

Executive Summary for the NAAB Architecture Program Report Initial Accreditation (APR-IA)

Rick Archer, Dean, O'More College of Architecture & Design

Introduction

I wish to extend my sincere gratitude to the visiting team chair for allowing us to submit this revised version of the Architecture Program Report. The guidance provided in the *Chair Review Guidelines for Site Visit Readiness Determination* has been invaluable in helping us present our work with greater clarity, strengthen key narratives, and ensure that the report reflects the most current practices of our program. This document reflects our college's deep commitment to transparency, accountability, and continuous improvement.

Administrative Updates

Since the March submission, the College has experienced important leadership transitions. Effective August 1, 2025, I assumed the role of Dean, succeeding Interim Dean Shari Fox. As a practicing architect and Fellow of the AIA, I bring to this position both professional expertise and a deep commitment to strengthening our program's connections to the profession in Nashville and beyond. My appointment reflects the University's recognition of the importance of architecture as a discipline and its commitment to the continued growth of the program.

Within the Architecture Program, Dr. Fernando Lima, now in his fourth year at Belmont and previously serving as assessment coordinator, was promoted to Co-Chair on June 1, 2025, and will transition to Chair of the Department on January 1, 2026. Dr. Lima has collaborated with Professor Lowing from the outset of the program's first assessment cycle (AY2024–25), and his contributions to this revised APR strengthen the integration of updated results and reframed narratives.

Together, these leadership transitions affirm the program's stability and continuity, positioning us well to sustain our mission and demonstrate our progress to the accreditation body.

Document Enhancements

This revised APR incorporates several significant enhancements. It begins with a revised introduction summarizing progress since the last Visiting Team Report and includes a comprehensive description of the assessment framework, accompanied by a dashboard that consolidates all data and evidence. Updates to the Shared Values section highlight how these values are woven into the assessment framework, reinforcing their role in guiding outcomes. The report also clarifies the courses used to assess each Student Criterion (SC) and Program Criterion (PC), provides updated results, and offers a detailed overview of the program's financial, physical, and information resources. Additionally, the inclusion of clearly defined multi-year strategic objectives, paired with evidence of progress toward them, further illustrates the program's direction and long-term planning.

Commitment to Excellence

Special care has been taken throughout this revised version to present the program's strengths with clarity and precision. The document demonstrates not only our responsiveness to the visiting team's questions but also our commitment to providing the most accurate, timely, and complete representation of the program. By integrating updates, evidence, and a forward-looking perspective, this APR conveys the program's vitality, resilience, and alignment with NAAB's standards and expectations.

Closing

I am confident that this revised APR reflects the best and most up-to-date picture of the Architecture Program at Belmont University. It affirms our dedication to continuous improvement, our capacity to support students and faculty with robust resources, and our readiness for the upcoming site visit. I look forward to continuing this constructive dialogue with the visiting team and to presenting, with confidence, the distinct qualities and enduring strengths of our program.

Architecture Program Report Initial Accreditation (APR-IA)

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Submission Requirements:

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

Institution	<u>Belmont University</u>
Name of Academic Unit	<u>Department of Architecture</u>
Date of APR-IA Submission	<u>September 4, 2025</u>
Degree Described in the APR-IA Track(s) Include all tracks offered by the program under the respective degree, including total number of credits required for completion. <i>Examples of tracks:</i> 150 semester undergraduate credit hours - Undergraduate degree with architecture major + 60 graduate semester credit hours - Undergraduate degree with non-architecture major + 90 graduate semester credit hours	☒ <u>Bachelor of Architecture</u> Track: <u>155 semester undergraduate credit hours</u> ☐ <u>Master of Architecture</u> Track: Track: ☐ <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	<u>Continuation of Candidacy</u>
Year of Previous Visit	<u>2023 (Oct. 23-24)</u>
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	<u>Initial Candidacy</u>
Number of Students Enrolled in Program Applying for Initial Accreditation <i>This represents the headcount of both full-time and part-time students enrolled in the program. Programs may use IPEDs or fall census data in reporting this number.</i>	<u>Full-Time: 169</u> <u>Part-Time: 5</u>
Program Director/Administrator <i>Name, Title, Email</i>	Tom Lowing (Department Co-chair) tom.lowing@belmont.edu Fernando Lima (Department Co-chair) fernando.lima@belmont.edu
Dean <i>Name, Title, Email</i>	Rick Archer rick.archer@belmont.edu
Provost/Chief Academic Officer <i>Name, Title, Email</i>	David Gregory (Provost), david.gregory@belmont.edu
President of the Institution <i>Name, Title, Email</i>	L. Gregory Jones, (President) l.gregory.jones@belmont.edu
Individual Submitting the APR <i>Name, Title, Email</i>	Tom Lowing (Department Co-chair) thomas.lowing@belmont.edu
Individual to Whom Questions Should Be Directed <i>Name, Title, Email</i>	Fernando Lima, (Department Co-chair), fernando.lima@belmont.edu

INTRODUCTION **(limit 5 pages)**

Progress Since the Previous Visit

In this Introduction to the APR-IA, the program must document all actions taken since the previous visit to address Conditions Not Met 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:

I. Summary of Visit

a) Acknowledgments and Observations

The visiting team would like to thank Provost David Gregory, Dean Jhennifer Amundson, and the Belmont architecture program's faculty and students for their time, their courtesy, and their clear commitment to the principles of accreditation. We extend special thanks to Program Chair Thomas Lowing for his patience and generosity in providing us with information and access to your academic community. His efforts enabled the team to gain a thorough understanding of the program before and during the visit.

Starting a new program requires extraordinary commitment on the part of administrators, faculty, and staff. The vision is only the beginning; the reality extends across years in which the faith of the students inspires the continuous effort to produce the next steps. The demonstrated enthusiasm of every administrator and faculty member is essential to the long-range plan they are working to fulfill.

The team preceded the visit with a thorough exploration of the curriculum of the Bachelor of Architecture degree program, with particular attention to the courses that have already been initiated to serve the first four cohorts. The team followed a rigorous process of review and consensus to produce a report that will inform the NAAB board of your progress towards meeting the Conditions for Accreditation. The virtual visit meetings were necessary to verify and clarify the team's understanding of the information in the materials reviewed prior to the visit.

At the time of this visit, the first cohort was engaged in fourth-year coursework. Program growth has proceeded at a faster rate than initially projected, producing a current total of approximately 120 students. Students expressed a strong sense of trust and value in their relationship with faculty. They also enjoy a strong sense of community within their cohorts. They are, overall, pleased with their choice to pursue their degree at Belmont; and it was impressive to see that 100% of the students that attended the meeting with the NAAB visiting team plan to pursue licensure. There are, nevertheless, a number of issues of concern. Some are simply the realities of building a program from scratch, but not all. Students are not included in governance in a routine manner, either through representation on committees or a form of student council. The majority of students do not have assigned studio desks, and students do not have the ability to work in the buildings past 11:00pm. This especially impacts students that have work obligations or that may not have space at home to work.

The faculty expressed strong appreciation for the unique qualities of the institution, its potential as a site for architectural education, and their culture of service to make it all work. They appreciate the interdisciplinary possibilities of O'More College of Architecture and Design and are already engaging in interdisciplinary studios. Given the small number of current faculty, it is not surprising that each one is stretched to meet the teaching and administrative service requirements, but they are nevertheless committed to the program's potential and success. Faculty are fully informed on matters of promotion and tenure, and they feel that they understand institutional expectations for their development. At present, there is no formal structure for governance because most matters are handled by a committee of the whole. Individuals have easy access to the chair and dean and feel that their voice is heard.

This program has strong tailwinds from the offices of the dean and provost. They appreciate the asset that the program represents to the university, fitting well within a traditional focus on creative arts, and providing the first and only architectural program in middle Tennessee. The initial growth has exceeded expectations, and they readily acknowledge the need for more space, additional faculty, and administrative support to meet accreditation requirements for self-assessment. However, new desks and a new building are not yet on any adopted plan.

At the time of this visit, the program was on track with providing the courses required by the curriculum plan. There has been a great deal of work invested in self-assessment; however, so far it is dependent on qualitative judgements rather than quantitative data, and it is only suggestive of improvement at the course level. There is attention to course connections through curricular “streams,” but evaluation and adjustment are still focused largely on individual courses. There is no aggregation of findings.

Furthermore, the complexity of different systems for university reporting, accreditation reporting, and curricular structure is confusing the question of specific objectives required by NAAB. While at this time the NAAB Program and Student Criteria remain “not yet met,” it is not a reflection of the quality of the coursework developed thus far; it is due to incomplete assessment processes—often described as ‘closing the loop’—along with the fact that key courses have not yet been taught. With two faculty searches underway and additional assessment reporting tools now available, the program should be better positioned to fulfill the conditions for NAAB accreditation. The next scheduled visit is currently slated for Fall of 2025.

b) Conditions with a Team Recommendation to the Board as Not Achieved

Conditions with a Team Recommendation to the Board as Not Yet Met:

PC.1 Career paths
PC.2 Design
PC.3 Ecological knowledge and responsibility
PC.4 History and theory
PC.5 Research and innovation
PC.6 Leadership and collaboration
PC.7 Learning and teaching culture
PC.8 Social Equity and Inclusion

SC.1 Health, safety, and welfare in the built environment
SC.2 Professional practice
SC.3 Regulatory context
SC.4 Technical knowledge
SC.5 Design synthesis
SC.6 Design integration

6.1 Statement on NAAB-Accredited Degrees
6.6 Student Financial Information

c) Conditions with a Team Recommendation to the Board as In Progress

5.2 Planning and assessment
5.7 Financial resources
5.8 Information resources

II. Progress Since the Previous Site Visit

This section provides an overview of actions undertaken by the Architecture Program since the last accreditation visit, highlighting progress achieved and areas receiving continued attention. The narrative is organized into six categories: (a) Program and Student Criteria (PCs and SCs), (b) Planning and Assessment, (c) Financial Resources, (d) Information Resources, (e) Statement on NAAB-Accredited Degrees, and (f) Student Financial Information. Together, these categories address conditions previously identified as Not Yet Met and present a comprehensive picture of how the program has responded to recommendations, strengthened processes, and advanced student learning and program quality.

These efforts have been supported at every level of the institution. The Office of the Provost has provided full backing for assessment and accreditation initiatives, ensuring faculty and staff have the resources to sustain progress. College leadership has also played an active role: the new Dean, Rick Archer, FAIA, is both a practicing architect and a Fellow of the AIA. His leadership enhances the program's connections to the profession in Nashville and beyond, and his appointment as Dean underscores the University's deep commitment to architecture as a discipline. Alongside him, the recently appointed Department Co-Chair (transitioning to Chair on January 1) is equally committed to continuity, guiding the program forward, and supporting faculty. With this foundation, the following categories outline how the program has addressed each condition and the progress made since the previous visit.

a) PCs and SCs (including Shared Values)

Since the last visit, the program has invested significant effort in building and operationalizing a comprehensive self-assessment framework aligned with the 2020 NAAB accreditation procedures. This ensures that all Program Criteria (PCs), Student Criteria (SCs), and Shared Values are consistently assessed, documented, and used to inform improvements.

To lead this initiative, Dr. Fernando Lima—recently promoted to Department Co-Chair and serving as Assessment Coordinator—collaborated with Prof. Tom Lowing to design a clear, measurable, and sustainable assessment model. Their work included:

- Identifying assessment points across the curriculum to ensure every PC, SC, and Shared Value was represented at least once (and often multiple times) across seventy-four assessment points and forty-three Student Learning Outcomes (SLOs) in fifteen courses.
- Defining the scope of each assessment point with direct connections to NAAB criteria, guaranteeing no portion of a condition or criterion was left unaddressed.
- Establishing consistent benchmarks balancing rigor with realism, setting ambitious standards while capturing accurate measures of student achievement and growth.
- Integrating direct measures—such as project assignments, exam questions, and graded deliverables—and indirect measures, primarily student surveys. For example, when evaluating student understanding of the path to licensure, exam questions provide direct evidence, while surveys measure students' confidence in explaining that path. Correlating demonstrated performance with self-reported perceptions provides a multidimensional view of outcomes.
- Developing a custom, interactive Power BI dashboard (designed by Dr. Lima) to store, filter, and visualize assessment data at program-wide and course-specific levels. This enables faculty to move from broad performance trends to detailed evidence on individual outcomes, facilitating data-driven discussion and decision-making.
- Engaging faculty during a two-day retreat in May 2025. Faculty reviewed the first assessment cycle, refined the department's mission and vision, and generated recommendations for curricular adjustments. Student survey results and reflective feedback were also incorporated, ensuring student voices informed the process.

Results from this first cycle were insightful. Of seventy-four assessment points, fifty-six met or exceeded benchmarks. All forty-one measured through indirect methods (student surveys) were successful, showing strong student confidence. However, only fifteen of thirty-three measured through direct methods (assignments, exams, deliverables) met benchmarks, highlighting areas for improvement. These results have already informed faculty conversations and planning for curricular adjustments, with close attention to the SCs, PCs, and Shared Values where gaps were identified.

The dashboard—available to the visiting team—provides direct access to assessment data, benchmarks, SLOs, courses, and results, allowing reviewers to move seamlessly from big picture to fine detail. By granting transparency, the program demonstrates not only compliance but also a commitment to continuous, evidence-based improvement. Link to the Assessment Dashboard here.

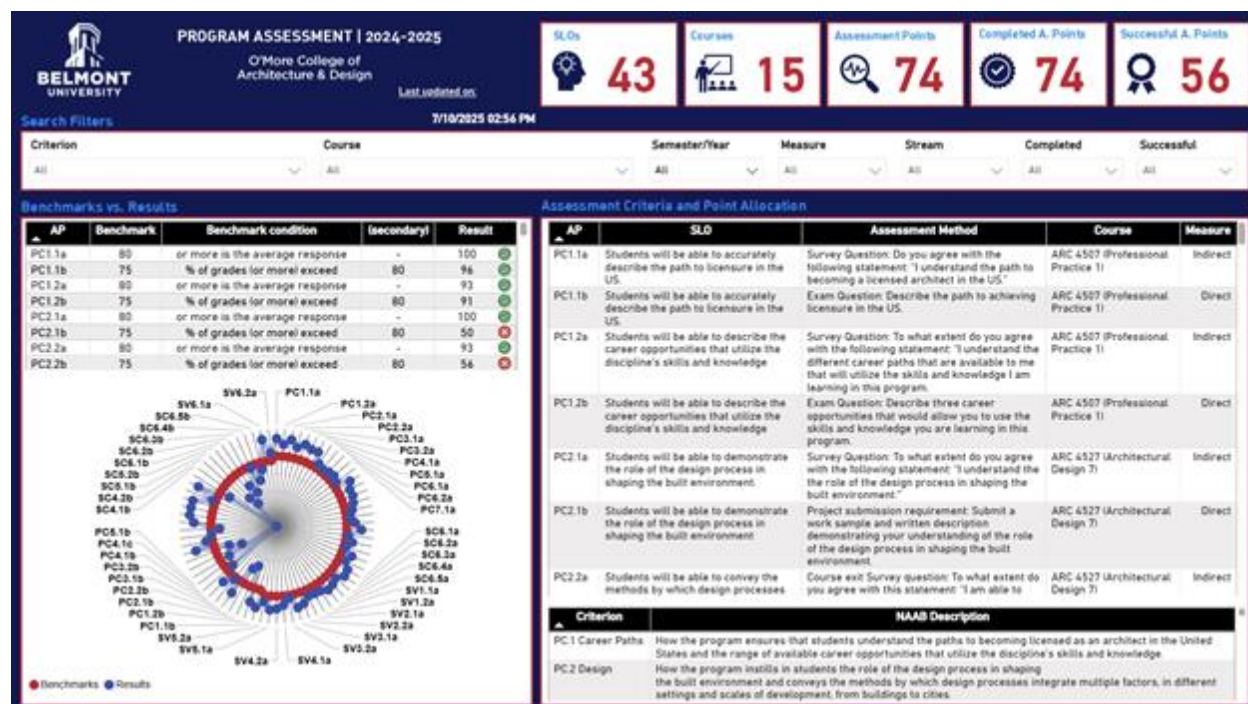


Figure 1. Architecture Program Assessment Dashboard (Power BI): An Interactive platform developed to compile, filter, and visualize assessment results across 74 assessment points, 43 SLOs, and 15 courses. Available in full to the visiting team.

b) Planning and Assessment

Planning and assessment are now firmly embedded in the program's culture. The first full cycle of assessment was completed in AY 2024–25 and reviewed at a two-day faculty retreat in May 2025. Faculty refined the department's mission and vision, identified strengths and areas for growth, and developed recommendations for curricular improvement. Student perspectives—captured through surveys and reflections—were also incorporated, ensuring a balanced view of performance and perception. A detailed retreat report is attached to this APR as evidence of a formal "closing the loop" process. (App. P)

Results from the first cycle, along with faculty recommendations, are being implemented in AY 2025–26 as part of a comprehensive curricular development review. Simple adjustments have already been introduced this semester, while more complex modifications—such as new courses or reconsideration of comprehensive design studios—require broader planning. These discussions are scheduled to begin in Fall 2025 as part of the formal curricular modification process, ensuring substantive changes align with learning outcomes and NAAB expectations. The program has synchronized its internal planning with NAAB accreditation cycles, mapping a long-term sequence of assessment events to ensure continuity and transparency:

- **2024–25:** First assessment cycle completed; results analyzed at May 2025 retreat.
- **October 18, 2025:** Initial Accreditation Visit scheduled.
- **Jan 1, 2025 – Dec 31, 2027:** Initial Accreditation Term in effect.
- **2025–26:** Immediate adjustments implemented; curricular development review launched.
- **2026–27:** Revised curricular map implemented; second assessment cycle carried out.
- **2027–28:** Reflection and refinement year; preparation for Continuing-Accreditation Visit.
- **Fall 2028:** Continuing-Accreditation Visit (potential 8-year term: Jan 2028 – Dec 2035).
- **2028–36:** Two full four-year assessment cycles completed, ensuring readiness for 2036 visit.

By embedding assessment into faculty practice, incorporating student input, and linking results directly to planning, the program demonstrates a sustainable, mission-driven approach to continuous improvement. AY 2025–26 serves as the bridge between assessment results and comprehensive curricular refinement.

Program Assessment Framework: A Transparent Guide for NAAB:

To streamline program assessment, we have developed a structured framework that ensures both student learning and program effectiveness are comprehensively evaluated. At the heart of this framework are 43 Student Learning Outcomes (SLOs), each intentionally mapped to Program Criteria, Student Criteria, and Shared Values. This careful alignment means that every aspect of a criterion or value description is directly measured by at least one SLO, ensuring nothing is overlooked. These SLOs are assessed across 14 courses and the Graduate Exit Survey, resulting in 74 total assessment points. We use both direct and indirect methods: project submissions and exam questions serve as direct measures, while course exit surveys provide indirect feedback. Importantly, each SLO is assessed through both approaches, enabling us to compare how students perceive their own learning with how they demonstrate it.

For survey-based assessments, we employ a 1–5 Likert scale (1 = completely disagree, 5 = completely agree), setting our benchmark for success at an average score of 4.0, or 80/100 when normalized. For coursework, our benchmark is that at least 75% of students achieve a grade of 80 or higher. By combining these benchmarks, we ensure that the outcomes capture both individual performance and broader class trends.

In this way, the framework not only provides robust evidence of student achievement but also offers NAAB a transparent, easy-to-follow system that ties directly back to accreditation requirements.

c) Financial Resources

Since the last visit in 2023, the Architecture program has experienced substantial growth in financial resources, reflecting the University's strong commitment to its development. The operating budget expanded significantly, with marked increases in faculty and staff compensation, targeted facility renovations, and investments in new equipment. Additional full-time faculty have been hired to meet enrollment growth, and the program has been prioritized in capital planning. Looking forward, the University's forthcoming capital campaign—coupled with the dean's priority to secure funding for a new College of Architecture and Design building—underscores continued institutional commitment to ensuring the program has the resources needed to support student learning and achievement. More detail on these financial resources is presented in Section 5.7 of this APR.

d) Information Resources

Since the last visit, the Architecture program has benefited from significant enhancements to its information resources. The Lila D. Bunch Library, located just one block from Hitch Hall, has expanded its print and database collections to include a growing number of architecture titles, with over 1,400 print books, 8,500+ eBooks and journals, 13 architecture-specific databases, and curated research guides. Faculty, students, and staff have equitable access to these resources both online and in person, supported by state-of-the-art digital tools, AI resources, and a forthcoming AI Research Center through the merger of DLIT and the Data Collaborative in 2025.

In addition to robust institutional resources, the program benefits from discipline-specific expertise through a dedicated Architecture Research and Instruction Librarian, who provides targeted support such as specialized research portals, class instruction, and one-on-one research consultations. These services, combined with extensive general library offerings—from scholarly communications support to 24/7 research assistance—ensure that students and faculty have the resources and professional guidance needed to advance teaching, learning, and scholarship in architecture.

e) Statement on NAAB-Accredited Degrees

Our website has been updated to incorporate the exact language from Appendix 2 of the NAAB 2020 Conditions for Accreditation.

f) Student Financial Information

Prospective students are directed to a cost estimator via the architecture program's webpage (see <https://www.belmont.edu/omore/accreditation.html>), which links to the university's comprehensive list of estimated costs for attendance (see <https://www.belmont.edu/sfs/cost/>). This list includes tuition, consolidated student fees, residence hall room charge, meal plan costs, and student health insurance rates. In addition, a total of up to \$1500 per academic year is estimated for textbook and supply costs.

Students applying to the program can also learn about departmental scholarship opportunities on the college's website (see <https://www.belmont.edu/omore/scholarships.html>) and scholarships available to all Belmont University students through the university's website (see <https://www.belmont.edu/sfs/scholarships/>).

Program Changes

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

Program Response:

Not Applicable.

NARRATIVE

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:

In the spring of 2025 Belmont University enrolled 8,264 students and is a mid-sized, private, Christ-centered university situated less than two miles from downtown Nashville with deep institutional roots. Through many iterations following its foundation in 1899 as a women's college dedicated to preparing its graduates to lead "lives of purpose," Belmont has consistently been strongly mission-driven, maintaining a focus on the goal of equipping students for lives of meaning and significance.

Additionally, the O'More College of Architecture and Design has roots in Franklin, Tennessee. The O'More College of Design was founded there in 1970 as an Interior Design school, which later added Fashion and Graphic Design programs in the 1980's. This small, private design college provided a robust design education and enjoyed a long-term relationship with Belmont through shared library resources and articulation agreements for minors at each school. In 2017 the O'More Board of Trustees determined that the small scale of the college made it too vulnerable to the economic stresses growing in higher education and sought to preserve both the legacy and future of the college through a partnership with Belmont. Thus, Belmont University acquired O'More College of Design in 2018 folding these design programs into the already vibrant creative community of Belmont. Nearly 120 students made Belmont their new home in the fall of 2018 as part of the O'More School of Design at Belmont. A year later, the decision to add an architecture program to the curriculum prompted the establishment of the O'More College of Architecture, Art, and Design as a new college on the Belmont campus and Dr. Jhennifer Amundson was hired as its founding dean in 2019. When the Watkins College of Art was also acquired by Belmont in 2020, O'More was designated and remains the O'More College of Architecture and Design. From the beginning, Belmont provided excellent resources and support to establish and nurture O'More as it formed new roots and flourished as part of the broader university.

Under the leadership of president Dr. Gregory Jones, Belmont University recently revised the institutional Mission, Vision, and Values to re-emphasize Christ at our *center* to shape our aims to developing students into future leaders. With a Christ-centered approach, faculty and students are focused on purpose, character, and wisdom for a higher calling – to make our communities better, solving issues and serving others:

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

Our Vision: To be the leading Christ-centered university in the world, radically championing the pursuit of life abundant for all people.

