

***Architecture  
Program Report-  
Candidacy***

Belmont University

February 24, 2021

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**NAAB**

National  
Architectural  
Accrediting  
Board, Inc.



## Architecture Program Report-Candidacy (APR-C)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

<b>Institution</b>	<b><u>Belmont University</u></b>
<b>Name of Academic Unit</b>	Department of Architecture
<b>Degree(s)</b> ( <i>check all that apply</i> ) <b>Track(s)</b> ( <i>Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i>  <i>150 semester undergraduate credit hours</i>  <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i>  <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours</i> )	<input checked="" type="checkbox"/> <b><u>Bachelor of Architecture</u></b> Track: 155 semester undergraduate credit hours  <input type="checkbox"/> <b><u>Master of Architecture</u></b> Track: Track:  <input type="checkbox"/> <b><u>Doctor of Architecture</u></b> Track: Track:
<b>Application for Accreditation</b>	<b>Initial Candidacy</b>
<b>Year of Previous Visit</b>	2020 (Sept. 27-29)
<b>Current Term of Accreditation</b> ( <i>refer to most recent decision letter</i> )	Eligibility
<b>Program Administrator</b>	Tom Lowing
<b>Chief Administrator</b> for the academic unit in which the program is located ( <i>e.g., dean or department chair</i> )	Dr. Jhennifer A. Amundson
<b>Chief Academic Officer of the Institution</b>	Dr. Thomas Burns
<b>President of the Institution</b>	Dr. Gregory Jones
<b>Individual submitting the APR</b>	Dr. Jhennifer A. Amundson
<b>Name and email address of individual to whom questions should be directed</b>	Dr. Jhennifer A. Amundson Jhennifer.Amundson@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



## **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)
  - See Appendix A
- the eligibility memorandum
  - See Appendix B for Eligibility Memorandum

### **Continuation of Candidacy**

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

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

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



## 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:**

n/a

### **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



## 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:**

A mid-sized, private Christian university situated less than two miles from downtown Nashville, Belmont enrolled just over 8200 students in fall semester, 2020. 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. The current mission of the University explains this continued commitment:

*Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.*

Welcoming students of any (or no) faith commitment, the University’s identity draws from a Christian heritage of service that is evident across curricula that are delivered by faculty who are professing Christians. 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 gain entry into the professions. Emphasizing the importance of service within Christian community, the University’s vision states its aim

*to be a leader among teaching universities, bring together the best of liberal arts and professional education in a Christian community of learning and service.*

This objective further highlights student-centeredness as the reason for the University’s educational emphasis to conjoin general studies with professional preparation.

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 Life) Core—education at Belmont is informed by recognized high-impact educational practices that include first-year seminars, common intellectual experiences, learning communities, collaborative assignments, undergraduate research, global and service learning, internships, 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 emphases 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 that emphasizes vocational discernment and student choice. Belmont's program will be a leader in the country by truly integrating general studies and professional education within its architecture majors' experience and through the intentional integration of high-impact 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.

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. Rather, it positions licensure as the means by which graduates can attain authority and best exert a positive impact on and within the profession and practitioners' communities. 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 moved promptly into positions to achieve their goals due to the plan of the program.

Moreover, **the architecture program's mission and culture will influence its pedagogy** by thoroughly embracing and manifesting the University's mission and vision (quoted on the previous page). The curriculum seeks to fulfill Belmont's aim to unify liberal arts and professional education within the context of Christian community.

*To be a leader among teaching universities...*

The architecture program will be a leader in architectural education, providing thorough preparation for practice through rigorous coursework that nurtures achievement in, and capacity for, the various needs required by the discipline. The program will include professional development opportunities and reflective practices while nurturing students' understanding of vocational fulfillment through service-mindedness.

Although recently some coursework has been delivered according to a hyflex model to accommodate social distancing requirements prompted by the coronavirus pandemic in fall semester, 2020, 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 model. In spring semester, 2021, all architecture courses were offered in conventional, face-to-face meetings.

*... bringing together the best of liberal arts...*

The architecture program will leverage the opportunities provided by the BELL Core to integrate general studies (e.g., philosophy and environmental science) with professional education as a thorough preparation for this inherently interdisciplinary.

*... and professional education...*

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**.

*... in a Christian community of learning and service.*

The Department of Architecture will be staffed by professing Christians who integrate their faith and teaching, and who emphasize traditions of service and values supported by the faith in all aspects of curricular, co- and extra-curricular planning.

Finally, the program serves the widely-embraced belief at the University 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 built around ePortfolios (starting in the introductory first-year class, ARC 1015, and concluding with ARC 4015, the Senior Capstone) 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 are both unusual within architectural education, and will 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 program, as it matures, will continue to be impacted by the mission and values of the Institution.** Melding the strengths of the BELL Core, the existing strengths of other programs in the College (fashion and interiors), an enviable position in one of the fastest-growing and most exciting design industry markets, and relationships with an enthusiastic profession eager for a professional architecture program in the city, the architecture program will leverage these 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 close-knit 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 eleven colleges. At the start of the 2020-2021 academic year, CAD was



home to 157 students majoring in interior design, fashion design and merchandising, and architecture (including a cohort of 29 in the latter).

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 credentialing 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 (or soon will offer<sup>1</sup>) 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 College of Art (in the Leu Center for Visual Arts, which stands across the street from CAD's home in Hitch Hall), 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, 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.

**Another benefit of its institutional setting is the program's integration with, and thus support of, programs currently existing at the University.** The architecture curriculum is integrated with such areas as environmental science, fine art, and interior design through direct curricular links. For example, architecture majors are required to take:

- **Environmental Science** as their required lab science in the BELL Core and prior to a series of fourth-year studio and environmental systems courses to enhance their understanding of architecture's potential to exacerbate or ameliorate harm to the environment;
- **Drawing I**, in which students will be taught observational hand drawing by a fine arts faculty member and alongside students from a variety of programs in the College of Art; and
- **Architectural Drafting** and **Foundations of Design (Foundations Studio)**, both of which are cross-listed with **Interior Design** courses; architecture majors will also collaborate with interiors students in ARC 4025 (Architectural Design 5).

Advanced studios will also engage programs outside of the College. Potential collaborations include nursing and theatre; these possibilities must wait for the program to mature to the level in which these curricular connections can be established.

**The program participates in university-wide initiatives and the University's academic plan** through exercises like those supporting the start of a new strategic plan for the University. Organized by the office of the Vice President for Institutional Effectiveness (Dr. Paula Gill), the introductory work included College-level exercises that were compiled into the beginning developments for the new Vision 2025. Faculty in the program will also take part in the annual program assessment organized by the Director of Academic Assessment (Carol Walter) in the Office of Assessment and Institutional Research. (See Appendix C for University Program Assessment.)

Furthermore, **individual faculty members participate in university-wide initiatives and the university's academic plan by engaging in opportunities for institutional service.** Some of

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<sup>1</sup> The proposal for Interior Design Studies is in the approval process; Fashion Studies and Architectural Studies minors were approved in 2020.



these are by invitation (e.g., Dr. Jhennifer Amundson's appointment to the Research and Design Subcommittee of the new Enslaved Persons Memorial, inaugurated in 2021) or by election (e.g., Prof. Finis Eliot's representation of CAD on the Faculty Senate and Prof. Rebecca Moore's assignment to the University's Catalog and Curriculum Committee).

**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 anticipate the alleviation of the coronavirus pandemic to allow greater physical movement around the city, it will engage with increasing numbers of opportunities both on- and off-campus. On campus, the program will seek creative and intellectual ties to academic programs like those discussed above (e.g., environmental science, nursing); a student chapter of Habitat for Humanity co-housed in CAD and the College of Art will be open to students across campus. In Nashville, CAD has been a high-level sponsor for the Civic Design Center for two years and intends on availing itself of that group's great opportunities in future. 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.

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 both inside and outside 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 will be able to avail themselves of such opportunities as:

- Tours of a new performing arts center that is currently under construction on campus, hosted by the principal design architect
- Field trips to the private home of a local architect who is also a strong supporter of the Living Future Institute and whose home is designed to fulfill the Living Buildings Challenge
- Visits to architecture offices in Nashville
- Student chapters of the AIA, NOMA-Nash, and Tau Sigma Delta Honor Society for Architecture and Allied Arts
- Participation in the Civic Design Center's "Parking Day"

These are intended plans; action on them has been curtailed either by the newness of the program or by the coronavirus pandemic but they remain goals for future planning.

#### **Summary Statement of 1 – Context and Mission**

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

#### **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



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.



## 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.**

During the fifteenth century, the new term *disegno* introduced the concept of the ability to make a drawing that represented the results of an inventive, intellectual exercise. 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 design courses are, as frequently as possible, strategically and intentionally linked to other courses, integrating the experience and development of students as much as is possible outside of the work of professional offices. An overarching concern for developing empathy and sensitivity to diverse contexts and needs will naturally develop the approach among faculty and experience among students to seek, 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 products of design courses, with special focus on those that provide intentionally integrated experiences.

**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 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 them as interconnected.

**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. Likewise, environmental sustainability will be an overt focus of environmental systems courses (especially as linked to the discipline of environmental science), but also shapes students' introduction to traditions of building throughout history and around the world and decision-making about materials and methods in design coursework.

In addition to assessing individual courses for meeting discrete learning goals, the program's ePortfolio will require students to regularly reflect on the way that sustainability studies affects their developing worldview and professional outlook.

**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 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 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, will be 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 cannot just make room for everyone but need 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, and invitations to guests who review student work and speak in lecture series. The program’s ePortfolio will require students to regularly reflect on the way that studies and experiences in diversity, equity, and inclusion affects their developing worldview and professional outlook.

