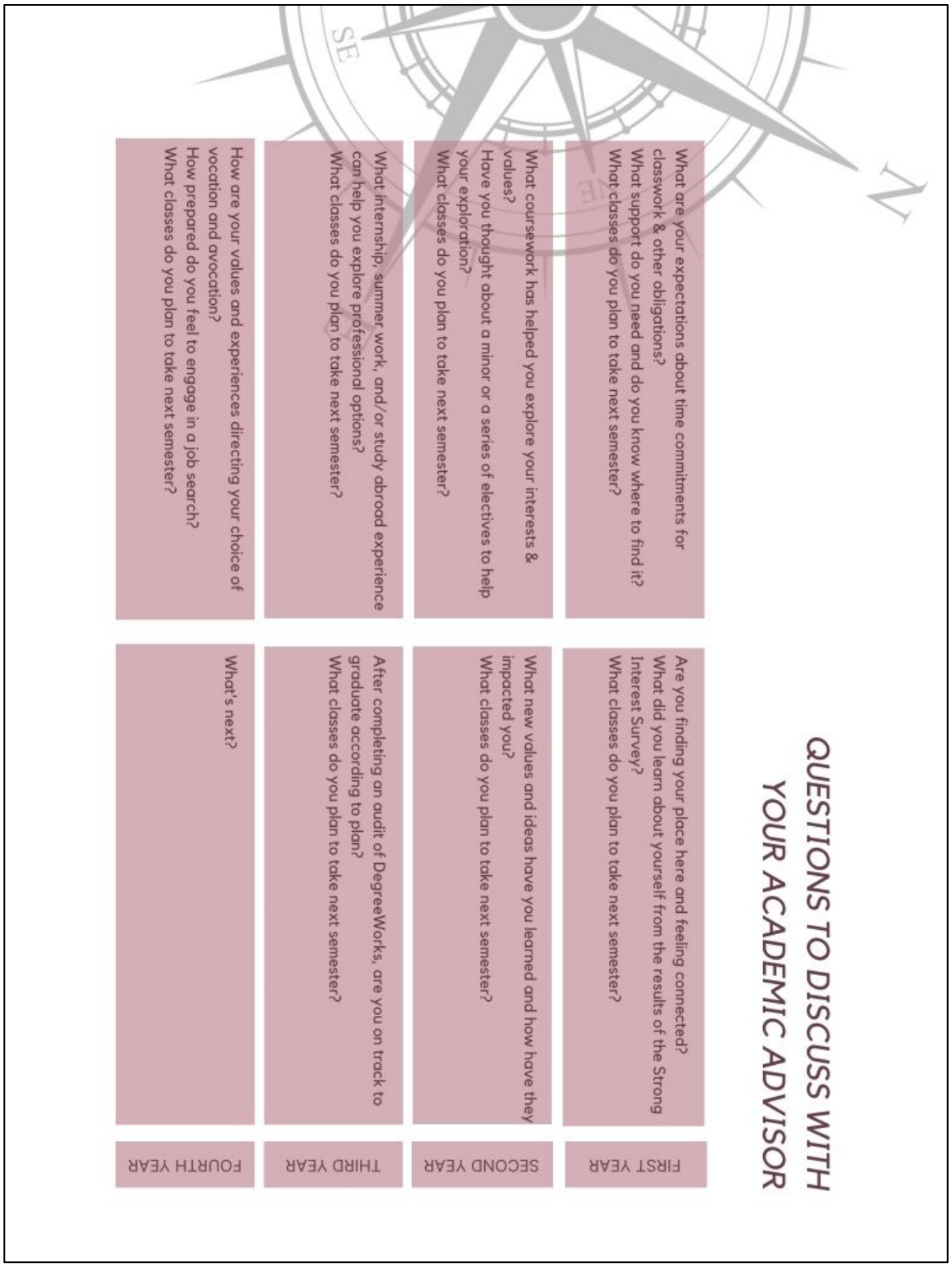
Community members will encourage one another to discover new understanding, solutions, and prospects based in their critical studies of changing conditions, revised understanding of accepted facts, and reevaluation of longstanding, working traditions. This challenging intellectual and creative work is required for the innovations that will improve on established conditions, means, precedents, approaches, and materials. Relevant, innovative designs and practices are more fully responsive to cultural needs than designs based in a desire for novelty alone.

Creative thinkers and doers engage in an iterative process to test multiple solutions to individual challenges. Students should be open to evaluation from others and work to develop their skills of self-critique, recognizing that identifying shortcomings and unsatisfactory responses do not represent failure as much as incremental advance toward better solutions to individual project prompts and increasing proficiency in design.

APPENDIX G

Vocational Compass ("VoCo")




QUESTIONS TO DISCUSS WITH YOUR ACADEMIC ADVISOR
FIRST YEAR
Are you finding your place here and feeling connected?
What did you learn about yourself from the results of the Strong Interest Survey?
What classes do you plan to take next semester?
What are your expectations about time commitments for classwork & other obligations?
What support do you need and do you know where to find it?
What classes do you plan to take next semester?
SECOND YEAR
What new values and ideas have you learned and how have they impacted you?
What classes do you plan to take next semester?
What coursework has helped you explore your interests & values?
Have you thought about a minor or a series of electives to help your exploration?
What classes do you plan to take next semester?
THIRD YEAR
After completing an audit of DegreeWorks, are you on track to graduate according to plan?
What classes do you plan to take next semester?
What internship, summer work, and/or study abroad experience can help you explore professional options?
What classes do you plan to take next semester?
FOURTH YEAR
What's next?
How are your values and experiences directing your choice of vocation and avocation?
How prepared do you feel to engage in a job search?
What classes do you plan to take next semester?

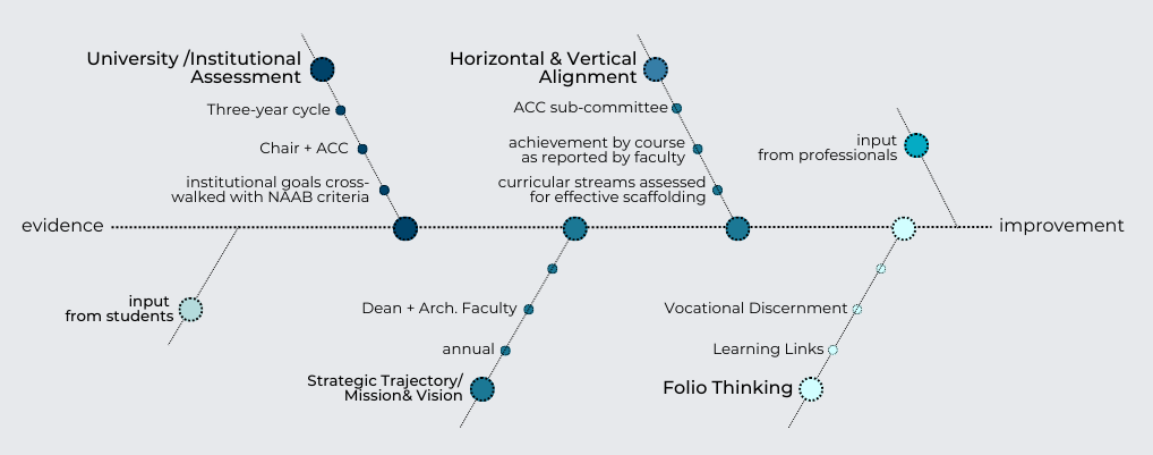
APPENDIX H

Equity and Assessment Workshop Results (Architecture Faculty)

	CHANGE TO MAKE	HOW TO TRACK	ANY RESOURCES NEEDED?
ARC 2051 Digital Rep I (Lima)	Instead of developing students' representation skills by approaching iconic designs to be explored, I am encouraging them this Spring semester to work on their last studio project. The main goal is to compare their final presentations to be delivered this semester with the one they made last Fall. In addition to make the students more comfortable within the process, I expect them to improve their portfolios while learning from this course.	The main goal here is to assess their own development, comparing each student to themselves, as opposed to comparing them to their peers.	No
ARC 3023 Studio III (Monica)	I'm interested in finding ways to understand the strengths and weaknesses of my course from an equity perspective to inform how best to impact change. Along with implementing these concepts into our designed "pause points" for reflection after every project, I plan to craft a series of additional queries to be folded into the course evaluations that students fill out at the end of the course. The hope here is to build a framework for understanding the impacts and provide the data needed to affect change where it is most needed.	From a broader perspective, I would like to also share this with my colleagues for review and comment, such that these additional queries can be implemented in course evaluations across the college, such that we can keep a pulse on how we are doing collectively and to be able to track our progress made across time.	Collaboration with my colleagues and some IT help to implement the new questions.
ARC 3024 Studio Four (Ballinger)	Focus on process over finished product through journaling	Student course evaluations and self-evaluations	It would be good to have a journaling workshop and invite someone who's good at journaling.
ARC 3033 History of Architecture in the US (Watson)	The students' final deliverable will be an audio recording rather than a written essay to encourage different ways of studying history and/or delivering historical knowledge.	Incremental deadlines throughout the semester will allow me to adjust midstream, as need be. I'll also ask the students to reflect on the experience, through discussion at the end of the term, through a survey, or both.	Right now, I don't think so. I've been working with the library and may draw from others on campus.
ARC 3042 Structures 2 (Lowing)	Scaffold technical skills required for problem solving to find gaps and develop self-remediation levels as options in assignments.	Track student progress in specific assignments with summative assessments and with periodic "survey"or feedback loops in class for formative assessment.	Not this semester, but may need help developing methods for continued improvements.

APPENDIX I

Architecture Program Assessment Cycle



The evidence-based cycle comprises assessment at the institutional, college (strategic trajectory), and department (horizontal/vertical alignment & folio thinking) levels. Joined with input from students and professionals, it will lead to continuous improvement in student learning according to program expectations as well as improvement of the assessment cycle itself.

University-Led Assessments

The architecture program regularly reviews its curriculum from several perspectives with some overlap in process:

1. **University Program Assessment (UPA)**
    a. Three-year cycle at the institutional level organized by the University's Director of Academic Assessment. Our UPA goals are aligned with, support, and strengthen the NAAB criteria (see crosswalk in App. U). Conducted by the Department Chair with input from the Architecture Curriculum Committee (ACC).
    b. The assessment cycle runs from February through mid-April. The Chair completes the following:
        i. Confirms program outcomes and connects them with courses on the curriculum map
        ii. Enters measures and links assignments with outcomes
        iii. Provides a brief update of progress from previous SET outcomes (over the last three years)

2. **University Strategic Plan** ("Strategic Trajectory to 2030")
    a. Contributions of the architecture program are tracked by the Dean as part of regular College reports due to the President's office at least twice yearly.
    b. At the final all-faculty meeting of the academic year, the Dean presents findings (established with all three Department Chairs in the College) concerning the program's contributions to the College and University goals (whole-person formation, social impact, equity, service to Nashville and Middle Tennessee) and guides an open discussion on the program's progress toward meeting its stated mission and vision and connection of program development to institutional mission, vision, and shared goals.
    c. See end of this appendix for most recent documentation of this process.

Department-Led Assessments

The assessment procedures described above represent fairly straightforward processes dictated by the institution. The remaining two assessment cycles are department-led and worthy of additional comment. See immediately below for short summaries and in the next pages for greater detail.