Our Aspirational Aim: To be widely recognized as the leading Christ-centered university in the world, known for:

- Forming diverse leaders of character
- Equipping people to solve the world's complex problems through teaching, research and service
- Being radical champions for helping people and communities flourish

Our Values: Integrity, Inquiry, Collaboration, Service, and Humility

Christ-centered:

- Our university “Bell Core” curriculum includes 6 hrs. of religion courses to better understand the teachings and leadership of Christ.
- In addition to Bell Core, Belmont University requires 50 hrs. of Well Core “credits” (adjusted for transfer students) earned in each of the following ten categories: Intellectual Wellness, Occupational Wellness, Financial Wellness, Cultural Wellness, Spiritual Wellness, Social Wellness, Emotional Wellness, Physical Wellness, Environmental Wellness, and Service.

Student-focused community:

Belmont University invests in student-focused programs that emphasize and prioritize students’ well-being, success, and growth:

- The **Student Success and Flourishing** program houses a variety of resources to help students both during and after completion of their degree programs, including:
- 60+ tutors available through the Learning Center.
- A Growth and Purpose Services (GPS) office for guidance in navigating the academic experience.
- The Office of Career and Professional Development designed to help students, graduates, and alumni stand out among others in their chosen fields.
- The **Office of Student Care and Support** provides holistic care for students experiencing issues such as academic stress, emotional or mental distress, grief, deteriorating physical health, financial or food and housing insecurities, and eating or body image disorders. Faculty and staff can report student concerns through an online form that is readily available through multiple channels and this office responds appropriately, meeting with students confidentially to provide counseling and support.
- In the O’More College of Architecture and Design, the **Vocational Discernment Committee** is making strides to establishing practices throughout the students’ 4 or 5 years in their undergraduate programs to help guide them toward their desired “best fits” within their chosen fields. The committee created the Vocational Compass (“VOCO”) to help guide students through stages of discernment for their chosen career path through the curriculum, including:
 - Completion of the Strong Interest Inventory within first-year courses in each of the four distinct degree programs with guidance and support from the Office of Career and Professional Development program
 - Success of the VOCO Expo Career Fair (February 2025)
 - Creation of the Mentorship program with Advisory Board guidance in Fall 2023 with continued success

Developing diverse leaders of purpose:

- Belmont University’s **Student Life and Leadership** programs are curated to enhance a sense of belonging as well as support and empower future leaders. It houses 180+ student organizations, including 8 nationally recognized fraternities and sororities and hosts 1000+ student events a year.
- Belmont’s **Hope, Unity and Belonging (HUB)** was established in Fall 2022 led by Dr. D’Angelo Taylor, Inaugural Vice President for Hope, Unity and Belonging, and serves as a centralized office dedicated to diversity, equity, inclusion and belonging initiatives. The HUB’s mission is to carry out the institution’s desire for all community members to experience a meaningful and authentic sense of connection.

Equipping them to make the world a better place:

- As part of its academic mission to engage and transform the world, the **Study Abroad Office** connects undergraduate students from all majors with international study, service, and internship opportunities. Students earn Belmont credit towards major, minor, or general education requirements on academic year, semester, and faculty-led short-term programs. More than 1,000 Belmont students study abroad each year and return to campus transformed by their experiences with a greater respect for other cultures and beliefs and an increased skill set for the global marketplace.

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 a cross-disciplinary emphasis on environmental sustainability and social equity. Belmont's architecture program represents a distinct approach to professional architecture education within a faith-filled, liberal arts setting that emphasizes vocational discernment and student choice. Belmont's program aspires to lead by truly integrating general studies and professional education within its architecture majors' experience and through the intentional integration of high-impact educational practices as defined by the AAC&U. 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 and are integral to community formation.

Faculty are well-integrated into the campus community. As the Architecture Program matures, its faculty have found increasing opportunities to teach in the campus-wide first year seminar program, propel their students to engage in research that is intended for presentation at the annual university-wide Belmont University Research Symposium (BURS) and Spring 2025 SPARK Symposium for undergraduate student research, collaborative coursework across the curriculum, service-learning in design courses, supporting our first students to look for internship opportunities, and have an architecture-specific capstone course in the curriculum. The integrative nature of our program is exemplified by curricular ties with environmental science, fine arts, philosophy, and project links between architecture and interior design programs. To ensure that this integrated approach is visible and valuable, the program has instituted a "folio thinking" stream that flows through the entirety of the program. This ePortfolio-based program will increase student achievement through developing metacognitive skills.

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 for serving "as citizen architects" to expeditiously achieve positions of authority and influence. The curriculum of the B.Arch. program addresses the NAAB 2020 Program & Student Criteria, which positions licensure as a means by which graduates engaged in life-long learning 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 able to move expeditiously into strategic positions to achieve their most fulfilling and aspirational goals due to the plan of the program.

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

Overall, **the culture of the architecture program** is characterized by principles that are foundational to its location within Belmont University. Aiming to unify education in the liberal arts and the profession, the architecture program leverages the opportunities provided by the BELL Core to integrate general studies (e.g., philosophy and environmental science) with professional education as a thorough preparation for this inherently interdisciplinary field. We promote broad vocational mindsets that accommodate multiple paths to and adjacent to architecture as a profession, including professional development opportunities and reflective practices while nurturing students' understanding of vocational fulfillment through service-mindedness.

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 for:

- 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**.

Future development of the maturing program will continue to be impacted by the mission and values of the Institution. Melding the strengths of the BELL Core, enjoying an enviable position in one of the fastest-growing design industry markets in the country, and continuing relationships with an enthusiastic profession eager for a professional architecture program in the city, the program is positioned to thrive. Further, the architecture program continues to 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 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 (O'More), one of Belmont's twelve colleges. At the start of this academic year, O'More is home to 342 students: 144 in Architecture, 99 in Interior Design, and 99 in Fashion Design and Merchandising.

The architecture program enjoys a mutually supportive relationship with the other programs in O'More, 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 a minor, and the architecture department currently welcomes all students who declare the minor into select courses as electives. The programs also share classrooms and workshop spaces, including design studios, computer labs, the digital fabrications laboratory and woodshop. The latter is housed in the nearby College of Art, further strengthening the position of the architecture major within creative visual disciplines on the Belmont campus.

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

The program benefits Belmont in many ways, including:

- curricular orientation toward service-learning and community impact bringing positive attention to the University's mission and goals

- fresh renovations of campus buildings from the 1970s and earlier, which has also opened administrative eyes to the value of alternate aesthetics and adaptive reuse
- programs offered by the department but open to the whole student body for BELL Core credit (e.g., fall seminar on technology)
- consistent participation of our faculty in the First Year Seminar program, which serves all majors
- faculty engaging in Interdisciplinary Learning Communities (e.g., Barry Ballinger teaching architecture alongside English)

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

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

Another benefit of its institutional setting is the program's integration with, and thus support of, programs currently existing at the University. The architecture curriculum is integrated with such areas as environmental science, fine art, and philosophy 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 Design ARC 4025** includes a project link with a standing Interior Design studio course.
- **A Minor in Architectural Studies** is available to students throughout the campus.

Additional links that are being investigated are advanced studios that could collaborate with nursing and theatre, and May-term program proposals that currently include faculty from across campus with those in the Architecture Program.

The program contributes to university-wide initiatives and the University's academic plan through exercises that support the Strategic Trajectory to 2030:

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

- Service as a mentor in the Christ-Centered Learning initiative (Anthony Monica)
- Service on the First Year Seminar anthology editorial committee (Joseph Watson)
- Projects facilitated by Josh Yates and the Belmont Innovation Lab (Fernando Lima)

The program develops multidisciplinary relationships and leverages unique opportunities within Belmont and the local design community in Nashville. As the program matures, we have engaged with increasing numbers of opportunities both on- and off-campus. On campus, the program has established creative and intellectual ties to academic programs like those discussed above (e.g., environmental science, nursing); a student chapter of Habitat for Humanity co-housed in O'More; and the College of Art will be open to students across campus. Since its founding, O'More has been a high-level sponsor for the Civic Design Center and has taken several opportunities to

avail itself of that group's great opportunities. Likewise, new relationships with the Nashville chapter of the National Organization of Minority Architects and Middle Tennessee AIA (the latter accelerated with the hiring of its past president as a part-time instructor for spring, 2020) are also promising. The architecture department housed NOMA-Nash Project Pipeline youth program in studios for the past two summers and engaged architecture majors in facilitating activities alongside NOMA's local professional volunteers. This has been a great summer venue for our newly forming NOMAS chapter members to connect with mentors as well.

Architecture Program Participation in University-Wide Initiatives	
University Goal	Program Response
Nurture whole person formation, to teach and develop people of character, purpose, wisdom, and transformational mindset	Content of ARC 1015 (and others) with VoCo vocational discernment, and Annual increases in participation in VoCo Expo by students and employers
Embrace hope and inclusive excellence to help reweave the social fabric	Community-impact projects Continue MOA with Nashville Civic Design Center and expand lecture series and panel discussion collaborations
Engage and serve our neighbors in Nashville and Middle Tennessee as a trusted community partner and radical champion for flourishing.	
Cultivate a more welcoming, equitable and inclusive environment where diverse viewpoints shape the University's future	- Current project to include equity statements on all syllabi - Workshop on assessment & equity from January, 2023 to build on summer program outreach pedagogy in collaboration with NOMA-NASH

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 have benefited /can benefit from such opportunities as:

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

The professional program's appointed NCARB Architect Licensing Advisor, adjunct faculty, and professional guests actively extend invitations for student engagement outside of the classroom. The professional development of faculty and vocational interests of students are a focus area of the College that are formally recorded annually for faculty and collaboratively discussed in monthly meetings.

Students are invited and encouraged to consider extracurricular opportunities through department wide email announcements, ALA presentations to all first-year students in ARC 1015 Craft, Profession, Vocation classes, and through personal engagement with faculty and advisors. This includes ongoing professional development of all architecture majors for networking to reveal internship/externship opportunities in the Nashville metro areas as they establish NCARB AXP records.

Summary Statement of 1 – Context and Mission

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

Program Response:

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

Shaped by the University's mission, Belmont's architecture program aims to prepare future citizen architects to improve the world through the process and medium of building, with special emphases on environmental sustainability and social equity.

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. In addition to the traditional needs of architectural education, the program

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

Belmont graduates will have a distinct focus 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.

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

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

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

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

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

Self-assessment:

This shared value is incorporated into two Student Learning Outcomes (SLOs) that align with the Design Shared Value description. These SLOs are implemented in Architectural Design 6 (ARC 4026), and the graduate exit survey is conducted during the spring semester of the fifth year. They are evaluated through two complementary assessment points using indirect methods. These assessments aim to provide insights into the extent to which this value has been fostered among students. The following table outlines the assessment framework for this value:

Assessment Point	Assessment Method	Course	Results
SLO SV1.1 - Students will be able to design better, safer, more equitable, resilient, and sustainable built environments.			
SV1.1a	Survey Question: To what degree do you agree with the following statement: "I feel equipped to design better, safer, more equitable, resilient, and sustainable built environments."	ARC 4026 (Architectural Design 6)	89 of average response (exceeds Benchmark - 80)
SLO SV1.2 - Students will be able to describe why design thinking and integrated design solutions are hallmarks of their education, discipline, and profession.			
SV1.2a	Survey Question: To what degree do you agree with the following statement: "I feel equipped to describe why design thinking and integrated design solutions are hallmarks of your education, discipline, and profession?"	Graduate Exit Survey	88 of average response (exceeds Benchmark - 80)

SV1.1a: In Architectural Design 6 (ARC 4026), students are required to design projects that address critical topics such as promoting equitable growth and strengthening community bonds. These projects challenge students to integrate social, economic, and environmental considerations into their design process, ensuring that their proposals contribute to more inclusive and sustainable urban development.

Aligned with the Student Learning Outcome (SLO) that emphasizes designing better, safer, more equitable, resilient, and sustainable built environments, the course encourages students to engage in real-world challenges. Through research, iterative design processes, and critical reflection, students explore how architecture can serve as a catalyst for positive change, fostering community well-being and long-term resilience. At the conclusion of the

course, students shared their perceptions on how equipped they are to design better, safer, more equitable, resilient, and sustainable built environments through a course exit survey question that is aligned with this assessment point's SLO.

SV1.2a: The program considers a Graduate Exit Survey an essential tool for evaluating the long-term impact of our program on students' critical thinking and professional readiness. Understanding design thinking and integrated design solutions is fundamental to navigating complex architectural challenges, fostering interdisciplinary collaboration, and advancing sustainable and innovative solutions. The survey question: *"To what degree do you agree with the following statement: 'I feel equipped to describe why design thinking and integrated design solutions are hallmarks of your education, discipline, and profession?'"* helps assess students' confidence in articulating this core concept. It provides insight into how effectively this aspect of their education has been reinforced and identifies areas for potential curriculum improvement.

Summary of Results: All assessment points related to this shared value were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this shared value were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

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

Program Response:

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

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

- A great number of **architectural design** projects focus on community impact ([App.G](#))
- The **history courses** have environmental questions running through many conversations, from the South's plantation economy, concrete and modernism to Indigenous worldviews, and Chicago's grain elevators. Environmental questions permeate this curricular stream and, when appropriate, emphasize questions of stewardship, from early humans' use of fire to the Metabolist movement in the late 20th century. ARC 3033 devotes an entire three-week module to Indigenous worldviews and ways of building, focusing in particular on concepts like seven-generational thinking and relationality. The course also takes a multifaceted approach to industrialization, balancing an understanding of architects' contributions to environmental destruction—through, say, entanglements with the oil

industry—with efforts to alter environments for the better—in, for example, the work of Frederick Law Olmsted and the TVA.

- 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 affect their developing worldview and professional outlook.

Self-Assessment:

This shared value is incorporated into two Student Learning Outcomes (SLOs) that align with the Environmental Stewardship and Professional Responsibility Shared Value description. These SLOs are implemented in Senior Capstone for Architecture (ARC 4015) and Architectural Design 7 (ARC 4527). They are evaluated through two complementary assessment points using indirect methods. These assessments aim to provide insights into the extent to which this value has been fostered among students. The following table outlines the assessment framework for this value:

Assessment Point	Assessment Method	Course	Results
SLO SV2.1 - Students will be able to describe their future professional responsibilities for environmental stewardship.			
SV2.1a	Survey Question: To what degree do you agree with the following statement: “I understand the impact of architects’ work on the natural world and public health, safety, and welfare.	ARC 4015 (Senior Capstone for Arch)	88 of average response (exceeds Benchmark - 80)
SLO SV2.2 - Students will be able to describe HSW responsibilities and address them in comprehensive approaches to design solutions.			
SV2.2a	Survey Question: To what degree do you agree with the following statement: “I understand the HSW responsibilities and address them in comprehensive approaches to design solutions.	ARC 4527 (Architectural Design 7)	93 of average response (exceeds Benchmark - 80)

SV2.1a: Senior Capstone for Architecture (ARC 4015) culminates the BELL Core (general studies) program for architecture majors. Serving the goals of the University-wide program, the course invites students to reflect on their personal and professional development, the way that courses in general education and the architecture major “shed light on the nature and source of meaningful living,” and “how those experiences will inform and guide your future” (University Catalog; BELL Core website). Offered within the Dept. of Architecture, ARC 4015 ensures that students bring their diverse learning to bear on their futures in the architecture profession (and/or allied fields), with a special focus on values that are central both to our curriculum and to the architecture profession.

These goals are pursued by guiding students to expand and finalize the ePortfolio that they established earlier in the program with material drawn from a variety of sources, including their time at Belmont (and other institutions, when appropriate), employment experiences, extracurriculars, travel, and hobbies. One “theme” page for the ePortfolio, “Ecological Responsibility and Sustainability, captures students’ understanding of SV 2 (Environmental Stewardship & Professional Responsibility) and allows them to reflect on how their learning and experiences across campus have formed their current thinking and will guide their future work to responsibly manage the impact of architecture projects on the

At the conclusion of the course, students shared their perceptions on how equipped they are to understand the impact of architects' work on the natural world and public health, safety, and welfare through a course exit survey question that is aligned with this assessment point's SLO.

SV2.2a: In Architectural Design 7 (ARC 4527), students used a holistic iterative design process to develop proposals for the adaptive reuse and expansion of an existing building on the Belmont University campus for the growing O'More College of Architecture and Design. In the initial investigation phase, students identified HSW design requirements and considerations for the project. As they developed a design for the project, each student conducted a code review, which included analysis of the range of HSW factors applicable to their project. Based on their code review, students refined their designs in response to HSW requirements using BIM software to verify compliance. They documented their solutions by producing a set of HSW plans for the project along with a synopsis of their code review. At the conclusion of the course, students shared their perceptions on how equipped they are to understand the HSW responsibilities and address them in comprehensive approaches to design solutions through a course exit survey question that is aligned with this assessment point's SLO.

Summary of Results: All assessment points related to this shared value were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this shared value were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

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 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 the 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. The program addresses values of DEI in long-range planning by ensuring:

- an equitable approach to diversity in human resources: Faculty/staff searches use language to encourage underrepresented groups to apply; ads specifically circulated to groups like NOMA; advertising on minority-focused websites, etc.
- diverse community activities & distribution of physical and financial resources through:
 - college financial support directed toward sponsorship of Civic Design Center (which addresses equity issues all the time) & NOMA conference
 - department resources supporting both AIAS & NOMAS
- equity in curriculum content and approach:
 - community impact projects ([App. G](#))
 - themes in the history courses (ARC 3033 especially begins with a module on Native America and continues with attention to both slavery and the plantation economy but also the work of free people of color, the role of race and gender in 19th/early 20th century professionalization, discussions of immigration, class conflict, labor organizing, the design of contemporary African American museums, and the intersection of class and race in contemporary gentrification.)
 - All faculty contending with increasing the equity in assessment techniques, as promoted in a January workshop
- diverse representation among guests invited to participate in our program:
 - The four architect-members of the advisory board include one Black woman, one white woman, and two white men
 - Invitations to reviewers that represent the diversity of Nashville's professional community
- Opportunities for students to reflect on matters of equity and how "studies and experiences in DEI affects their developing worldview and professional outlook" in reflection exercises at the conclusion of semester courses that are recorded in their ePortfolio

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

Self-Assessment:

This shared value is incorporated into two Student Learning Outcomes (SLOs) that align with the Equity, Diversity, and Inclusion Shared Value description. These SLOs are implemented in Architectural Design 4 (ARC 3024) and in the graduate exit survey, conducted during the spring semester of the fifth year. They are evaluated through two complementary assessment points using indirect methods. These assessments aim to provide insights into the extent to which this value has been fostered among students. The following table outlines the assessment framework for this value:

Assessment Point	Assessment Method	Course	Results
SLO SV3.1 - Students will be able to describe how design, policies, words, actions, and respectful learning/teaching/working environments contribute to social equity and inclusion.			
SV3.1a	Course exit survey: To what degree would you agree with the following statement: This course has increased my understanding of how design, policies, words, actions, and respectful learning/teaching/working	ARC 3024 (Architectural Design 4)	96 of average response (exceeds Benchmark - 80)

	environments contribute to social equity and inclusion.		
SLO SV3.2 - Students will be able to describe how the profession of architecture can support a range of pathways for students seeking access to an architecture education.			
SV3.2a	Course exit survey: To what degree would you agree with the following statement: The program has increased my understanding of how architecture can support a range of pathways for students seeking access to architecture education.	Graduate Exit Survey	84 of average response (exceeds Benchmark - 80)

SV3.1a: Architectural Design 4 (ARC 3024) requires responsiveness to context, principles of composition, and a given program. It also includes studies of historic and regional typologies in relation to building form and planning to solve contemporary residential problems. One of the course requirements per the syllabus is also to include a purposeful connection with the History of Architecture course in which students are concurrently enrolled. The project in this course was to design a building for a non-profit organization dedicated to closing the "dignity deficit" in the homeless population. This included housing office programs fighting homelessness, along with memorializing the homeless through death with respect and dignity. The students studied the complex issues around homelessness, analyzed a challenging site with visibility to Nashville's State Capitol building, and reinforced their digital workflow as part of a cohesive design process.

The themes discussed through this connection across classes included how we understand a community's culture in which you are building to allow your design to be respectful and honor that culture. We talk about what it means to understand the historical implications of a site and its surrounding context, as well as the political and socio-economic implications as well. This meaningful connection between the courses, focusing on the overlapping themes in both, highlights the importance of these elements as a means to contribute to social equity and inclusion in their profession. The connection points are also a tool to encourage the entire cohort to gel together, establishing a richer collective sense of healthy learning, teaching, and working environments. At the conclusion of the course, students shared their perceptions on how equipped they are to understand how design, policies, words, actions, and respectful learning/teaching/working environments contribute to social equity and inclusion through a course exit survey question that is aligned with this assessment point's SLO.

SV3.2a: The program considers a Graduate Exit Survey an essential tool for evaluating the long-term impact of our program on students' critical thinking and professional readiness. Understanding design thinking and integrated design solutions is fundamental to navigating complex architectural challenges, fostering interdisciplinary collaboration, and advancing sustainable and innovative solutions. The survey question: "Course exit survey: To what degree would you agree with the following statement: The program has increased my understanding of how architecture can support a range of pathways for students seeking access to an architecture education?" helps assess students' confidence in articulating this core concept. It provides insight into how effectively this aspect of their education has been reinforced and identifies areas for potential curriculum improvement.

Summary of Results: All assessment points related to this shared value were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this shared value were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

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

Program Response:

The program approaches values of *knowledge and innovation* through its encouragement for students to discover new knowledge, solutions, and prospects based in their critical studies of changing conditions, revised understanding of accepted facts, and reevaluation of longstanding, working traditions. Rather than a belief in architectural invention—the truly rare occurrences of something entirely new, —the program nurtures students’ process toward innovation: studying and understanding established conditions, means, precedents, approaches, materials, and traditions, and improving on them. Innovative architecture and architectural practices make the built environment more fully responsive to cultural needs and improves the discipline through its increased relevance. We believe that human creativity reflects a divine Creator, not in our ability to make something of nothing but rather in our desire to fulfill, change, rectify, and establish relationships through the things we can design and make from what has already been created. Innovation is a focus throughout the College and is one of its stated values.⁴

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

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

Self-Assessment:

This shared value is incorporated into two Student Learning Outcomes (SLOs) that align with the Knowledge and Innovation Shared Value description. These SLOs are implemented in the Comprehensive Design Seminar (ARC 4518). They are evaluated through two complementary assessment points using indirect methods. These assessments aim to provide insights into the extent to which this value has been fostered among students. The following table outlines the assessment framework for this value:

Assessment Point	Assessment Method	Course	Results
SLO SV4.1 - Students will be able to create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions.			
SV4.1a	Survey Question: Do you agree with the following statement: “I feel prepared to create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions.”	ARC 4518 (Comprehensive Design Seminar)	91 of average response (exceeds Benchmark - 80)
SLO SV4.2 - Students will be able to describe how new knowledge advances architecture as a cultural force, drives innovation and prompts the continuous improvement of the discipline.			

SV4.2a	Survey Question: "To what extent do you agree with the following statement: "I understand how new knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline."	ARC 4518 (Comprehensive Design Seminar)	94 of average response (exceeds Benchmark - 80)

SV4.1a: In Comprehensive Design Seminar (ARC 4518), students developed a proposal to research innovations in building performance through a hypothetical post-occupancy evaluation (POE) of their studio design project as if it had been constructed and occupied. Students were required to assess the building performance goals of their design project and to select a subset of these objectives for further study. For the given performance goal(s), students investigated emergent technologies or methods for improving building performance and integrated their findings into their project design. They then considered the life-cycle and operational impacts of this implementation as the subject of a post-occupancy evaluation of emergent technology or method. The POE proposal included the development of research questions, a statement of methodology, and expected outcomes. Upon development of the proposal, students reflected upon the role of research within the architectural design process and how the development of a POE proposal influenced their understanding of their design work. At the conclusion of the course, students self-assessed their preparedness to create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions through a course exit survey question aligned with this assessment point's SLO.

SV4.2a: In Comprehensive Design Seminar (ARC 4518), students developed a proposal to research innovations in building performance through a hypothetical post-occupancy evaluation (POE) of their studio design project as if it had been constructed and occupied. Students were required to assess the building performance goals of their design project and to select a subset of these objectives for further study. For the given performance goal(s), students investigated emergent technologies or methods for improving building performance and integrated their findings into their project design. They then considered the life-cycle and operational impacts of this implementation as the subject of a post-occupancy evaluation of the emergent technology or method. The POE proposal included the development of research questions, a statement of methodology, and expected outcomes. Upon development of the proposal, students reflected upon the role of research within the architectural design process and how the development of a POE proposal influenced their understanding of their design work. At the conclusion of the course, students self-assessed their understanding of how new knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline through a course exit survey question aligned with this assessment point's SLO.