**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’ approach to innovate: 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.<sup>2</sup>

**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 Manual and requiring that it be a part of syllabi statements and discussions in design, history, and technology courses. (See Appendix Q for “Academic Rigor and Creativity.”)

**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.

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<sup>2</sup> The others are Inquiry, Collaboration, Service, Creativity, and Empathy.



### 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.

**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 instilling the value within the ePortfolio system.** This project is will facilitate students' gathering of:

- iterations of specific projects,
- projects and papers from linked coursework,
- reflections on the entirety of the undergraduate experience, and
- their plans to achieve *eudaimonia*

The ePortfolio project 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.



### 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 new 2020 Conditions for Accreditation, as is evident from a consideration of study of its courses and the criteria. (See Appendix D for a chart and Appendix E for a list of NAAB Program Criteria and Student Criteria.)

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

#### Program Response:

**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, Vocation, Tradition”) 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. Guests who completed architecture degrees but took diverse paths afterward gave presentations in class to evince the flexibility of the degree and also to (hopefully) alleviate some of the pressure for making the “right choice” of major with which some students are burdened. Representatives from the University’s Office of Career and Professional Development led the students through understanding their results from the “Strong Interests Survey” and encouraged 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.

In the last year of the program, students will return to their foundational notion of the path to licensure and alternates to it, likely with a perspectives sharpened by their studies and also



internships and parttime work in the architecture and related fields. Two courses in the fifth year of the program return to these ideas with specific intent:

- **ARC 4507: Pro Practice I** will dig more deeply into the licensure process and examine transferrable skills that people with architectural training can use in other disciplines.
- **ARC 4015: 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, will encourage students to reflect on their development and discuss future plans with their advisor.

The department is currently searching for a new faculty member who will be hired with the expectations of serving as the Architecture Experience Program (AXP) Architecture Licensing Advisor (ALA). We hope to have this person in place to serve our students beginning in fall, 2021.

**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, from buildings to cities through multiple semesters of design courses that develop from a focus on fundamental principles to more sophisticated design that integrates 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 and comfort (both physical and emotional). An operation of synthesis and innovation, it is the funnel through which findings, discoveries, and reflections in all 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 something that already existed in a room, on a site, or within a region. Students will be 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*); even the woodshop safety course includes an opportunity to design a small project that requires some forethought of design.

The architectural design sequence proceeds from self-contained courses in principles of design 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)**
  - **Architectural Drafting (ARC 1001)**

- **Foundations (ARC 1003)**
- **Drawing 1 (ART 1030)**
- 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* coursework**
- 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 of the city.
  - **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.

**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). ARC 1015, 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 the Living Building Challenge (Living Futures Institute), which goes beyond



attempts to make construction less harmful, by challenging buildings to improve the environment in which they are built.

Students will study these issues in a series of courses, including:

- **Craft, Vocation, Profession (ARC 1015)**, as described above
- **History of Architecture 1 & 2 (ARC 2031 & 2032)**, which considers the ecological roots of vernacular traditions as well as the impact of the Industrial Revolution and globalism
- **Structures 1 (ARC 3041)** and **Environmental Systems (ARC 4043)**, two courses within the technology sequence, which are integrated with design courses and benefit from the concurrence of **Theories of Architecture and Ecology (ARC 4034)**
- **Design 7 & 8 (Comprehensive Design, ARC 4527 & 4528)**, which draw together lessons from a variety of sources to inform comprehensive fifth-year designs that the students will reflect on formally in exercises assigned in the concurrent **Senior Capstone (ARC 4015)**

Moreover, the 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.

**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 a 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 into 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, and 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) will underscore much work in the program, the following courses illustrate particularly well the capacity for history in the program:

- **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. This approach serves the students who will practice throughout these states with a profound understanding of local stylistic and technological traditions; it also 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 is integrated with a design studio that will focus on southeastern typologies, considering themes of emulation, inspiration, and innovation within precedent studies.
- **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 the world and in highly diverse communities and climates, as well as in a focused, regional approach.

**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 and by professional library staff as well as their professors, students will be 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 be guided through these activities in several subject areas, in particular:

- **Structures 2 (ARC 3042)**, to consider both historic and new innovations in the field of structural design
- **Environmental Systems 2 (ARC 4044)**, to consider both traditional and innovative approaches to the design of environmental systems
- **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.

**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 5 (ARC 4025)**, which is intentionally paired with an interior design studio
- **Design 7 (ARC 4527)**, a comprehensive design studio in which students will collaborate on urban/master planning
- **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). Through experiences integrated with both curricular and cocurricular programming and rooted in the theory of servant leadership ultimately modeled on the example of Jesus Christ, 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.

**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 behavior of community members.**

This is the one program criteria that is not tied to any particular course because it must infuse each and every course, 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 emphasis within CAD for faculty to 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 Appendix R for “Community Culture.”)

**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.<sup>3</sup> 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 will work together to consider regional heritage typologies and their manifestation for twenty-first century residents
- **Design 8 (ARC 4528)**, a comprehensive, fifth-year project that will be situated in an urban neighborhood and involve significant first-hand research
- **Senior Capstone (ARC 4015)**, which provides a lengthy reflective period for students to consider what they have learned since enrolling in the program, how that is shaping the thinking going into their final design project, and how it will shape their future as citizen architects

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<sup>3</sup> The others are Inquiry, Collaboration, Service, Creativity, and Innovation. Empathy



Through these curricular matters and programs like the College's "Design and Equity" lecture series, students' understanding of diverse cultural and social contexts will be expanded. They will also be guided in thinking about and translating their understanding into equitable design.

### 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.

#### 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.

**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, beginning with a study of sixteenth-century woodcuts illustrating "Good" and "Bad" architects per the reasoning of Philibert de l'Orme; it concludes with an introduction 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:

- **Pro Practice 1 (ARC 4507) and Pro Practice 2 (ARC 4508)**, which focus on ethical standards, regulatory requirements, business practices, and credentialing systems, in a formal, academic setting.
- **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.

**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, and the evaluative process architects use to comply with those laws and regulations as part of a project, *through formalized coursework. Students' knowledge of the capacities of limitations of the regulatory context to which architectural decisions are subject will be assessed primarily. in formal exercises in academic classrooms at the fifth-year level.***

- **Pro Practice 1 & 2 (ARC 4507 & 4508)** 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.

**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 2 (ARC 3042)**
- **Design 6 (ARC 4026)**, an integrated studio linked to **Environmental Systems 2 (ARC 4044)**
- **Design 7 & 8 (ARC 4527 & 4528)**, the comprehensive fifth-year studios

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.

**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, will culminate the curriculum and bear 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 neighborhood 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, ethical, functional, and inspiring decisions



that fulfill functional and code requirements, site conditions, and design for accessibility and environmental sustainability.

**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, will culminate the curriculum and bear 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.



## 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 Appendix F for the most recent letter regarding Belmont’s term of accreditation by SACSCOC, dated Dec. 15, 2011.)

### 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: [http://catalog.belmont.edu/preview\\_program.php?catoid=7&pooid=2142&hl=architecture&returnto=search](http://catalog.belmont.edu/preview_program.php?catoid=7&pooid=2142&hl=architecture&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. The required courses are listed below:

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



BELL Core requirements, including the cognate for the B.Arch., can be found in the current catalog: <http://catalog.belmont.edu/content.php?catoid=7&navoid=325>

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.\* This quantity of credits allows students to study for a minor or take six regular courses in any subject matter across the campus. Students are encouraged to consider the possibility of a minor soon after articulation to ensure that, if a minor is in their wishes, that they can begin planning the potentially complicated schedule from the start.

Note on the 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. The honors curriculum, which was introduced to the University just two years ago, remains in development. The director of that program is interested in finding ways for programs to utilize established opportunities to fulfill honors obligations. It may be possible that courses in the fifth year of the B.Arch. program will fulfill the honors requirements for independent research courses. This discussion remains open at this time. (See Appendix G 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 Appendix H 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 Appendix I 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 Appendix J for required courses.)

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**

- **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**
  - 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**
  - 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.)
  
- **Architectural Technology**
  - 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 Concerns**
  - 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: Introduction 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

## 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 admission counselor (Ted Gray) who works with students in select fields; adult/second degree students are assisted by Adult Degree Programs staff (Valerie Nichols). (Adult learners may choose to take advantage of financial benefits of taking this route into the program; once enrolled, they follow the exact



same path as students who apply through the traditional process immediately after high school.)

The program's transfer credit policy is available on the website (<https://www.belmont.edu/omore/about/accreditation.html#architecture>) and reprinted 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.



## 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,<sup>4</sup> which describes the relationship of the Board of Trustees and Executive Officers, Academic Administrative Officers. (See Appendixes K, L, and M for organizational charts.)