3. Horizontal & Vertical Assessment

a. A subcommittee of the ACC will address assessments of NAAB Student & Program Criteria, Shared Values in individual courses and for overall Curricular Stream Alignment and then reported to the full faculty.
b. Focus and material: analysis of individual course achievement of student work reported by faculty via assessment templates (Google docs).
c. Subcommittee members for AY2223: Tom Lowing, Joseph Watson, Fernando Lima

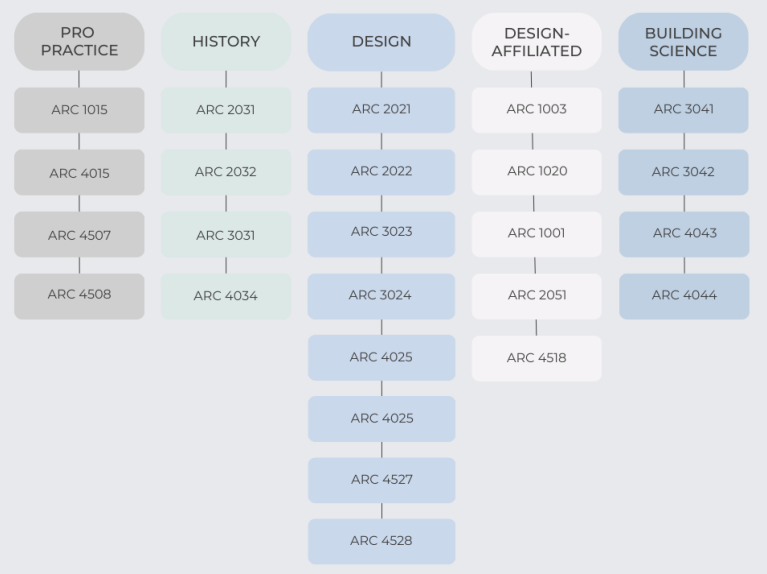
4. **Folio Thinking Assessment**

a. A subcommittee of the ACC will address results of folio thinking, via ePortfolio reviews across several dimensions (see rubric below for details).
b. Focus and material: a portion of ePortfolios submitted by first- and fifth-year students, and all ePortfolios submitted by third-year students, toward or at the conclusion of the academic year. The third-year students will have an additional assessment for mid-program status.
c. Subcommittee members for AY2223: Jhennifer Amundson, Anthony Monica, Barry Ballinger

Overall results from the several approaches to assessment are presented to an external audience in August, when the Dean organizes annual Review/Preview, which brings architects and other design professionals from the College Advisory Board, Architecture Program Council, and others, to campus to meet with faculty and hear a report from the Department Chair for their ideas and input.

These processes will occur annually at least through the attainment of accreditation, at which point we will determine, as a department what, if any, elements of the cycle could be moved to a semi-annual review.

Horizontal/Vertical Assessment
Schedule, Responsibilities, and Guidelines



The five curricular streams in the architecture program

1. **August & January**: At the start of each semester, the Dept. Chair coordinates with the College Program Assistant to enter relevant data (course name/section numbers; assigned faculty; assessment criteria) in all assessment templates (Google docs; for an example, see below) that are the vessels for collaborative assessment, and which track courses aligned in curricular "streams" illustrated in the diagram above:
    a. Building Science Stream
    b. Design Stream
    c. Design-Affiliated Stream
    d. History Stream
    e. Pro-Practice Stream

    Once prepared for the semester, links to assessment templates are made available to faculty so they have access to them throughout the semester.

2. **October & March**: Department Chair organizes bi-annual "State of the Program" gatherings to present updates regarding opportunities and accreditation process to students and solicit their input on program developments.

3. **November & April**: Department Chair outlines/reviews assessment cycle process at concluding ACC meeting of each semester.

4. **April/May**: Department Chair establishes the faculty deadline (typically one week after grades are due) to submit evidence related to course SLOs for all ARC courses in the concluding academic year. Faculty will complete their portions of the appropriate curricular stream, being mindful of the need to address the following for future NAAB visits (see template for details).

5. **May**: ACC subcommittees meet soon after the faculty deadline to review evidence collected in assessment templates.

- Each template houses all courses associated with a particular “stream,” aligned with required criteria of assessment and the appropriate level for that assessment (introductory, reinforcement, or mastery)
- ***Horizontal assessment***: The committee assesses each course, considering:
    - Measures of each specific SC, PC, or shared value (SV) associated with the course on the matrix
    - Clear alignment between measures (learning activities) and outcomes (teaching purpose)
    - Faculty plans for future improvement based on student performance measured against benchmark goals
- ***Vertical assessment:*** The committee assesses the relationships among all courses in a single stream, considering the appropriate increase of expectations from simple to complex, from concrete to abstract, which has been established in a full meeting of the ACC and is summarized in the chart below. The use of terminology tied to Bloom’s Taxonomy is a guide to this scaffolded approach to ensure students develop from an introductory understanding, to reinforced comprehension, to mastery.

The assessment cycle concludes in May/August, as described at the end of the Folio Thinking Assessment process, which follows on the next pages.

HISTORY/THEORY STREAM for AY 2022-2023
NAAB Student & Program Criteria & Curricular Alignment
Student Learning Outcomes Assessment Plan Template

***Directions**: Complete the table for the ARC courses that you taught this academic year. See below for further information on future needs for internal department assessment and requirements for future NAAB visits.*

Course no.	Course Name	Semester/Year	Faculty
ARC 2031.01	History of Architecture 1 (sec. 1)	Fall 2022	J. Watson
ARC 2031.02	History of Architecture 1 (sec. 2)	Fall 2022	J. Watson
ARC 2032.01	History of Architecture 2 (sec. 1)	Spring 2023	J. Watson
ARC 2032.01	History of Architecture 2 (sec. 2)	Spring 2023	J. Watson
ARC 3033.01	History of Architecture/US	Spring 2023	J. Watson
ARC 4034.01	Theories of Architecture	n/a	n/a

Course	NAAB Criteria or Shared Value (SV)	Level (I, R, or M)	Assessment Instrument (briefly describe the assignment)	Direct/ Indirect (D/I)	Rationale (briefly explain why this is the best assessment to measure learning here)	Benchmark/goal (program/course targets for student achievement at this level)	Current Year Results (Did students attain goals? What changes will support future improvement?)
ARC 2031 (secs. 1 & 2)	SV: ENV	I	Some of our first readings and discussions in the class focus on whether we would classify Indigenous use of fire and cave paintings as "architecture."	D	These discussions encourage students to reflect critically on how we conceive of disciplinary boundaries, how we think about the impacts of human intervention in the natural world, and the ecological dimensions of design.	Students are able to articulate for themselves an informed understanding of relationships between built and natural environments, rooted in historical knowledge but applicable to the present.	Yes, although it's something that mostly occurred in class discussions, so in the future, I'd like to reinforce and formalize it through something like a short written reflection.
	PC 3	I	Reading assignments throughout the semester emphasize the environmental basis of most prehistoric and ancient architectural traditions; in-class activities encourage students to think critically about	D	Encountering how people who lived tens-of-thousands of years ago thought about relationships between architecture, nature, and culture encourages students to reflect on what they might take for granted about those	Students are able to articulate an informed understanding of ways that cultures across the prehistoric and ancient worlds developed building traditions informed by local or regional environmental conditions.	Yes, although it's something I intend to be more deliberate and intentional about. In particular, since it can be tempting to see vernacular traditions as ecologically bound but more "monumental" traditions, like the Egyptian pyramids or Greek temples, as existing apart from similar constraints, I want to ensure we see building cultures broadly neither as unthinking reactions to nor existing apart from environmental conditions, but as creative responses to them.

			how different traditions have relied on different understandings of "nature" and relationships between humans and the natural world.		relationships today and how history might encourage them to conceive of them differently.		
	PC 4	I	Short writing assignments throughout the semester ask students to explore relevant connections between historical buildings, landscapes, and other artifacts and the social, cultural, economic, and political contexts that shaped them.	D	These assignments are designed to encourage students to demonstrate their growing understanding of architectural history by comparing examples from across cultures and by situating architecture in its relevant historical contexts.	Students are able to articulate in their own terms an understanding of architectural history based on their comprehension of assigned readings, films, and other media; instructor presentations; and readings-based discussions with their classmates.	Yes. While I plan to continue tweaking readings, assignments, and other aspects of the course to better meet these goals, feedback from students during mid-semester formative reviews and end-of-semester course evaluations shows that students felt they had successfully gained an introductory understanding of architectural history.
	PC 7	R	Formative evaluations midway through the semester offer students an opportunity to provide feedback on workload, classroom culture, and other aspects of the course; reflection essays provide students the opportunity to connect history to their own lived experiences.	D	The course as a whole is designed to ensure the students feel a sense of agency in how they develop their understanding of architectural history; formative evaluations give them the opportunity to tell me what they think is working and what isn't; reflection essays allow them to draw connections between their lives in and out of the classroom.	By seeing how their feedback in formative evaluations can have an effect on course design and delivery, students understand the class to be built on mutual respect, engagement, and collaboration; reflection essays offer opportunities to share personal experiences as part of a collective, collaborative production of historical knowledge.	Yes. Students appreciated adjustments to the course, especially regarding the amount of assigned readings, which shows the formative evaluations allowed students to feel their voices were heard; more informal, anecdotal feedback also suggested that the reflection essays helped students build a more personal connection to history.
ARC 2032 (secs. 1 & 2)	SV: ENV	R	While discussions of environmental issues permeate the course, a module on 16th century country houses (in Italy, England, Korea, Japan, and India) relied on readings that specifically focused on environmental questions; the end-of-module writing assignment asked students to analyze one of these examples with particular attention to	D	The similarities in chronology and typology allowed us to explore how different cultures conceived of relationships between built and natural environments, how questions like regional climate and available building materials influenced those relationships, and how the environmental questions have often been sublimated into unique forms of	Students are able to articulate for themselves an informed understanding of ways that questions like climate, geology, and geography have informed architects' work historically and how this historical knowledge might inform their own work in the present.	Yes. For the most part, students' short essays for this module demonstrated a clear understanding of ways that architects have articulated relationships between built and natural environments in different ways across different cultures.

			relationships between architecture and environment.		cultural expression, with students zeroing in on one example to articulate that understanding in more detail.		
	PC 3	R	While discussions of environmental issues permeate the course, our discussions of modernization focus as much on the social and aesthetic changes of the 19th and 20th centuries as on environmental effects of the industrial processes that produced the glass, iron, and concrete underpinning those changes; we will stage an in-class debate where students will articulate a position on the relationships between these social, aesthetic, and industrial processes.	D	While written assignments offer students the opportunity to take the time to reflect outside of class on important issues, an in-class debate will challenge students to articulate and defend a position in real time.	Students are able to articulate for themselves an informed historical understanding of the environmental dimensions of building materials, construction techniques, and new technologies.	TBD, since this will take place in the latter half of the semester.
	PC 4	R	The first module of the course covered the “rediscovery” of history in Ming-era China and Renaissance-era Italy; it also addressed Native building practices in Central and South America and the early stages of European colonization of the Americas; the end-of-module writing assignment asked students to reflect critically on the roles of history—as medium and as context—in these episodes.	D	Rather than simply treating history as a chronological march forward through time, this assignment and the readings-based discussions that informed it challenged students to think about how architects have used history in their own work and also how the frameworks through which we view history affect our understanding of it.	Students build upon the understanding of history they began developing in ARC 2031 by introducing more complex ideas about evolving interpretations of the past over time and in different cultures, up to our own efforts in the present.	Yes. It was an explicit theme of the first module, as a way to build a bridge between ARC 2031 and ARC 2032 (and because it felt like a natural focus, given the focus on, say, the Italian Renaissance, but it’s something that could become more of a focus throughout the course.
	PC 7	R	As in ARC 2031, I continue to make use of formative evaluations and reflective essays.	D	This continues to allow students to feel a sense of agency in course design and delivery.	As in ARC 2031, students understand the class to be built on mutual respect, engagement, and collaboration and that their	TBD, since the course is still in-process, but given the success of these tools in ARC 2031, I anticipate similar success in ARC 2032.