Summary of Results: All assessment points related to this shared value were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this shared value were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

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

Program Response:

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

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

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

The program intends to continually address the values of *leadership, collaboration, and community engagement* in its long-range planning by addressing these definitions of influence, collaboration, and engagement in all courses that address them. Additional opportunities to work with “real” projects in the community (especially by partnering with Nashville’s Civic Design Center) will be central, and ideally part of the orientation process for first-year students.

Since its founding, the program has addressed:

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

Self-Assessment:

This shared value is incorporated into two Student Learning Outcomes (SLOs) that align with the Leadership, Collaboration, and Community Engagement Shared Value description. These SLOs are implemented in Professional Practice 1 (ARC 4507) and Architectural Design 6 (ARC 4026). They are evaluated through two complementary assessment points using indirect methods. These assessments aim to provide insights into the extent to which this value has been fostered among students. The following table outlines the assessment framework for this value:

Assessment Point	Assessment Method	Course	Results
SLO SV5.1 - Students will be able to describe and define the process of working with other disciplines on project outcomes.			
SV5.1a	Survey Question: To what degree do you agree with the following statement: “I feel equipped to practice design as	ARC 4507 (Professional Practice 1)	96 of average response (exceeds Benchmark - 80)

	a collaborative, inclusive, creative, and empathetic enterprise with other disciplines."		
SLO SV5.2 - Students will be able to describe and define the process and importance of community engagement in terms of inclusivity and empathy.			
SV5.2a	Course exit survey: Survey Question: To what degree do you agree with the following statement: "I was able to better understand and apply inclusivity and empathy in my design process during this studio."	ARC 4026 (Architectural Design 6)	87 of average response (exceeds Benchmark - 80)

SV5.1a: Collaboration, inclusivity, and empathy are directly aligned with Belmont's mission, aspirational aims, and values which influence all instructional intent of our program. We promote architecture as a creative process that is meant to be creative and transformative. These characteristics are instilled in students in the design studios, beginning with ARC 1015 Foundations by encouraging risk-taking and rewarding the process of iteration over product. Instructors often assign design problems and tasks to groups of varying sizes for students to work collaboratively and inclusively. Projects are often directed to solving a problem which promotes inclusivity and requires empathy for others. Turning the focus of collaboration skills to the role of a professional architect, in Professional Practice 1 (ARC 4507) students are introduced to the collaborative and leadership roles of an architect within the practice of architecture as an employer, employee, design team member, client partner, and client representative. Utilizing our study of contractual agreements, the relationship of in-house and consultant teams, working with a client, the construction process (in office and onsite), and the architect's liability in the design industry, students will understand the importance of their collaboration and leadership skills. Readings from The Architecture Student's Handbook of Professional Practice serve as introductions to these aspects of architectural practice which are followed by class presentations and discussions led by the instructor and local industry experts. These presentations highlight opportunities within the design and construction process when architects are required to solve complex problems in both physical context and social contexts including the role of the architect as community builder. At the conclusion of the course, students shared their perceptions on how equipped they are to practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines through a course exit survey question that is aligned with this assessment point's SLO.

SV5.2a: In Architectural Design 6 (ARC 4026), students are required to design projects that address critical topics such as promoting equitable growth and strengthening community bonds. These projects challenge students to integrate social, economic, and environmental considerations into their design process, ensuring that their proposals contribute to more inclusive and sustainable urban development. Aligned with the Student Learning Outcome (SLO) that emphasizes applying inclusivity and empathy in the design process, the course encourages students to engage with real-world challenges. Through research, iterative design processes, and critical reflection, students explore how architecture can serve as a catalyst for positive change, fostering community well-being and long-term resilience. At the conclusion of the course, students shared their perceptions on how equipped they are to better understand and apply inclusivity and empathy in their design process." through a course exit survey question that is aligned with this assessment point's SLO.

Summary of Results: All assessment points related to this shared value were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this shared value were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

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

Program Response:

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

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

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

The program intends to continually address the value of *lifelong learning* in its long-range planning by annually reviewing opportunities taken, missed, and that remain for future potentials. We understand this to be central to vocational discernment and folio thinking. We also emphasize the concept of "life-wide" learning, which is a mainstay in folio thinking practices, to consider the various ways experience of all kinds contributes to whole-person and professional formation.

Self-Assessment: This shared value is incorporated into two Student Learning Outcomes (SLOs) that align with the Lifelong Learning Shared Value description. These SLOs are implemented in Craft, Profession, and Vocation (ARC 1015) and Senior Capstone for Architecture (ARC 4527). They are evaluated through two complementary assessment points using direct methods (individual statements). These assessments aim to provide insights into the extent to which this value has been fostered among students. The following table outlines the assessment framework for this value:

Assessment Point	Assessment Method	Course	Results
SLO SV6.1 - Students will be able to demonstrate vocational goals integrating faith commitments and professional aspirations by writing a personal mission statement.			
SV6.1a	Assignment: Prepare a personal mission statement on vocational goals integrating faith commitments and professional aspirations.	ARC 1015 (Craft, Profession, Vocation)	100% of grades higher than 80 (below Benchmark - 75%)
SLO SV6.2 - Students will be able to compose a statement on professionalism informed by faith within an understanding of the historic traditions of service and vocation in Christian practices.			
SV6.2a	Assignment: Prepare a statement on professionalism informed by faith within an understanding of the historic traditions of service and vocation in Christian practices.	ARC 4015 (Senior Capstone for Arch)	84% of grades higher than 80 (below Benchmark - 75%)

SV6.1a: As part of Belmont's Strategic Path to 2030, university leadership has identified 5 pathways. The first pathway is entitled 'Whole-Person Formation'. This university-wide objective signals the O'More College of Architecture and Design's unique awareness and concern for the personal development of each student as a community member and as an architect. Because Belmont is a Christ-centered university, students are encouraged to meld their career/professional aspirations with their perceived faith objectives. Craft Profession and Vocation (ARC 1015) encourages students beginning in the first semester of their freshman year to consider the role of architect as more than simply a career but also a vocation. This provides students with an opportunity to integrate personal advocacy with their architectural pursuits. The role of the architect advocating for and participating in historic preservation, adaptive reuse, urban planning, neighborhood context, sustainability, equity, diversity, place-making, and beauty is seen as a mission of the individual architect. Students are challenged to write a personal mission statement shaped by the advice of Steven Covey. This assessment prompts students to consider their work/career goals but expand their expectations to integrate goals that address personal and faith-inspired aspirations. The assessment is graded on clarity, brevity, and impact using an assigned [Rubric].

SV6.2a: The Senior Capstone for Architecture (ARC 4015) serves as the culminating experience of the BELL Core (general studies) program, guiding architecture majors to reflect on their academic and professional growth. The course encourages students to synthesize knowledge from both general education and architecture coursework, considering how these experiences contribute to a meaningful and purpose-driven life. A key component of the course is the ePortfolio, which students expand and finalize using materials from their academic journey, employment, extracurricular activities, travel, and personal interests. One critical element, the "Life-long and Life-wide Learning" theme page, directly addresses this shared value by encouraging students to explore learning beyond formal education. This approach recognizes that professional growth occurs in a variety of contexts—classrooms, workplaces, volunteer activities, travel, and personal pursuits—emphasizing the interplay between life-long (continuous professional development) and life-wide (learning across diverse experiences) education.

To assess students' understanding of lifelong learning, ARC 4015 includes a structured evaluation through a written reflection in the ePortfolio. In this assessment, students articulate the importance of both lifelong and life-wide learning within the context of NAAB's shared values, addressing key aspects such as the discipline's body of knowledge, its role in broader societal contexts, the necessity of continuous professional growth, and their strategies for staying current in the field. By fostering this awareness, ARC 4015 prepares students to critically engage with the evolving nature of architecture, ensuring they remain adaptable and informed throughout their careers.

Summary of Results: All assessment points related to this shared value were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this shared value were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

The program must provide:

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

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

Responses which are applicable to both programs can be included as ‘Overall’ statements, with any information which is distinct to the respective programs included separately.

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

Department Co-chair Tom Lowing has taken on the responsibilities of serving as the program’s Architecture Experience Program (AXP) Architecture Licensing Advisor (ALA). In his first full year with the inaugural class, he:

- Arranged the NCARB's special event presentation of "Designing Your Future: Creating Value in Your Career" by Martin Smith, AIA, NCARB -Assistant Vice President, Experience + Education, NCARB. The event was held in-person on campus for architecture majors on April 7, 2022.
- Presented the Architecture Department Professional Practice and Program Overview: A Strategic Plan for Success in Professional Practice and the Program to the leading cohort of architecture majors on April 21, 2022.
- Met with emerging professionals and invited students to attend a special presentation on AXP and ARE licensing requirements hosted by the AIA Middle Tennessee Chapter and presented by Harry M. Falconer Jr., FAIA, NCARB, Hon. FCARM -Vice President, Experience + Education NCARB when he visited Nashville to attend the NOMA 2022 Unplugged national conference. (Oct. 2022)

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

In the ARC 1010 Folio Thinking students are guided through a consistent, guided process of metacognition that is central to this introductory “folio thinking” course in the first year and ARC 4015, Senior Capstone for Architecture, in the fifth. Throughout their studies, students engage with the ePortfolio as a vessel to collect products of their work and reflect on its process, along with varied additional activities, events, and accomplishments. The mid-program review point of assessment guides students to take a wholistic view of their progress via artifacts and exercises collected in their ePortfolios and receive faculty feedback, providing an important touchpoint to these goals in the third year of the program.

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

- **Professional Practice** (ARC 4507 & 4508 courses) delves into the licensure process and examines transferable skills that people with architectural training can use in other disciplines.
- In the **Senior Capstone** (ARC 4015 course) guides students to reflect on their initial impressions of the profession that were captured in the ePortfolio established in the first year.

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

Self-Assessment: This criterion is evaluated through two Student Learning Outcomes (SLOs) aligned with the PC.1 Career Paths criterion description. The SLOs are applied in Professional Practice 1 (ARC 4507) and assessed through four complementary assessment points (two per SLO) using both direct and indirect methods. This approach, consistent throughout many criteria, enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the ability to accurately describe the path to licensure in the US", and (ii) "the ability to describe the career opportunities that utilize the discipline's skills and knowledge". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO PC1.1 - Students will be able to accurately describe the path to licensure in the US.			
PC1.1a	Survey Question: Do you agree with the following statement: "I understand the path to becoming a licensed architect in the US."	ARC 4507 (Professional Practice 1)	100 of average response (exceeds Benchmark - 80)
PC1.1b	Exam Question: "Describe the path to achieving licensure in the US."	ARC 4507 (Professional Practice 1)	96% of grades higher than 80 (exceeds Benchmark - 75%)
SLO PC1.2 - Students will be able to describe the career opportunities that utilize the discipline's skills and knowledge.			
PC1.2a	Survey Question: "To what extent do you agree with the following statement: "I understand the different career paths that are available to me that will utilize the skills and knowledge I am learning in this program."	ARC 4507 (Professional Practice 1)	93 of average response (exceeds Benchmark - 80)
PC1.2b	Exam Question: "Describe three career opportunities that would allow you to use the skills and knowledge you are learning in this program."	ARC 4507 (Professional Practice 1)	91% of grades higher than 80 (exceeds Benchmark - 75%)

PC1.1a: In Professional Practice 1 (ARC 4527) which students take in their fifth year, the requirements to become a licensed architect and the practical requirements of education, experience and examination are investigated in detail and pertinence to the individual student. An initial [\[quiz\]](#) establishes their existing understanding (or recall) of the process. Students read pertinent sections of Chapter 1 Professional Life from [\[The Architecture Student's Handbook of Professional Practice\]](#) to frame the path to licensure. Utilizing the [\[NCARB website\]](#), students research the typical and varying requirements by state and by country. As an [\[assignment\]](#), students develop a proposed personal plan for an intentional and reasonable path to licensure based on their research of the starting salaries, cost of maintaining an NCARB file, AXP, ARE examinations, AIA membership, life stages, and economic potential after licensure. An expedient path and the benefit of licensure is emphasized and encouraged in class material and [\[discussions\]](#). This assessment, a survey question aligned with its respective SLO, required students to self-assess their level of understanding of the path to becoming a licensed architect in the US by rating their agreement with a statement that indicates varying degrees of agreement.

PC1.1b: This assessment point pairs a direct assessment method (an exam question) with the indirect method for PC1.1a. This assignment is measured by their correct representation of the three main components of education, experience, and education; the inclusion of elements that may vary by state; the thoroughness of their response; and appropriate professional-level grammatical presentation according to this assessment point's SLO and the following [\[Rubric\]](#).

PC1.2a: The program emphasizes that the knowledge and skills learned in architectural programs can apply to a variety of careers in architecture and other related fields and are well supported by the careers of our full-time and adjunct faculty. In Professional Practice 1 (ARC 4527), students are required to choose and read selections from the books, [\[What Kind of Architect Are You?\]](#) by Udo Greinacher and [\[Architects After Architecture: Alternative Pathways for Practice\]](#) edited by Harris, Hyde and Marcaccio. The first source presents architects demonstrating how their interests and goals shaped their architectural careers. In the second reading, students hear from individuals with an architectural education and/or licenses but who work in non-traditional manners or have pivoted into other careers. Instead of a predetermined selection, students chose their reading selections based on their interests or vision of their future careers. At this assessment point, students are required to evaluate their understanding of the diverse career paths available to them, considering how they can apply the skills and knowledge gained during their time at Belmont. This self-assessment is aligned with the respective Student Learning Outcome (SLO) and encourages students to reflect on their professional opportunities beyond traditional architectural practice.

PC1.2b: This assessment point pairs a direct assessment method (Exam Question) with the direct method for PC1.2a. The program acknowledges that not all students who complete an architecture degree will pursue licensure as architects. We encourage students to explore the diverse career paths available to them with their architectural education. At this assessment point, students must identify and describe three career opportunities that leverage the skills and knowledge acquired in the program. Their submissions will be evaluated based on a review of their work, alignment with the Student Learning Outcome (SLO) for this assessment, and the criteria outlined in the accompanying [\[Rubric\]](#).

Summary of Results: All assessment points related to this criterion were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this criterion were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in next year's assessment cycle.

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

Program Response:

The program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors in different settings and scales of development. Through multiple semesters of design courses, students develop skills from a focus on fundamental principles to more sophisticated integration of both inter- and intra-disciplinary coursework and finally to highly complex design projects in advanced courses.

The program's premise in design thinking starts with foundational representations that show architectural design is the intellectual act of projecting the arrangement of materials to create a building that will perform a function, stand against structural and environmental demands, and fulfill humanity's need for visual delight, physical comfort, and emotional enjoyment.

The PC.2 Design criterion is intentionally developed across all semesters through a wide range of curricular and co-curricular experiences; however, the program has chosen to assess it in ARC 4527 – Architectural Design 7, given its placement within the curriculum map and the cumulative scaffolding of knowledge that leads into it.

Self-Assessment: This criterion is evaluated through two Student Learning Outcomes (SLOs) aligned with the PC.2 Design criterion description. The SLOs are applied in Architectural Design 7 (ARC 4527) and assessed through four complementary assessment points (four per SLO) using both direct and indirect methods. This approach enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the role of the design process in shaping the built environment." and (ii) "the ability to convey the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities." The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO PC2.1 - Students will be able to demonstrate the role of the design process in shaping the built environment.			
PC2.1a	Survey Question: To what extent do you agree with the following statement: "I understand the role of the design process in shaping the built environment."	ARC 4527 (Architectural Design 7)	100 of average response (exceeds Benchmark - 80)
PC2.1b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating the role of the design process in shaping the built environment	ARC 4527 (Architectural Design 7)	50% of grades higher than 80 (below Benchmark - 75%)
SLO PC2.2 - Students will be able to convey the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.			
PC2.2a	Course exit Survey question: To what extent do you agree with this statement: "I am able to convey the methods by which design processes	ARC 4527 (Architectural Design 7)	93 of average response (exceeds Benchmark - 80)

	integrate multiple factors, in different settings and scales of development, from buildings to cities.		
PC2.2b	Project submission requirement: Submit a drawing, diagram, or written description conveying the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.	ARC 4527 (Architectural Design 7)	56% of grades higher than 80 (below Benchmark - 75%)

PC2.1a: In Architectural Design 7 (ARC 4527), Sections 1 and 2, students engaged with complex architectural principles and systems to inform their design decisions. Through a holistic, iterative design process, they developed proposals for the adaptive reuse and expansion of an existing building on Belmont University's campus. Their designs considered both the building's transformation and its integration within the surrounding project situation, addressing the evolving needs of the growing O'More College of Architecture and Design [[Course Syllabus - section 1](#)] [[Course Syllabus – section 2](#)]. This comprehensive design studio included an analysis of the systems and implications of adaptive reuse, codes and regulations, universal design, structural systems, and environmental impacts of the project [[Design Synthesis Assignments - section 1](#)] [[Design Synthesis Assignments - section 2](#)]. Having experienced a clearly defined design process that provided methods for creating, evaluating, and synthesizing architectural design, at the conclusion of the course, students self-assessed their understanding of the role of the design process in shaping the built environment through a course exit survey question that is aligned with this assessment point's SLO.

PC2.1b: This assessment point pairs a direct assessment method (project submission) with the indirect method for PC2.1a. Students were required to Submit a drawing, diagram, or written description conveying the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. Their understanding was evaluated based on the assessment point's SLO and the criteria outlined in the [[Rubric](#)].

PC2.2a: In Architectural Design 7 (ARC 4527), Sections 1 and 2, students engaged with complex architectural principles and systems to inform their design decisions. Through a holistic, iterative design process, they developed proposals for the adaptive reuse and expansion of an existing building on Belmont University's campus. Their designs considered both the building's transformation and its integration within the surrounding project situation, addressing the evolving needs of the growing O'More College of Architecture and Design [[Course Syllabus - section 1](#)] [[Course Syllabus – section 2](#)]. Students began by working together to investigate the project's physical, ecological, social, political, and economic conditions, past and present, across multiple scales including state, region, city, and neighborhood. They studied the project site and climate and investigated applicable regulatory requirements. Students also analyzed a given set of user requirements and identified relevant passive design strategies, structural systems, environmental control systems, and building materials and assemblies. [Assignment 1: Investigation]. Each student then examined and synthesized this information as they developed a conceptual framework for their project that integrated their findings into a unique design vision that responded to these factors at multiple scales of consideration from the region of Middle Tennessee to the City of Nashville, to the Belmont Campus, to the project site. [[Assignment 2: Framework](#)]. At the conclusion of the course, the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities through a course exit survey question aligned with this assessment point's SLO.

PC2.2b: This assessment point pairs a direct assessment method (a written reflection) with the indirect method for PC2.2a. Students were required to articulate a thorough documentation of the project process and outcomes [Assignment 6: Design Refinement]. Their design refinement was assessed for understanding the role of the design process in shaping the built environment. Their understanding was evaluated based on the assessment point's SLO and the criteria outlined in the [Rubric].

Summary of Results: All assessment points related to this criterion were evaluated for the first time in the Fall 2024 semester, coinciding with the inaugural offering of Architectural Design 7 (ARC 4527). During this assessment, two assessment points (PC2.1a and PC2.2a) exceeded the proposed benchmark for survey questions (average response ≥ 80), achieving an average response of 100 and 93, respectively. However, the other two assessment points (PC2.1b and PC2.2b) did not meet the benchmark for submitted work (at least 75% of grades ≥ 80), with only 50% and 56% of students reaching the threshold.

Summary of Modifications: The ARC 4527 instructors proposed the following improvements:

1. Develop common understanding, language, and tactics of the positive role of design in architecture using established Design Thinking approaches to equip students in design as a core competency of the program.
2. Introduce Design Thinking as a consistent approach in the first two years of the program starting in the 2025-26 academic year with the ARC1003 Foundations course.
3. Build on the common foundation of Design Thinking toward more nuanced and tailored approaches in upper-level studios.
4. Reweave the fabric between the Liberal Arts and Professional Preparation by developing a thick interrelationship between Design Thinking and Metacognition through the robust coordination of Folio Thinking and the Design Studio sequence as the combined core of the curriculum.
5. Coordinate studio courses to ensure that a wide range of design factors and scales are considered in design by all students in the program.

All the proposed improvements require broader reflection, discussion, and coordination to be effectively implemented, and will be considered during the curricular modification planning beginning in the Fall 2025 semester.

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

Program Response:

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

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

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

- Craft, Profession, Vocation, the first course in the program introduces the climate crisis as an issue of environmental concern and social justice, and thus as one of the primary interests of architects. Faculty encourage students to recognize the potential of traditional/vernacular models as well as new technologies to ameliorate the crisis. Students learn about initiatives such as the Living Building Challenge, the AIA Design Framework for Excellence, and Sustainability (LBC, LEED, and WELL Building) standards and Cradle-2-Cradle principles at an introductory level.
- The Introductory History Sequence, which consider the ecological roots of vernacular traditions as well as the impact of the Industrial Revolution and globalism, also sees the built environment as a record of social/cultural values,
- Structures and Environmental Systems are integrated with design courses through assignments and presentations.
- Theories of Architecture and the Environment encourages connections to the 1000- or 2000-level Philosophy course they will have either already taken or be concurrently enrolled in. This will come through the discussion of texts from the philosophical tradition, giving students the chance to think through how their encounters with themes and concepts may resonate differently depending on the context. Students are encouraged to reflect on these connections through written assignments that ask them to consider how philosophical abstractions have found expression in the material realm and how the built environment has encouraged philosophical speculation.

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

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

Self-Assessment: This criterion is evaluated through two Student Learning Outcomes (SLOs) aligned with the PC.3 Ecological Knowledge and Responsibility criterion description. The SLOs are applied in ARC 4528 Architectural Design 8 (ARC 4528) and Senior Capstone for Architecture (ARC 4015) and assessed through four complementary assessment points using both direct and indirect methods. This approach, consistent throughout many criteria, enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the ability to recognize the relationship between the built and natural environments, and the role they can take as architects to mitigate climate change." and (ii) "the ability to identify resilient and sustainable design principles and apply a performance evaluation using a professional metric". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO PC3.1 - Students will be able to recognize the relationship between the built and natural environments, and the role they can take as architects to mitigate climate change.			
PC3.1a	Course exit survey question: To what degree would you agree with the following statement: "This course prepared me to recognize the relationship between the built and natural environments, and the role architects can take	ARC 4528 (Architectural Design 8)	99 of average response (exceeds Benchmark - 80)

	to mitigate climate change.”?		
PC3.1b	Assignment: Summarize what you know about the dynamic relationship between the built and natural environments, especially in light of climate change. Expand your thinking by explaining the role that you can take as an architect to mitigate climate change. How will you pursue this in the future?	ARC 4015 (Senior Capstone for Arch)	92% of grades higher than 80 (exceeded Benchmark - 75%)
SLO PC3.2 - Students will be able to identify resilient and sustainable design principles and apply a performance evaluation using a professional metric.			
PC3.2a	Course exit survey question: To what extent do you agree with this statement: “I am able to identify resilient and sustainable design principles and apply a performance evaluation using a professional metric.”	ARC 4528 (Architectural Design 8)	96 of average response (exceeds Benchmark - 80)
PC3.2b	Students perform COTE Top Ten analysis of their own studio project and model a performance evaluation.	ARC 4528 (Architectural Design 8)	78% of grades higher than 80 (exceeded Benchmark - 75%)

PC3.1a: In Architectural Design 8 (ARC 4528), sections 1 and 2, students were required to utilize a range of building performance tools and metrics to evaluate how their design responded to its climate and the natural environment while reducing energy consumption and carbon emissions over its life [Course Assignments]. At the conclusion of the course, students self-assessed their understanding of the relationship between the built and natural environments, and the role architects can take to mitigate climate change through a course exit survey question aligned with this assessment point’s SLO.