Senior leadership at Belmont University is overseen by the President, Dr. Bob Fisher, whose cabinet includes:

- Provost (Dr. Thomas Burns)
- Chief of Staff (Dr. Susan West)
- University Counsel (Dr. Jason Rogers)
- Dean of Students (vacant)
- Vice Presidents of
  - Development & External Relations (Dr. Perry Moulds)
  - Finance & Operations (Mr. Steve Lasley)
  - Institutional Effectiveness (Dr. Paula Gill)
  - Marketing & Communications (Mr. John Carney)
  - Spiritual Development (Dr. Todd Lake)

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

- Academic Deans
- Associate and Assistant Provosts
  - Interdisciplinary & Global Studies (Dr. Mimi Barnard)
  - Enrollment (Dr. Chris Gage)
  - Assessment & Institutional Research (Ms. Patricia White)
- University Registrar (Dr. Steven Reed)
- Vice Provost for Academic Affairs (Dr. Phil Johnston)

The College of Architecture & Design is one of Belmont's eleven colleges,<sup>5</sup> each led by an academic Dean. CAD's Dean, Dr. Jhennifer Amundson, partners with Associate Dean, Ms. Shari Fox, in overseeing the work of the Departments in the College. Each has its own chair:

- Architecture (currently Dr. Jhennifer Amundson)
- Fashion Design & Merchandising (Ms. Jamie Atlas)
- Interior Design (Ms. Rebecca Moore)

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<sup>4</sup> Available here: [https://www.belmont.edu/hr/prospective/Faculty\\_Handbook\\_Final.pdf](https://www.belmont.edu/hr/prospective/Faculty_Handbook_Final.pdf)

<sup>5</sup> List of the Colleges: <https://www.belmont.edu/academics/colleges-and-schools.html>



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

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

**Program Response:**

**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., the first steps in developing the university's new strategic plan; develop and approve the Student Manual). CAD partners with the Watkins College of Art to share responsibilities and opportunities for representation on faculty-led, university-wide standing committees, the two most of important of which include representation directly from CAD: the Curriculum & Catalog committee (Rebecca Moore) and the Faculty Senate (Finis Eliot). (See Appendix N for full list of representation on University committees.) Proposals for and from the College are first discussed and approved in the weekly Chairs Meetings, which includes all department chairs, program assistant, assistant dean and the dean, before they are forwarded to the University-level Catalog and Curriculum Committee.

In the student realm, three architecture students serve on the nine-member Student Advisory Council for the College (SAC). 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 regularly with the Dean and Associate Dean to discuss developments in the college and to communicate concerns. Additionally, the dean/acting program chair for architecture has named three students to an Architecture Advisory Committee to assist with program developments and to enhance social opportunities among architecture majors.

The full description of faculty rights and a 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. The dean/acting program chair addresses this basic and fundamental goal of the program with each of the monthly meetings she has with the provost.

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), will address eight Program Objectives that derive from the distillation of the NAAB Program and Student Criteria with the University’s Learning Goals. Faculty assess 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 Appendix C for a crosswalk that illustrates the relationship between Institutional Program Objectives, University Learning Goals, and NAAB Criteria.)

The University’s most recent strategic plan has expired. As a new program, architecture had little opportunity to contribute to the College’s efforts to fulfill the objectives of the University’s “Vision 2020.” (Indeed, the College itself was so new as to not be very much involved in these efforts.) Even so, the College took part in an assessment of its achievements and each department will continue to address its stated objectives that are, as yet, unmet.

The outcomes of this process, truncated although it was, revealed the accomplishment of the following goals for the Department of Architecture (in particular) and the College (more generally):

- Achieved enrollment goal
- Created marketing and branding identity
- Hired new admissions coordinator
- Developed curriculum for architecture and achieved approval by University committees and regional accreditor (SACSCOC)

The exercise gave us focus on objectives for the near future:

- Utilize faculty more in recruitment process
- Strengthen brand for programs/college
- Continue to raise profile of the program/College in Nashville and beyond



- Increase diversity among all populations of the college as part of DEI efforts more generally speaking

### 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 will include:

- NAAB criteria
- Belmont university goals as included in the strategic plan, starting with these from Vision 2020:<sup>6</sup>
  - **Engaging Students in Transformative Learning:** “The University will continue to enhance academic excellence through rigorous, innovative and engaged student learning.”
    - The new architecture program will focus on bringing together the best of liberal arts and professional education to prepare students for 21st century careers and graduate education through its new curriculum.
    - The new architecture program will build a faculty of individuals committed to innovative and effective teaching and active in scholarly inquiry, professional growth, and university service.
    - The new architecture program will engage its students through service learning and community service opportunities as they match their purpose, gifts and talents to world needs.
    - Architecture students will study abroad, study away, conduct student research and be immersed in other engaged learning experiences.
  - **Increase Diversity and Cultural Competence:** “The University will become increasingly more diverse and broadly reflective of our local and global communities.”
    - The new architecture program will create a culture of inclusion
    - The new architecture program will actively and intentionally recruit diverse faculty, staff, board, and students
    - The new architecture program will ensure learning experiences that enable students to gain strong intercultural competency.
  - **Build a World Class Learning Environment:** “The University will continue to aggressively upgrade facilities.”
    - Plans for the renovation of Hitch Hall will lead to increased space for the architecture program in fall 2021
    - First discussions about a new building for the College are underway, recognizing that the growth of the architecture program, especially to

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<sup>6</sup> The new strategic plan, “Vision 2025,” has just been published and will be reviewed closely for opportunities bring the architecture program into alignment with its goals.



serve the ideal of studio desk assignments for all students in the third, fourth, and fifth years will require more space

### 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.**

The planning process will be greatly enhanced by engaging for the first time with end-of-year activities with the first faculty hired to support the program (four parttime faculty for spring and two for fall). In spring, 2021 the program will bring together these faculty and representative students to solidify the mission and multiyear objectives. Proposed objectives include:

- Strengthening recruitment process
- Establishing retention process
- Strengthening brand for the program
- Finding ways to connect effectively with the local community
- Increase diversity, equity, and inclusion
  - Among all populations of the college
  - Within curricula
  - Associated with extra-curricular activities and events

### 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.**

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 competition
- **Opportunities:** favorable external factors that give us a competitive advantage.
- **Aspirations:** what we want to be going, who we want to serve
- **Results:** how we will identify and track our progress

This approach will keep us forward-thinking and addressing our potential, looking at positive elements that we can continue to improve (based on Strengths-based thinking). It is to our advantage to think about possibilities, rather than threats and competition, so much of which is out of our control. It also engages more people.

### 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 practitioners, which will be strengthened with the institution of an architecture advisory board comprising architects and academics from across the country.**

The announcement of a professional program in architecture in Nashville was met with great enthusiasm from the architectural community. From the start, practitioners have been deeply involved in the development of the program. Sheila Dial-Barton, principal with EOA Architects, served on the search committee for the new dean of the college, who was also expected to be someone with an architectural background and who could lead the development of the architecture program. In December, 2019, the program hosted a series of events in which over 60 professionals were invited to campus to participate in conversations about the program and its direction. The four new parttime faculty members hired for spring semester, 2021, are all local practitioners who will be very well positioned to contribute to development of the program. Anticipated in fall 2021, an advisory committee will be founded for practitioners and academics to continue to the continued review and revision of the curriculum.

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.**

Meetings with the advisory board, faculty, and students, conducted at the conclusion of every spring semester, will culminate in action items that will be enacted in the upcoming academic year. At these annual, year-end meetings, participants will consider:

- assignment-level reports and evidence generated through study of rubric data and data gleaned from Blackboard analytics. (See Appendix O for the first results.)
- course-level reports and evidence generated by student course evaluations and faculty review of course achievements in light of NAAB criteria
- program-level reports and evidence generated by student course evaluations, faculty review of course achievements in light of NAAB criteria, and biannual study of ePortfolio objectives

These are the current plans in place for this very new program. As further options arise, we will pursue the best means of assessing the program to achieve continuous 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 making adjustments based on the outcome of the assessment will take place annually at the department level;**



institutional goals will have special emphasis on a three-year cycle per the program of assessment in place at the University.

**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.

**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)	<ul style="list-style-type: none"> <li>• Conducts annual assessments of courses (individually and as linked)</li> <li>• Coordinates course blocks (linked/sequenced courses) each semester</li> <li>• Prepares proposals to refine/revise course descriptions, curricular initiatives, etc.</li> </ul>
Department Chair/Program Director <b>Tom Lowing</b>	<ul style="list-style-type: none"> <li>• Coordinates/directs annual assessments of courses</li> <li>• Oversees course block coordination</li> <li>• Presents proposals that have been approved by the Dept. to the Chairs Committee for approval &amp; forwarding to appropriate university committees for review</li> </ul>
Architecture Licensing Advisor (ALA) <b>Tom Lowing</b>	<ul style="list-style-type: none"> <li>• Studies opportunities to instruct students on the path toward licensure that can be integrated into the curriculum</li> <li>• Coordinates internship opportunities (with or without academic credit)</li> </ul>
Assistant to the Dean/Program Coordinator (Emily Kynerd) & student workers	<ul style="list-style-type: none"> <li>• Organization of materials, archives, and evidence used in annual reviews and for upcoming NAAB accreditation visits</li> </ul>

**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 stipulated 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:

<b>Course type</b>	<b>Student credit hours</b>	<b>Faculty workload units</b>
lecture/discussion/seminar	3.0	3.0
studio/lab (introductory)	3.0	4.0
studio/lab (advanced)	6.0	8.0
internships (ID, Fashion)	3.0	0.25 / student
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:**

**The program does not currently have an ALA but plans to assign these duties to one of the new fulltime hires expected for fall, 2021. The proposed budget for the upcoming academic year includes funding to support the advisor’s attendance at the NCARB Licensing Advisor Summit.**

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

**Program Response:**

**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 are provided with 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. During annual faculty reviews, part of the conversation is dedicated to upcoming plans (both annual and multi-year) for the completion of scholarship, creative work, and other professional development.