						personal experiences are part of a collective, collaborative production of historical knowledge.	
ARC 3033 ()	SV: EDI	R	The course is structured to include the perspectives of Native Americans, women, people of color, and other often marginalized groups, their contributions to the US built environment, and how the architecture profession has not always lived up to its ideals where these groups are concerned; the first module in particular addresses Indigenous architecture and culture, with the end-of-module assignment asking students to reflect on ideas about architecture, environment, and history embodied in Indigenous worldviews.	D	While, again, these discussions recur throughout the course, using the first few weeks of the semester to frame US history through an Indigenous lens and then asking the students to reflect on the frameworks we use to view history sets us up to think more critically through the rest of the course about the voices that are and aren't included in our thinking about US architectural history.	Students develop their own informed understanding of how issues of equity, diversity, and inclusion—both in terms of the profession's failures to live up to its ideals and, with a shift in perspective, the vital contributions of marginalized groups and individuals—are central to US architectural history.	Yes, students articulated a sincere interest in ideas like "seven-generational thinking," relationality, and others derived from our readings and discussions about Native American architecture and culture, past and present.
	PC 4	R	Over the course of the semester, students research, write, and produce a podcast covering a topic of their choosing from US architectural history.	D	This assignment encourages students to combine the knowledge we collectively produce via class discussions with their own more specific knowledge produced through a semester-long research project.	Students continue building upon the historical understanding they developed in ARC 2031 and 2032, using the specific context of the US to explore history in greater detail and through more explicit reflection on the frameworks we use.	TBD, since the course is still in process, but the students are enthusiastic about the research process so far.
	PC 7	R	As in ARC 2031 and 2032, I continue to make use of formative evaluations and reflective essays. I also assign a group of students to lead an end-of-module wrap up that reflects on the key project and	D	This continues to allow students to feel a sense of agency in course design and delivery. Aside from evaluations and reflections, the end-of-module wrap ups allow students to decide for themselves what the	As in ARC 2031 and 2032, students understand the class to be built on mutual respect, engagement, and collaboration and that their personal experiences are part of a collective, collaborative	TBD, since the course is still in-process, but given the success of these tools in ARC 2031 and 2032, and the genuine enthusiasm with which the first couple groups have approached the end-of-module wrap ups, I anticipate similar success in ARC 3033.

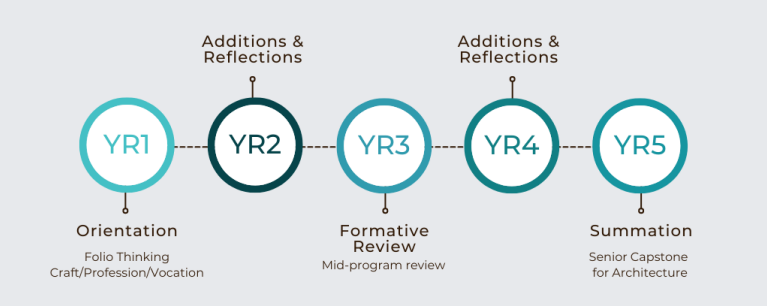
			themes we covered.		most important material was and articulate it for themselves and their classmates on their own terms.	production of historical knowledge.	
ARC 4034 ()	SV: ENV	R	In addition to architecture-specific texts, students will be reading writings from philosophy, critical theory, and environmental history that will challenge them to think in broad and potentially unexpected terms about architects' impacts on and ethical responsibilities to the natural environment. Understanding of these questions will primarily be assessed through a journal kept by each student throughout the semester.	D	Given the potentially challenging nature of the theoretical writings we will be engaging, a journal offers students the opportunity to puzzle through difficult passages, reflect on new ideas, and otherwise process the information they are being asked to engage.	Students will be able to articulate an understanding of difficult concepts or, alternatively, feel comfortable asking questions about or explaining something they are struggling to understand about those concepts.	TBD, since the course has not been taught yet.
	PC 3	R	While the course will have adopt a historical lens, it will also, more explicitly than the preceding history courses, address contemporary questions concerning climate change and architects' responsibility to mitigate it. This will come through in-class discussions and other avenues, but will primarily be assessed through written reflections.	D	Short writing assignments will give students the opportunity to reflect, independently and critically, on a range of issues brought up through readings-based discussions and to process the range of arguments and opinions on those issues introduced in those discussions.	Students will be able to develop and articulate an informed understanding of complex issues related to architecture and environment, historically and at present.	TBD, since the course has not been taught yet.
	PC 4	M	Over the course of the semester, students will undertake an independent research project that investigates the intersection of architectural and environmental histories.	D	This assignment encourages students to combine the knowledge we collectively produce via class discussions and via the three preceding history/theory courses with their	Students will be able to synthesize the understanding of architectural history they have developed over the preceding three courses and be able to evaluate, more specifically, the	TBD, since the course has not been taught yet.

					own more specific knowledge produced through a semester-long research project.	role of environment in architectural history/theory.	
	PC 7	R	Continue formative evaluations and reflective essays. I will also assign a group of students to lead one (of two) class meetings each week. They will cover assigned readings and other material, structure discussions and activities, and otherwise take charge of the classroom.	D	Building on the collaborative culture established in the three previous courses, this will give students an even greater sense of agency and ownership over the culminating experience of their history/theory courses.	Students will be able to not only articulate for themselves a critical understanding of history/theory, they will also be able to confidently guide others to their own informed understanding.	TBD, since the course has not been taught yet.

* Please refer to the following crosswalk to ensure consistent alignment of NAAB's criteria (*understanding* and *ability*) and the Architecture Program's embrace of scaffolded assessment (*introduce, reinforce,* and *master*), which draws from Bloom's Revised Taxonomy for the purpose of designing appropriate assessments. Definitions of "understanding" and "ability" quoted from NAAB Conditions (2014), which cites L.W. Anderson and D.R. Krathwold, eds., *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001.

NAAB	ARCHITECTURE PROGRAM	BLOOM'S
Understanding The capacity to classify, compare, summarize, explain, and/or interpret information.	**Introduction** level Students build on, and fill gaps in, their foundation knowledge through dependence on significant faculty guidance. Faculty introduce content, techniques, and methods, explaining examples and modeling performance of tasks.	Learners demonstrate their **familiarity** through **introductory** assessments that typically engage the ***remember*** and ***understand*** realms in Bloom's Taxonomy.
	Reinforce level Students develop growing aptitude through greater breadth and depth of understanding of previously-introduced subjects. Students engage in carefully designed learning activities and formative assessments, completing intellectual, creative, and skills-based exercises with faculty guidance/modeling.	Learners demonstrate their **growing aptitude** through **formative** assessments that typically engage the ***understand, apply, analyze*** realms in Bloom's Taxonomy.
Ability Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.	**Mastery** level Students show the highest level of capacity with subject matter, rising to complex tasks that require discernment and assimilation with little faculty intervention.	Learners demonstrate their **proficiency** through **summative** assessments that typically engage the ***evaluate*** and ***create*** realms in Bloom's Taxonomy.

Folio Thinking Assessment
Schedule, Responsibilities, and Guidelines



1. **January**: Department Chair communicates process and purpose of mid-program review, as well as contents expected in the ePortfolio (see description below).
2. **April**: Department Chair outlines/reviews assessment cycle process at concluding ACC meeting of each semester.
3. **April**: On the class meeting closest to April 1, the Department Chair directs the following faculty to compile a list of links to the ePortfolios of the associated cohort of students to share with the committee:
    a. 1st year: Faulty who have taught Folio Thinking in fall & spring
    b. 3rd year: faculty teaching ARC 3024: Architecture Studio 4
    c. 5th year: faculty teaching ARC 4518: Comprehensive Design Seminar

    Students are reminded of the upcoming review and the importance of completing all assigned work in the ePortfolio by the last day of the semester.
4. **April**: As soon as the semester ends, ACC sub-committee begin their reviews, using a rubric (see below) to review ePortoflios; at least two reviewers per each student.
5. **April/May**: Department Chair establishes the deadline (typically one week after grades are due) for reviewers to complete their work reviewing the ePortoflios.
6. **May**: ACC subcommittee meets at least one week prior to the all-faculty gathering to review a selection of the collected rubrics for the 1st and 5th years and all of the submissions for the 3rd year. The committee members will:
    - Uses the rubric included below
    - Review the evidence of student achievement in the stated program goals (rather than individual assignments)
    - Complete a composite assessment for each class
    - Provides written comments for students who have completed the third year of the program and arranges for those comments to be communicated through the appropriate academic advisor.

7. **May** (last full week): Conclusion of assessment cycle in a meeting of all full-time architecture faculty to hear and discuss:
    a. Recommendations of the ACC Sub-Committee on Folio Thinking, voting to endorse proposals and make plans for developments in the coming year; discuss plans for curricular improvement, both on individual course basis and within curricular streams.
    b. Recommendations of the ACC Sub-Committee on Horizontal & Vertical Alignment, voting to endorse proposals and make plans for developments in the coming year; discuss proposals for curricular improvement, both on individual course basis and within curricular streams.
    c. Presentation by the Dean concerning the program's contributions to the College and University goals (whole-person formation, social impact, equity, service to

Nashville and Middle Tennessee). Discussion on program's progress toward meeting its stated mission and vision.

d. Presentation by the Department Chair concerning the program's progress as revealed by the three-year institutional assessment process.
e. Identification of:
    i. Needed adjustments and the basis for making them
    ii. Who will have responsibility to make needed changes
    iii. What support is needed from department, college, and/or university administration
f. "SOAR" analysis (*Strengths, Opportunities, Aspirations,* and *Results*)
g. Value of the current assessment cycle, revisions to increase its effectiveness

8. **August**: Dean organizes annual Review/Preview, which brings architects and other design professionals from the College Advisory Board and Architecture Program Council to campus to meet with faculty and hear a report from the Department Chair for their ideas and input. This meeting both reviews the previous academic year and states the objectives for the coming year, thus beginning the next turn of the assessment cycle.

ePortfolio Rubric (1st, 3rd, and 5th years)
Spring 2023

Department of Architecture
Belmont University

Student:	Year in Program:	Reviewer:

Criteria	Beginning (1 pt.)	Developing (2 pts)	Accomplished (3 pts)	Exemplary (4 pts)
Artifacts: A variety of artifacts illustrates achieved competencies and understanding of program values* appropriate to their standing in the program (1st/3rd/5th year)?	eP includes artifacts in only one media format, not related to purpose of ePortfolio; do not illustrate achieved competencies appropriate to program standing.	eP includes artifacts in limited media formats, some related to purpose of ePortfolio and illustrating achieved competencies appropriate to program standing.	eP includes artifacts in a few media formats generally effective in enhancing ePortfolio; most illustrate achieved competencies appropriate to program standing.	eP includes artifacts in a variety of media format, effectively related to purpose of ePortfolio and thoroughly illustrate achieved competencies appropriate to program standing.
***Environmental Stewardship and Professional Responsibility**: An understanding that architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare and will embrace these responsibilities and act ethically to accomplish them in the future.	eP does not include any reference to this value.	eP includes passing reference to this value within the context of assignments.	eP addresses this value thoughtfully and across several dimensions of coursework.	eP addresses this value thoughtfully, across several dimensions of coursework, and expresses its impact on their developing worldview and professional outlook.
***Equity, Diversity, and Inclusion**: A commitment to equity and inclusion in our designs, policies, speech, actions, and respectful learning, teaching, and working environments. Architects seek fairness, diversity, and social justice in the profession and society and support multiple pathways for access to architecture education.	eP does not include any reference to this value.	eP includes passing reference to this value within the context of assignments.	eP addresses this value thoughtfully and across several dimensions of coursework.	eP addresses this value thoughtfully, across several dimensions of coursework, and expresses its impact on their developing worldview and professional outlook.
***Career Paths** (PC.1)—An understanding of paths to becoming licensed as an architect in the US and the range of available career opportunities that utilize the discipline's skills and knowledge.	eP does not include any reference to this value.	eP includes passing reference to this value within the context of assignments.	eP addresses this value thoughtfully and across several dimensions of coursework.	eP addresses this value thoughtfully, across several dimensions of coursework, and expresses its impact on their developing worldview and professional outlook.
***Professional Practice** (SC.2) Comprehension of and dedication to professional ethics, regulatory requirements, business processes relevant to architecture practice in the US, and the forces influencing change in these subjects.	eP does not include any reference to this value.	eP includes passing reference to this value within the context of assignments.	eP addresses this value thoughtfully and across several dimensions of coursework.	eP addresses this value thoughtfully, across several dimensions of coursework, and expresses its impact on their developing worldview and professional outlook.

ePortfolio Rubric (1st, 3rd, and 5th years)
Spring 2023

Department of Architecture
Belmont University

Criteria	Beginning (1 pt.)	Developing (2 pts)	Accomplished (3 pts)	Exemplary (4 pts)
***Vocational Discernment**: Wide perspective on career-readiness as a part of whole-person formation; growing awareness of value of connecting experience outside the arch. curriculum (e.g., elective choice, study away, clubs) reflects values and shapes development.	eP does not include any reference to this value.	eP includes passing reference to this value within the context of assignments.	eP addresses this value thoughtfully and across several dimensions of coursework.	eP addresses this value thoughtfully, across several dimensions of coursework, and expresses its impact on their developing worldview and professional outlook.
Academic Links (ARCH-ARCH): Connections made between learning in two (or more) courses in the architecture program, either through transfer from previous or concurrent learning, showing benefit of transfer.	eP makes vague references to previous/concurrent learning but does not articulate benefit of transfer.	eP makes a few references to previous/concurrent learning but does not clearly articulate benefit of transfer.	eP makes some references to previous/concurrent learning and provides evidence of the benefit of transfer.	eP makes a variety of references to previous/concurrent learning and makes explicit evidence of the benefit of transfer, creatively demonstrating its use in novel situations.
Academic Links (ARCH-OTHER): Connections made between learning in two (or more) courses in the architecture program and another discipline(s), either through transfer from previous or concurrent learning, showing benefit of transfer.	eP makes vague references to previous/concurrent learning but does not articulate benefit of transfer.	eP makes a few references to previous/concurrent learning but does not clearly articulate benefit of transfer.	eP makes some references to previous/concurrent learning and provides evidence of the benefit of transfer.	eP makes a variety of references to previous/concurrent learning and makes explicit evidence of the benefit of transfer, creatively demonstrating its use in novel situations.
Reflection: Evidence that the student has engaged in a process to describe their learning (inside & outside of the classroom), how it changed (and how they have changed), and how it might relate to future learning experiences.	eP demonstrates review of prior learning at a surface level if at all, without revealing clarified meaning or indicating a broader perspective about educational or life events.	eP demonstrates review of prior learning somewhat, revealing partially clarified meaning or indicating somewhat broader perspective about educational or life events.	eP demonstrates review of prior learning at some depth, revealing fully clarified meaning and indicating broader perspective about educational and life events.	eP demonstrates review of prior learning in depth and with consistency. revealing significantly clarified meaning and indicating broader perspective about educational and life events as a foundation for expanded knowledge, growth, and maturity over time.

ePortfolio Rubric (1st, 3rd, and 5th years)
Spring 2023

Department of Architecture
Belmont University

Third-Year Review for:

Criteria	Beginning (1 pt.)	Developing (2 pts)	Accomplished (3 pts)	Exemplary (4 pts)
Curriculum: *Articulation of clarity of purpose in the program. Explains*: • path to achieving the degree and ultimately licensure as an architect	Statements and/or evidence are missing.	Statements and/or evidence are vague or incomplete.	Statements and/or evidence are clearly stated and show maturing approach to the criteria.	Statements and/or evidence are clearly, thoughtfully, and creatively stated and show deep understanding of the criteria.
• development of broad knowledge for better understanding others and the world through learning and design processes	Statements and/or evidence are missing.	Statements and/or evidence are vague or incomplete.	Statements and/or evidence are clearly stated and show maturing approach to the criteria.	Statements and/or evidence are clearly, thoughtfully, and creatively stated and show deep understanding of the criteria.
• ways of knowing and communicating the architect's role in contributing to the well-being of others	Statements and/or evidence are missing.	Statements and/or evidence are vague or incomplete.	Statements and/or evidence are clearly stated and show maturing approach to the criteria.	Statements and/or evidence are clearly, thoughtfully, and creatively stated and show deep understanding of the criteria.
Culture: *Assessing personal acceptance of program values, esp. empathy and care. Reveals:* • appropriate rigor in maintaining program standards while exhibiting concern for wellbeing of others	Statements and/or evidence are missing.	Statements and/or evidence are vague or incomplete.	Statements and/or evidence are clearly stated and show maturing approach to the criteria.	Statements and/or evidence are clearly, thoughtfully, and creatively stated and show deep understanding of the criteria.
• opportunities taken to communicate concerns or perceptions with student peers, student leaders, and/or faculty	Statements and/or evidence are missing.	Statements and/or evidence are vague or incomplete.	Statements and/or evidence are clearly stated and show maturing approach to the criteria.	Statements and/or evidence are clearly, thoughtfully, and creatively stated and show deep understanding of the criteria.
Calling: *assessment of vocational understanding. Reflects on:* • personal strengths and areas where improvement is needed and plans for development	Statements and/or evidence are missing.	Statements and/or evidence are vague or incomplete.	Statements and/or evidence are clearly stated and show maturing approach to the criteria.	Statements and/or evidence are clearly, thoughtfully, and creatively stated and show deep understanding of the criteria.
• Sense of purpose for service in the profession	Statements and/or evidence are missing.	Statements and/or evidence are vague or incomplete.	Statements and/or evidence are clearly stated and show maturing approach to the criteria.	Statements and/or evidence are clearly, thoughtfully, and creatively stated and show deep understanding of the criteria.
• What gives satisfaction about engaging in architecture as a profession	Statements and/or evidence are missing.	Statements and/or evidence are vague or incomplete.	Statements and/or evidence are clearly stated and show maturing approach to the criteria.	Statements and/or evidence are clearly, thoughtfully, and creatively stated and show deep understanding of the criteria.
• How faith or world view motivates vocational development and/or in other areas of life	Statements and/or evidence are missing.	Statements and/or evidence are vague or incomplete.	Statements and/or evidence are clearly stated and show maturing approach to the criteria.	Statements and/or evidence are clearly, thoughtfully, and creatively stated and show deep understanding of the criteria.

ePortfolio Rubric (1st, 3rd, and 5th years)
Spring 2023

Department of Architecture
Belmont University

Committee Feedback (rubric retained by dept.; comments communicated to student by academic advisor)

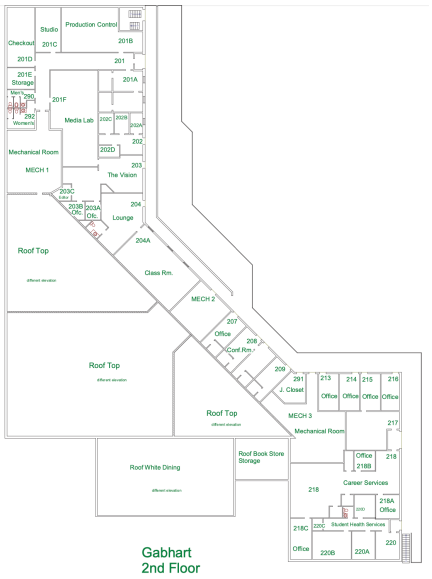
Curriculum	Culture	Calling

APPENDIX J

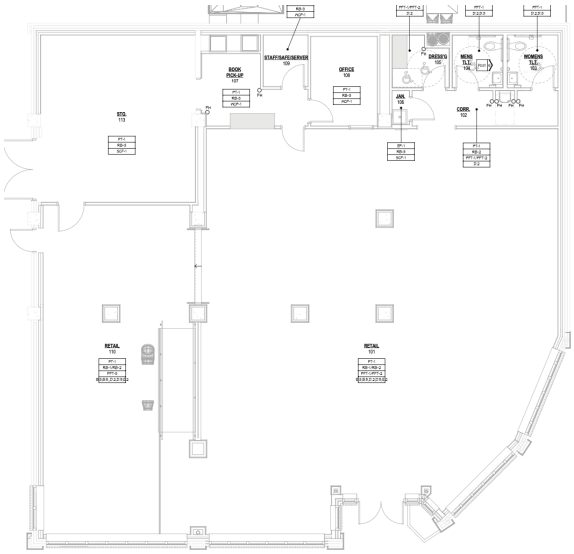
Facilities diagrams

Campus map with College of Architecture and Design facilities in southwest corner

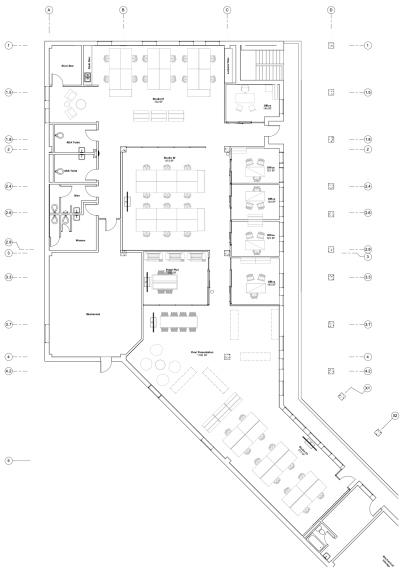
Detail of campus map identifying Hitch Hall (#41), Gabhart Student Center (#38), Bookstore/Annex (#39), and Leu Center (LCVA) with woodshop (#40)