PC3.1b: Senior Capstone for Architecture (ARC 4015) culminates the BELL Core (general studies) program for architecture majors. ARC 4015 ensures that students bring their diverse learning to bear on their futures in the architecture profession (and/or allied fields), with a special focus on values that are central both to our curriculum and to the architecture profession. Due to its position in the program’s final year, its culminating function, and its reflective character, Capstone offers a key opportunity to ask students to consider not only the content of their learning but how that learning has taken place: through what conditions, environments, and relationships, all of which are conjoined to characterize the culture of the program. As part of their ePortfolio page, students bring together material from such courses as environmental systems, architecture design, environmental science, architecture history, and the capstone itself (especially their reflections on the presentations made by professionals who visit ARC 4015 and are asked to address this issue specifically), making connections across these subject matter to generate a statement on their holistic understanding of their role as future professionals to care for the environment. To assess the degree to which “students will be able to recognize the relationship between

the built and natural environments, and the role they can take as architects to mitigate climate change,” the course includes a written reflection in the ePortfolio in which students summarize what they know about “the dynamic relationship between the built and natural environments, especially in light of climate change” and use that summary as the foundation for projecting the role that they plan to take to mitigate climate change as future professionals. This assessment point aligns with its respective SLO and the following [\[Rubric\]](#).

PC3.2a: In Architectural Design 8 (ARC 4528), sections 1 and 2, students evaluated and technically developed an adaptive reuse design project, which had been initiated in a prior studio course, in response to the AIA Framework for Design Excellence [\[Course Syllabus\]](#). Using the ten measures from the Framework, each student refined key aspects of their project through a series of studies which included site design, adaptive design, envelope design, and interior design. Through these studies, students were required to utilize a range of building performance tools and metrics to evaluate how their design responded to its climate and the natural environment while reducing energy consumption and carbon emissions over its life [\[Course Assignments\]](#). Each student then developed a visual and narrative response demonstrating how their design fulfilled the criteria for the Framework and composed their work as a submission to ACSA/AIA Student COTE Competition. At the conclusion of the course, students self-assessed their understanding of the dynamic between built and natural environments through a course exit survey question aligned with this assessment point’s SLO.

PC3.2b: This assessment pairs a direct assessment method (student work submission) with the indirect method for PC3.2a. This assessment required students to submit the final boards for the ACSA/AIA Student COTE Competition. [\[Final Course Assignment\]](#). At the end of the course, students were assessed for their understanding of the dynamic between built and natural environments that enabled them to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work based on a review of their competition boards and according to this assessment point’s SLO and the following [\[Rubric\]](#).

Summary of Results: All assessment points related to this criterion were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this criterion were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

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

Program Response:

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

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

- **History of Architecture 1** (ARC 2031 Arch. History before 1400) 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 Arch. History after 1400) introduces the notion of style developed in a period of widespread historical awareness that sweeps the west and intersects with industrial technologies, concluding with a return to a global approach to practices.
- **History of Architecture in the United States** (ARC 3033) contextualizes Nashville and the Southeast within national trends to understand the impact of regional climate, materials, and culture in the development of architectural traditions. Serving the students who will practice throughout these states with a profound understanding of local stylistic and technological traditions, it provides a case study for how to approach the architecture of any region, understand its people through its building traditions, and design in a way that is responsive to the needs of climate and norms of custom. This course integrates with a design studio that focuses on southeastern typologies, considering themes of emulation and innovation within precedents.
- **Theories of Architecture and the Environment after 1400** (ARC 4034 Arch. History and Theory) 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.

The PC.4 History and Theory criterion is intentionally developed across the aforementioned courses through a wide range of curricular and co-curricular experiences; however, the program has chosen to assess it in two different courses ARC 2032 and ARC 3033, as can be seen in sequence:

Self-Assessment: This criterion is evaluated through a single Student Learning Outcome (SLO) aligned with the PC.4 History and Theory criterion description. The SLO is applied across two distinct courses (History of Architecture after 1400 (ARC 2032) and History of Architecture in the US (ARC 3033)) and assessed using three complementary assessment points, utilizing both direct and indirect methods. The goal is to enable an aggregate analysis of students' perceived understanding in comparison with their demonstrated ability. These assessment points provide varied perspectives on the extent to which students "understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, both nationally and globally." The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO PC4.1 - Students will be able to accurately describe histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.			
PC4.1a	Course exit survey question: To what degree would you agree with the following statement: "This course prepared me to understand histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally."	ARC 2032 (History of Architecture after 1400)	97 of average response (exceeds Benchmark - 80)
PC4.1b	Course Final Grade	ARC 2032 (History of Architecture after 1400)	88% of grades higher than 80 (exceeded Benchmark - 75%)

PC4.1c	Assignment question: One of the primary goals of this course has been to develop your understanding of the ways that diverse social, cultural, economic, and political forces have influenced the architecture and urbanism of the United States. In the space available, use one example we discussed this semester (a building, a landscape, an unrealized project, a person, a movement, a text, etc.) to demonstrate your understanding.	ARC 3033 (History of Architecture in the US)	67% of grades higher than 80 (below Benchmark - 75%)

PC4.1a: In History of Architecture after 1400 (ARC 2032), students explore the histories of the built environment from ca. 1400 to the turn of the 21st century. By using [[Kathleen James-Chakraborty's *Architecture since 1400*](#)] as our primary guide, these explorations cover the architectural and urban histories of East and South Asia, Pre-Columbian North and South America, North and Sub-Saharan Africa, and Europe and the United States. The James-Chakraborty text, in combination with supplementary readings such as a selection on the worldview embodied in Inca masonry from [[Carolyn Dean's *A Culture of Stone*](#)], a discussion of Haussmann's remaking of 19th century Paris in [[James Scott's *Seeing Like a State*](#)], and Zhongjie Lin's analysis of the rise and fall of Japanese Metabolism in [[Nakagin Capsule Tower](#)], draws attention to the social, cultural, economic, and political contexts within which these buildings, landscapes, and cities were designed, constructed, and experienced. At the conclusion of the course, students self-assessed their understanding of histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally, through a course exit survey question that is aligned with this assessment point's SLO.

PC4.1b: This assessment point involves verifying students' final grades in the History of Architecture after 1400 (ARC 2032) course, which is determined by the following breakdown—attendance and participation (25%), reading responses (20%), wrap-up presentations (20%), and two end-of-module assignments (35%)—which can be found on p. 3 [[narrative description](#)] and p. 7 assessment rubric of the [[course syllabus](#)]. Further information about the wrap-up presentations and end-of-module assignments can be found in the [[respective handouts](#)]. Since this course is the same as that addressed in PC4.1a, it provides an objective measure for comparing students' responses to the Course Exit Survey (PC4.1a). This comparison intentionally enables an aggregate analysis of students' perceived understanding (from the Course Exit Survey) versus their demonstrated ability (reflected in the Course Final Grade).

PC4.1c: In History of Architecture in the U.S. (ARC 3033), sections 1 and 2, students continue to develop their understanding of histories and theories of architecture and urbanism, building on the foundation laid in History of Architecture before 1400 (ARC 2031) and History of Architecture after 1400 (ARC 2032). ARC 3033 focuses geographically on the United States, but it also broadens students' understanding of the diverse social, cultural, economic, and political forces that have shaped the built environment. Discussions draw on a wide-ranging collection of readings, films, and other media, including a chapter on Nashville's earliest Indigenous inhabitants from Aaron Deter-Wolf and Tanya Peres's [[Mastadons to Mississippians](#)], several selections from Eric Mumford's [[Designing the Modern City](#)], Chad Friedrich's film [[The Pruitt-Igoe Myth](#)], and Mary McLeod's [[Architecture and](#)

Politics in the Reagan Era]. Together with instructor presentations, these and other resources shape the contours of in-class discussions, covering everything from Indigenous building practices, past and present, to the effects of racist attitudes and policies involved in “redlining” and public housing, to the mix of consumer culture, literary theory, and other factors that influenced postmodernism. Students were assessed through an assignment that included the following prompt: “One of the primary goals of this course has been to develop your understanding of the ways that diverse social, cultural, economic, and political forces have influenced the architecture and urbanism of the United States. In the space available, use one example we discussed this semester (a building, a landscape, an unrealized project, a person, a movement, a text, etc.) to demonstrate your understanding.”

Summary of Results: All assessment points related to this criterion were evaluated for the first time in the Spring 2025 semester. During this assessment, two assessment points (PC4.1a and PC4.1b) exceeded their proposed benchmarks), achieving an average response of 97 and 88% of grades higher than 80, respectively. However, PC4.1c did not meet the benchmark for submitted work (at least 75% of grades $\geq$ 80), with only 67% students reaching the threshold.

Summary of Modifications: The ARC 3033 instructor proposed the following improvements:

1. Add more specific language to the assignment prompt Include language to the effect of: “In the space available, write a short paragraph (at least 3–5 sentences) describing one example we discussed...” and then at the end, “Be as specific as possible.
2. Provide a prompt that asks the students to engage with a more curated list of case studies—both buildings and primary source texts—while still allowing freedom in terms of how to approach the research.

The improvement proposed by the instructor was approved by the curriculum committee.

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, judgment, and scrutiny that are essential to the design process are enhanced through methods of research, which are indispensable to architectural practice. Throughout the curriculum, students are introduced to formal research methods by professional library staff and faculty, gaining exposure to repositories, record systems, and archives available to architectural researchers, as well as developing the ability to critically evaluate materials and resources. While research is introduced and reinforced at several points, its focused development is benchmarked in the Comprehensive Design Seminar (ARC 4518).

In this course, students complete a significant writing project in the form of a post-occupancy evaluation (POE) research proposal connected to their concurrent comprehensive design studio project. Framed as if their designs had been built and occupied, students assess building performance goals, select objectives for further study, and investigate emergent technologies or methods to improve performance. The POE proposal includes research questions, methodology, expected outcomes, and reflection on the role of research in design, encouraging students to connect innovation with practice.

Assessment of PC5.1b is based on direct evidence through the submitted POE proposal [Assignment, Rubric], paired with indirect evidence from a course exit survey (PC5.1a) where students self-assess their preparedness to engage in architectural research. This dual approach enables aggregate analysis of perceived versus demonstrated ability, offering a clear measure of students’ capacity to engage in, test, and evaluate innovations in the field.

Self-Assessment: This criterion is evaluated through one Student Learning Outcome (SLO) aligned with the PC.5 Research and Innovation criterion description. The SLO is applied in Comprehensive Design Seminar (ARC 4518) and assessed through two complementary assessment points using both direct and indirect methods. This

approach, consistent throughout many criteria, enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i)" the ability to engage and participate in architectural research to test and evaluate innovations in the field". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO PC5.1 - Students will be able to engage and participate in architectural research to test and evaluate innovations in the field.			
PC5.1a	Course exit survey question: To what degree would you agree with the following statement: "This course prepared me to engage and participate in architectural research to test and evaluate innovations in the field?"	ARC 4518 (Comprehensive Design Seminar)	86 of average response (exceeds Benchmark - 80)
PC5.1b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating your preparedness to engage and participate in architectural research to test and evaluate innovations in the field."	ARC 4518 (Comprehensive Design Seminar)	0% of grades higher than 80 (below Benchmark - 75%)

PC5.1a: In Comprehensive Design Seminar (ARC 4518), students developed a proposal to research innovations in building performance through a hypothetical post-occupancy evaluation (POE) of their own studio design project as if it had been constructed and occupied [Course Syllabus]. Students were required to assess the building performance goals of their design project and to select a subset of these objectives for further study. For the given performance goal(s), students investigated emergent technologies or methods for improving building performance and integrated their findings into their project design. They then considered the life-cycle and operational impacts of this implementation as the subject of a post-occupancy evaluation of the emergent technology or method. The POE proposal included the development of research questions, a statement of methodology, and expected outcomes. Upon development of the proposal, students reflected upon the role of research within the architectural design process and how the development of a POE proposal influenced their understanding of their design work. At the conclusion of the course, students self-assessed their preparedness to engage and participate in architectural research to test and evaluate innovations in the field through a course exit survey question aligned with this assessment point's SLO.

PC5.1b: This assessment pairs as direct assessment method (student work submission) with the indirect method for PC5.1a. This assessment required students to submit a post-occupancy evaluation research proposal. [Assignment]. At the end of the course, students were evaluated on their preparedness to engage in and contribute to architectural research, testing, and evaluating innovations in the field. This assessment was based on a review of their submitted work and aligned with the Student Learning Outcome (SLO) for this assessment point, using the following [Rubric]. This comparison intentionally enables an aggregate analysis of students' perceived understanding (Survey Question) versus their demonstrated ability (reflected in the submitted work).

Summary of Results: All assessment points related to this criterion were evaluated for the first time in the Spring 2025 semester, coinciding with the inaugural offering of Comprehensive Design Seminar (ARC 4518). During this assessment, one assessment point (PC5.1a) exceeded the proposed benchmark for survey questions (average response ≥ 80), achieving an average response of 86. However, the other assessment point (PC5.1b) did not meet the benchmark for submitted work (at least 75% of grades ≥ 80), with no students reaching the threshold.

Summary of Modifications: The ARC 4518 instructor proposed the following improvements:

1. Review, reorganize, and revise content and courses throughout the Environmental Systems sequence (ARC4043, ARC4044, ARC4518) for implementation starting in Fall 2025.
2. Define space in the curriculum for both comprehensive design integration of normative building systems and engagement in design research and innovation by relocating ARC 4518 and ARC 4528 to the fourth year of the B.Arch. curriculum.

Improvement #1 proposed by the instructor was approved as proposed above and will start to be implemented in the Fall 2025 semester. The improvement #2 requires a broader reflection, discussion and elaboration to be implemented and will be considered in the curricular modification planning starting in the Fall 2025 semester

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 learn how to apply effective collaboration skills to solve complex problems and do so in through 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 Studio 5), which includes a project shared with interior design
- **Pro Practice 1** (ARC 4507), 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 do not happen in a vacuum or as the result of isolated activities.

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

This Program Criterion is assessed in the following courses with benchmarks set in the Power BI platform and reviewed by the curriculum committee using the platform's dashboard. Previous curriculum decisions have changed the sequence of Professional Practice 1 and 2 to better correlate with studio applications for the content.

- ARC 4025 (Arch. Design 5)

- ARC 4507 (Pro Practice 1)

Self-Assessment: This criterion is evaluated through two Student Learning Outcomes (SLOs) aligned with the PC.6 Leadership and Collaboration criterion description. The SLOs are applied across two courses (Architectural Design 5 (ARC 4025) and Professional Practice 1 (ARC 4507)) and assessed through six complementary assessment points (three per SLO) using both direct and indirect methods. This approach enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the ability to lead multidisciplinary teams serving diverse stakeholders." and (ii) "collaboration skills that effectively solve complex problems in dynamic physical and social contexts." The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO PC6.1 - Students will be able to demonstrate skills to lead multidisciplinary teams serving diverse stakeholders.			
PC6.1a	Course exit Survey question: To what extent do you agree with this statement: "I am able to lead multidisciplinary teams serving diverse stakeholders."	ARC 4025 (Architectural Design 5)	83 of average response (exceeds Benchmark - 80)
PC6.1b	Project narrative assignment: How did your team's design process allow for leadership skills to flourish among your teammates?	ARC 4025 (Architectural Design 5)	64% of grades higher than 80 (below Benchmark - 75%)
PC6.1c	Case Study of Project Structure from Design to Fruition: leadership and collaboration.	ARC 4507 (Professional Practice 1)	44% of grades higher than 80 (below Benchmark - 75%)
SLO PC6.2 - Students will be able to demonstrate collaboration skills that effectively solve complex problems in dynamic physical and social contexts.			
PC6.2a	Course exit Survey question: To what extent do you agree with this statement: "I am able to effectively collaborate with different stakeholders to solve complex problems in dynamic physical and social contexts."	ARC 4025 (Architectural Design 5)	86 of average response (exceeds Benchmark - 80)
PC6.2b	Project narrative assignment: How did your team's design process allow for collaboration skills to flourish among your teammates?	ARC 4025 (Architectural Design 5)	58% of grades higher than 80 (below Benchmark - 75%)

PC6.1a: This assessment point is examined in two sections of Architectural Design 5 (ARC 4025), utilizing distinct projects while consistently aligning with the same SLO and assessment method [[Course Syllabus - section 1](#)] [[Course Syllabus - section 2](#)]. In Architectural Design 5 (ARC 4025), section 1, students addressed the challenges of rapid urbanization in Ahmedabad, India, using it as a case study to design neighborhoods that are socially and economically viable, ecologically resilient, and accessible to quality healthcare. This interdisciplinary project involved collaboration among undergraduate architecture, interior design, and Doctor of Nursing Practice students to develop an urban plan for an existing informal settlement that strengthens community cohesion, enhances resilience, and improves access to essential infrastructure, including healthcare facilities; an architectural design for a healthcare facility tailored to the specific needs of the community within the neighborhood; and a set of adaptable housing plans that accommodate diverse family profiles and can evolve over time to meet changing needs [[Design Prompt](#)]. In Architectural Design 5 (ARC 4025), section 2, students undertook a cross-disciplinary project to design a community building for an underserved neighborhood in Nashville with multiple diverse stakeholders, sometimes with conflicting interests. Students developed proposals to provide much-needed programs for the community including a library, a local art gallery focusing on local African American folk art, and restaurant tenants. A focal challenge of the project was for students to research and understand the community they were serving through this project [[Design Prompt](#)]. Given the trajectory of other Nashville neighborhoods that have experienced a similar rate of development over the last 20 years, there is some concern from the local neighborhood that new developments may erode the rich character and history of the existing community. Thus, in summary, students in both sections engaged in a highly collaborative, interdisciplinary studio project that challenged them to demonstrate effective leadership in multidisciplinary teams, including students and faculty from the Interior Design program, to solve design problems. At the conclusion of both sections, students self-assessed their leadership abilities through a course exit survey question aligned with this assessment point's SLO.

PC6.1b: This assessment point pairs as a direct assessment method (project narrative) with the indirect method for PC6.1a. Students were required to articulate how their team's design process fostered leadership skills among their teammates. Their understanding was evaluated based on the assessment point's SLO and the criteria outlined in the [[Rubric](#)].

PC6.1c: Professional Practice 1 (ARC 4507) addressed multiple aspects of the business of architecture. Students will be instructed about the leadership responsibilities of an architect as they relate to contracts, project delivery methodologies, and architectural and multidisciplinary design teams (including in-house, design consultants, and construction partners) and within the community. Readings from [[The Architecture Student's Handbook of Professional Practice](#)] serve as introductions to these aspects of architectural practice which are followed by class presentations and discussions led by the instructor and local industry experts. This summation project will have students consider their project scope in Architecture Studio 8 (ARC 4528) and create a project structure for implementation of the project from design to construction. Their proposal will highlight the leadership and collaborative role of the architect at each stage and with each stakeholder of the project. They will identify examples of interactions between stakeholders within the design and construction process that would benefit from a collaborative spirit and strong communication skills to resolve conflicts in dynamic physical and social contexts. Their understanding was evaluated based on the assessment point's SLO and the criteria outlined in the [[Rubric](#)].

PC6.2a: This assessment point is examined in two sections of Architectural Design 5 (ARC 4025), utilizing distinct projects while consistently aligning with the same SLO and assessment method [[Course Syllabus - section 1](#)] [[Course Syllabus - section 2](#)]. In Architectural Design 5 (ARC 4025), section 1, students addressed the challenges of rapid urbanization in Ahmedabad, India, using it as a case study to design neighborhoods that are socially and economically viable, ecologically resilient, and accessible to quality healthcare. This interdisciplinary project involved collaboration among undergraduate architecture, interior design, and Doctor of Nursing Practice students to develop an urban plan for an existing informal settlement that strengthens community cohesion, enhances resilience, and improves access to essential infrastructure, including healthcare facilities; an architectural design for a healthcare facility tailored to the specific needs of the community within the neighborhood; and a set of adaptable housing plans that accommodate diverse family profiles and can evolve over time to meet changing needs [[Design Prompt](#)]. In Architectural Design 5 (ARC 4025), section 2, students undertook a cross-disciplinary

project to design a community building for an underserved neighborhood in Nashville with multiple diverse stakeholders, sometimes with conflicting interests. Students developed proposals to provide much-needed programs for the community including a library, a local art gallery focusing on local African American folk art, and restaurant tenants. A focal challenge of the project was for students to research and understand the community they were serving through this project [Design Prompt]. Given the trajectory of other Nashville neighborhoods that have experienced a similar rate of development over the last 20 years, there is some concern from the local neighborhood that new developments may erode the rich character and history of the existing community. Thus, in summary, students in both sections engaged in a highly collaborative, interdisciplinary studio project that challenged them to demonstrate effective collaboration in multidisciplinary teams, including students and faculty from the Interior Design program, to solve design problems. At the conclusion of both sections, students self-assessed their collaboration abilities through a course exit survey question aligned with this assessment point's SLO.

PC6.2b: This assessment point pairs a direct assessment method (a written reflection) with the indirect method for PC6.1a. Students were required to articulate how their team's design process fostered collaboration skills among their teammates. Their understanding was evaluated based on the assessment point's SLO and the criteria outlined in the [Rubric].

Summary of Results: Four assessment points related to this criterion (PC6.1a, PC6.1b, PC6.2a, and PC6.2b) were evaluated for the first time in the Fall 2024 semester, during Architectural Design 5 (ARC 4025). The remaining point (PC6.1c) was evaluated for the first time in the Spring 2025 semester, as it marks the inaugural offering of Professional Practice 1 (ARC 4507). During the Fall 2024 semester assessment, PC6.1a and PC6.2a exceeded the proposed benchmark for survey questions (average response ≥ 80), achieving an average response of 83 and 86, respectively. PC6.1b and PC6.2b, in turn, did not meet the benchmark for submitted work (at least 75% of grades ≥ 80), with only 64% and 58% of students reaching the threshold. Results for the (PC6.1c) show that only 44% of grades exceeded the proposed benchmark.

Summary of Modifications: The instructors of the courses involved proposed the following improvements:

PC6.1b:

1. Create a single, interdisciplinary "Design-Thinking" oriented Foundations Studios for all of O'More's students
2. Coordinate and formalize the integration with Interior Design at the department level. To this point, the coordination has been on the faculty to initiate and develop. This would include the need for ID and ARC courses to overlap for the collaboration to be possible.
3. Increase the importance of the assignment by grading and incorporating it into the final course's grade.

PC6.1c:

1. Revise assessment point to set expectation that student understand "approaches to leadership in multidisciplinary teams, diverse stake holder constituents and dynamic physical and social contexts and learn how to apply effective collaboration skills to solve complex problems" and can 'demonstrate' where these dynamics occur in the design and documentation process occurs.
2. Increase connection between potential team members and their unique and shared leadership expectations in lectures and presentation materials. The original intent was to have a guest speaker talk about team dynamics, but scheduling issues occurred, and a class meeting was missed.
3. Introduce an assignment or exercise that requires students to identify the unique and specialized roles of each multidisciplinary team member and stakeholder constituents.

4. Evaluation methods: Current assignment had positive objective. Assignment allowed for individual choice of demonstration of information which may have led to incomplete responses as compared to other submissions which in turn created variety in grade. Propose more direction and suggested format to create more consistent responses and encourage/ challenge students to make connections that they do not initially recognize

PC6.2b:

1. Create a single, interdisciplinary “Design-Thinking” oriented Foundations Studios for all of O’More’s students
2. Coordinate and formalize the integration with Interior Design at the department level. To this point, the coordination has been on the faculty to initiate and develop. This would include the need for ID and ARC courses to overlap for the collaboration to be possible.
3. Increase the importance of the assignment by grading and incorporating it to the final course’s grade

The improvements proposed by the instructors were approved by the curriculum committee and will be addressed in the curricular modification planning starting in the Fall 2025 semester.

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

Program Response:

The program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff through its general policies, curricular directives, and positive interactions among all community members.

This program criteria are prioritized in both university wide and professional program courses throughout the curriculum, infusing the culture building capacity of curricular content as well as all interactions among students, faculty, and staff.

We strive to develop character building practices where members of the campus community are challenged to take responsible ownership of these positive values, and it is our common belief that members of a Christian culture should be naturally prone to exercise them; when they fail to do so, they have a particular vocabulary for holding themselves and others accountable for restoration. The perfect respect modeled by Christ is our aspiration: not only acting with appreciation toward others but actively seeking engagement and inclusion, especially among people traditionally considered outsiders.