The dean also provides such opportunities for development within the College as bringing in expert lecturers on pedagogy, providing a book (Kevin Gannon's *Radical Hope: A Teaching Manifesto* from 2020) and 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.**

Students can avail themselves of a variety of support services, including:

- Belmont Office of Leadership Development (Dr. Adrienne Sternberg, Director)
- Counseling Services (Katherine Cornelius, Director)
- GPS (Growth & Purpose for Students; David M. Sneed, Ed. D., Director)
  - Compass Series (college competency)
  - Individual Coaching Sessions
  - Advising Resources
- Health Services (Krystal Huesmann, RN, Director)
- Learning Centers (Dr. Michael Hudson)
  - Math
  - Language
  - Writing
- Office of Career & Professional Development (Mary Claire Dismukes, Director & Rachel Walden, Assist. Director for career cluster: Art, Communication & Technology)
  - Career resources
  - Jobs and internships
  - Identify-based resources
  - Career readiness academy
- Office of Service Learning (Tim Stewart, Director)
- Office of Student Care & Support (Angie Bryant)
  - 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 (Lauri Chaudoin)
- University Ministries (Heather Gerbsch Daugherty, University Minister)

## 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 its own 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.<sup>7</sup>

The program utilizes these resources whenever possible, and has just in its first year:

- Sought, and hired, diverse candidates for its first cohort of parttime faculty; diversity (in all its forms) will be leading concerns in the current and future searches for fulltime faculty
- Established a connection with the local chapter of the National Organization of Minority Architects (NOMA-Nash)
- Served on the Research & Design Subcommittee of the University's Enslaved Persons Memorial
- Established a two-year post-graduate fellowship in Design & Equity
- Established a spring lecture series on Design & Equity<sup>8</sup>

<sup>7</sup> <https://www.belmont.edu/diversity/index.html>

<sup>8</sup> <https://news.belmont.edu/belmonts-omore-college-of-architecture-and-design-to-host-design-and-equity-spring-lecture-series/>



**The program's commitment to DEI has not yet had a chance to be reflected in the distribution of its physical resources.** As of yet, the distribution of physical resources has neither been challenged by nor seen significant opportunity to address matters of DEI through the distribution of physical resources.

**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.

- 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

**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 plans to maintain or increase the diversity of its faculty and staff in the period leading to the next accreditation cycle, and will implement the plan by working closely with the HR staff to fulfill their 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.<sup>9</sup> In addition, when hiring to fill staff and faculty positions, the program will:

- Intentionally seek diverse candidates by targeting/circulating advertisements in opportune locations
- In the search process, make 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
- Ensure that diverse candidates are included in the finalist pool

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<sup>9</sup> <https://www.belmont.edu/diversity/welcome-home/Recruitment%20Initiatives.html>



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

FALL 2020	DEPARTMENT OF ARCHITECTURE		COLLEGE OF ARCHITECTURE & DESIGN		
	FAC 1 FT 4 PT (%)	STU 28 (%)	STAFF 1 (%)	FAC 6 FT 12 PT (%)	STU 154 (%)
Demographics					
Female	2 (40)	15 (54)	1 (100)	17 (70.8)	139 (90)
Male	3 (60)	13 (46)		7 (29.2)	15 (10)
Hispanic/Latino		2 (7)			7 (4.5)
Black or African American	1 (20)	2 (7)		2 (11.1)	13 (8.4)
White, non-Hispanic	4 (80)	22 (78)	1 (100)	11 (61.1)	122 (79.2)
Amer. Indian/ Alaska native		1 (4)			2 (1.3)
Asian, non-Hispanic					2 (1.3)
Pacific Islander					1 (0.6)
Two or more races					5 (3.2)
Unknown		1 (4)		5 (27.8)	2 (1.3)
Nonresident					

**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, during the next 3-5 years the program will:

- enhance its work with NOMA
- establish connections with the local chapter of ACE Mentoring, especially via relationships established with local practitioners who are mentors (including new parttime hire, Blake Daniels)



- develop a summer program for high school students, work with local firms to develop funding/scholarships for underrepresented students
- 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 Mary Lucas, Director of Institutional Research, Office of Assessment & Institutional Research.)

FALL 2020	DEPT. OF ARCH.	COLLEGE OF ARCH/DESIGN	BELMONT UNIVERSITY
<i>Demographics</i>	STU 28 (%)	STU 154 (%)	STU (UG) 6631 (%)
Female	15 (54)	139 (90)	4364 (66)
Male	13 (46)	15 (10)	2267 (34)
Hispanic/Latino	2 (7)	7 (4.5)	458 (6.9)
Black or African American	2 (7)	13 (8.4)	328 (4.9)
White, non-Hispanic	22 (78)	122 (79.2)	5253 (79.2)
Amer. Indian/ Alaska native	1 (4)	2 (1.3)	17 (0.3)
Asian, non-Hispanic		2 (1.3)	155 (2.3)
Pacific Islander		1 (0.6)	8 (0.1)
Two or more races		5 (3.2)	271 (4.1)
Unknown	1 (4)	2 (1.3)	96 (1.4)
Nonresident			45 (0.7)

**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

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

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>

**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 Form(s) to provide to and discuss with each professor 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](https://www.belmont.edu/accessibility/student_resources/documentation_guidelines.html)

## 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:

**The program's physical resources include extensive facilities in Hitch Hall, with facilities shared by the Watkins College directly across Belmont Boulevard in the Leu Center for Visual Arts (LCVA).**

Hitch Hall (a former science building) was renovated in 2019 to accommodate the new Fashion and Interior Design programs on its fourth and third floors. The third-floor interior design spaces include studios, materials libraries, and computer labs with 3D printers, laser cutters, and high-speed plotters, and is in many ways the model for the plans to house the new architecture program on the second floor. This work is scheduled to commence in early April and be complete by early August.

The renovation on the second floor of Hitch Hall will include extensive studio space. Raising the second floor to the standards of the third floor will include a similar approach to the demolition of partitions and installation of glass walls and all necessary furnishings and equipment.

**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 will 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 few small classrooms, one of which is outfitted with computers to support coursework that utilizes rendering software. The new renovation will include a dedicated building science classroom and upgrades to the new fabrications laboratory, which was established in summer of 2020 with two 40W laser cutters, one Form Labs Form2 SLA 3D printer, three Form Labs Form3 SLA 3D printers, 2 FDM 3D printers, and a color plotter.

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 (drawing, painting, printmaking, photography, sculpture, and ceramics). 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 have been offered to the Dean for the use of the architecture program).

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 includes an administrative suite and new faculty offices for the architecture program. The work of the faculty will be accommodated in these offices, the aforementioned studios, lecture hall, and smaller 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 in Hitch. 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.

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 by August, 2021, Hitch Hall will comprise 33,000 square feet dedicated to design disciplines on three floors. The architecture program will have primary use of the second floor, with integrated classwork facilitated by assigning appropriate classes in adjacent spaces (as is already the case in spring 2021, when the foundations classes for interior design and architecture will meet side by side in a shared space). In short, the program has (or will have) access to:

- Extensive open studio spaces in Hitch
- Computer labs in Hitch
- Building science classroom in Hitch
- Fabrications laboratory in Hitch
- Woodshop in LCVA
- Other studios and 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, 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 in December/January. (See Appendix P for proforma.)

Even though entering enrollments for the first cohort far exceeded our planned budgets, the reality of the current pandemic have had a negative impact on overall University enrollment and budgets. Through collaboration with the Office of the Provost, we have reduced the 2021-22 budget request from the original proforma and expect the requested budget (\$72,000) to adequately meet our programmatic needs, particularly in light of space renovations discussed above (not included in this budget) and access to equipment from the University’s merger with the Watkins College of Art which provided some expensive equipment originally in our proforma budget.



## 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 the architecture program's home in Hitch Hall. Its mission is to empower "the Belmont community in the pursuit of knowledge and creativity by providing innovative resources and services for intellectual discovery in a collaborative, inclusive environment." 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. Faculty, staff, and students have computer and face-to-face access with these resources.

The third floor of Hitch is already home to a resource lab to serve the interior design program. This will be expanded with appropriate and needed journals, code books, and the like, to serve architecture students' research needs.

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 already in the first semester of the program partnered with faculty 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.



## 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:

This language can be found on the 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:

This language can be found on the 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 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.

Their website 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>.

#### 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: **n/a**
- 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: **n/a**
- 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 Appendix R for "Community Culture"**



- 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) Application forms and instructions
  - a. For first-time students:  
<https://www.belmont.edu/admissions/apply/freshmen/index.html>
  - b. For adult degree program:  
<https://www.belmont.edu/adult-degree/index.html>
- b) Details
  - a. Admissions requirements:  
<https://www.belmont.edu/admissions/apply/freshmen/index.html>
  - b. admissions-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/registrar/transfer/index.html>
    - 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://belmont.studentaidcalculator.com/survey.aspx>

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.



## APPENDIXES

A	Plan for Achieving Initial Accreditation
B	Eligibility Memorandum
C	University Program Assessment Three-Year Cycle (With NAAB Crosswalk)
D	NAAB Program Criteria (PC) & Student Criteria (SC)/List
E	NAAB Program Criteria (PC) & Student Criteria (SC)/Chart
F	Institutional Accreditation
G	Comparison: Standard and Honors B. Arch. Curricula
H	Curriculum Map For B.Arch. (155 Hours)
I	Curriculum Map For B.S.A.S. (128 Hours)
J	Minor In Architectural Studies
K	Organizational Chart (Belmont University)
L	Organizational Chart (Office of the Provost)
M	Organizational Chart (College Of Architecture & Design)
N	University Committee Representation
O	Blackboard Data For ARC 1015
P	Proforma
Q	CAD Student Handbook: "Rigor & Creativity" (adopted 8/21)
R	CAD Student Handbook: "Cultural Practices: Community" (adopted 8/21)



## APPENDIX A PLAN FOR ACHIEVING INITIAL ACCREDITATION

Prepared for the Eligibility Application (Dec. 16, 2021; updated Sept. 2, 2020)  
*\*Progress since submission of the Eligibility Application shown in italics and with asterisk*

### 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 ample resources that are necessary for compliance with the conditions for accreditation, including ample human, physical, and financial resources.