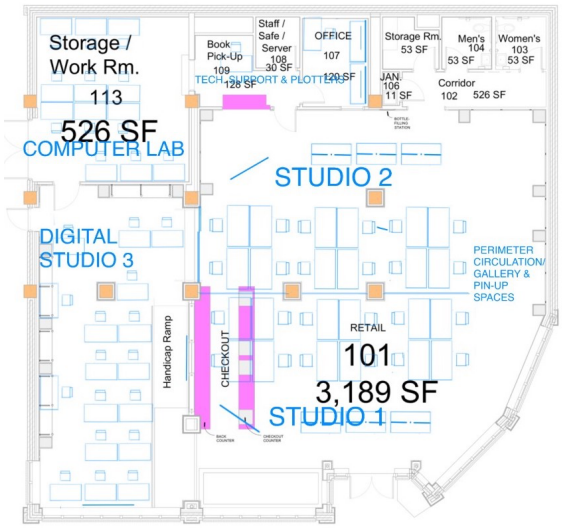
Gabhart Student Center, second floor. Former COVID clinic was housed in the northernmost section (top)



Belmont campus bookstore: existing plan



Gabhart Student Center, portion of second floor renovated for the use of CAD



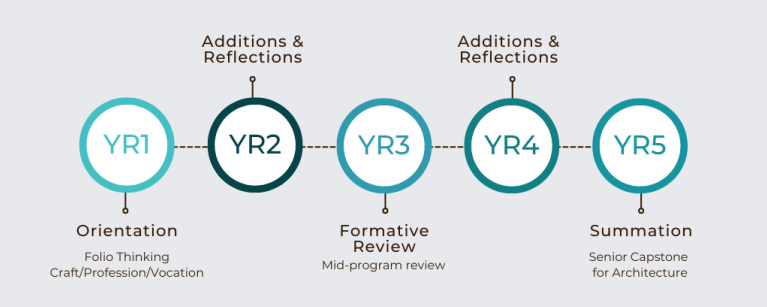
New CAD Annex: first space planning exercise

APPENDIX K

Folio Thinking Conspectus

The architecture program utilizes an ePortfolio system to encourage and track students' engagement with folio thinking with the aim of making fully evident the benefits of integrative education as a reflection of Belmont's approach and the diverse nature of the profession itself. While bound by the time a student is enrolled at Belmont, the project communicates the importance of life-long learning that we hope encourages students to establish habits of reflection that contribute to life-long learning. Through it, we also emphasize the concept of "life-wide" learning, which is a mainstay in folio thinking practices, and considers the various ways experience of all kinds contributes to whole-person and professional formation.

Through this initiative, students will be led to engage in reflective processes and metacognition in exercises recorded in the ePortfolios that they establish in the first year of the program. Unlike the highly polished portfolios encapsulating perfected work packaged for an external audience, which are ubiquitous in architectural education and practice, this electronic vessel holds messier work for consumption by an internal audience. Here, students collect the messy reality of development, even frustrations and failures. By reflecting carefully on progress (and hurdles), connections between subject matter, courses, years, and lived experiences, students will develop a greater sense of their own development as well as the diverse nature of architectural endeavors.



The folio project unfolds across all five years of the program:

- **In the first year** of the program, a folio thinking course orients students toward ideas of metacognition and folio thinking; students create their ePortfolios and begin to use them in ARC 1015 (Craft, Profession, Vocation)
- **In the third year**, students complete a mid-program formative review, engaging with the ePortfolio comprehensively, taking stock of their standing in the program, accomplishments to date, and considerations for next steps as they near graduation.
- **In the fifth and final year**, ARC 4015 serves as the capstone experience that is required of all students at Belmont, but ours is tailored for the program. Here, students will reflect on the entirety of their curricular and extra-curricular experience and use that reflection to project the shape they intend for their lives to have in the future. Students will consider the entirety of their experience, assess their continued path to licensure or alternates to it, hopefully with perspectives sharpened by their studies, co-curricular events, and also internships and parttime work in the architecture and related fields.
- **Throughout all five years of the program**, students will be encouraged to load artifacts and reflections on experiences that they see as important to their development while they will be required to engage the ePortfolio by certain faculty who will make specific connections across the curriculum. They will regularly be steered toward reflections on shared values of the program and the learning-teaching culture of the program.
- **Certain courses** will include signature assignments that build on one another to enhance achievement across all five years of the program.

The ePortfolio project stresses the importance of reflecting on past experiences, accomplishments, and setbacks in the process of shaping their future lives, promoting their development as continual learners and future citizen architects.

		YR 1	YR 2	YR 3	YR 4	YR 5
Embedded assignments:	Focus on folio thinking method & process	• Intro folio course • ARC 1025		• ARC 3024 (Arch. Design reflections)		• ARC 4015 (Capstone for Architecture)
	Links within arch. curriculum	• ARC 1001 & 1003; Drafting & Foundations	• Arch. Hist 1 & 2	• Arch. Hist. 3 & Arch. Design 4		• ARC 4507 & 4508 (Pro Practice 1 & 2)
	Links beyond arch. curriculum	• ART 1030 & ARC 2021 (Drawing & Arch Design 1)		• Quant. Reasoning & Structures 2	• Arch. theory & philosophy	• Full assess. of integration: ARC curric. & electives
Curric. choice:	Questions that address values (via elective offerings)	• What do you have in mind to fill your 18 open hours and why?		• What have you learned from electives?		• How has your chosen elective curriculum impacted your arch. program?
Shared Values of the Discipline:	environmental stewardship as a professional responsibility	First-year review		Third-year review		Fifth-year review
	injustices in the environment & practices; needs for DEIB	First-year review		Third-year review		Fifth-year review
	inevitable change in arch practice requires lifelong learning	First-year review		Third-year review		Fifth-year review
VoCo:	Vocational Discernment in courses and optional activities	• Strong Interests Inventory (SII) taken & interpreted	• Mentorship program (opt.)	• SII revisited • advising: what's your purpose? • Mentorship program (opt.) • AXP	• Mentorship program (opt.) • AXP	• SII revisited • Mentorship program (opt.) • AXP

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APPENDIX L

Community Impact Projects (and connection to Trajectory ideals)

Project Info	How it "embraced hope and inclusive excellence to help reweave the social fabric:"	How it "engaged & served neighbors in Nashville & Middle TN as a trusted community partner & radical champion for flourishing:"
[PARK]ing Day ARC 3023 Arch. Design 3 (FALL 2022) Barry Ballinger	Demonstrated how working together (to build chairs together to complete the parklet) can build the city we want to live in.	Worked with Civic Design Center and Worker's Dignity on the parklet, which showed how we can leverage our creativity to serve the public.
North Nashville Cap Project ARC 3024 Arch. Design 4 (SPRING 2023) Barry Ballinger	Through community engagement, the Cap Project would physically/literally reweave the social fabric first by reconnecting a neighborhood that was divided by I-40; secondly, by creating a vibrant mixture of housing, retail, and open space to rebuild a sense of community; finally by empowering the community to evaluate and reshape the built environment to fit their needs.	This engagement would serve the community by producing a master plan that they created, control, and have the sole power to enforce.
Frosty Morn Adaptive Reuse ARC 3024 Arch. Design 4 (SPRING 2023) Anthony Monica	Envisioning a transformation of the derelict Frosty Morn meatpacking plant into a new community hub serving its residents, celebrating the neighborhood's diversity, and improving the lives, living, and working conditions, and economic outlook for those living in the economically depressed area.	Collaboration with the Mayor of Clarksville, AIA Middle Tennessee, local Clarksville architects, and the Red River neighborhood.
Refugee Housing for Nashville ARC 2022 Arch. Design 2 (SPRING 2023) Fernando Lima	To have students propose housing solutions that could help people arriving in Nashville resettle while retrofitting abandoned areas of the city.	Working with the Nashville International Center for Empowerment. They help refugees to resettle in Nashville and provided important information for the design development.

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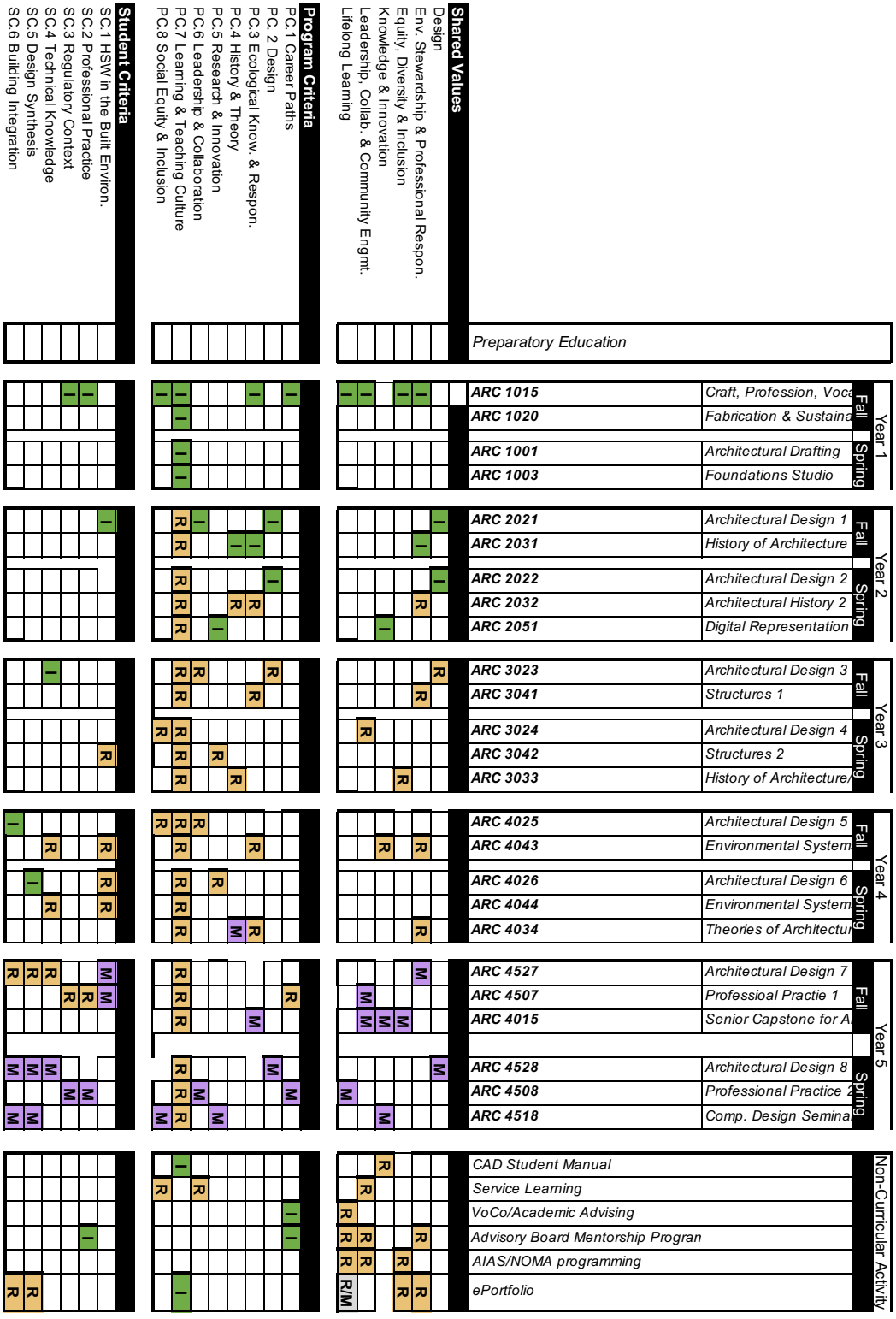
APPENDIX M

Shared Values, Program Criteria (PC) & Student Criteria (SC/) MATRIX



APPENDIX N

Institutional Accreditation

SACSCOC™
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 12, 2022

Dr. L. Gregory Jones
President
Belmont University
1900 Belmont Boulevard
Nashville, TN 37212-3757

Dear Dr. Jones:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during its meeting held on December 2, 2021:

> The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2031 unless otherwise notified.