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

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

Our learning and teaching culture is further carried out by guest lectures, in community forums, in reflection exercises that students complete in their ePortfolios, and as other events and opportunities arise. The clearest statement on the ethos of the program is embedded within the policies of the College available in the following excerpt from the O’More Student Manual:

O'More Student Handbook: "Cultural Practices: Community"

The College values of inquiry, collaboration, service, creativity, innovation, and empathy are important qualities of Belmont's "Christian community of learning and service." Community members in such a culture should be expected to exercise these values and, when they fail to, to hold one another accountable for 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.

The Department also reviews co- and extra-curricular activities that reinforce this PC as part of the O'More College strategic initiatives and annual faculty development and committee task workshops.

The Power BI benchmarks are key performance indicators as the program seeks continuous growth of awareness and improvement in this area of often imperfect but focused assessment.

Self-Assessment: This criterion is evaluated through one Student Learning Outcome (SLO) and one Faculty & Staff Outcome (FSO) aligned with the PC.7 Learning and Teaching Culture criterion description. The SLO is applied in two courses throughout the program (Folio Thinking (ARC 1895) and Senior Capstone for Arch (ARC 4015)) while the FSO is measured through a Faculty and Staff Survey. This criterion SLO is assessed through three complementary assessment points using both direct and indirect methods while the FSO is assessed through an indirect method. The goal of these assessment points is to offer diverse perspectives on the extent to which "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". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO PC7.1 - Students will be able to articulate the importance of our respectful environment and their role in supporting it to ensure optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.			
PC7.1a	Course Exit survey: To what degree would you agree with the following statement: Belmont's architecture program fosters and ensures a positive and respectful environment through its policies, curriculum, and behavior?	ARC 4015 (Senior Capstone for Arch)	87 of average response (exceeds Benchmark - 80)
PC7.1b	Assignment: Explain the extent to which Belmont's architecture program fosters and ensures a positive	ARC 4015 (Senior Capstone for Arch)	68% of grades higher than 80 (below Benchmark - 75%)

	culture through its policies, curriculum, and behaviors of faculty, staff, and students. Why is this kind of environment important in an educational setting? How have you contributed to this positive learning & teaching culture?		
PC7.1c	Assignment: Explain the extent to which Belmont's architecture program fosters and ensures a positive culture through its policies, curriculum, and behaviors of faculty, staff, and students. Why is this kind of environment important in an educational setting? How have you contributed to this positive learning & teaching culture?	ARC 1895 (Folio Thinking)	82% of grades higher than 80 (exceeds Benchmark - 75%)
FSO PC7.2 - Faculty and staff will be able to testify about our respectful environment and their role in supporting it to ensure optimism and engagement for all.			
PC7.2a	Survey with faculty and staff: "To what degree would you agree with the following statement: Belmont's architecture program fosters and ensures a positive and respectful environment through its policies, curriculum, and behavior."	Faculty and Staff Survey	84 of average response (exceeds Benchmark - 80)

PC7.1a: Senior Capstone for Architecture (ARC 4015) culminates the BELL Core (general studies) program for architecture majors. Serving the goals of the University-wide program, the course invites students to reflect on their personal and professional development, the way that courses in general education and the architecture major "shed light on the nature and source of meaningful living," and "how those experiences will inform and guide your future" [University Catalog]; [BELL Core website]. ARC 4015 ensures that students bring their diverse learning to bear on their futures in the architecture profession (and/or allied fields), with a special focus on values that are central both to our curriculum and to the architecture profession. Due to its position in the program's final year, its culminating function, and its reflective character, Capstone offers a key opportunity to ask students to consider not only the content of their learning but how that learning has taken place: through what conditions, environments, and relationships, all of which conjoin to characterize the culture of the program. As part of their ePortfolio page, "Life-long and Life-wide Learning," students address PC 7 (Learning and Teaching Culture), considering the "importance of our respectful environment and their role in supporting it to ensure optimism and engagement for all". This assessment point consists of a written reflection in the ePortfolio in which students explain the extent to which Belmont's architecture program fosters and ensures a positive culture through its policies, curriculum, and behaviors of faculty, staff, and students. This assessment point revisits the question posed in PC7.1a at a different stage in the student's trajectory within the program. By doing so, it provides a more comprehensive understanding of their experience over time. This assessment point, aligned with its respective

SLO, required students to rate the degree to which they agree with the statement, “Belmont's architecture program fosters and ensures a positive and respectful environment through its policies, curriculum, and behavior.”

PC7.1b: This assessment point pairs a direct assessment method (narrative) with the indirect method for PC7.1a. Students were requested to undertake a written reflection in the ePortfolio in which they summarize what they know about “the dynamic relationship between the built and natural environments, especially in light of climate change” and use that summary as the foundation for projecting the role that they plan to take to mitigate climate change as future professionals. It aligns with the corresponding Student Learning Outcome (SLO) and the following [Rubric].

PC7.1c: In Folio Thinking (ARC 1895), students develop online learning portfolios [Course Syllabus]. Contrary to a professional portfolio, the learning portfolios are a repository for documenting student learning experiences across their time in college, both inside and outside the classroom, as a way to help students understand how a holistic view of learning can lead to a clearer picture of their interests within the field of architecture and perhaps guide students towards an intentional route of next steps upon graduation and beyond [Module 1]. As such, this course intends to foster a positive and intentional culture of curiosity and learning in the program. This assessment point consists of a written reflection in the ePortfolio in which students explain the extent to which Belmont's architecture program fosters and ensures a positive culture through its policies, curriculum, and behaviors of faculty, staff, and students. It aligns with the corresponding Student Learning Outcome (SLO) and the following [Rubric].

PC7.2a: This assessment evaluates faculty and staff perceptions of the program environment using an indirect method (Survey Question). The goal is to determine the extent to which faculty and staff agree with the statement: “Belmont’s architecture program fosters and ensures a positive and respectful environment through its policies, curriculum, and conduct.”

Summary of Results: All assessment points related to this criterion were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this criterion were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

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.

Empathy, one of the College of Architecture and Design’s core values, anchors the program’s approach to cultural diversity and social equity. Students are guided to understand people from all backgrounds and to translate this awareness into equitable design solutions. This begins in the history sequence, most notably History of Architecture after 1400 (ARC 2032), where students study global architectural traditions across Asia, the Americas, Africa, Europe, and the United States, with an emphasis on how buildings and cities emerge from and reflect diverse cultural and social contexts.

In the design sequence, these ideas are deepened through projects that directly engage questions of equity and community. For example, in Architectural Design 5 (ARC 4025), students have designed resilient neighborhoods in

Ahmedabad, India, integrating healthcare and housing for underserved populations, and have developed community-based facilities in Nashville that address cultural preservation and equitable access to resources. Across coursework and co-curricular experiences, students consistently encounter opportunities to expand their cultural awareness, reflect on social equity, and integrate these considerations into their design practice.

Self-Assessment: This criterion is evaluated through two Student Learning Outcomes (SLOs) aligned with the PC.8 Social Equity and Inclusion criterion description. The SLOs are applied across two courses (Architecture after 1400 (ARC 2032) and Architectural Design 5 (ARC 4025)) and assessed through four complementary assessment points (two per SLO) using both direct and indirect methods. This approach enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the ability to accurately explain their understanding of diverse cultural and social contexts" and (ii) "the ability to design built environments that equitably support and include people of different backgrounds, resources, and abilities." The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO PC8.1 - Students will be able to accurately explain their understanding of diverse cultural and social contexts.			
PC8.1a	Course exit survey question: To what degree would you agree with the following statement: "This course prepared me to better understand diverse cultural and social contexts"	ARC 2032 (History of Architecture after 1400)	98 of average response (exceeds Benchmark - 80)
PC8.1b	Assignment: From your current perspective, explain how this course developed your understanding of diverse cultural and social contexts	ARC 2032 (History of Architecture after 1400)	75% of grades higher than 80 (meets Benchmark - 75%)
SLO PC8.2 - Students will be able to design built environments that equitably support and include people of different backgrounds, resources, and abilities.			
PC8.2a	Course exit survey: To what degree would you agree with this statement: "This course prepared me to design built environments that equitably support and include people of different backgrounds, resources, and abilities"?	ARC 4025 (Architectural Design 5)	93 of average response (exceeds Benchmark - 80)
PC8.2b	Project Narrative Assignment: From your current perspective, explain to what degree your work this semester provides built environments that equitably support and include people of different backgrounds, resources, and abilities.	ARC 4025 (Architectural Design 5)	65% of grades higher than 80 (below Benchmark - 75%)

PC8.1a: In History of Architecture after 1400 (ARC 2032), students explore histories of the built environment from ca. 1400 to the turn of the 21st century. These explorations draw on a range of readings, films, instructor presentations, and other media to cover the architectural and urban histories of East and South Asia, Pre-Columbian North and South America, North and Sub-Saharan Africa, and Europe and the United States, drawing particular attention to the diverse cultural and social contexts within which these buildings, landscapes, and cities were designed, constructed, and experienced. For example, 13 of the 30 chapters in Kathleen James-Chakraborty's [Architecture since 1400] focus on developments outside of Europe and the United States. Meanwhile, supplementary readings, like Setha M. Low's [Indigenous Architecture and the Spanish American Plaza in Mesoamerica and the Caribbean] and Dell Upton's [White and Black Landscapes in Eighteenth-Century Virginia], offer differing, nuanced perspectives on diverse cultural and social contexts. At the conclusion of the course, students' understanding of diverse cultural and social contexts was self-assessed using a course exit survey question that is aligned with this assessment point's SLO.

PC8.1b: This assessment point pairs a direct assessment method (a written reflection) with the indirect method for PC8.1a. Students were required to explain how the course enhanced their understanding of diverse cultural and social contexts by responding to the prompt, *"From your current perspective, explain how this course developed your understanding of diverse cultural and social contexts."* Their ability to demonstrate this understanding was evaluated based on the assessment point's SLO and the following [Rubric].

PC8.2a: This assessment point is examined in two sections of Architectural Design 5 (ARC 4025), utilizing distinct projects while consistently aligning with the same SLO and assessment method [Course Syllabus - section 1] [Course Syllabus - section 2]. In Architectural Design 5 (ARC 4025), section 1, students addressed the challenges of rapid urbanization in Ahmedabad, India, using it as a case study to design neighborhoods that are socially and economically viable, ecologically resilient, and accessible to quality healthcare. This interdisciplinary project involved collaboration among undergraduate architecture, interior design, and Doctor of Nursing Practice students to develop an urban plan for an existing informal settlement that strengthens community cohesion, enhances resilience, and improves access to essential infrastructure, including healthcare facilities; an architectural design for a healthcare facility tailored to the specific needs of the community within the neighborhood; and a set of adaptable housing plans that accommodate diverse family profiles and can evolve over time to meet changing needs [Design Prompt]. In Architectural Design 5 (ARC 4025), section 2, students undertook a cross-disciplinary project to design a community building for an underserved neighborhood in Nashville with multiple diverse stakeholders, sometimes with conflicting interests. Students developed proposals to provide much-needed programs for the community including a library, a local art gallery focusing on local African American folk art, and restaurant tenants. A focal challenge of the project was for students to research and understand the community they were serving through this project [Design Prompt]. Given the trajectory of other Nashville neighborhoods that have experienced a similar rate of development over the last 20 years, there is some concern from the local neighborhood that new developments may erode the rich character and history of the existing community. At the conclusion of both sections, students' understanding of providing built environments that equitably support and include people of different backgrounds, resources, and abilities was self-assessed using a course exit survey question that is aligned with this assessment point's SLO.

PC8.2b: This assessment pairs a direct assessment method (project narrative) with the indirect method for PC8.2a. Students were required to explain the extent to which their work created built environments that equitably support and include individuals of diverse backgrounds, resources, and abilities. This narrative was evaluated alongside their design submissions, using the criteria outlined in the [Rubric] and according to this assessment point's SLO.

Summary of Results: Two assessment points related to this criterion (PC8.2a and PC8.2b) were evaluated for the first time in the Fall 2024 semester, during Architectural Design 5 (ARC 4025). The remaining points (PC8.1a and PC8.2a) were evaluated for the first time in the Spring 2025 semester, during the History of Architecture after 1400 (ARC 2032). During the Fall 2024 semester assessment, PC8.2a exceeded the proposed benchmark for survey questions (average response ≥ 80), achieving an average response of 93. PC8.2b, in turn, did not meet the

benchmark for submitted work (at least 75% of grades ≥ 80), with only 65% of students reaching the threshold. Results for PC8.1a and PC8.1b show that both points were successful, either meeting or exceeding their respective benchmarks.

Summary of Modifications: The ARC 4025 instructors proposed the following improvements for PC8.2b, noting that while the design solutions were excellent, the accompanying narratives were weaker; this gap was the reason the benchmark was not achieved:

1. Add more specific language to the assignment prompt. We plan to include language to the effect of: “In the space available, write a short paragraph (at least 3–5 sentences) describing one example we discussed...” and then at the end, “Be as specific as possible.”

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 and assessment.

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

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

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

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

Program Response:

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:

- **Professional Practice 2 (ARC 4508)** which is the primary course for assessment benchmarks and the curriculum committee decision changed the sequence of the Professional Practice course to the fall to connect them when both courses were taught for the first time.
- The fifth-year design courses, each of which is a comprehensive studio, are linked to a professional practice course: **Design 7 (ARC 4527)** is linked to **Professional Practice 2 (ARC 4508)**; **Design 8 (ARC 4528)** is linked to **Professional Practice 1 (ARC 4507)**

This criterion is achieved as student learning outcomes 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.

As part of the ongoing curriculum assessment process the architecture faculty provided on-going assessment for the first time the fifth-year courses were being taught. As a result, the curriculum committee and Department Co-chair approved connecting the Studio7 and Studio 8 courses by developing the same project across the two

semesters that correlated with professional Practice courses and the Comprehensive Design Seminar topics for greater depth of study.

The fall semester benchmarks are recorded in the Power BI platform and will be reviewed by the curriculum committee after their sequential courses are completed and student learning outcome assessments can be correlated with respective benchmarks in this SC.

- 4508 (Pro Practice 2)

Self-Assessment: This criterion is evaluated through two Student Learning Outcomes (SLOs) aligned with the SC.1 Health, Safety, and Welfare in the Built Environment criterion description. The SLOs are applied in Professional Practice 2 (ARC 4508) and assessed through four complementary assessment points (two per SLO) using both direct and indirect methods. This approach, consistent throughout many criteria, enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the ability to identify common conditions of the built environment that can impact human health, safety, and welfare at multiple scales from buildings to cities" and (ii) "the ability to recognize how design decisions can impact human health, safety, and welfare at multiple scales from buildings to cities". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO SC1.1 - Students will be able to identify common conditions of the built environment that can impact human health, safety, and welfare at multiple scales from buildings to cities.			
SC1.1a	Course Exit Survey question: To what extent do you agree with this statement: "I understand how common conditions of the built environment can impact human health, safety, and welfare at multiple scales including buildings and cities."	ARC 4508 (Professional Practice 2)	93 of average response (exceeds Benchmark - 80)
SC1.1b	Narrative assignment: Identify 3 regulatory or construction process components. Indicate how each component can impact (negatively or positively) either human health, safety, and welfare of its occupants at multiple scales from buildings to cities.	ARC 4508 (Professional Practice 2)	94% of grades higher than 80 (exceeds Benchmark - 75%)
SLO SC1.2 - Students will be able to recognize how design decisions can impact human health, safety and welfare at multiple scales from buildings to cities.			
SC1.2a	Course Exit Survey question: To what extent do you agree with this statement: "I understand	ARC 4508 (Professional Practice 2)	91 of average response (exceeds Benchmark - 80)

	how the design of the built environment can impact human health, safety, and welfare at multiple scales including buildings and cities."		
SC1.2b	Narrative assignment: Identify 3 design components of a site or city. Indicate how each component can impact (negatively or positively) either human health, safety, and welfare of its occupants at multiple scales from buildings to cities.	ARC 4508 (Professional Practice 2)	100% of grades higher than 80 (exceeds Benchmark - 75%)

SC1.1a: Regulations in architecture, city planning, and construction are introduced and explored in Professional Practice 2 (ARC 4508) which is taught in the Spring semester of their 5th year. Curriculum assessment determined that Professional Practice 1 (ARC 4507) and Professional Practice 2 (ARC 4508) should be taught in reverse order to better coordinate with Architecture Studio 7 (ARC 4527). The plan is to renumber these to be in the correct sequence in the future. Students read pertinent chapters from [\[The Codes Guidebook for Interiors\]](#) (instructor is the author) for building code and accessibility subject scope and Chapter/Section 10.2 Community Planning Controls from [\[The Architecture Student's Handbook of Professional Practice\]](#) for zoning regulations. Lectures are augmented by in-class and out-of-class practical application assignments. At the conclusion of the course, students self-assessed their understanding of how common conditions of the built environment can impact human health, safety, and welfare at multiple scales including buildings and cities through a course exit survey question that is aligned with this assessment point's SLO.

SC1.1b: This assessment point pairs a direct assessment method (narrative response) with the indirect method for SC1.1a. Students are asked in a narrative response to self-identify regulatory or construction process components that can impact human health, safety, and welfare either on a building scale or city/urban scale. This exercise encourages them to demonstrate their understanding of the relationship between regulatory requirements, construction documentation, and the construction process, aligning with the assessment point's Student Learning Outcome (SLO) and the corresponding [\[Rubric\]](#).

SC1.2a: The focus of Professional Practice 2 (ARC 4508) is on the regulatory requirements that inform and shape design decisions from individual buildings and sites (codes and accessibility guidelines) and in a more urban context the city itself (codes, accessibility guidelines, zoning regulations.) Through presentations and assignments, students gain intellectual and application knowledge of the building codes based on the [\[2024 IBC\]](#), [\[2017 A117.1\]](#), [\[2010 ADA Standards\]](#), and local [\[zoning code\]](#). Students read Chapter/Section 10.2 Community Planning Controls from [\[The Architecture Student's Handbook of Professional Practice\]](#). Historic and current perspective is given to the purpose and limitations of these community regulations through readings including [\[The Color of Law\]](#) by Richard Rothstein, articles from local publications, videos, essays, guest speakers, and class discussions. At the conclusion of the course, students self-assessed their understanding of how the design of the built environment can impact human health, safety, and welfare at multiple scales including buildings and cities through a course exit survey question that is aligned with this assessment point's SLO.

SC1.2b: This assessment point pairs a direct assessment method (Narrative Response) with the direct method for SC1.2a. At the end of the semester, students are asked to identify (using a Narrative Response) three of these regulatory components and indicate how compliance and/or non-compliance could affect the human health,

safety, and/or welfare of the occupants of the building or city, aligning with the assessment point's Student Learning Outcome (SLO) and the corresponding [Rubric].

Summary of Results: All assessment points related to this criterion were evaluated for the first time in the Fall 2024 semester, coinciding with the inaugural offering of Professional Practice 2 (ARC 4508). During this assessment, all assessment points exceeded either the proposed benchmark for survey questions (average response ≥ 80) or the benchmark for submitted work (at least 75% of grades ≥ 80), achieving an average response of 93 and 91 for SC1.1a and SC1.2a, and 94% and 100% of students reaching the thresholds for submitted work.

Summary of Modifications: Since all assessment points related to this criterion were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

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

Program Response:

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

The introductory course (ARC 1015) treats ethical behavior as a prevailing concern in both historic and contemporary settings, from Renaissance treatises to NCARB's "Model Rules of Conduct." Culminating in a reflective/formative exercise stored in the ePortfolio, this subject receives summative treatment in the fifth-year courses:

- **The Professional Practice stream develops comprehension of ethical standards, regulatory requirements, business practices, and credentialing systems.**
- **Design 7 (ARC 4527) links regulatory requirements in Professional Practice 2** and fundamental business and practice considerations are covered more in the following semester of Professional Practice 1 with the current change of sequence.
- **Professional Practice 1 (ARC 4507)** Reflections on comprehensive design decisions affected by the Professional Practice connect to the comprehensive studio experience in which students be tasked to discuss and implement information learned in ARC 4507 and among a collaborative group of peers.

ARC 4507 is the primary course where benchmarks are assessed for Curriculum Committee review and decisions for future improvement in curricular connections.

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.

Concurrent discussions and professional guests in the concurrent fall Senior Capstone Course provide reflective exercises that can connect across the Comprehensive Studio and Professional Practice courses. The Department will also review the most recent mentor and mentee surveys to assess the effectiveness of the Advisory Board Mentorship Program for enhancing student learning opportunities under this PC.

Self-Assessment: This criterion is evaluated through two Student Learning Outcomes (SLOs) aligned with the SC.2 Professional Practice criterion description. The SLOs are applied in Professional Practice 1 (ARC 4507) and assessed

through four complementary assessment points (two per SLO) using both direct and indirect methods. This approach, consistent throughout many criteria, enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the ability to accurately describe the legal and ethical professional responsibilities of architects in the United States, as well as the forces influencing changes in them" and (ii) "the ability to accurately explain the detailed requirements for professional practice at the state and national levels". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO SC2.1 - Students will be able to accurately describe the legal and ethical professional responsibilities of architects in the United States, as well as the forces influencing changes in them.			
SC2.1a	Course exit Survey question: To what extent do you agree with this statement: "I am able to accurately describe the legal and ethical professional responsibilities of architects in the United States, as well as the forces influencing changes in them."	ARC 4507 (Professional Practice 1)	88 of average response (exceeds Benchmark - 80)
SC2.1b	Quiz exploring the legal and ethical professional responsibilities of architects in the United States, as well as the forces influencing changes in them.	ARC 4507 (Professional Practice 1)	100% of grades higher than 80 (exceeds Benchmark - 75%)
SLO SC2.2 - Students will be able to accurately explain the detailed requirements for professional practice at the state and national levels.			
SC2.2a	Course exit Survey question: To what extent do you agree with this statement: "I am able to accurately explain the detailed requirements for professional practice at the state and national levels."	ARC 4507 (Professional Practice 1)	84 of average response (exceeds Benchmark - 80)
SC2.2b	Quiz exploring the requirements for professional practice at the state and national levels.	ARC 4507 (Professional Practice 1)	100% of grades higher than 80 (exceeds Benchmark - 75%)

SC2.1a: In Professional Practice 1 (ARC 4507), students consider their future role as a professional licensed architect and its legal and ethical expectations. Students visit the foundational sources of the *[AIA Code of Ethics]* and *[TN Rules of State Board of Architectural And Engineering Examiners - Rules of Professional Conduct]*. Through instructor-led discussions, students examine the specific requirements in greater detail. Students will read from selections from *[Ethics and the Practice of Architecture]* by Wasserman, Sullivan, and Palermo. Selections present real ethical quandaries that can occur in architectural practice for consideration and discussion. At the conclusion of the course, students' ability to identify ethical dilemmas and propose appropriate resolutions (grounded in foundational guidelines and directives) was self-assessed using a course exit survey question that is aligned with this assessment point's SLO.

SC2.1b: This assessment point pairs a direct assessment method (quiz) with the indirect method for SC2.1a. In this assessment point, a quiz evaluated students' ability to identify ethical dilemmas and propose appropriate resolutions, grounded in foundational guidelines and directives. Their responses will reflect influences from their personal, cultural, and faith-based perspectives while ensuring alignment with ethical standards

SC2.2a: In Professional Practice 1 (ARC 4507), students explore the various components, actions, and responsibilities of being a professional architect utilizing Tennessee as a guideline for state requirements. A summary of differences that may occur in other countries is given. Readings from [The Architecture Student's Handbook of Professional Practice] provide introductory information concerning firm legal structures, marketing, client acquisition, contracts, fees, project delivery methodologies, legal responsibilities and liabilities, design team structures, building development methodologies, and ethical considerations. Lectures from the instructor and local professionals (including architects, lawyers, and contractors) augment this initial information. Class discussions are used to clarify and encourage situational consideration. At the conclusion of the course, students' ability to accurately explain the detailed requirements for professional practice at the state and national levels was self-assessed using a course exit survey question that is aligned with this assessment point's SLO.