#### Human Resources and Human Resource Development

**Current faculty.** The first year of the curriculum requires that students focus on general education and introductory design courses that are already established within the Interior Design curriculum. Numbers of existing faculty in the Interior Design program and in the liberal arts and sciences are adequate to accommodate the incoming class. Department chairs whose course scheduling will be affected by the new enrollment have assured the program director that they will be able to provide additional sections of existing courses as need arises in coming years. In the first year of the program (2020-21), the only new and independent architecture course is ARC 1015, which will be taught by the dean/program director to fulfill part of her contract.

Current faculty members, including the new Dean/Department Chair and established faculty who currently teach in the Interior Design Program, possess the appropriate terminal degrees and experience to teach in the proposed architecture program as it commences:

- Peter Aylsworth, M.Arch. (adjunct)
- Jhennifer Amundson, M.Arch. & Ph.D. (fulltime administrator with one-course teaching load)
- Paul Biggers, B.S. (adjunct)
- Kelly Gore, M.A. (adjunct)
- Tyler LeMarinel, M.Arch. (adjunct)

**Faculty recruitment.** Four new fulltime faculty, including a new program director, will be hired at the rate of one or two per year starting in AY2122 to fulfill the needs of the advancing program, addressing curricular needs as well as providing an Architectural Experience Program (AXP) coordinator. Additionally, the program will seek adjunct faculty from among the practitioners in Nashville and is already fielding applications from interested practitioners. Of the two staff positions provided by the University's proforma, one is anticipated to be a director of fabrications, serving architecture majors as well as other CAD disciplines that make use of the wood shop and digital modelling equipment.

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 since mid-term.<sup>10</sup> The appointment of adjunct faculty is left to the discernment of the program director with approval from the Provost. 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

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<sup>10</sup> The listing is available at:  
<https://belmont.csod.com/ats/careersite/JobDetails.aspx?site=10&id=1688>



Provost. The Provost's office supplies ample financial support for the needs of faculty searches (e.g., advertisements, on-campus interviews).

*\*Update for Plan, part 5.2.3 a: Secure resources not already available to the proposed program (e.g., faculty, space, financial support).*

*\* Update for Plan, part 5.2.3 d: Recruit full-time and adjunct faculty to teach in and support the program.*

*\*Four new parttime faculty members have been hired to begin teaching as adjuncts in spring, 2021. All are local, licensed practitioners with M.Arch. degrees:*

- *Blake Daniels, Daniels & Chandler Architects*
- *Brandon Harvey, HDR*
- *Katherine Kennon, The Architect Workshop*
- *Steve Powell, Powell Architecture & Building Studio*

*\*As this report is being submitted, the department is completing on-campus interviews for two additional fulltime positions to begin in fall, 2021: a program coordinator and assistant professor.*

**Student recruitment.** Recruitment efforts have been led by the University's Enrollment Services and are supported by the assignment of a representative dedicated to CAD. The Marketing Department has worked closely with the dean/program director to develop advertising materials and the website. The program takes part in the regular Preview Days hosted by the University and has a rigorous program in place to ensure continual communication with prospective students. In addition to the regular financial aid packages offered by the University, the program will be able to offer one scholarship in its first year. The commitment will be for a certain sum for each of the expected five years of the B.Arch. program.

*\* Update for Plan, part 5.2.3 c: Recruit and retain students, including a scholarship program, as appropriate.*

*\* Update for Plan, part 5.2.3 e: Enroll the first cohort or class by a proposed date.*

*\* Update for Plan, part 5.2.3 f: Award degrees to the first cohort or class to complete the proposed program by a proposed date.*

*\*For fall, 2020, the program successfully recruited its first cohort, a class of 29, which grew to 34 in spring, 2021. Numbers for the current enrollment season are on track to welcome another good-sized class in the fall of 2021. The College awarded two O'More scholarships to architecture majors as a part of financial aid packages for both cohorts (incoming 2020 and 2021). We have full confidence that we will award degrees to graduates of the first cohort in spring, 2025.*

**Student enrollment and progress in the program.** As of August 6, 2020, Belmont had received 90 applications for enrollment to the program; the inaugural cohort of 29 students enrolled in Fall, 2020. The students who remain in the program, and complete all degree requirements in a timely manner will reach commencement in Spring, 2025.

*\* Update for Plan, part 5.2.3 i: Make alternative plans or provisions in the event that the program does not achieve initial candidacy or initial accreditation.*

*\*The acting Department Chair (and College Dean) and Provost have discussed options for transferring students to accredited programs in Tennessee or other nearby state in this case.*



## Physical Resources

**Existing and renovated facilities.** The College of Architecture & Design is housed largely in Hitch Hall, with facilities shared by the Watkins College directly across Belmont Boulevard in the Leu Center for Visual Arts (LCVA).

Hitch Hall (a former science building) was renovated in 2019 to accommodate the new Fashion and Interior Design programs on its fourth and third floors. The third-floor interior design spaces include studios, materials libraries, and computer labs with 3D printers, laser cutters, and high-speed plotters, and is in many ways the model for the plans to house the new architecture program on the second floor. In summer of 2020, a fabrications laboratory was established on the second floor of Hitch to house two 40W laser cutters, one Form Labs Form2 SLA 3D printer, three Form Labs Form3 SLA 3D printers, 2 FDM 3D printers, and a color plotter. Home to the University's long-established art and graphic design programs, LCVA has ample room to welcome architecture students within existing courses. A 40,000-square foot facility with discipline-specific studio spaces (drawing, painting, printmaking, photography, sculpture, and ceramics), it also features a student gallery, a 119-seat audio/visual classroom for lectures and other multi-media presentations, and a woodshop in its basement.

**Additional renovations to serve the new program.** Proposals to renovate the second floor of Hitch Hall for architecture studios, technology classrooms and an administrative suite, and to expand the fabrications laboratory in Hitch and woodshop in LCVA, are currently under review by the University administration. Raising the second floor to the standards of the third floor will include a similar approach to the demolition of partitions and installation of glass walls and all necessary furnishings and equipment. This project is anticipated to take place in the coming year. With the completion of this project, Hitch Hall will comprise 33,000 square feet dedicated to design disciplines on three floors.

The work of the faculty will be accommodated in the aforementioned studios, lecture hall, and smaller 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 in Hitch. 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.

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 have been offered to the Dean for the use of the architecture program).

*\*Update for Plan, part 5.2.3 a: Secure resources not already available to the proposed program (e.g., faculty, space, financial support).*

*\*Construction on the second-floor renovation of our building was delayed due to the pandemic but is now scheduled to commence in April and be complete by August, 2021.*

### 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 anticipates financial loss in the first years of the program and also estimates a very small number of incoming students in the first years. A stronger-performing program will result in steadier finances more quickly. While the proforma lays out the overarching financial commitment of the University, the annual budgeting cycle is an independent process conducted in December/January. The operations budget for the upcoming year is estimated at \$128,000.

**External support and engagement with professionals in Nashville.** While the University's resources are expected to be ample for all curricular needs, the program is expected to benefit from additional, outside funding sources. Connections are already made with many (of the more than sixty) architectural offices in Nashville, especially through a number of firm principals who took part in the search for the new Dean. Focused communication through the current academic year with these leaders, as well as new relationships established 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), are intended to further strengthen the connections of the program to the professional community. An upcoming event planned for two dates in December will bring forty professionals to campus to discuss the curriculum and opportunities for partnerships, and also serve as an important means to identify potential members of the planned advisory board. The invitation list includes architects from the twenty largest firms in the city as well as a number of small and sole-practitioner shops; representatives from NOMA Nash, Nashville Design Week, and Metro Nashville offices of planning and historic preservation, in part chosen to ensure that the program, from the start, will be focused securing and benefitting from community engagement.

Local professionals' continued interest in the developing program is anticipated to result in funding that can be directed toward supporting a lecture series (which will also help tie the University to the profession), scholarships, and other programmatic needs. CAD enjoys the support of a university development officer assigned to serve its needs and to facilitate the development of its programs, with an emphasis on architecture.

\* **Update** for Plan, part 5.2.3 h: *Attract external support, funding, and alumni and professional/community engagement.*

*\*The program has not yet sought external funding (and, of course, has no alumni), but has enjoyed strong support from the local Nashville architectural community. Plans for specific engagement have been curtailed due to the pandemic, but the hiring of local practitioners as adjunct instructors has formalized connections between the program and profession. Likewise, the local professional community was invited to take part in the one architecture lecture we have had this year (Juan Moreno of Chicago, speaking as part of the College's "Equity and Design" series).*

**Development of facilities and personnel.** The financial plan supports the work of College administrations (primarily the Dean/Department Chair and Associate Dean) to develop and promote the needs of renovating and furnishing the second floor of the existing Hitch Hall to accommodate incoming students. The University anticipates a regular, yearly searches to build the faculty who will join the community as curricular needs roll out year after year and the employment of professional architects from the nearby community as adjunct faculty.