Also, please submit to your SACSCOC staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2022,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to SACSCOC's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an 'Impact Report of the Quality Enhancement Plan on Student Learning' as part of their 'Fifth-Year Interim Report' due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of SACSCOC regarding its specific due date. Directions for completion of the report will be included with the notification.

We appreciate your continued support of SACSCOC's activities and work. If you have questions, please contact the SACSCOC staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:ktf

cc: Dr. Mary P. Kirk, Vice President, SACSCOC

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

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APPENDIX O

Comparison: Standard and Honors B. Arch. Curricula

Standard Architecture Program (137 scheduled hours & 18 elective credits) & Honors Architecture Program (146 scheduled hours & 9 elective credits)
Key: blue shading indicates equivalent/exchanged courses; green shading indicates courses unique to either the standard or the honors program

Standard First Year		Honors First Year	
ARC 1015: Craft, Profession, Vocation	3	ARC 1015: Craft, Profession, Vocation	3
ARC 1020: Fabrication & Sustainability	1	ARC 1020: Fabrication & Sustainability	1
Wellness	3	HON 1150: Wellness Seminar	3
Oral Communication	3	HON 1130: Oral Communications Sem.	3
First-Year Religion	3	HON 1120: Engaging the Bible & Culture	3
BEL 1015: First-Year Seminar	3	HON 1110: Interdisciplinary Seminar	3
HIS 1010: World Hist to 1500	3	HIS 1010: World Hist to 1500	3
ARC 1001: Architectural Drafting	3	ARC 1001: Architectural Drafting	3
ARC 1003: Design Foundations	3	ARC 1003: Design Foundations	3
HIS 1020: World History after 1500	3	HIS 1020: World History after 1500	3
First-Year Writing	3	HON 1140: Social Science Seminar	3
total	**31**	**total**	**31**

Standard Second Year		Honors Second Year	
ARC 2021: Architectural Design 1	3	ARC 2021: Architectural Design 1	3
ARC 2031: History of Arch. before 1400	3	ARC 2031: History of Arch. before 1400	3
ART 1030: Drawing I	3	ART 1030: Drawing I	3
ENV 1150: Intro. to Envi. Science (lect.)	3	ENV 1150: Intro. to Envi. Science (lect.)	3
ENV 1155: Intro. to Envi. Science (lab)	1	ENV 1155: Intro. to Envi. Science (lab)	1
Open Elective	3	Open Elective	3
ARC 2051 Digital Representation 1	3	ARC 2051 Digital Representation 1	3
Open Elective	3	**STUDY ABROAD:** Open Elective	3
ART 2850: Portfolio Practices	1	**STUDY ABROAD:** ART 2850: Portfolio Practices (ONLINE)	1
ARC 2022: Architectural Design 2	3	**STUDY ABROAD**: Second -Year Architectural Design (sim. to ARC 2022)	3
ARC 2032: History of Architecture after 1400 (Serves Fine Arts Requirement)	3	**STUDY ABROAD:** History/Culture Course (sim. to ARC 2032)	3
Quantitative Reasoning	3	**STUDY ABROAD:** HON 2950: Writing Workshop	3
total	**32**	**total**	**32**

Standard Third Year		Honors Third Year	
ARC 3023: Architectural Design 3	6	ARC 3023: Architectural Design 3	6
ARC 3041: Structures 1	4	ARC 3041: Structures 1	4
ARC 3024: Architectural Design 4	6	ARC 3024: Architectural Design 4	6
ARC 3042: Structures 2	4	ARC 3042: Structures 2	4
ARC 3033: History of Architecture/US	3	ARC 3033: History of Architecture/US	3
Third-Year Writing	3	Third-Year Writing	3
SOC 1010: Intro. to Sociology	3	SOC 1010: Intro. to Sociology	3
total	**29**	**total**	**29**

Standard Fourth Year	Honors Fourth Year

		HON 3510: Project Plan/Prep	3
ARC 4025: Architectural Design 5	6	ARC 4025: Architectural Design 5	6
ARC 4043: Environmental Systems 1	3	ARC 4043: Environmental Systems 1	3
Philosophy 1000- or 2000-level	3	Philosophy 1000- or 2000-level	3
ARC 4026: Architectural Design 6	6	ARC 4026: Architectural Design 6	6
ARC 4044: Environmental Systems 2	3	ARC 4044: Environmental Systems 2	3
ARC 4034: Theories of Architecture /Env.	3	ARC 4034: Theories of Architecture /Env.	3
Open Elective	3	HON 3250: Research	3
Third-Year Religion	3	HON 3130: Religion & Culture	3
Open Elective	3	HON 2340: Mathematical Inquiry Sem.	3
total	**33**	**total**	**36**

Standard Fifth Year		**Honors Fifth Year**	
ARC 4527: Architectural Design 7	6	ARC 4527: Architectural Design 7	6
ARC 4507: Professional Practice 1	3	ARC 4507: Professional Practice 1	3
ARC 4015: Senior Capstone for Arch.	3	ARC 4015: Senior Capstone for Arch.	3
ARC 4528: Architectural Design 8	6	ARC 4528: Architectural Design 8	6
ARC 4508: Professional Practice 2	3	ARC 4508: Professional Practice 2	3
ARC 4518: Comprehen. Design Seminar	3	ARC 4518: Comprehensive Design Sem.	3
Open Elective	3	Open Elective	3
Open Elective	3	HON 4500: Senior Symposium (3)	3
total	**30**	**total**	**30**

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APPENDIX P

Curriculum Map for B.Arch. (155 hours)

First Year Fall		First Year Spring	
ARC 1015: Craft, Profession, Vocation	3	ARC 1001: Architectural Drafting	3
ARC 1020: Fabrication & Sustainability	1	ART 1030: Drawing I	3
First-Year Religion	3	First-Year Writing	3
BEL 1015: First-Year Seminar	3	Oral Communication	3
HIS 1010: World Hist to 1500	3	HIS 1020: World History after 1500	3
Wellness	1		
Hours:	**14**	**Hours:**	**15**

Second Year Fall		Second Year Spring	
ARC 2021: Architectural Design 1	3	ARC 2022: Architectural Design 2	3
ARC 2031: History of Arch. before 1400	3	ARC 2032: History of Arch. after 1400[16]	3
ARC 1003: Foundations	3	ARC 2051 Digital Representation 1	3
ENV 1150: Intro. to Envi. Science (lect.)	3	Quantitative Reasoning	3
ENV 1155: Intro. to Envi. Science (lab)	1	Open Elective	3
Open Elective	3	ART 2850: Portfolio Practices	1
Hours:	**16**	**Hours:**	**16**

Third Year Fall		Third Year Spring	
ARC 3023: Architectural Design 3	6	ARC 3024: Architectural Design 4	6
ARC 3041: Structures 1	4	ARC 3042: Structures 2	4
Third-Year Religion	3	ARC 3033: History of Architecture/US	3
Open Elective	3	Third-Year Writing	3
Hours:	**16**	**Hours:**	**16**

Fourth Year Fall		Fourth Year Spring	
ARC 4025: Architectural Design 5	6	ARC 4026: Architectural Design 6	6
ARC 4043: Environmental Systems 1	3	ARC 4044: Environmental Systems 2	3
Philosophy 1000- or 2000-level	3	ARC 4034: Theories of Architecture /Env.	3
Wellness	1	Wellness	1
SOC 1010: Intro. to Sociology	3	Open Elective	3
Hours:	**16**	**Hours:**	**16**

Fifth Year Fall		Fifth Year Spring	
ARC 4527: Architectural Design 7	6	ARC 4528: Architectural Design 8	6
ARC 4507: Professional Practice 1	3	ARC 4508: Professional Practice 2	3
ARC 4015: Senior Capstone for Arch.	3	ARC 4518: Comprehen. Design Seminar	3
Open Elective	3	Open Elective	3
Hours:	**15**	**Hours:**	**15**

[16] Serves BELL Core Fine Arts Requirement

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APPENDIX Q

Curriculum Map for B.S.A.S. (128 hours)

First Year Fall		First Year Spring	
ARC 1015: Craft, Profession, Vocation	3	ARC 1001: Architectural Drafting	3
ARC 1020: Fabrication & Sustainability	1	ART 1030: Drawing I	3
First-Year Writing	3	First-Year Religion	3
BEL 1015: First-Year Seminar	3	Oral Communication	3
HIS 1010: World Hist to 1500	3	HIS 1020: World History after 1500	3
Wellness	1	Elective	1
Elective	1		
Hours:	**15**	**Hours:**	**16**

Second Year Fall		Second Year Spring	
ARC 2021: Architecture Studio 1	3	ARC 2022: Architecture Studio 2	3
ARC 2031: History of Arch. before 1400	3	ARC 2032: History of Arch. after 1400	3
ARC 1003: Foundations Studio	3	ARC 2051: Digital Representation 1	3
ENV 1150: Intro. to Envi. Science (lect.)	3	Quantitative Reasoning	3
ENV 1155: Intro. to Envi. Science (lab)	1	Science elective	3
SOC 1010: Intro to Sociology	3	Elective	1
		ART 2850: Portfolio Practices	1
Hours:	**16**	**Hours:**	**17**

Third Year Fall		Third Year Spring	
ARC 3023: Architecture Studio 3	6	ARC 3024: Architecture Studio 4	6
ARC 3041: Structures 1	4	ARC 3042: Structures 2	4
Third-Year Religion	3	ARC 3033: History of Architecture/US	3
Mathematics elective	3	Third-Year Writing	3
Hours:	**16**	**Hours:**	**16**

Fourth Year Fall		Fourth Year Spring	
ARC 4025: Architecture Studio 5	6	ARC 4026: Architecture Studio 6	6
ARC 4043: Environmental Systems 1	3	ARC 4044: Environmental Systems 2	3
Philosophy 1000- or 2000- level	3	ARC 4034: Theories of Architecture/Env.	3
Wellness	1	Wellness	1
ARC 4015: Sr. Capstone for Architecture	3	Humanities Elective	3
		Open Elective	3
Hours:	**16**	**Hours:**	**16**