SC2.2b: This assessment point pairs a direct assessment method (Quiz) with the indirect method for SC2.2a. In this assessment point, students were required to answer a quiz evaluating their factual knowledge of requirements for professional practice at the state and national levels.

Summary of Results: All assessment points related to this criterion were successfully met, surpassing the proposed benchmarks.

Summary of Modifications: Since all assessment points related to this criterion were successfully met, the curriculum committee has decided not to make any changes at this time. The criterion will continue to be evaluated in the next assessment cycle.

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

Program Response:

The program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States. Through formalized coursework, they come to understand the evaluative process that architects use to comply with those laws and regulations as part of a project. Students' mastery of the capacities and limitations of the regulatory context to which architectural decisions are subject will be assessed in the fifth year.

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

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

- **ARC 4508 (Professional Practice 2)**

Self-Assessment: This criterion is evaluated through three Student Learning Outcomes (SLOs) aligned with the SC.3 Regulatory Context criterion description. The SLOs are applied in Professional Practice 2 (ARC 4508) and assessed through six complementary assessment points (two per SLO) using both direct and indirect methods. This

approach, consistent throughout many criteria, enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the ability to identify and employ the fundamental principles of life safety and current laws and regulations that apply to buildings in the United States", (ii) "the ability to recognize and discuss the fundamental principles of land use and current laws and regulations that apply to sites in the United States", and (iii) "the ability to accurately describe the evaluative process architects use to comply with the laws and regulations that apply to buildings and sites in the United States". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO SC3.1 - Students will be able to identify and employ the fundamental principles of life safety and current laws and regulations that apply to buildings in the United States.			
SC3.1a	Course Exit Survey questions: To what extent do you agree with this statement: "I can recognize and employ the fundamental principles of life safety and current laws and regulations that apply to buildings in the United States."	ARC 4508 (Professional Practice 2)	89 of average response (exceeds Benchmark - 80)
SC3.1b	Quizzes on core building code requirements including means of egress.	ARC 4508 (Professional Practice 2)	79% of grades higher than 80 (exceeds Benchmark - 75%)
SLO SC3.2 - Students will be able to recognize and discuss the fundamental principles of land use and current laws and regulations that apply to sites in the United States.			
SC3.2a	Course Exit Survey questions: To what extent do you agree with this statement: "I can recognize the role of zoning regulations and laws on human health, safety, and welfare on buildings and cities."	ARC 4508 (Professional Practice 2)	97 of average response (exceeds Benchmark - 80)
SC3.2b	Narrative assignment: Identify 2 fundamental principles of land use and current laws and regulations that apply to sites in the United States (current or historically) and compare their impact on their community.	ARC 4508 (Professional Practice 2)	100% of grades higher than 80 (exceeds Benchmark - 75%)
SLO SC3.3 - Students will be able to accurately describe the evaluative processes architects use to comply with the laws and regulations that apply to buildings and sites in the United States.			
SC3.3a	Course Exit Survey questions: To what extent do you agree with this statement: "I am able to accurately describe the evaluative processes	ARC 4508 (Professional Practice 2)	82 of average response (exceeds Benchmark - 80)

	architects use to comply with the laws and regulations that apply to buildings and sites in the United States.		
SC3.3b	Quiz question: List the major components of the construction documentation process. Indicate at least one legal or regulatory aspect of the building or site which is determined at that stage.	ARC 4508 (Professional Practice 2)	63% of grades higher than 80 (below Benchmark - 75%)

SC3.1a: Professional Practice 2 (ARC 4508) focuses on regulations that affect the design of the built environment. Through presentations and assignments, students gain intellectual and application knowledge of the building codes based on the [2024 IBC], [2017 A117.1], and [2010 ADA Standards]. Utilizing [The Codes Guidebook for Interiors] (instructor is the author), students read chapters on the development and types of codes, accessibility guidelines, federal regulations, occupancy classifications, construction types, building limitations, means of egress, fire and smoke resistant assemblies, fire protection systems, and mechanical, electrical and plumbing codes. Presentations by the instructor clarify and provide real-life scenarios to help students appreciate the impact of codes on design. Practical application exercises are given in class to establish practical use of the code publications and requirements. At the conclusion of the course, students' ability to recognize and employ the fundamental principles of life safety and current laws and regulations that apply to buildings in the United States was self-assessed using a course exit survey question that is aligned with this assessment point's SLO.

SC3.1b: This assessment point pairs a direct assessment method (Quiz) with the indirect method for SC3.1a. The quiz is utilized to establish knowledge and quantifiable evidence of understanding the regulatory impact on design while aligning with the assessment point's Student Learning Outcome (SLO).

SC3.2a: In Professional Practice 2 (ARC 4508), students are introduced to the principles of land use and current laws and regulations that apply to sites in the United States (current or historically) in several methodologies. Students read Chapter/Section 10.2 Community Planning Controls from [The Architecture Student's Handbook of Professional Practice]. Students learn foundational concepts presented in the chapter which are reinforced in-class presentations and discussions. Additional reading and perspectives on zoning issues are provided to highlight national and local zoning issues. Throughout the semester, students are also reading [The Color of Law] by Richard Rothstein which presents evidence that zoning regulations and urban renewal efforts can create segregation and inequity in the urban environments. At the conclusion of the course, students' ability to recognize the role of zoning regulations and laws on human health, safety, and welfare in buildings and cities was self-assessed using a course exit survey question that is aligned with this assessment point's SLO.

SC3.2b: This assessment point pairs a direct assessment method (Narrative assignment) with the direct method for SC3.2a. Utilizing their understanding of the conceptual and practical aspects of land use, in this assessment point students are asked to choose 2 principles of land use (current or historical) and reflect on their impact (negative or positive) on their community. This assessment point aligns with its respective Student Learning Outcome (SLO) and the corresponding [Rubric].

SC3.3a: In Professional Practice 2 (ARC 4508), students evaluate the purpose of the typical graphic and written documentation in the design documentation phase. Students read sections from [The Architecture Student's Handbook of Professional Practice] concerning construction documentation. Emphasis is placed on recognizing the need for drawing to document legal and regulatory components of the building process in addition to design intent. At the conclusion of the course, students' ability to accurately describe the evaluative process architects use to comply with the laws and regulations that apply to buildings and sites in the United States was self-assessed using a course exit survey question that is aligned with this assessment point's SLO.

SC3.3b: This assessment point pairs a direct assessment method with the direct method for SC3.3a. In this assessment, students are asked to connect the major components of the construction documentation process (drawings, specifications, or both) to their legal purpose as indicative of a legal or regulatory aspect of the building or site. This assessment point aligns with its respective Student Learning Outcome (SLO) and the corresponding [Rubric].

Summary of Results: All assessment points related to this criterion were evaluated for the first time in the Fall 2024 semester, coinciding with the inaugural offering of Professional Practice 2 (ARC 4508). During this assessment, three assessment points (SC3.1a, SC3.2a, and SC3.3a) exceeded the proposed benchmark for survey questions (average response ≥ 80), achieving an average response of 89, 97, and 82, respectively. The other two assessment points (SC3.1b and SC3.2b) exceeded the benchmark for submitted work (at least 75% of grades ≥ 80), with 79% and 100% of students reaching the threshold. SC3.3b, however, did not meet the benchmark for submitted work (at least 75% of grades ≥ 80), with only 63% of students reaching the threshold.

Summary of Modifications: The ARC 4508 instructor proposed the following improvements regarding SC3.3b:

1. **Modify Definition of SC3.3b assessment process:** Students were asked to identify how and where, within the construction documents, different aspects of the codes, laws, and regulations would be documented – not as indicated in the definition of the assessment process. Although we believe this is a more straightforward objective than as originally written, better presentation and preparation are necessary for students to respond more competently and correctly.
2. **Course content/delivery:** Increase connection and correlation between the design conditions that require evaluation, to which laws and regulations are applicable, and influence the resolution. The link between inquiry and purpose of pertinent laws and regulations should be more directly demonstrated in course material (i.e., lectures, supportive readings, and practical examples). The reason for and the location within the construction documents (drawings vs specifications) should be highlighted in lectures and written materials.
3. **Delivery:** It would be helpful if the discussion of codes and zoning were occurring in the parallel design studio for application.
4. **Course content:** Make a direct correlation of construction documentation (drawing and specifications) to documentation of legal and regulatory aspects of the building and site, in addition to design intent. More time spent reviewing an actual drawing and specification set to identify elements documented.
5. **Evaluation methods:** Have students discover legal and regulatory aspects of a design in an actual construction document set. This was done in the Fall 2024 course as an in-class exercise. Suggest making the process more formal, requiring more reflection by students.

The Curriculum committee approved the suggestions as noted.

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.

Our program addresses SC.4 by embedding technical knowledge as a central element of the curriculum, ensuring that students gain a comprehensive understanding of both established and emerging systems, technologies, and assemblies of building construction. Technical considerations are not treated as separate from design but as integral to it, with performance, economics, and project objectives positioned as essential factors that inform architectural decision-making. The Comprehensive Design Seminar (ARC 4518), offered in tandem with studio, serves as the primary venue for this integration. Students explore passive design strategies, structural assemblies, adaptive reuse methods, envelope performance, renewable energy systems, environmental controls, and life safety measures, applying them directly to their projects. By engaging with these systems through performance-based analysis, students learn to see technical knowledge as a dynamic field that evolves alongside innovations in practice and sustainability imperatives.

The program's approach emphasizes both reflection and demonstration of competency. Students complete structured assignments requiring drawings, diagrams, and written analyses that document their ability to identify, evaluate, and integrate building systems into their design work. These direct assessments are paired with indirect measures, such as self-assessment surveys, that encourage students to reflect on their own technical growth and understanding. This dual strategy reinforces the connection between knowledge acquisition and practical application, ensuring that students can translate theory into design practice. Through this process, students develop the capacity to balance technical rigor with architectural intent, understanding that effective design emerges from the seamless integration of technology and creativity.

The overarching goal of this work is to cultivate graduates who are technically proficient and capable of critical evaluation, application, and integration of building systems in service of design excellence. Students are expected to demonstrate a command of contemporary building technologies, to employ analytical tools and performance criteria in assessing their appropriateness, and to integrate them holistically into architectural solutions. By aligning content, pedagogy, and assessment around these goals, the program ensures that students are prepared to approach technical challenges as opportunities for innovation, sustainability, and professional competence.

Self-Assessment: This criterion is evaluated through two Student Learning Outcomes (SLOs) aligned with the SC.4 Technical Knowledge criterion description. The SLOs are applied in the Comprehensive Design Seminar (ARC 4518) and assessed through four complementary assessment points (two per SLO) using both direct and indirect methods. This approach, consistent throughout many criteria, enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the ability to understand established and emerging systems, technologies, and building construction" and (ii) "the ability to describe the methods for assessing technology against design, economic, and performance objectives". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Result
SLO SC4.1 - Students will demonstrate they understand established and emerging systems, technologies, and building construction.			
SC4.1a	Course exit Survey question: to what extent do you agree with the statement: "I understand the established and emerging systems, technologies, and assemblies of building construction."?	ARC 4518 (Comprehensive Design Seminar)	88 of average response (exceeds Benchmark - 80)

SC4.1b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating your understanding of the established and emerging systems, technologies, and assemblies of building construction.	ARC 4518 (Comprehensive Design Seminar)	0% of grades higher than 80 (below Benchmark - 75%)
SLO SC4.2 - Students will accurately describe the methods for assessing technology against design, economic, and performance objectives.			
SC4.2a	Course exit Survey question: to what extent do you agree with the statement: "I understand the methods and criteria architects use to assess established and emerging systems, technologies, and assemblies of building construction against the design, economics, and performance objectives of projects."?	ARC 4518 (Comprehensive Design Seminar)	82 of average response (exceeds Benchmark - 80)
SC4.2b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating your understanding of the methods and criteria architects use to assess established and emerging systems, technologies, and assemblies of building construction against the design, economics, and performance objectives of projects.	ARC 4518 (Comprehensive Design Seminar)	0% of grades higher than 80 (below Benchmark - 75%)

SC4.1a: In Comprehensive Design Seminar (ARC 4518), students developed a range of technical aspects of their concurrent architectural design studio projects. [Course Syllabus]. Students were required to identify and quantitatively evaluate passive design strategies, structural systems, adaptive reuse construction, envelope assemblies, on-site renewable energy systems, environmental control systems, and life safety systems for their project. For each of these studies, students applied their understanding to their design work and integrated each scope into their project based on performance criteria [Assignments]. At the conclusion of the course, students self-assessed their understanding of the established and emerging systems, technologies, and assemblies of building construction through a course exit survey question aligned with this assessment point's SLO.

SC4.1b: This assessment pairs a direct assessment method (student work submission) with the indirect method for SC4.1a. This assessment required students to submit their work for all course assignments [Assignments]. At the

end of the course, students were assessed for their understanding of the established and emerging systems, technologies, and assemblies of building construction based on a review of their submitted work and according to this assessment point's SLO and the following [Rubric](#).

SC4.2a: In Comprehensive Design Seminar (ARC 4518), students technically developed a range of aspects of their concurrent architectural design studio projects [\[Course Syllabus\]](#). Students were required to identify and quantitatively evaluate passive design strategies, structural systems, adaptive reuse construction, envelope assemblies, on-site renewable energy systems, environmental control systems, and life safety systems for their project. For each of these studies, students used performance criteria and analytical tools to assess these systems based on the situation and requirements of their project. This included analysis of thermal comfort, embodied and operational carbon emissions, energy use, operational costs, hygrothermal analysis, daylighting, illuminance, and sound control. [\[Assignment to be developed\]](#). At the conclusion of the course, students self-assessed their understanding of the methods and criteria architects use to assess established and emerging systems, technologies, and assemblies of building construction against the design, economics, and performance objectives of projects through a course exit survey question aligned with this assessment point's SLO.

SC4.2b: This assessment pairs a direct assessment method (student work submission) with the indirect method for SC4.2a. This assessment required students to submit their work for all course assignments [\[Assignments\]](#). At the end of the course, students were assessed for their understanding of the methods and criteria architects use to assess established and emerging systems, technologies, and assemblies of building construction against the design, economics, and performance objectives of projects based on a review of their submitted work and according to this assessment point's SLO and the following [Rubric](#).

Summary of Results: All assessment points related to this criterion were evaluated for the first time in the Spring 2025 semester, coinciding with the inaugural offering of the Comprehensive Design Seminar (ARC 4518). During this assessment, two assessment points (SC4.1a and SC4.2a) exceeded the proposed benchmark for survey questions (average response ≥ 80), achieving an average response of 88 and 82, respectively. The other two assessment points (SC4.1b and SC4.2b) did not meet the benchmark for submitted work (at least 75% of grades ≥ 80), with 0% of students reaching the threshold for both assessment points.

Summary of Modifications: The ARC 4518 instructor proposed the following improvements:

1. Review, reorganize, and revise the content and courses in the Structural sequence (ARC3041, ARC3042) for implementation starting in Fall 2025.
2. Organize requirements for developing systems, technologies, and building construction understanding in design studios throughout the curriculum.
3. Add a Materials and Methods of Building Construction course

The Improvements #1 and #2 proposed by the instructor were approved as proposed above and will start to be implemented in the Fall 2025 semester. The improvement #3 requires a broader reflection, discussion, and elaboration to be implemented and will be considered in the curricular modification planning starting in the Fall 2025 semester.

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

The program must provide the following:

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

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

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

Program Response:

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 the greatest focus on the standard:

- **Design 7 (ARC 4527)**, the fall semester comprehensive studio of the yearlong project, concludes the design stream and bears the demands for synthesizing needs of the program (user requirements), abiding by necessary regulatory requirements and accessibility standards (accessible design), addressing site conditions in the immediate vicinity of the project and in reference to the urban environment and fulfilling goals to reduce environmental impacts.
- Meeting these challenging benchmarks will be facilitated by pairing Design 7 with the **programmatic concerns and regulatory parameters of Professional Practice 2** in which students will have an additional three-hour course to focus on the significant parameters 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. **This Student Criterion will be assessed in the following course:**

- **ARC 4527 (Arch. Design 7)**

Self-Assessment: This criterion is evaluated through two Student Learning Outcomes (SLOs) aligned with the SC.5 Design Synthesis criterion. The SLOs are applied across two sections of the same design studio course (Architectural Design 7 (ARC 4527)) and assessed through four complementary assessment points (two per SLO) using both direct and indirect methods. This approach enables an aggregate analysis, comparing students' perceived understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate: (i) "the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design" and (ii) "the ability to make design decisions within architectural projects while demonstrating consideration of the measurable environmental impact of their design decisions". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results

SLO SC5.1 - Students can demonstrate the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design.			
SC5.1a	Course exit Survey question: To what extent do you agree with the following statement: "I have the ability to make design decisions within architectural projects while demonstrating the synthesis of user requirements, regulatory requirements, site conditions, and accessible design."	ARC 4527 (Architectural Design 7)	92 of average response (exceeds Benchmark - 80)
SC5.1b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating a synthesis of user requirements, regulatory requirements, site conditions, and accessible design	ARC 4527 (Architectural Design 7)	44% of grades higher than 80 (below Benchmark - 75%)
SLO SC5.2 - Students can demonstrate the ability to make design decisions within architectural projects while demonstrating consideration of the measurable environmental impact of their design decisions.			
SC5.2a	Course Exit Survey Question: To what extent do you agree with this statement: "I have the ability to make design decisions within architectural projects while demonstrating consideration of the measurable environmental impact of my design decisions?"	ARC 4527 (Architectural Design 7)	88 of average response (exceeds Benchmark - 80)
SC5.2b	Assignment: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating consideration of the measurable environmental	ARC 4527 (Architectural Design 7)	33% of grades higher than 80 (below Benchmark - 75%)

	impact of your design decisions.		

SC5.1a: In Architectural Design 7 (ARC 4527), Sections 1 and 2, students engaged with complex architectural principles and systems to inform their design decisions. Through a holistic, iterative design process, they developed proposals for the adaptive reuse and expansion of an existing building on Belmont University's campus. Their designs considered both the building's transformation and its integration within the surrounding project situation, addressing the evolving needs of the growing O'More College of Architecture and Design [Course Syllabus - section 1] [Course Syllabus – section 2]. This comprehensive design studio included an analysis of the systems and implications of adaptive reuse, codes and regulations, universal design, structural systems, and environmental impacts of the project [Design Synthesis Assignments - section 1] [Design Synthesis Assignments - section 2]. At the conclusion of the course, students self-assessed their ability to make design decisions within architectural projects while demonstrating the synthesis of user requirements, regulatory requirements, site conditions, and accessible design through a course exit survey question that is aligned with this assessment point's SLO.

SC5.1b: This assessment point pairs a direct assessment method (student work submission) with the indirect method for SC5.1a. This assessment required students to compile and submit a project document that included all process work from prior assignments along with final project outcomes [Design Synthesis Assignment – Section 1] and [Design Synthesis Assignment – Section 1]. At the end of the course, students were assessed for their ability to make design decisions within architectural projects while demonstrating a synthesis of user requirements, regulatory requirements, site conditions, and accessible design based on a review of their overall project documentation package and according to this assessment point's SLO and the following [Rubric].

SC5.2a: This assessment point is built upon the same project as SC.1a and SC.1b—the addition and renovation of the current O'More College of Architecture and Design building. The goal was to assess students' ability to make informed design decisions in architectural projects while demonstrating awareness of the measurable environmental impact of their choices. To quantify this impact, students utilized the CARE Tool to estimate embodied and operational carbon emissions (CO₂e) for their proposals, comparing them against “Do Nothing” and fully “New Construction” alternatives. This analysis provided insight into how their design choices—such as adaptive reuse strategies, daylighting integration, and structural system selection—affected environmental performance [Design Synthesis Assignments - Section 1] [Design Synthesis Assignments - Section 2]. At the conclusion of the course, students' ability to make design decisions within architectural projects while demonstrating consideration of the measurable environmental impact of their design decisions was self-assessed using a course exit survey question that is aligned with this assessment point's SLO.

SC5.2b: This assessment pairs a direct assessment method (student work submission) with the indirect method for SC5.2a. It required students to compile and submit a project document that included all process work from prior assignments, along with final project outcomes [Design Synthesis Assignments] and [Assignment 6: Design Refinement]. At the end of the course, students were evaluated on their ability to demonstrate consideration of the measurable environmental impact of their design decisions. This assessment was based on a review of their documented design process and final project outcomes, using the criteria outlined in the [Rubric] and according to this assessment point's SLO.

Summary of Results: All assessment points related to this criterion were evaluated for the first time in the Fall 2024 semester, coinciding with the inaugural offering of Architectural Design 7 (ARC 4527). During this assessment, two assessment points (SC6.1a and SC6.2a) exceeded the proposed benchmark for survey questions (average response ≥ 80), achieving an average response of 92 and 88. However, the other two assessment points (SC6.1b and SC6.2b) did not meet the benchmark for submitted work (at least 75% of grades ≥ 80), with only 44% and 33% of students reaching the threshold.

Summary of Modifications: The ARC 4527 instructors proposed the following improvements regarding SC5.1b and SC5.2b:

1. Evaluate and coordinate the ARC4527 and ARC4528 courses to work together as a more effective two-semester sequence to equip students with the abilities required by SC5 Design Synthesis for the 2025-26 academic year
2. Ensure the consideration of the measurable environmental impact of design decisions is incorporated throughout the development of the project for the 2025-26 academic year
3. Move the assessment of SC5 to ARC4528 so that the assessment point is aligned with the revised organization of the ARC4527 and ARC4528 courses
4. Evaluate the coordination between ARC4527, ARC4528, and ARC4508 Professional Practice 2 to support students' ability to synthesize regulatory requirements
5. Introduce and reinforce design synthesis of user requirements, regulatory requirements, site conditions, and accessible design in the second and third year of the program (IRM scaffolding)

All the proposed improvements require broader reflection, discussion, and coordination to be effectively implemented, and will be considered during the curricular modification planning beginning in the Fall 2025 semester.

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

Program Response:

The program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance in a very similar manner to Student Criteria 5 above: through a tiered/scaffolded approach to develop their learning, a classroom/seminar setting to focus on the many research-driven elements of the standard, linked to a significant design experience to put it into practice.

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

- **Design 8 (ARC 4528)**, the final comprehensive studio concludes the design stream and bears the demands for integrating proposals for the design of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.
- Meeting these challenging **benchmarks will be facilitated by pairing Design 8 with the Comprehensive Design Seminar (ARC 4518)**, in which students will have an additional three-hour course to focus on the significant research and decision-making process required of these many objectives.

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

This Student Criterion will be assessed in the following course.

- **ARC 4528 (Arch. Design 8)**

Self-Assessment: This criterion is evaluated through five Student Learning Outcomes (SLOs) aligned with the SC.6 Building Integration criterion description. The SLOs are applied in Architectural Design 8 (ARC 4528) and assessed through ten complementary assessment points (two per SLO) using both direct and indirect methods. This approach, consistent throughout many criteria, enables an aggregate analysis, comparing students' perceived

understanding with their demonstrated ability. The goal of these assessment points is to offer diverse perspectives on the extent to which students can effectively demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of: (i)"building envelope systems and assemblies", (ii)"structural systems", (iii)"environmental control systems", (iv)"life safety systems", and (v) "the measurable outcomes of building performance". The following table outlines the assessment structure for this criterion:

Assessment Point	Assessment Method	Course	Results
SLO SC6.1 - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of building envelope systems and assemblies.			
SC6.1a	Course exit survey question: To what extent do you agree with this statement: "I am able to make design decisions within architectural projects while demonstrating integration of envelope systems and assemblies."?	ARC 4528 (Architectural Design 8)	95 of average response (exceeds Benchmark - 80)
SC6.1b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of envelope systems and assemblies.	ARC 4528 (Architectural Design 8)	56% of grades higher than 80 (below Benchmark - 75%)
SLO SC6.2 - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of structural systems.			
SC6.2a	Course exit survey question: To what extent do you agree with this statement: "I am able to make design decisions within architectural projects while demonstrating integration of structural systems."?	ARC 4528 (Architectural Design 8)	96 of average response (exceeds Benchmark - 80)
SC6.2b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of structural systems.	ARC 4528 (Architectural Design 8)	44% of grades higher than 80 (below Benchmark - 75%)
SLO SC6.3 - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of environmental control systems.			
SC6.3a	Course exit survey question: To what extent do you agree with this statement: "I am able to make design decisions within architectural projects while	ARC 4528 (Architectural Design 8)	89 of average response (exceeds Benchmark - 80)

Assessment Point	Assessment Method	Course	Results
SLO SC6.1 - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of building envelope systems and assemblies.			
	demonstrating integration of environmental control systems.”?		
SC6.3b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of environmental control systems.	ARC 4528 (Architectural Design 8)	72% of grades higher than 80 (below Benchmark - 75%)
SLO SC6.4 - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of life safety systems.			
SC6.4a	Course exit survey question: To what extent do you agree with this statement: “I am able to make design decisions within architectural projects while demonstrating integration of life safety systems.”?	ARC 4528 (Architectural Design 8)	92 of average response (exceeds Benchmark - 80)
SC6.4b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of life safety systems.	ARC 4528 (Architectural Design 8)	56% of grades higher than 80 (below Benchmark - 75%)
SLO SC6.5 - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of the measurable outcomes of building performance.			
SC6.5a	Course exit survey question: To what extent do you agree with this statement: “I am able to make design decisions within architectural projects while demonstrating integration of the measurable outcomes of building performance.”?	ARC 4528 (Architectural Design 8)	93 of average response (exceeds Benchmark - 80)
SC6.5b	Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of the measurable	ARC 4528 (Architectural Design 8)	67% of grades higher than 80 (below Benchmark - 75%)

Assessment Point	Assessment Method	Course	Results
SLO SC6.1 - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of building envelope systems and assemblies.			
	outcomes of building performance.		