**Introduction of the curriculum.** With faculty, physical, and financial resources in place, the program has only to systematically roll out its approved curriculum. The five years' courses in architectural design, history, and technology have been planned in accordance with requirements established by NAAB and in consideration of strong links that can be made from professional education to the liberal arts and sciences as represented by the



BELL Core curriculum of general studies. With the help of one of the University's experts in assessment and accreditation, the program's proposal includes a careful development of program objectives and student learning outcomes to ensure a clear distinction between the (professional) B.Arch. and the (nonprofessional) B.S.A.S.; this approach also ensures that the program is aligned with the procedure for regular institutional assessment. The curriculum is well-considered, well-timed, and will be offered as the first class proceeds through the program, both in special learning spaces developed for the architecture program (e.g., technology labs, studios) and more flexible classrooms and lecture halls in nearby LCVA.

\* **Update** for Plan, part 5.2.3 g: *Develop and implement new courses and/or curricular sequences, including faculty assignments and essential physical resources.*

\**The new architecture program has been implemented with first-cohort students taking the following courses in the academic year 2020-2021:*

- *ARC 1001: Architectural Drafting*
- *ARC 1003: Foundations Studio*
- *ARC 1015: Craft, Profession, Vocation*
- *ARC 1020: Fabrication & Sustainability*

### **Administrative Structure & Governance**

The program is positioned within the Department of Architecture, which is one of three Departments within the College of Architecture & Design; each Department has its own Chair. The College is one of twelve within the University, each with its own Dean. The CAD administration includes an Associate Dean and one fulltime administrative assistant (with additional staff positions anticipated to be added as the program commences). The Dean reports directly to the Provost and works closely with the Vice Provost for Academic Affairs.

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 faculty within Departments 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. The Dean has also established a Student Advisory Committee, comprising students from each Department in the College, to have a regular opportunity to meet with, pose questions to, and solve problems with, the Dean and Associate Dean.

### **Institutional Accreditation**

Belmont University is accredited by the Southern Association of Colleges and Schools' Commission on Colleges. The University received its initial accreditation in 1959, had its last reaffirmation visit in 2011, and is scheduled for its next reaffirmation in 2021.

\* **Update** for Plan, part 5.2.3 b: *Secure institutional approvals for the proposed degree program (if required).*

\**The B.Arch. has been approved through the internal university procedures overseen by the Curriculum and Catalog committee and the BELL Core (general education) committee,*



as well as by the regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

**Degrees & Curricula**

**B. Arch.** Addressing clear program objectives and student learning outcomes and the NAAB Program & Student Criteria in mind, the proposed Bachelor of Architecture (B.Arch.) requires preparatory education via a high school diploma and comprises 155 credit hours, including twenty-five ARC courses:

General Studies (Total: 46)		Professional Studies (Total: 91)		Optional Studies (Total: 18)	
ART 1030 Drawing 1	3	ARC 1001 Arch. Drafting	3	Open Elective 1	3
ART 2850 Portfolio Practices	1	ARC 1003 Foundations Studio	3	Open Elective 2	3
First-Year Writing	3	ARC 1015 Craft/Profession/Vocation	3	Open Elective 3	3
First-Year Religion	3	ARC 1020 Fabrication/Sustainability	1	Open Elective 4	3
First-Year Seminar	3	ARC 2021 Studio 1/Methods	3	Open Elective 5	3
Oral Communication	3	ARC 2022 Studio 2/Methods	3	Open Elective 6	3
HIS 1010 World Hist. to 1500	3	ARC 2031 History of Arch. 1	3		
HIS 1020 World Hist. after 1500	3	ARC 2032 History of Arch. 2	3		
Wellness	3	ARC 2051 Digital Representation 1	3		
ENV 1150/1155 Intro to Enviro. Science	4	ARC 3023 Studio 3/Integrated	6		
Quantitative Reasoning	3	ARC 3024 Studio 4/Integrated	6		
Third-Year Religion	3	ARC 3041 Structures 1	4		
Third-Year Writing	3	ARC 3042 Structures 2	4		
Philosophy	3	ARC 3033 History of Arch/US	3		
Sociology	3	ARC 4025 Studio 5/Integrated	6		
ARC 4015 Senior Capstone/Arch.	3	ARC 4026 Studio 6/Integrated	6		
		ARC 4043 Environmental Systems 1	3		
		ARC 4044 Environmental Systems 2	3		
		ARC 4034 History of Arch/Theory	3		
		ARC 4525	6		



		Studio 7/Comprehensive			
		ARC 4528 Studio 8/Comprehensive	6		
		ARC 4507 Professional Practice 1	3		
		ARC 4508 Professional Practice 2	3		
		ARC 4518 Comp. Design Seminar	3		

**B.S.A.S.** In addition to the B.Arch., the Department will also administer a Bachelor of Science in Architectural Studies (B.S.A.S.), which is not eligible 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) following a non-professional bachelor's degree.

**Minor.** The 19-hour 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). Courses required of the minor are:

- 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)

**Study Abroad.** Architecture majors will have copious opportunities to pursue study abroad opportunities, primarily through the Maymester program organized by the office of Interdisciplinary Studies and Global Education. This is the most straightforward way for students in any major to have an educational experience in another state or country. CAD offers a number of Maymester programs, but students may choose to take courses in any University department. In May, 2020, offerings associated with CAD include:

- India: Framing the Sacred and the Secular--Religion and Art in Bangalore and Beyond (Art & Religion)
- Italy: Art & Italian (Art & Italian language)
- Ireland, London, and Edinburgh: Design, Photography, and the Book Arts (Art)

These programs make use of rented, short-term facilities and the natural and built environments of the countries to which they travel. Programs differ in requirements and generally last from two to four weeks. Due to Belmont's tuition structure, these opportunities are available without significant additional costs to students.

A semester-long study abroad opportunity with Queen's University, Belfast, is under consideration for the particular needs of architecture majors enrolled in the honors program, and the potential desires of all architecture majors.



## APPENDIX B: 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,

Marilyns Nepomechie, FAIA, DPACSA, NCARB  
President

cc: Dr. Jhennifer Amundson, Dean



**APPENDIX C  
UNIVERSITY PROGRAM ASSESSMENT THREE-YEAR CYCLE  
(WITH NAAB CRITERIA CROSSWALK)**

Program Objectives <i>The programs will promote:</i>	Student Learning Outcomes (*BU Learning Goals) (**NAAB Criteria) <i>Graduates of the program will be able to:</i>	Measures			Cycle
		Course:	Evidence:	Scored by:	
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	
Legal standards of practice to shape the built environment	Explain the professional responsibilities of architects (*Content, Communication) (**SC2: Pro Practices; 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	

B.S.A.S. & B.Arch.  
(years 1-4)

B.Arch.  
(year 5)





## APPENDIX E NAAB PROGRAM CRITERIA (PC) & STUDENT CRITERIA (SC)/LIST

**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.

*See SLO’s in: ARC 1015, 4507, 4015*

**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.

*See SLO’s in: ARC 2021, 3023, 4025, 4026, 4527, 4528*

**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.

*See SLO’s in: ARC 1015, 2031, 2032, 3041, 4043, 4026, 4034, 4527, 4528, 4015*

**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.

*See SLO’s in: ARC 2031, 3024, 3033, 4034, 4527*

**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.

*See SLO’s in: ARC 3042, 4044, 4518*

**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.

*See SLO’s in: ARC 4025, 4527, 4508*

**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.

*Objective met outside of courses, in lectures, forums, policy manuals, ePortfolio, etc.*

**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.

*See SLO’s in: ARC 1015, 3024, 3033, 4025, 4528, 4015*



**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.

*See SLO's in: ARC 4026, 4527, 4507, 4508, 4528*

**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.

*See SLO's in: ARC 4527, 4507, 4508*

**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.

*See SLO's in: ARC 4527, 4507, 4508*

**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.

*See SLO's in: ARC 3042, 4026, 4044, 4527, 4528*

**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.

*See SLO's in: ARC 4528, 4518*

**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.

*See SLO's in: ARC 4528, 4518*

**APPENDIX F  
INSTITUTIONAL ACCREDITATION**

December 15, 2011

Dr. Robert Fisher  
President  
Belmont University  
1900 Belmont Boulevard  
Nashville, TN 37212-3757

Dear Dr. Fisher:

This is to certify that Belmont University in Nashville, Tennessee, is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate's, Bachelor's, Master's, and Doctoral degrees.

The institution was initially accredited in 1959 and was last reviewed and reaffirmed in December 2011. The reaffirmation review covered the main campus and all extended sites. The institution's accreditation extends to all programs offered on the institution's main campus as well as those offered at all extended program sites wherever located. The institution is scheduled to receive its next reaffirmation of accreditation review in 2021.