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APPENDIX R

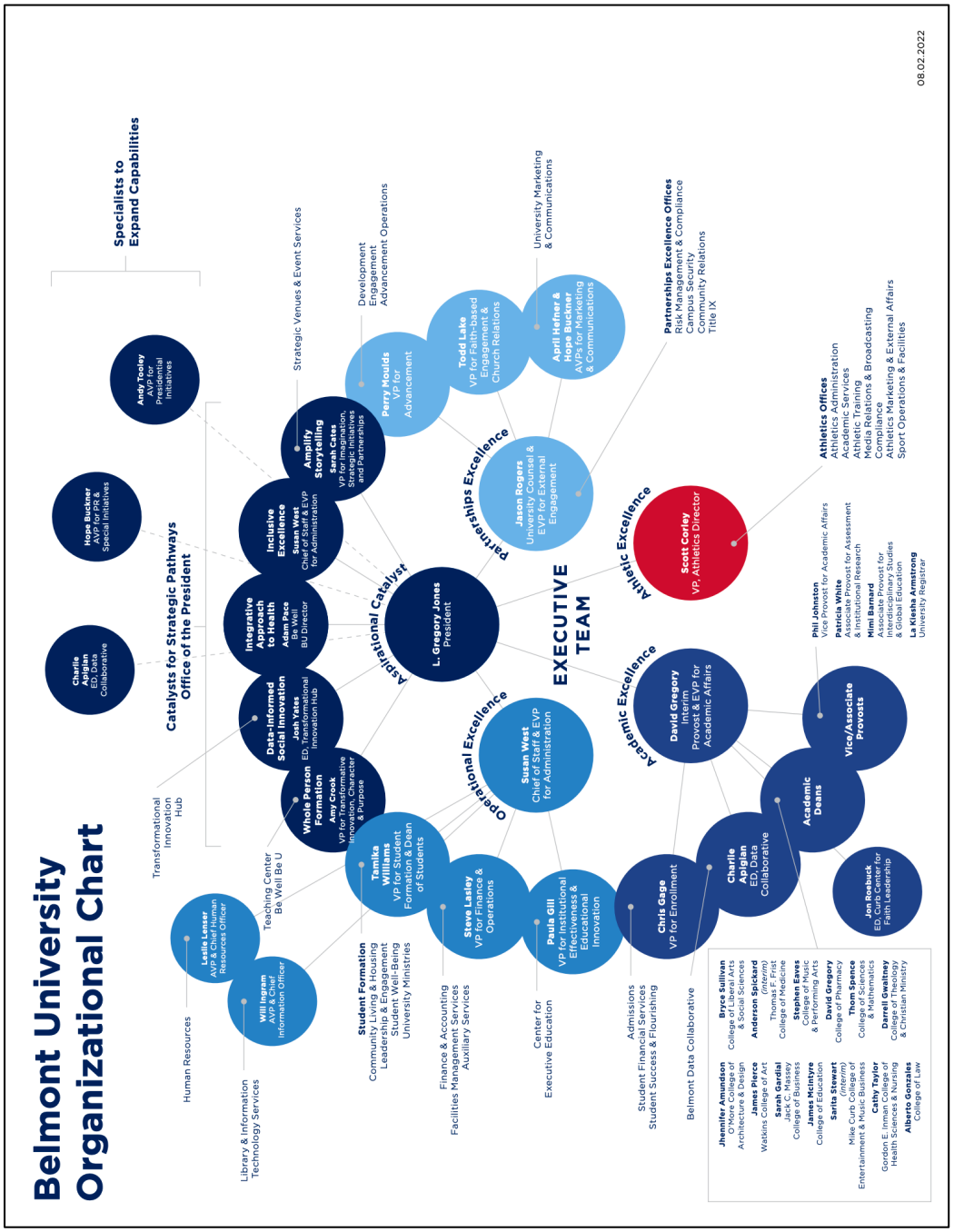
Minor In Architectural Studies (19 hours)

Required courses:

- ARC 1015: Craft, Profession, Vocation (3 hours)
- ARC 1020: Fabrication & Sustainability (1 hour)
- ARC 1001: Architectural Drafting (3 hours)
- ARC 1003: Foundations Studio (3 hours)
- ARC 2021: Architecture Studio 1/ Methods of Design (3 hours)
- ARC 2031: History of Architecture before 1400 (3 hours)
- ARC 2032: History of Architecture after 1400 (3 hours)

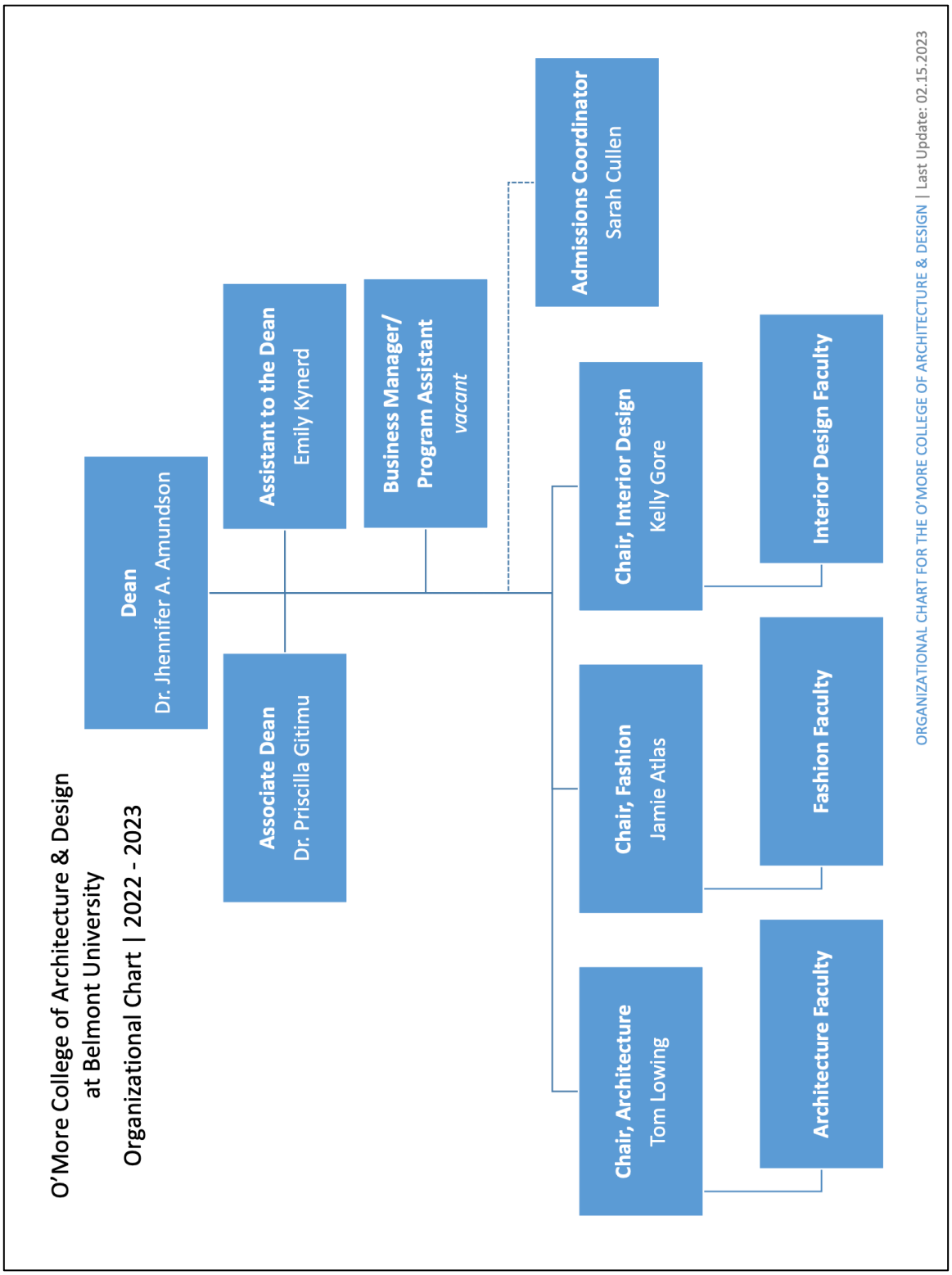
APPENDIX S

Organizational Chart (Belmont University)



APPENDIX T

Organizational Chart (College of Architecture & Design)



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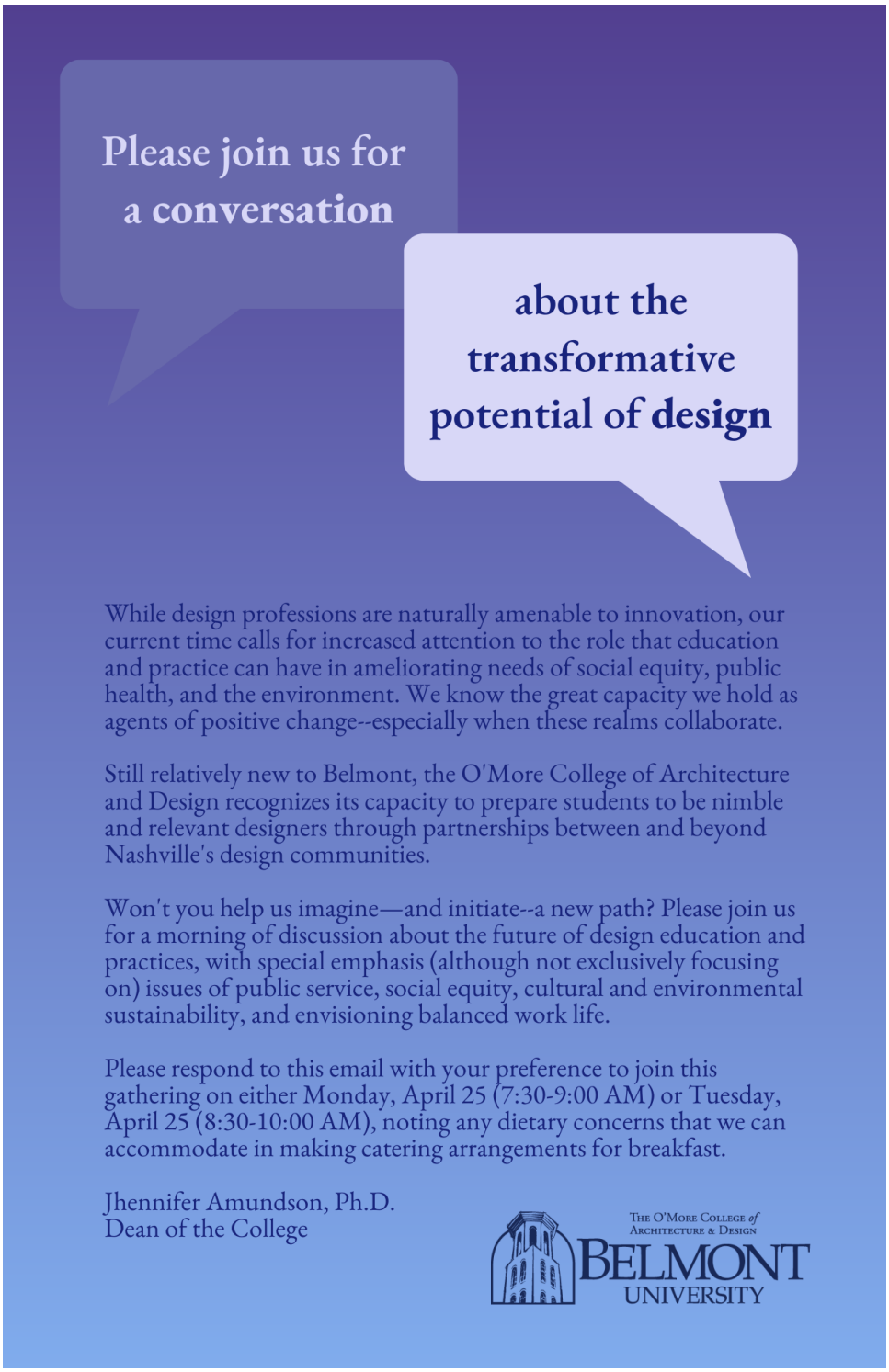
APPENDIX U