SC6.1a: In Architectural Design 8 (ARC 4528), Sections 1 and 2, students evaluated and technically developed an adaptive reuse design project, which had been initiated in a prior studio course, in response to the AIA Framework for Design Excellence [[Course Syllabus](#)]. A focus area of this development was the refinement of the building envelope design. Each student produced a set of interrelated drawings of a key portion of the building envelope from the foundation through the roof. They evaluated the envelope regarding climate and passive design strategies, assembly tectonics, and environmental performance criteria. Students were required to produce a technically accurate wall section that was optimized for daylighting, energy demand, and carbon emissions using Sefaira to comparatively evaluate its performance. Once optimized, students constructed physical study models of the building envelope [[Assignment 3: Envelope Design](#)]. They were also required to integrate their envelope design into their overall project and demonstrate how their work was responsive to measures from the Framework for Design Excellence. At the conclusion of the course, students self-assessed their ability to make design decisions within architectural projects while demonstrating integration of envelope systems and assemblies through a course exit survey question aligned with this assessment point's SLO.

SC6.1b: This assessment pairs a direct assessment method (student work submission) with the indirect method for SC6.1a. This assessment required students to submit their process work for Assignment 3: Envelope Design along with the final boards for the ACSA/AIA Student COTE Competition [[Assignment 3: Envelope Design](#)]. At the end of the course, students were assessed for their ability to make design decisions within architectural projects while demonstrating integration of envelope systems and assemblies based on a review of their submitted work and according to this assessment point's SLO and the following [[Rubric](#)].

SC6.2a: In Architectural Design 8 (ARC 4528), Sections 1 and 2, students evaluated and technically developed an adaptive reuse design project, which had been initiated in a prior studio course, in response to the AIA Framework for Design Excellence [[Course Syllabus](#)]. A focus area of this development was the refinement of the building's structural system. Students explored both the adaptive reuse potential of the structural system of an existing building and the major components of a new construction heavy timber structural system. They also considered the life cycle of their structural system and its contribution to the embodied carbon emissions of their project. They explored the resiliency of the building structure both in terms of its adaptive potential and its ability to provide shelter in a severe weather event. All of these considerations were integrated into a design response as the students incorporated the various components of structure within their design project and explained the impacts of structural design in terms of the Framework for Design Excellence [[Assignment 2: Adaptive Design](#)]. At the conclusion of the course, students self-assessed their ability to make design decisions within architectural projects while demonstrating integration of structural systems through a course exit survey question aligned with this assessment point's SLO.

SC6.2b: This assessment pairs a direct assessment method (student work submission) with the indirect method for SC6.2a. This assessment required students to submit their process work for [[Assignment 2: Adaptive Design](#)] along with the final boards for the ACSA/AIA Student COTE Competition. At the end of the course, students were assessed for their ability to make design decisions within architectural projects while demonstrating the integration of structural systems based on a review of their submitted work and according to this assessment point's SLO and the following [[Rubric](#)].

SC6.3a: In Architectural Design 8 (ARC 4528), Sections 1 and 2, students evaluated and technically developed an adaptive reuse design project, which had been initiated in a prior studio course, in response to the AIA Framework for Design Excellence [[Course Syllabus](#)]. A focus area of this development was the integration of environmental control systems including mechanical, lighting, plumbing, and acoustical systems. Students selected a prototypical

space within their design project and produced enlarged floor plans, reflected ceiling plans, interior elevations, and sections of the space. For each environmental control system type, students identified the major components and performance criteria, estimated the size of these components, and investigated requirements for their configuration and materiality. Each student then considered how the environmental control system would be integrated into the project as a whole and produced a diagrammatic study of their integration approach. Based on this overall understanding, students then developed an integrated design for each system in greater detail within the prototypical space they had previously identified. They were required to document this integration for both individual systems and in conjunction so that system coordination within the larger design project was considered. Along with this documentation, students produced narratives and diagrams demonstrating the contributions of environmental control systems to the measures for the Framework for Design Excellence [[Assignment 4: Interior Design](#)]. At the conclusion of the course, students self-assessed their ability to make design decisions within architectural projects while demonstrating integration of environmental control systems through a course exit survey question aligned with this assessment point's SLO.

SC6.3b: This assessment pairs a direct assessment method (student work submission) with the indirect method for SC6.3a. This assessment required students to submit their process work for [[Assignment 4: Interior Design](#)] along with the final boards for the ACSA/AIA Student COTE Competition. At the end of the course, students were assessed for their ability to make design decisions within architectural projects while demonstrating integration of environmental control systems based on a review of their submitted work and according to this assessment point's SLO and the following [[Rubric](#)].

SC6.4a: In Architectural Design 8 (ARC 4528), Sections 1 and 2, students evaluated and technically developed an adaptive reuse design project, which had been initiated in a prior studio course, in response to the AIA Framework for Design Excellence [[Course Syllabus](#)]. A focus area of this development was integration of life safety systems. Students conducted a code review for their project and evaluated their designs for code compliance and the integration of life safety systems. They identified regulatory requirements for fire resistance, egress, and fire suppression systems and produced health-life safety plans that demonstrated the integration of these systems within their project design. Students also identified a prototypical space within the project and produced enlarged reflected ceiling plans and sections of the space. Using these drawings, they integrated fire suppression systems into the project design in greater detail with consideration of coordination requirements with other building systems [[Assignment 4: Interior Design](#)]. At the conclusion of the course, students self-assessed their ability to make design decisions within architectural projects while demonstrating integration of life safety systems through a course exit survey question aligned with this assessment point's SLO.

SC6.4b: This assessment pairs a direct assessment method (student work submission) with the indirect method for SC6.4a. This assessment required students to submit their process work for [[Assignment 4: Interior Design](#)] along with the final boards for the ACSA/AIA Student COTE Competition. At the end of the course, students were assessed for their ability to make design decisions within architectural projects while demonstrating integration of life safety systems based on a review of their submitted work and according to this assessment point's SLO and the following [[Rubric](#)].

SC6.5a: In Architectural Design 8 (ARC 4528), Sections 1 and 2, students evaluated and technically developed an adaptive reuse design project, which had been initiated in a prior studio course, in response to the AIA Framework for Design Excellence [[Course Syllabus](#)]. Throughout the course, students were required to demonstrate how their project specifically responded to the measures within the Framework. Many of the measures included metrics for building performance which students produced using a range of tools, including Ladybug Tools, Climate Consultant, Sefaira, CARE Tool, Zero Tool, and PVWatts Calculator. Each of these tools was used to evaluate project performance and to inform design decision-making through a wide range of criteria. Students demonstrated how measurable building performance evaluation impacted their design decisions through narrative and graphical responses to each of the ten Framework measures and through the integration of their decisions within the project as a whole. This work was demonstrated through the completion of course assignments, which culminated in presentation boards for the ACSA/AIA Student COTE Competition [[All assignments](#)]. At the conclusion of the course, students self-assessed their ability to make design decisions within architectural projects while

demonstrating integration of the measurable outcomes of building performance through a course exit survey question aligned with this assessment point's SLO.

SC6.5b: This assessment pairs a direct assessment method (student work submission) with the indirect method for SC6.5a. This assessment required students to submit their process work for all course assignments along with the final boards for the ACSA/AIA Student COTE Competition [All assignments]. At the end of the course, students were assessed for their ability to make design decisions within architectural projects while demonstrating integration of the measurable outcomes of building performance based on a review of their submitted work and according to this assessment point's SLO and the following [Rubric].

Summary of Results: All assessment points related to this criterion were evaluated for the first time in the Spring 2025 semester, coinciding with the inaugural offering of Architectural Design 8 (ARC 4528). During this assessment, five assessment points (SC6.1a, SC6.2a, SC6.3a, SC6.4a, and SC6.5a) exceeded the proposed benchmark for survey questions (average response ≥ 80), achieving an average response of 95, 96, 89, 92, and 93, respectively. However, the other five assessment points (SC6.1b, SC6.2b, SC6.3b, SC6.4b, and SC6.5b) did not meet the benchmark for submitted work (at least 75% of grades ≥ 80), with only 56%, 44%, 72%, 56%, and 67% of students reaching the threshold.

Summary of Modifications: The ARC 4528 instructors proposed the following improvements regarding (SC6.1b, SC6.2b, SC6.3b, SC6.4b, and SC6.5b):

1. Evaluate and coordinate the ARC 4527 and ARC 4528 courses to work together as a more effective two-semester sequence to equip students with the abilities required by SC6 Building Integration for the 2025-2026 academic year.
2. Ensure that the integration of building systems is understood as a process of design decision-making throughout the development of the project for the 2025-26 academic year.
3. Introduce and reinforce the integration of building systems in the earlier years of the program (IRM scaffolding) by revising course syllabi.
4. Review, reorganize, and revise content and courses throughout the Environmental Systems sequence (ARC4043, ARC4044, ARC4518) for implementation starting in Fall 2025.
5. Define space in the curriculum for both comprehensive design integration of normative building systems and engagement in design research and innovation by relocating ARC 4518 and ARC 4528 to the fourth year of the B.Arch. curriculum.
6. Evaluate the coordination between ARC4527, ARC4528, and ARC4508 Professional Practice 2 to support students' ability to synthesize regulatory requirements.

All the proposed improvements require broader reflection, discussion, and coordination to be effectively implemented, and will be considered during the curricular modification planning beginning in the Fall 2025 semester.

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 a reaffirmation visit in 2011, and its latest reaffirmation in 2021. See ([App. H](#)) for the most recent letter regarding Belmont's term of accreditation by SACSCOC, dated Dec. 28, 2020.)

4.2 Professional Degrees and Curriculum

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

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

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 Manual Drafting	3
ARC 1003: Foundations	3
ARC 1015: Craft, Profession, Vocation	3
ARC 1020: Fabrication and Sustainability	1
ARC 2021: Design Studio 1/Methods	3
ARC 2022: Design Studio 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 Studio 3/Integrated	6
ARC 3024: Design Studio 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 Studio 5/Integrated	6
ARC 4026: Design Studio 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 Studio 7/Comprehensive	6
ARC 4528: Design Studio 8/Comprehensive	6
ARC 4507: Professional Practice 1	3
ARC 4508: Professional Practice 2	3

ARC 4518: Comprehensive Design Seminar	3

The requirements for Belmont's B.Arch. program can be found in the current catalog:

https://catalog.belmont.edu/preview_program.php?catoid=13&poid=3695&hl=Architecture%2C+B.Arch.&returnto=search

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

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

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.6 The required courses are listed below:

course	credit hours
ART 1030: Observation and Drawing (Drawing 1)	3
ARC 1010: Folio Thinking (previously ARC 1895; replaces ART 2850)	1
First-Year Writing	3
First-Year Religion	3
First-Year Seminar	3
Oral Communication	3
HIS 1010: World History to 1500	3
HIS 1020: World History after 1500	3
Wellness	3
ENV 1150/1155: Intro to Environmental Science (lecture & lab)	4
Quantitative Reasoning	3
Third-Year Religion	3
Third-Year Writing	3
Philosophy	3
Sociology	3
ARC 4015: Senior Capstone for Architecture	3

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

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

Program Response:

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

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

- o **Professional studies:** Honors students will take the same professional studies courses as listed above.
- o **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.
- o **Optional studies:** Optional studies are thus reduced from 18 to 9 hours available for honors students.

As of early 2023, a new director of the honors program is looking for ways to make the program more flexible for professional programs like ours.

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

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

Program Response:

The Department of Architecture offers three programs for study:

Bachelor of Architecture (B.Arch.)

155-hour program as described in this document. ([See App. I for B.Arch. Curriculum Map.](#))

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

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

Minor in Architectural Studies

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

* Curricular changes are approved for a customized 18 credit Minor in Architectural Studies for Interior Design Majors

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

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

Program Response:

PROFESSIONAL STUDIES: 90 HOURS

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

- ARC 1015: Craft/Profession/Vocation: Arch. Practices Past, Present, & Future (3 hrs.)
- ARC 4507: Professional Practice 1 (3 hrs.)
- ARC 4508: Professional Practice 2 (3 hrs.)

GENERAL STUDIES: 47 HOURS

- ARC 4015: Senior Capstone for Architecture (3 hrs.)
- ART 1030: Drawing 1 (3 hrs.)
- ARC 1010 Folio Thinking (1 hr.) formerly ARC 1895 pilot course; replaces ART 2850
- ENV 1150 & 1155: Intro to Environmental Science (lecture & lab; 4 hrs.)
- First-Year Seminar (3 hrs.)
- HIS 1010: World History to 1500 (3 hrs.)
- HIS 1020: World History after 1500 (3 hrs.)
- Oral Communication (3 hrs.)
- Philosophy (3 hrs.)
- Quantitative Reasoning (3 hrs.)
- Religion (First-Year) (3 hrs.)
- Religion (Third-Year) (3 hrs.)
- Sociology (3 hrs.)
- Wellness (3 hrs.)
- Writing (First-Year) (3 hrs.)
- Writing (Third-Year) (3 hrs.)
- *As noted in Sec. 4.2.3, the honors program curriculum includes 55 hours of general studies*

OPTIONAL STUDIES: 18 HOURS

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

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

Program Response:

n/a

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

Program Response:

n/a

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

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

Program Response:

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

The program's transfer credit policy is available on the bottom of this webpage:

<https://www.belmont.edu/omore/about/accreditation.html#architecture> and included here:

Transfer Credit Policy

- Determination of eligibility for general education transfer credit will be determined by the Office of the Registrar.
- Determination of eligibility for architecture program requirements transfer credit (ARC courses) will be determined by the Chair of the Department of Architecture, based on:
 - Alignment of general course content
 - Demonstration of achievement of applicable NAAB-defined Program or Student Criteria
- Students requesting that courses completed at another institution be considered for Belmont ARC credit must submit to the Department Chair:
 - that institution's catalog description for the course and
 - the syllabus for the semester in which 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:

As noted in 4.3.1 above, the process of evaluation of baccalaureate-degree or associate-degree content for transfer students or students who hold previous degrees is available to candidates on the website in the Transfer Credit Policy, noted at the bottom of this webpage:

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

In addition, the anticipated five-year length of the degree program is clearly explained in print resources, including the Curriculum Map for the B.Arch. (See App. I), as well as web resources, including this webpage:

<https://www.belmont.edu/academics/majors-programs/barch-architecture/>

Students who apply to the Adult Degree Program receive a Preliminary Transfer Report (PTR), which provides prospective students with a review of how their transfer credits will be applied toward degree requirements. This document provides students with a total number of credit hours needed to complete the degree.

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 Section 1 of the Belmont University Faculty Handbook (see pages 8-12, https://www.belmont.edu/hr/_files/faculty_handbook.pdf), which describes the relationship of the Board of Trustees, Executive Officers, and Academic Administrative Officers for the university. (See App. M and N for organizational charts.)

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

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

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

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

The College of Architecture & Design is one of Belmont's twelve colleges,⁸ each led by an academic Dean. The O'More College's Dean, Rick Archer, is the principal academic officer responsible for the overall programmatic, fiscal, and operational leadership and management of the college. Dean Archer reports to the Provost and oversees the work of the Departments in the College. Department Chairs include:

- Architecture: Thomas Lowing and Fernando Lima (Co-Chairs)
- Fashion Design & Merchandising: Stephanie Reese
- Interior Design: Finis Eliot

To support the work of the dean and lead the curricular and extracurricular initiatives of the college, two Assistant Deans were named in the beginning of the Fall 2025 semester:

- Assistant Dean of Professional Engagement: Jamie Atlas
- Assistant Dean of Academic Success: Kelly Gore

The administrative work of the College is coordinated by the Assistant to the Dean, Emily Kynerd, and Budget Manager, Amy Hardy.

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.

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

Full-time architecture faculty have met on a regular basis, at least once per month, since the inception of the program. Beginning Spring Semester 2023, biweekly curriculum meetings and separate faculty meetings were formalized for all full-time faculty to govern the curriculum and culture of the professional program. Part-time faculty are invited but not required to attend.

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

The full description of faculty rights and responsibilities to participate in university governance are described in Section 7.3.2 of the Faculty Handbook (see page 67, https://www.belmont.edu/hr/files/faculty_handbook.pdf).

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 Architecture program has defined a set of multiyear objectives that guide its progress toward fulfilling its mission and ensuring alignment with both institutional priorities and NAAB accreditation standards. These objectives establish a framework for growth, continuous improvement, and long-term impact, positioning the program to serve students, the university, and the profession.

- **Meet NAAB Conditions for Accreditation**

Accreditation is the unifying framework that drives all program objectives. By demonstrating compliance with the 2020 NAAB Conditions, the program reinforces assessment practices, strengthens its curriculum, and advances both institutional and professional expectations.

- **Sustain and Manage Enrollment Growth**

The program seeks to continue its upward trajectory in student enrollment while ensuring that growth is matched with resources, faculty capacity, and a strong student-centered culture. Balancing expansion with quality is key to advancing the program's distinct mission.

- **Improve Student Retention and Success**

Strengthening persistence is an essential objective, addressed through enhanced academic support, improved student engagement, and stronger integration of resources. Retention efforts are tied to maintaining both academic rigor and a supportive learning environment.

- **Expand and Optimize Physical Resources**

Facilities growth and consolidation remain priorities, as the program's current distribution across multiple buildings creates challenges for integration. Increasing studio capacity and dedicated space will be central to sustaining a vibrant and collaborative culture.

- **Advance Assessment and Continuous Improvement**

The program is committed to refining its structured assessment framework to strengthen student learning outcomes and embed evidence-based curricular planning. This process ensures alignment with NAAB Shared Values, Program Criteria, and Student Criteria.

- **Embed Community Impact into the Curriculum**

Real-world, community-based projects are central to every studio, with service-learning initiatives expanding the program's reach locally and globally. This mission-driven focus reinforces student learning and professional readiness.

- **Strengthen Professional and Industry Engagement**

Building stronger partnerships with local firms and professional organizations remains a priority. These connections provide students with valuable opportunities for mentorship, internships, and pathways into practice.

- **Ensure Faculty and Staff Growth**

Expanding faculty and staff in step with enrollment is essential to supporting the program's future. University resources, including teaching workshops and professional development programs, further sustain instructional quality.

The program's foremost multiyear strategic objective is to achieve full compliance with the NAAB Conditions for Accreditation by 2025. The timeline for reaching this goal, originally outlined in the application for candidacy, is reiterated here. As part of this plan, the program will complete one full assessment cycle prior to the Initial Accreditation Visit in 2025, conduct a second cycle in advance of the Continuing Accreditation Visit in 2028, and

thereafter maintain a rhythm of one assessment cycle every four years, aligning with the 8-year term of continuing accreditation, as depicted below:

When?		What?	Status
2019	December	Application for Eligibility submitted	completed
2020	August	First cohort matriculates	completed
	September	Eligibility visit followed by a determination by NAAB	completed
2021	Spring	APR for initial candidacy visit (ARP-IC; due 180 days before visit)	completed
	Fall	Initial Candidacy visit	completed
2023	Spring	APR for Continuing Candidacy (APR-CC; due 180 days before visit)	completed
	Fall	Continuation of Candidacy Visit	completed
2024	Fall	First Assessment Cycle begins	completed
2024	Sept. 7	Application for Initial Accreditation due	completed
2025	Spring	First Assessment Cycle ends	completed
2025	April	First cohort graduates	completed
	Fall	Initial Accreditation visit	
	Fall	Immediate adjustments implemented; curricular development review launched based on first assessment cycle results	
2026	Fall	Revised curricular map implemented; Second assessment cycle begins	
2027	Spring	Second assessment cycle ends	
	Fall	Reflection and refinement year; preparation for Continuing Accreditation Visit.	
2028	Fall	Continuing Accreditation Visit (potential 8-year term: Jan 2028 – Dec 2035).	
2030	Fall	Third assessment cycle begins	
2031	Spring	Third assessment cycle ends	
2034	Fall	Fourth assessment cycle begins	
2035	Spring	Fourth assessment cycle ends	
2028–36		Two full four-year assessment cycles completed, ensuring readiness for the 2036 visit.	
2036	Fall	Continuing 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.

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

Program Response:

The Architecture program and Belmont University share a coordinated framework for identifying and monitoring key performance indicators (KPIs) that guide continuous improvement. At the program level, KPIs are derived directly from the NAAB Shared Values, Program Criteria, and Student Criteria. These are operationalized through seventy-four assessment points and forty-three student learning outcomes embedded across the curriculum. Each KPI is measured through both direct and indirect methods, such as graded assignments, exams, and student surveys, ensuring that evidence of student performance is triangulated with student perceptions of their own

learning. This structure allows the program to monitor areas such as technical knowledge, design integration, professional preparedness, and commitment to equity and sustainability in ways that are both measurable and mission-driven.

At the institutional level, Belmont University evaluates student achievement through KPIs that are nationally recognized and externally benchmarked. Retention and graduation rates are defined according to Integrated Postsecondary Education Data Systems (IPEDS) standards, while first-destination outcomes follow the methodology established by the National Association of Colleges and Employers (NACE). Belmont's Office of Institutional Research and Strategic Analytics (IRSA) tracks these measures for all undergraduate programs, including architecture, with specific attention to second-year retention and graduation at both the 100% (five-year) and 150% (seven-and-a-half-year) thresholds. Performance on these indicators is compared to that of peer institutions with similar missions and scales, providing context for institutional goal-setting and accountability. See (App.Q) for the last three sets of Assessment Plans submitted at the institutional level.

Together, these program-level and institutional KPIs form a comprehensive system of evaluation. Program-specific indicators ensure alignment with the standards of architectural education, while university-level measures ensure that student achievement is assessed within a nationally recognized framework. This dual structure provides faculty, administrators, and students with a clear, transparent view of performance, enabling evidence-based decision-making and reinforcing the program's culture of continuous improvement.

University rates are here: <https://www.belmont.edu/irsa/facts-figures/outcomes/>. Institutionally, IRSA also tracks first destination rates available in Tableau, available here: [College of Architecture](#). The course performance report for O'More College is here: [Course Performance](#).

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

Program Response:

The Architecture program is demonstrating strong progress toward its mission and multiyear objectives, marked by significant growth, meaningful community engagement, and the development of a robust assessment culture. Enrollment continues to surpass the expectations set when the program was created, and its share within the O'More College has grown from 18.52% in 2020 to 46.17% in 2025. This trajectory confirms the appeal of the program's distinctive mission, positioning it as a central driver of the College's growth. Retention rates have varied between 77.14% and 93.33% over the past four years, indicating areas of success alongside opportunities for continued improvement in student persistence. Since the last VTR, the program has expanded its faculty (+2 FT faculty) and staff (Budget manager and Technology resources manager), acquired additional equipment, and increased its facility square footage. Despite these gains, space remains one of the program's most pressing challenges, as the growing student body and distributed facilities limit opportunities for integration and optimal studio culture.