Sincerely,

Belle S. Wheelan, Ph.D.  
President

BSW:rb

**RECEIVED**

DEC 19 2011

Office of the Provost



**APPENDIX G  
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
<b>total</b>	<b>31</b>	<b>total</b>	<b>31</b>

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	<b>STUDY ABROAD:</b> Open Elective	3
ART 2850: Portfolio Practices	1	<b>STUDY ABROAD:</b> ART 2850: Portfolio Practices (ONLINE)	1
ARC 2022: Architectural Design 2	3	<b>STUDY ABROAD:</b> Second -Year Architectural Design (sim. to ARC 2022)	3
ARC 2032: History of Architecture after 1400 (Serves Fine Arts Requirement)	3	<b>STUDY ABROAD:</b> History/Culture Course (sim. to ARC 2032)	3
Quantitative Reasoning	3	<b>STUDY ABROAD:</b> HON 2950: Writing Workshop	3
<b>total</b>	<b>32</b>	<b>total</b>	<b>32</b>

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
<b>total</b>	<b>29</b>	<b>total</b>	<b>29</b>



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	3	ARC 4034: Theories of Architecture	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
<b>total</b>	<b>33</b>	<b>total</b>	<b>36</b>

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
<b>total</b>	<b>30</b>	<b>total</b>	<b>30</b>



**APPENDIX H  
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		
<b>Hours:</b>	<b>14</b>	<b>Hours:</b>	<b>15</b>

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 <sup>11</sup>	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
<b>Hours:</b>	<b>16</b>	<b>Hours:</b>	<b>16</b>

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
<b>Hours:</b>	<b>16</b>	<b>Hours:</b>	<b>16</b>

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	3
Wellness	1	Wellness	1
SOC 1010: Intro. to Sociology	3	Open Elective	3
<b>Hours:</b>	<b>16</b>	<b>Hours:</b>	<b>16</b>

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
<b>Hours:</b>	<b>15</b>	<b>Hours:</b>	<b>15</b>

<sup>11</sup> Serves BELL Core Fine Arts Requirement



**APPENDIX I  
CURRICULUM MAP FOR B.S.A.S. (128 HOURS)**

<b>First Year Fall</b>		<b>First Year Spring</b>	
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		
<b>Hours:</b>	<b>15</b>	<b>Hours:</b>	<b>16</b>

<b>Second Year Fall</b>		<b>Second Year Spring</b>	
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
<b>Hours:</b>	<b>16</b>	<b>Hours:</b>	<b>17</b>

<b>Third Year Fall</b>		<b>Third Year Spring</b>	
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
<b>Hours:</b>	<b>16</b>	<b>Hours:</b>	<b>16</b>

<b>Fourth Year Fall</b>		<b>Fourth Year Spring</b>	
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	3
Wellness	1	Wellness	1
ARC 4015: Sr. Capstone for Architecture	3	Humanities Elective	3
		Open Elective	3
<b>Hours:</b>	<b>16</b>	<b>Hours:</b>	<b>16</b>



## **APPENDIX J MINOR IN ARCHITECTURAL STUDIES**

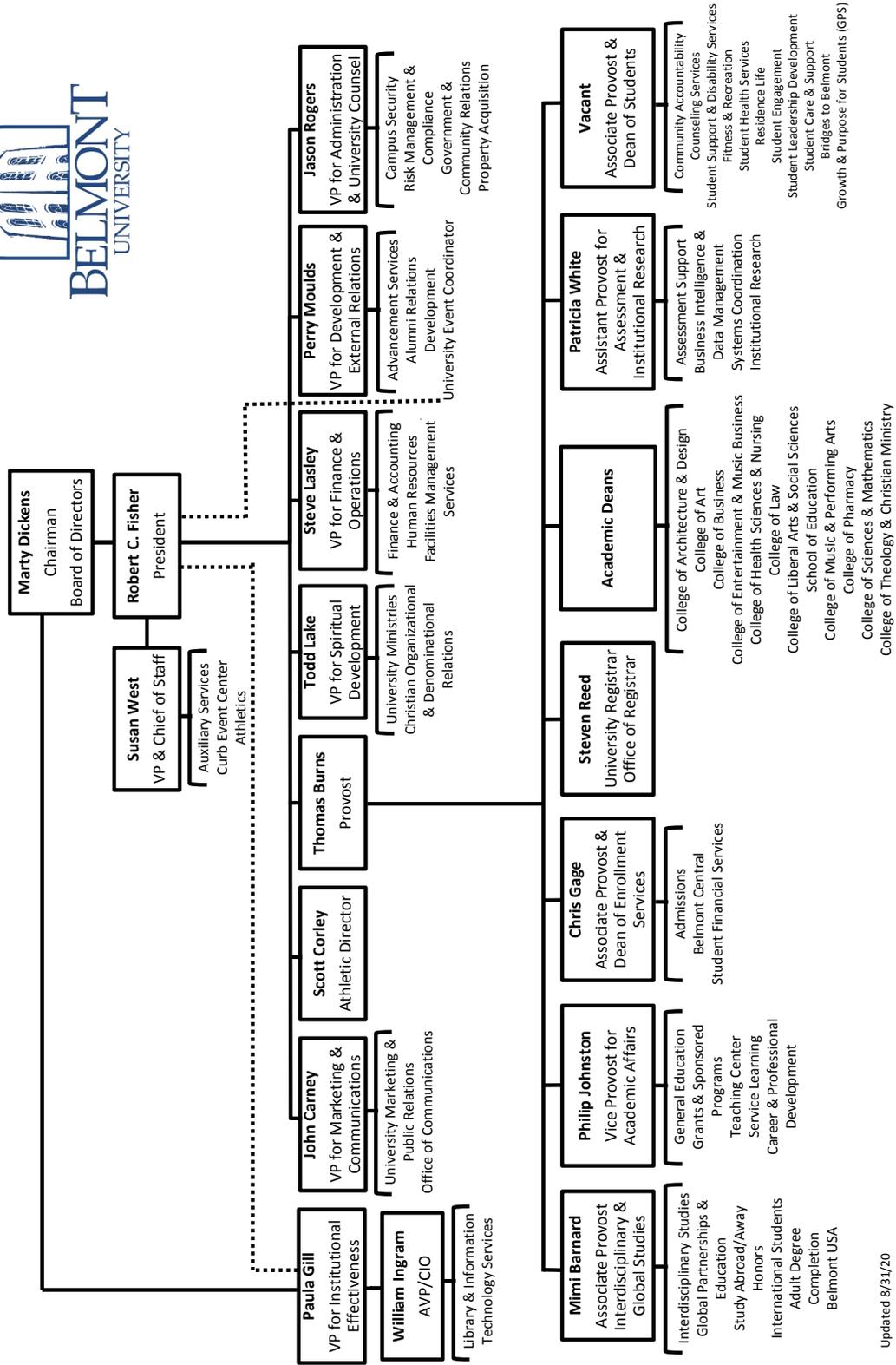
Required courses:

- 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 K  
ORGANIZATIONAL CHART (UNIVERSITY)



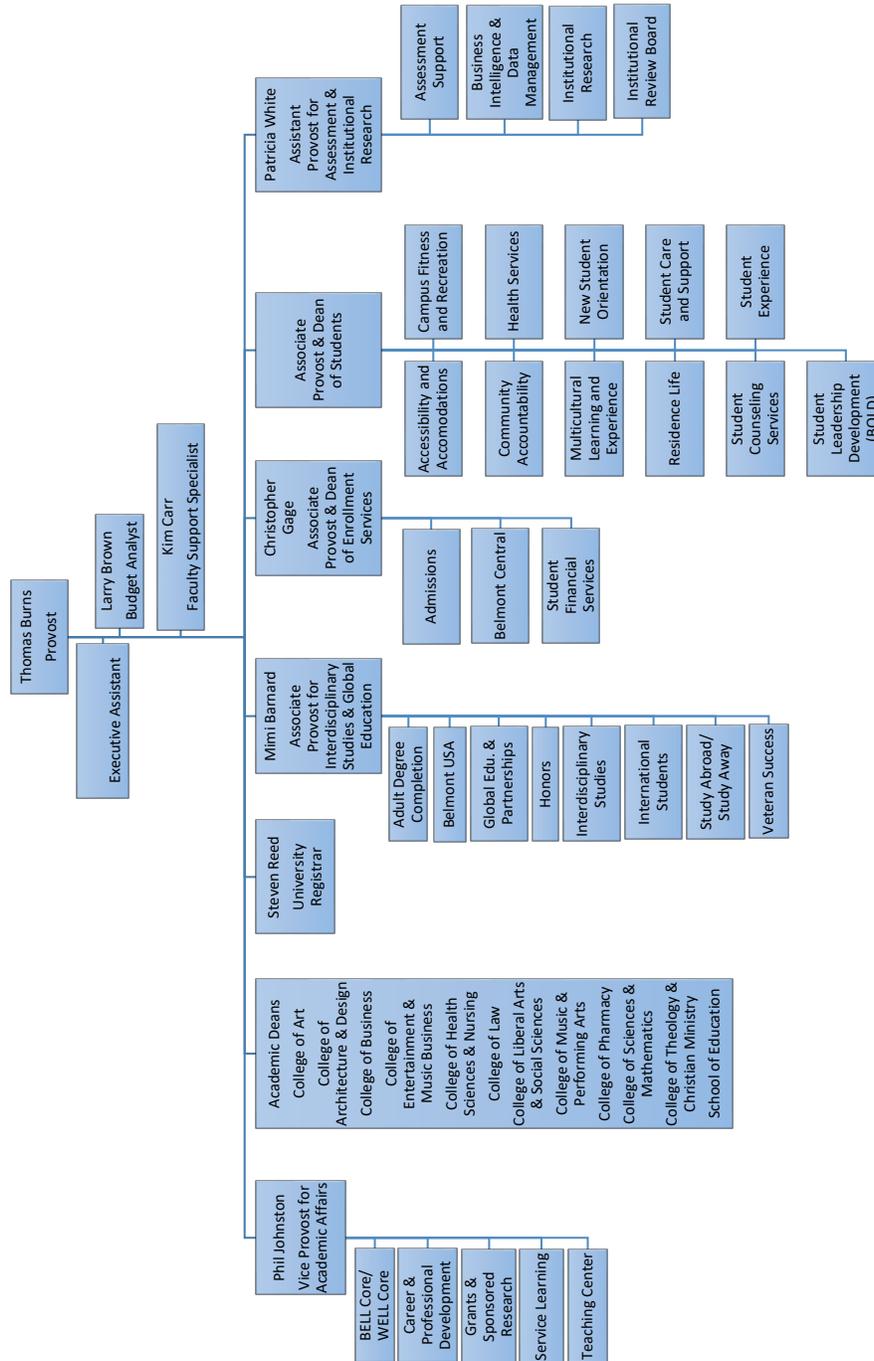
BELMONT UNIVERSITY  
Organizational Chart