University Program Assessment Three-Year Cycle
(With NAAB Crosswalk)

	Program Objectives *The programs will promote:*	Student Learning Outcomes (*BU Learning Goals) (**NAAB Criteria) *Graduates of the program will be able to:*	Measures			Cycle
			Course:	Evidence:	Scored by:	
B.S.A.S. & B.Arch. (years 1-4)	**Multiple ways of investigating and communicating design ideas in two- and three-dimensional media**	**Execute an iterative design process and convey their ideas in drawings and models** (*Critical Thinking, Communication) (**PC2: Design)	ARC 1003 Foundations	Design project	Rubric	1
			ARC 4025 Design 5	Design project	Rubric	
	The capacity of design to shape the built environment	**Develop convincing solutions to design problems** (*Critical Thinking, Nature of the World) (**PC2: Design; PC8: Social Equity & Inclusion)	ARC 2022 Design 2	Design project w/ePort. reflection	Rubric	3
			ARC 4025 Design 5	Design project w/ePort. reflection	Rubric	
	Relationships between the built and natural environments	**Propose architectural solutions to mitigate effects of climate change** (*Content, Nature of the World) (**PC3: Ecological Knowledge/Responsibility)	ARC 2031 Arch History 1	Term paper or unessay	Rubric	2
			ARC 4026/4044 Design 6/Env Sys 2	Linked project w/ePort. reflection	Rubric	
	The potential of history and theory for the work of architects	**Explain differences in architectural traditions among historic eras and cultures** (*Content, Critical Thinking) (**PC4: History & Theory)	ARC 3024/3033 Design 4/USA Hist.	Linked project w/ePort. reflection	Rubric	2
			ARC 2032 Arch History 2	Exam	75% or higher score	
	Technical knowledge for design and practice	**Generate proposals that are feasible and ensure occupants' safety and comfort** (*Content, Critical Thinking) (**SC1: Health, Safety, and Wellness; SC4: Technical Knowledge)	ARC 3023/3041 Design 3/Struct. 1	Linked project w/ePort. reflection	Rubric	2
			ARC 4528 Design 8	Design project	Rubric	
	Professional expectations for the practice of architecture especially within collaborative settings	**Describe the requirements for professional status and alternates to it** (*Content) (**PC1 : Career Paths; PC6: Leadership & Collaboration)	ARC 1015 Craft/Prof/Vocation	Exam	75% or higher score	1
			ARC 4507 Pro. Practice 1	ePortfolio reflection	Rubric	
B.Arch. (year 5)	**Legal standards of practice to shape the built environment**	**Explain the professional responsibilities of architects** (*Content, Communication) (**SC2: Pro Practice; SC3: Regulatory Context)	ARC 4527 Design 7	ePortfolio reflection	Rubric	3
			ARC 4507 Pro. Practice 1	Exam	75% or higher score	
	Comprehensive design	**Execute an integrated architectural design that synthesizes diverse concerns** (*Critical Thinking) (**SC5: Design Synthesis; SC6: Building Integration)	ARC 4528/4518 Design 8/Seminar	Linked project w/ePort. reflection	Rubric	3
			ARC 4528 Design 8	Summative ePortfolio	Rubric	

APPENDIX V

Invitation



APPENDIX W

Proforma

Program Year	1	2	3	4	5	6	7	8	9	10
AY year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Revenues										
Entering Class Size	5	7	10	15	15	15	20	20	20	20
Cumulative Class Size (assuming 80% retention)	5	11	19	30	39	43	50	54	54	55
Tuition/Semester (assuming tuition increase of 4%)	$ 17,695	$ 18,403	$ 19,139	$ 19,904	$ 20,701	$ 21,529	$ 22,390	$ 23,285	$ 24,217	$ 25,186
Expected Annual Revenue	**$ 132,713**	**$ 303,646**	**$ 539,717**	**$ 896,895**	**$ 1,211,981**	**$ 1,395,885**	**$ 1,692,015**	**$ 1,896,750**	**$ 1,977,674**	**$ 2,060,985**
Expenses										
Faculty										
Program Director (12-month contract)	$125,000	$131,250	$137,813	$144,703	$151,938	$159,535	$167,512	$175,888	$184,682	$193,916
Faculty 1 (to start 2020-21)	$95,000	$ 98,800	$103,740	$108,927	$114,373	$120,092	$126,097	$132,401	$139,022	$145,973
Faculty 2 (to start 2021-22)		$80,000	$84,000	$88,200	$92,610	$97,241	$102,103	$107,208	$112,568	$118,196
Faculty 3 (to start 2022-23)			$80,000	$84,000	$88,200	$92,610	$97,241	$102,103	$107,208	$112,568
Faculty Benefits (calculated at 28%)	$61,600	$86,814	$113,555	$119,232	$125,194	$131,454	$138,026	$144,928	$152,174	$159,783
Total All Faculty Salary & Benefits	$281,600	$396,864	$519,107	$545,063	$572,316	$600,931	$630,978	$662,527	$695,653	$730,436
Staff 1	$45,000	$47,025	$49,141	$51,352	$53,663	$56,078	$58,602	$61,239	$63,995	$66,874
Staff 2		$45,000	$47,025	$49,141	$51,352	$53,663	$56,078	$58,602	$61,239	$63,995
Staff benefits	$12,600	$25,767	$26,927	$28,138	$29,404	$30,728	$32,110	$33,555	$35,065	$36,643
Total All Staff Salary & Benefits	$57,600	$117,792	$123,093	$128,632	$134,420	$140,469	$146,790	$153,396	$160,299	$167,512
Estimated Operational Expenditures	$ 128,552	$ 125,881	$ 117,245	$ 105,981	$ 107,270	$ 107,358	$ 107,508	$ 107,590	$ 107,593	$ 107,596
Annual Expenses	**$467,752**	**$640,537**	**$759,445**	**$779,675**	**$814,006**	**$848,758**	**$885,276**	**$923,513**	**$963,545**	**$1,005,544**
Total Annual Profit/(Loss)	**($335,040)**	**($336,891)**	**($219,727)**	**$117,220**	**$397,976**	**$547,126**	**$806,739**	**$973,237**	**$1,014,128**	**$ 1,055,442**
Cumulative Profit/(Loss)	**($335,040)**	**($671,930)**	**($891,658)**	**($774,437)**	**($376,462)**	**$170,665**	**$977,403**	**$1,950,640**	**$2,964,769**	**$4,020,210**

APPENDIX X

College Engagement with the University's "Strategic Trajectory"

2022-2023 Strategic Goal Summary

College of Architecture and Design– 12/12/22
Prepared for Dr. Amy Crook, Dr. Lori Baker
by Joe Mankowski

Summary

The following contains the information submitted for the 2022-2023 Strategic Goals cycle on behalf of the *College of Architecture and Design* team. Goal statements are grouped according to Strategic Pathway or Operational Emphasis and outline any Expected Outcomes and Methods of Assessment.

PW 1 Goal: Establish opportunities for intentional vocational discernment throughout each of our curricula, especially as a reflection of spiritual values, including: (1) Enriching & expanded incoming student orientation, connecting it to enhanced [academic] advising (note: this also addresses Belmont's QEP for Occupational Wellness); (2) curricular reform and (3) programming to present alternate & entrepreneurial paths within and parallel to the design fields.

Expected Outcomes:

- Enriched and expand our incoming student orientation to introduce and reinforce a vocational mindset to incoming students.
- Enhance academic advising to include discussions regarding aspirational thinking about career opportunities along with the logistical needs of course registration.
- Reform our curricula to ensure that students address alternate and entrepreneurial paths within, and parallel to, the design fields.

Assessment Methods:

- Design and offer the two-part Threshold program (fall '22 & spring '23)
- Track attendance in the Threshold program
- Poll students for feedback on "mindset"
- Introduce a tiered advising process to expand the ability for students & faculty to discuss progress goals ("Vocational Compass")
- Track participation by faculty & students
- Poll opinions on this new approach
- Identify one 1st-yr course in each major to include a career interests assessment (coordinated with OCPD) for all incoming students
- Gain insights from OCPD during discussion of results within context of course content

Partners:

- Office of Career & Professional Development
- Cone Center for Entrepreneurship
- University Ministries

PW 4 Goal: Each program will prioritize and work with external partners through collaborative projects that expand our empathy, amplify their missions, and enhance social and environmental justice.

Expected Outcomes:

- Identify courses in each of our three programs that address the objectives of Pathway 4 by working with external partners whose concerns include social and environmental justice.
- Develop a service-learning committee dedicated to creating a policy for service-learning pedagogy appropriate to College curricula.
- Encourage faculty to understand and pursue service-learning as potential scholarship (e.g. Application/Engagement; Teaching & Learning).

Assessment Methods:

- Establish a service-learning course stream in each program (to be memorialized/circulated in various forms, including preview day materials)
- Assess student work and opinions through surveys
- Complete a statement/policy on service-learning (strategy, means of assessment of student accomplishment, etc.) to be included in the CAD student manual
- Increase the number of faculty engaging service-learning as scholarship in their annual reviews

Partners:

- Daybreak Arts
- NOMA-Nash
- Civic Design Center

OE 3 Goal: Actively promote diversity, equity, and inclusion among faculty, staff, and students and throughout curricula to ensure a sense of belonging among its people and the recognition that difference can enhance design. (Note: This goal aligns with the target of Belmont's QEP to address Cultural Wellness.)

Expected Outcomes:

- Increase equitable practices in assignment design and assessment throughout our courses.
- Expand intentional efforts in the content and approach to each course in the college to address diversity, equity, and inclusion.
- Study the fairness of the policies, programs and practices in CAD and prepare a set of actions to pursue continuous improvement.

Assessment Methods:

- Organize a workshop in equity-minded assessment that leads to revisions in assignments and assessment practices (as evidenced in syllabi and assignment prompts)
- Add DEI statements to all syllabi (not just new courses)
- Integrate equity work into student work (reflection papers, assignments)
- Form a DEIB committee
- Complete an equity audit for the college

Partners:

-

OE 4 Goal: Establish an approach to service-learning particular to each curriculum yet consistent as a pedagogy throughout the curriculum; promote Service-Learning as Faculty Development.

Expected Outcomes:

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Assessment Methods:

- See methods for Pathway 4 above, as these are too tightly related to be easily separated.

Partners:

- Tim Stewart, Service-Learning
- Josh Yates/Data Collaborative

Pause List

- We have not been able to identify any, nor have I heard from more than one of my dean colleagues (and whose college is very different from ours) of tasks that are realistically pause-able. I don't think that any of us has a habit of engaging in superfluous work that can be edited. I am very eager to learn from others who have been more successful than my college in identifying areas that can create more margin.