Updated 8/31/20

## APPENDIX L ORGANIZATIONAL CHART (OFFICE OF THE PROVOST)

Provost Office Organizational Chart

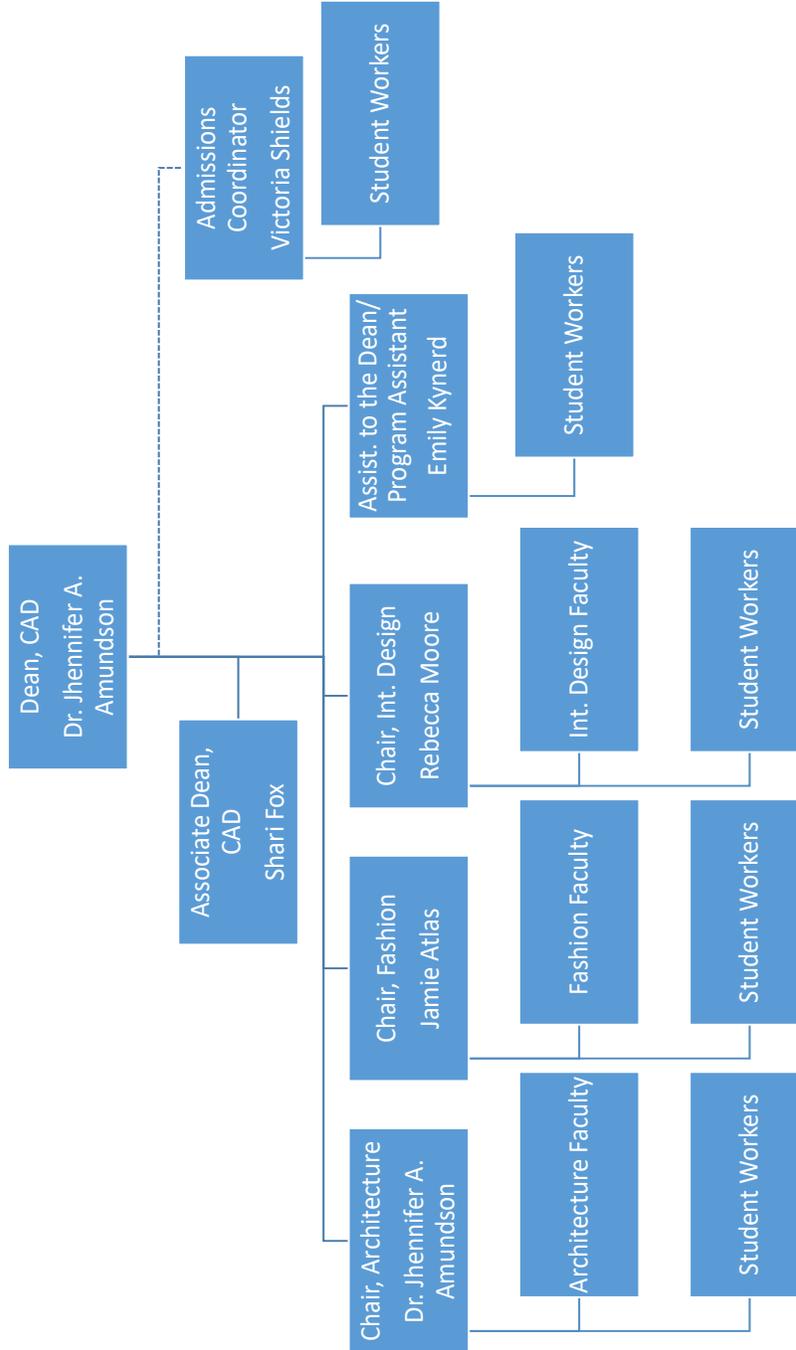


Updated 10.14.20



**APPENDIX M  
ORGANIZATIONAL CHART (COLLEGE OF ARCHITECTURE & DESIGN)**

O'More College of Architecture & Design  
at Belmont University  
Organizational Chart | 2020 - 2021



ORGANIZATIONAL CHART FOR THE O'MORE COLLEGE OF ARCHITECTURE & DESIGN | Last Update: 12.22.2020



**APPENDIX N  
UNIVERSITY COMMITTEE REPRESENTATION**

<b>Handbook Section</b>	<b>Type</b>	<b>Committee</b>	<b>Representative</b> O=O'More College of Architecture & Design W=Watkins College of Art
5.2	Standing	Appointments	Brandon Williams (W)
5.3	Standing	Uni. Budget & Faculty Compensation	<i>vacant</i>
5.4	Standing	Undergraduate Catalog & Curriculum	Rebecca Moore (O)
5.5	Standing	Grievance and Appeals	Jamie Atlas (O)
5.6	Standing	Student Life Council	<i>Vacant</i>
5.7	Standing	Faculty Tenure, Promotion, & Leaves	Dan Johnson (W)
5.10	Standing	Faculty Work-Life	Judy Bullington (W)
5.11	Standing	Faculty Handbook Review	Casey Schachner (W)
5.12	Standing	Continuous Improvement of Teaching	<i>Vacant</i>
5.13	Standing	Educational Technology Advisory	<i>Vacant</i>
5.14	Standing	Inclusion, Diversity, and Equity	Michelle Corvette (W)
5.15	Standing	BELL Core (Art)	Meaghan Brady (W)
5.15	Standing	BELL Core (Design)	<i>Vacant</i>
6.1	Single-Purpose	Awards	Doug Regen (W)
6.2	Single Purpose	Crabb Writing Award	<i>Vacant</i>
7.1	Honor System	Honor Court Faculty Advisors	<i>Vacant</i>
7.2	Honor System	Community Accountability Council	Brandon Williams (W)
8.1	Extra-Structure	Assessment Leadership Team	Judy Bullington (W)
8.3	Extra-Structure	Service Learning	Meaghan Brady (W)
8.4	Extra-Structure	Honors Council (Art)	Christine Rogers (W)
8.5	Extra-Structure	Teaching Center Advisory Board	Michelle Corvette (W)
8.8	Extra-Structure	Library Advisory Board	Judy Bullington (W)



**APPENDIX O  
BLACKBOARD DATA FOR ARC 1015**

ARC 1015, “Craft, Vocation, Profession,” was offered for the first time in fall, 2020. Those assignments that were amenable to online testing made use of the capacity of the University’s Learning Management System, Blackboard, to track student achievement in accordance with particular NAAB criteria.

First data shows that in this course, students achieved high marks in the following NAAB criteria:

<b>criteria</b>	<b>Test 2 average</b>
PC.1 Career Paths—help students understand the path to becoming a licensed architect in the US and the range of career opportunities available to them	86.8%
PC.3 Ecological Knowledge and Responsibility—provide a holistic understanding of the dynamic between built and natural environments	76.3%
PC.8 Social Equity and Inclusion—deepen students understanding of diverse cultural and social contexts and helps students translate that into built environments that support and include people who have different backgrounds, resources, and abilities.	85.9%



**APPENDIX P  
PROFORMA**

Program Year AY year	1 2020-21	2 2021-22	3 2022-23	4 2023-24	5 2024-25	6 2025-26	7 2026-27	8 2027-28	9 2028-29	10 2029-30
<b>Revenues</b>										
Entering Class Size	5	7	10	15	15	15	20	20	20	20
Cumulative Class Size (as summing 80% retention)	5	11	19	30	39	43	50	54	54	55
Tuition/Semester (as summing tuition increase of 4%)	\$ 17,695	\$ 18,403	\$ 19,139	\$ 19,904	\$ 20,701	\$ 21,529	\$ 22,390	\$ 23,285	\$ 24,217	\$ 25,186
<b>Expected Annual Revenue</b>	<b>\$ 132,713</b>	<b>\$ 303,646</b>	<b>\$ 539,717</b>	<b>\$ 896,895</b>	<b>\$ 1,211,981</b>	<b>\$ 1,395,885</b>	<b>\$ 1,692,015</b>	<b>\$ 1,896,750</b>	<b>\$ 1,977,674</b>	<b>\$ 2,060,985</b>

<b>Expenses</b>										
<b>Faculty</b>										
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

<b>Annual Expenses</b>	<b>\$467,752</b>	<b>\$640,537</b>	<b>\$759,445</b>	<b>\$779,675</b>	<b>\$814,006</b>	<b>\$848,758</b>	<b>\$885,276</b>	<b>\$923,513</b>	<b>\$963,545</b>	<b>\$1,005,544</b>
<b>Total Annual Profit/(Loss)</b>	<b>(\$335,040)</b>	<b>(\$336,891)</b>	<b>(\$219,727)</b>	<b>\$117,220</b>	<b>\$397,976</b>	<b>\$547,126</b>	<b>\$806,739</b>	<b>\$973,237</b>	<b>\$1,014,128</b>	<b>\$ 1,055,442</b>
<b>Cumulative Profit/(Loss)</b>	<b>(\$335,040)</b>	<b>(\$671,930)</b>	<b>(\$891,658)</b>	<b>(\$774,437)</b>	<b>(\$376,462)</b>	<b>\$170,665</b>	<b>\$977,403</b>	<b>\$1,950,640</b>	<b>\$2,964,769</b>	<b>\$4,020,210</b>



**APPENDIX Q**  
**CAD STUDENT HANDBOOK: “RIGOR AND CREATIVITY”**  
**Adopted in August, 2021**

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 R**  
**CAD STUDENT HANDBOOK: “CULTURAL PRACTICES: COMMUNITY”**  
**Adopted in August, 2021**

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.