Assessment results further illustrate the program's momentum and areas for growth. In the first full assessment cycle, 56 of 74 assessment points were successful, reflecting meaningful progress in achieving student learning outcomes. Indirect measures showed particular strength, with all 41 out of 41 benchmarks met or exceeded, underscoring that students perceive themselves as learning what they are expected to learn. Direct measures, by contrast, were successful in only 15 of 31 cases (48.4%), pointing to specific areas where additional curricular refinement and instructional strategies are required. This alignment of student perception with areas for direct improvement provides a clear roadmap for targeted action, reinforcing the program's commitment to evidence-based continuous improvement.

The program's mission-driven focus on community impact is firmly embedded in its curriculum and partnerships. Every studio engages students in real-world projects that address community needs, and at least two service-learning projects are developed annually. The VoCo Expo has become a signature event, connecting students with 26 firms from Nashville and beyond in Spring 2025 and underscoring the program's strong professional

partnerships. These efforts translate into clear outcomes for graduates: a significant number have secured positions in respected firms—including ESA, Gresham Smith, Smith Gee, Daniels Chandler, Joseph & Joseph, Rowland Architecture, EOA, and the Civic Design Center—while others have pursued graduate study at prestigious institutions such as Washington University in St. Louis and six additional top-tier universities. These results demonstrate that the program is not only fulfilling its mission to prepare students for professional success but also creating pathways for advanced study and leadership in the discipline.

Taken together, these indicators affirm that the program is on a positive trajectory toward achieving its mission and multiyear objectives. Strong enrollment growth, embedded community impact, expanding professional engagement, and solid job and graduate school placements are balanced by a candid recognition of areas for improvement in retention, direct learning measures, and physical resources. By aligning program-level assessment with institutional standards and using results to inform curricular planning, the Architecture program demonstrates that it is cultivating both accountability and adaptability as it matures.

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

Program Response:

The Architecture program is distinguished by its strong sense of purpose and its commitment to community impact, real-world problem solving, and hands-on experience. Students are immersed in meaningful collaborations across campus—with Interior Design, Nursing, and the Belmont Innovation Labs—as well as with professional partners, including nearly all major architecture firms in Nashville. This emphasis on applied learning extends beyond the classroom into design charrettes, AIA Middle Tennessee events, Maymester and study abroad experiences, and community-based projects in both local and global contexts. The program benefits from a diverse and highly engaged faculty who blend professional practice and scholarship, fostering small, student-centered classes where mentoring and collaboration are prioritized. Students are drawn to the program's distinctive culture, its Christian liberal arts foundation, and its ability to provide a niche educational experience where they are valued as individuals rather than “just a number.” Evidence of student satisfaction and success has been affirmed through the first assessment cycle, which showed 100% of indirect measures exceeding benchmarks, and through strong job placement, with 15 of 18 graduates from the inaugural cohort working in Nashville firms. Together, these factors highlight a program that is both attractive—drawing 50% of incoming O'More College students into architecture—and effective in preparing purpose-driven graduates.

At the same time, the program faces challenges typical of a young and growing unit. The steady increase in admissions, while a strength, places pressure on facilities and resources. The majority of students currently lack dedicated desks, and the program's physical footprint is distributed across three buildings, limiting integration and cohesion. As the number of faculty and staff grows, there is an increasing need to communicate and embody a unified vision, ensuring consistency in mission, pedagogy, and expectations. Curricular adjustments identified in the first assessment cycle underscore the importance of aligning courses with both professional success and the program's liberal arts foundation, while also addressing tensions inherent in architectural education: liberal arts breadth versus professional rigor, purpose versus measurable outcomes, and generalist foundations versus specialization. Broader external factors such as the demographic cliff and the evolving higher education landscape, further challenge the program to remain adaptive and forward-looking.

These conditions, however, present significant opportunities for growth and innovation. The program benefits from the strong support and investment of Belmont's Provost's Office, which has identified the success of Architecture as a priority. Its location in Nashville further amplifies its potential, offering students access to a dynamic job market, cultural vitality, and partnerships in one of the fastest-growing cities in the nation. Being situated within Belmont University enhances these opportunities, connecting the program to a campus-wide culture of collaboration and to nationally recognized programs across disciplines. As one of only two Bachelor of

Architecture programs in Tennessee—and the first and only in Nashville—the program occupies a distinctive position that allows it to serve both regional needs and the aspirations of a growing student population, which has helped Belmont reach its second-highest enrollment in history as of Fall 2025. With committed new leadership in the College and Department, the program is poised to advance with continuity, strategic planning, and a sustained focus on excellence and community impact. By leveraging these opportunities, while addressing its challenges and building on its many strengths, the program is establishing a sustainable path of continuous improvement that supports its mission, its students, and the larger profession.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

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

This process builds on the success of previous programs:

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

These August "Review/Preview" meetings bring a welcome professional perspective to our program, both as a reflection on the past year and a preview of the coming academic term. The first was held in August 2023, and the most recent was in August 2024.

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.

In addition to the assessment framework aligned with the 2020 NAAB Conditions, Belmont University systematically evaluates every course taught at the institution through student course evaluations. This process provides direct feedback on both course effectiveness and faculty performance, offering a complementary layer of assessment to the program's outcomes-based framework.

The evaluation instrument covers sixteen criteria, divided between course-level and instructor-level measures. Course-level criteria capture the clarity, organization, and effectiveness of assignments, while instructor-level criteria evaluate faculty performance in areas such as setting high standards, accessibility, respect, communication, clarity of explanations, enthusiasm, and feedback. Each faculty member receives a report summarizing their average scores across all criteria, along with comparative benchmarks at the department, college, and university levels.

This structured feedback loop allows faculty to reflect on their teaching practices, compare results with peers, and identify both strengths and areas for growth. By integrating these evaluations with the program's NAAB-based assessment framework, the Architecture program ensures that continuous improvement occurs at both the

curricular and instructional levels, reinforcing a culture of accountability, responsiveness, and excellence in teaching and learning.

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 program has established a thoughtful process for assessing its curriculum and making adjustments based on outcomes. At the conclusion of each assessment cycle, faculty review student performance against NAAB criteria, with particular attention to benchmarks not met. Instructors of affected courses present observations and propose actionable improvements, which are then discussed and approved by the faculty as a whole. This immediate feedback loop ensures that course-level insights inform broader curricular planning. In addition, stream coordinators evaluate the program's four interdisciplinary streams—History and Theory, Profession and Vocation, Design, and Design Affiliation—proposing mid-range adjustments that align with NAAB expectations while fostering a cohesive, scaffolded educational experience.

To ensure consistency and readiness, the program has adopted a structured timeline for assessment cycles. Before the first Continuing Accreditation Visit (2028), an assessment cycle will be completed every two years (2024–25 and 2026–27), allowing faculty to regularly review outcomes and implement timely adjustments. After 2028, the schedule will transition to one assessment cycle every four years (2030–31 and 2034–35), aligning directly with the eight-year term of continuing accreditation. This layered and phased approach integrates course-level assessment, program-wide reflection, and mission-driven planning, demonstrating a sustainable commitment to continuous improvement.

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.

Planning and assessment are now firmly embedded in the culture of the program, serving as a continuous bridge between course-level outcomes, curricular development, and NAAB Program and Student Criteria. The first full cycle of assessment was completed in AY 2024–25 and reviewed during a two-day faculty retreat in May 2025. At this retreat, faculty collectively refined the department's mission and vision, identified strengths and areas for growth, and developed recommendations for curricular improvement. Importantly, student perspectives—gathered through surveys, reflections, and course evaluations—were integrated alongside faculty analysis, ensuring that assessment reflects both performance outcomes and lived experiences. The resulting retreat report ([see App. P](#)) documents a formal “closing the loop” process, where evidence from student work and feedback informed program-level decisions.

The results from this first cycle directly shape curricular development. Simple adjustments—such as refined rubrics, clearer scaffolding of assignments, and closer alignment of studio prompts with NAAB criteria—have already been introduced in AY 2025–26. More complex modifications, such as the potential introduction of new courses or the restructuring of comprehensive design studios, will be considered through the formal curricular review process beginning in Fall 2025. These changes are intentionally aligned with the NAAB Program and Student Criteria, ensuring that curricular revisions not only address areas for growth identified by faculty but also reinforce compliance with accreditation expectations. In this way, course-level assessments provide evidence that informs curricular refinements, while program-level planning ensures coherence across the curriculum.

To maintain transparency and ensure long-term continuity, the program has synchronized its planning and assessment cycle with the NAAB accreditation timeline:

2024

- Fall: First Assessment Cycle begins
- September 7: Application for Initial Accreditation due

2025

- Spring: First Assessment Cycle ends
- April: First cohort graduates
- Fall: Initial Accreditation Visit
- Fall: Immediate adjustments implemented; curricular development review launched based on first assessment cycle results

2026

- Fall: Revised curricular map implemented; Second Assessment Cycle begins

2027

- Spring: Second Assessment Cycle ends
- Fall: Reflection and refinement year; preparation for Continuing Accreditation Visit

2028

- Fall: Continuing Accreditation Visit (potential 8-year term: Jan 2028 – Dec 2035)

2030

- Fall: Third Assessment Cycle begins

2031

- Spring: Third Assessment Cycle ends

2034

- Fall: Fourth Assessment Cycle begins

2035

- Spring: Fourth Assessment Cycle ends
- 2028–2036: Two full four-year assessment cycles completed, ensuring readiness for the 2036 visit

2036

- Fall: Continuing Accreditation Visit

By embedding assessment into faculty practice, integrating student input, and explicitly linking results to both course-level adjustments and program-wide curricular refinement, the program demonstrates a sustainable, mission-driven approach to continuous improvement. The current academic year (AY 2025–26) represents a crucial bridge—where the results of the first assessment cycle inform comprehensive curricular development—ensuring that future iterations of the program remain responsive, rigorous, and aligned with NAAB Program and Student Criteria.

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

Program Response:

Personnel/committees involved in setting curricular agendas and initiatives	Responsibilities
Architecture Curriculum Committee (All full-time faculty)	• Conducts annual assessments of courses (individually and as linked) • Coordinates course blocks (linked/sequenced courses) each semester • Prepares proposals to refine/revise course descriptions, curricular initiatives, etc.
Department Co-chairs Tom Lowing and Fernando Lima	• Oversees course block coordination

	• Presents proposals that have been approved by the Dept. to the Chairs Committee for approval & forwarding to appropriate university committees for review
Architecture Assessment Coordinator Fernando Lima	• Coordinated and co-directed annual assessments of courses with the Co-chair
Architecture Licensing Advisor (ALA) Tom Lowing	• Studies opportunities to instruct students on the path toward licensure that can be integrated into the curriculum • Coordinates internship opportunities (with or without academic credit)
Assistant to the Dean/Program Coordinator (Emily Kynerd) & Student workers	• Organization of materials, archives, and evidence used in annual reviews and for upcoming NAAB accreditation visits

5.4 Human Resources and Human Resource Development

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

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

Program Response:

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

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

Faculty workload follows the guidelines in the Faculty Handbook (see sec. 2.13, "Faculty Workload"), which stipulates that full-time 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 equals two instructional workload hours. For the varying kinds of classes offered in the College, the following chart applies:

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

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

Program Response:

Department Co-Chair Tom Lowing acts as the program's ALA and has engaged in many activities to support his work in this role. These activities include presentations to classes (e.g., ARC 1015) and addressing the entire student body in semiannual "State of the Program" events and "Path to Licensure" presentations coordinated with the Student NCARB ALA Representative in the AIAS calendar. **Lowing attended the most recent biannual NCARB Licensing Advisor Summit in Minneapolis in July 2025.**

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

Program Response:

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

Faculty receive funding for professional development that contributes to improvement. At the start of each academic year, the dean accepts applications for funding to plan resource allocation and also to ensure that faculty have an annual plan for their development. The assignment of funding is tied to the annual faculty review process to encourage long-range planning and ensure that the College supports faculty development. **The University further supports the program through a variety of faculty development opportunities, including structured teaching workshops, ongoing professional development, and other initiatives designed to enhance instructional quality and academic innovation.**

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

- **Dr. Jhennifer Amundson:** Attendance at the ACSA Administrators Conference (Boston, Nov. 2022): Essential information shared and discussed pertaining to enduring concerns and pressing issues in architectural education and program administration.
- **Dr. Fernando Lima:** International Conference on Computational Urban Planning and Urban Management (CUPUM, June 2023); proposal in review. The event is of the highest relevance and importance. It connects directly with Dr. Lima's scholarship agenda, improving and informing his work as a professor of Dig Rep and Arch studios and Digifab Lab director. **Dr. Lima also attended the 2024 Assessment Institute in Indianapolis.**
- **Tom Lowing:** AIA - National conference (June 2023) & AIA Middle Tennessee conference (September 2023); attending as a professional member of both, and visible as Belmont University's head of architecture department at the state conference. These professional memberships and conferences provide professional development programs for state of the profession leadership in education and practice concerns and simultaneously provide continuing education credits that are required both for membership and state licensure renewal.
- **Dr. Joseph Watson:** Society for American City and Regional Planning History (SACRPH) in October 2022. Dr. Watson presented a paper and co-organized the panel. The paper (on Standard Oil's service stations, ca. 1920s) drew on material that has informed his studio teaching and the research presented by co-panelists on other aspects of oil and the built environment has influenced discussions in ARC 3033. At the Southeast Chapter of the Society of Architectural Historians (SESAH) in November 2022, Dr. Watson presented a paper on Frank Lloyd Wright's Audubon Plantation, which drew on material addressing race and the built environment that has informed his approach to ARC 2032 and ARC 3033. Dr. Watson has a forthcoming article in *Arris*, the journal of the Southeast Society of Architectural Historians (Oct. 2023), focused on the Fisher Housing by Wright and similarly addresses race and the built environment, included in ARC 2032 and ARC 3033.

- **Dr. Barry Ballinger:** Defended his doctoral thesis in 2023 and contributes pedagogically with his previous published work for “The need for knowledge management in the scholarship of social engagement in architecture.

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

- Bringing in expert lecturers on pedagogy (e.g., Jan. 2023 Equity in Assessment workshop led by Dr. Karen Singer-Freeman Director of Research at the Center for the Advancement of Teaching at Wake Forest University)
- Other lectures were provided by Marlon Blackwell, Fall 2023, John Hudson, Spring 2024, and Amanda Iglesias, Spring 2024.
- Providing a book (Kevin Gannon’s *Radical Hope: A Teaching Manifesto* from 2020) and organizing lunchtime reading circles in spring 2021.

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

- Tom Lowing serves on the Teaching Center Advisory Board

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:

Students in the architecture program are supported by a network of offices across the university which provide a variety of services for all Belmont students, including academic and personal advising, mental well-being, career and vocational guidance, internship and job placement, leadership development, and service learning. Faculty and staff within the O’More College of Architecture & Design work closely with these offices to connect students with resources as needed. In addition, the O’More College offers programming that enhances university-wide support services and provides students with resources specifically aligned with the architecture program. Examples of university and college support services are noted below.

Comprehensive

- Link to all-purpose “[Ask BU](#)” site, a virtual, online version of “Belmont Central”

Academic and Personal Advising

- Be Well BU QEP (programs and peer wellness mentors) <https://www.belmont.edu/provost/gep/>
- Belmont Office of Leadership Development <https://www.belmont.edu/leadership-development/>
- Learning Centers for math, language, and writing <https://www.belmont.edu/learning-centers/>
- Regular, biannual academic advising <https://www.belmont.edu/advising/>
- University Ministries <https://www.belmont.edu/university-ministries/>

Mental Well-Being

- Be Well BU QEP (programs and peer wellness mentors) <https://www.belmont.edu/provost/gep/>
- Counseling Services <https://www.belmont.edu/counseling/>
- Health Services <https://www.belmont.edu/health-services/>
- Mental Health “First Aid” resources <https://www.belmont.edu/counseling/emergency-info.html>
- Timely Care Physical/Mental Health Care <https://www.belmont.edu/counseling/timely-care.html>

- Office of Student Care & Support <https://www.belmont.edu/student-care/>
 - 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 <https://www.belmont.edu/title-ix/>

Career Guidance

- The Departmental ALA advisor
- The College VoCo program
- GPS (Growth & Purpose for Students) <https://www.belmont.edu/gps/>
 - Compass Series (college competency)
 - Individual Coaching Sessions
 - Advising Resources
- Mentorship Program organized by the College Advisory Board <https://www.belmont.edu/omore/opportunities/mentor-program.html>
- Office of Service Learning <https://www.belmont.edu/service-learning/>
- Professional development opportunities offered by our student orgs (IIDA, NRF, AIAS, NOMAS)
- Workshops and mentorship on entrepreneurialism offered through the Massey College of Business and specific partnerships between Massey and O'More offered through the Buntin Workshop Series <https://www.belmont.edu/stories/articles/2025/2025-buntin-pitch-competition.html>

Internship and Job Placement

- Office of Career & Professional Development <https://www.belmont.edu/career-development/>
 - Dedicated Assist. Director for Career Cluster in Art, Design, and Communication
 - Career resources
 - Jobs and internships
 - Identify-based resources
 - Career readiness academy

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:

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

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

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

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

It is an aim of the program to reflect the demographics of the region. Such efforts of the University as the Bridges to Belmont program, the "Belmont State of Mind" Diversity Initiative, actions of the Welcome Home Diversity Council, all point to Belmont's efforts to draw a more diverse enrollment and faculty to campus.¹⁰

Utilizing these resources whenever possible, the program has:

- Sought and hired diverse candidates for its first cohort of part-time faculty
- Advertised searches for fulltime faculty in venues that target underrepresented audiences (e.g., NOMA; Chronicle of Higher Education diversity "boost")
- Established a connection with the local chapter of the National Organization of Minority Architects (NOMA-Nash) and financially supported its national conference in Nashville (2022) as a sponsor
- Served on the Research & Design Subcommittee of the University's Enslaved Persons Memorial
- Established a two-year post-graduate fellowship in Design & Equity (the position was advertised but unfortunately left unfilled)
- Participated in the College-level lecture series on Design & Equity in spring 2021¹¹
- Features the Shared Value of "Equity, Diversity, and Inclusion" in the Folio Thinking program and assessment

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

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

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

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

Program Response:

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

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

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

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

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

In comparison with the data submitted at the time of our candidacy visit, the following changes are noted: with the hire of six new faculty, more than doubling the size of the teaching staff, the percentage of male faculty has risen to 66%. The consequent low representation of women teaching is out of alignment with our slightly majority female student population, which rose from 40% in 2020 to 55% in 2022. Two of the three new full-time faculty added in 2024 are female.

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

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

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

Program Response:

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

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

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

The program has further plans to:

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

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

Fall 2022	Department	College	University
Demographics	86 FT	271 FT 6 PT	7,100 FT 284 PT
Female	47 55%	233 84%	4,900 66%
Male	39 45%	44 16%	2,480 34%
Hispanic/Latino		25 9%	619 8.5%
Black or African American		13 5%	366 5%
White, non-Hispanic		219 78%	5,695 77%

Amer. Indian/Alaska native		2 1%	19 0.5%
Asian, non-Hispanic		7 2.5%	212 3%
Pacific Islander		1 0.5%	8 <0.5%
Two or more races		8 3%	317 4%
Unknown		1 0.5%	83 1%
Nonresident		1 0.5%	65 1%

Fall 2024 demographics are similar distributions

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

Program Response:

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

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

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

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

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

- Affirmative Action Plan
<https://www.belmont.edu/hr/pdf/frequentlyaskedquestionsaboutaap2008-2009.pdf>
- Belmont University Initiative for Diversity & Inclusion
<https://www.belmont.edu/diversity/>
- HUB (Office of Hope, Unity & Belonging)
<https://www.belmont.edu/hub/>
- HUB Advisory Council
<https://www.belmont.edu/hub/advisory-council.html>

- Nondiscrimination Statement
<https://www.belmont.edu/notices/nondiscrimination.html>
- Opportunities for Understanding
<https://www.belmont.edu/hub/resources.html>
- MLK Week
<https://www.belmont.edu/mlk/>
- Diversity Week
<https://www.belmont.edu/hub/diversity-week/>

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. V., W. of the Employee Handbook (available here: https://www.belmont.edu/hr/files/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 accommodation for their disability. Eligibility is established through the Office of Accessibility Services after a review of each student's accommodation request(s) along with a copy of their current diagnostic documentation.

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

Documentation guidelines are available at this site:

https://www.belmont.edu/accessibility/student_resources/documentation_guidelines.html

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

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The Architecture program is structured around a studio-based learning model, supported by a combination of exclusive and shared studio facilities that reflect both the program's pedagogical goals and the College's philosophy of fostering collaboration across disciplines. The Hitch Building and the Gabhart Building provide the primary studio environments, complemented by additional facilities in the O'More Annex (OMA). Together, these spaces create a network of learning environments that balance dedicated resources for Architecture students with shared opportunities that encourage engagement with Interior Design.

In the Hitch Building, the program maintains two exclusive Architecture studios (Rooms 202 and 204) totaling 2,274 square feet, alongside one shared studio with Interior Design (Room 205) measuring 630 square feet. In the Gabhart Building, the program occupies two exclusive Architecture studios (Rooms A, C, and D) totaling 2,370 square feet, along with a shared Interior Design studio (Room B) of 613 square feet. The O'More Annex (OMA) provides an additional 1,090 square feet of exclusive Architecture studio space, with two designated studios currently in use. At present, OMA Studio B is not in use, but beginning in Spring 2026, it will be brought online to expand the program's studio capacity.

Studio-based learning spaces			
Building	Square Footage	Exclusive Architecture spaces	Shared spaces
Hitch Hall – Second Floor	2,904 SF	2,274 SF	630 SF
Gabhart Building – Second Floor	2,983 SF	2,370 SF	613 SF
O'More Annex (OMA)	1,090 SF	1,090 SF	0 SF
Total:	6,977 SF	5,734 SF	1,243 SF

Providing students with dedicated desks is an important marker of program maturity, as it directly supports studio culture, fosters continuity in learning, and strengthens students' sense of ownership over their work. Dedicated workstations allow students to leave materials in place, develop projects over time, and engage more deeply in peer-to-peer collaboration—key aspects of architectural education that mirror professional practice.

Studio allocation is designed to ensure equitable access to dedicated workspaces, supporting the program's emphasis on continuous making, iteration, and collaboration. All fourth-year students are provided with individual desks in Gabhart Studios C and D, while all fifth-year students occupy dedicated desks in Gabhart Studio A and OMA Studio A. The program has established plans to extend this model to all students, with the next step being the provision of dedicated desks for the third-year cohort. By progressively expanding access to permanent workstations, the program affirms its commitment to ensuring that every student has the resources necessary to thrive within a studio-based pedagogy.

Studio-based learning spaces with dedicated desks			
Year/Level	Number of Studio sections per semester	Studios with dedicated desks	% of Studios with Dedicated Desks
First Year	2	0	0%

Second Year	3	0	0%
Third Year	2	0	0%
Fourth Year	2	2	100%
Fifth Year	2	2	100%
Total:	11	4	36.36%

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

Program Response:

The Architecture program benefits from a layered set of physical resources that collectively support didactic and interactive learning. On-campus classrooms, computer labs, and a digital fabrication shop provide spaces for lectures, seminars, and hands-on making. Cross-campus facilities in the Leu Center for the Visual Arts add further capacity with drawing studios, a woodshop, and lecture halls, while professional venues across Nashville extend the classroom into the city itself. Together, these resources ensure that students and faculty have access to a comprehensive range of spaces that foster teaching, research, collaboration, and engagement with the profession and community.

On-campus resources provide the foundation for workshop and classroom learning. Hitch Hall houses several flexible classrooms, with the two largest on the second floor accommodating 20–24 students each. These classrooms are furnished with movable chairs and tables that allow for multiple configurations to support lectures, discussions, and small group work. A computer lab in Hitch, along with a newly added lab in the O’More Annex, supports coursework requiring advanced rendering software. The program’s Digital Fabrication Lab further expands opportunities for interactive learning and making, equipped with four FDM 3D printers, four SLA 3D printers, two laser cutters, one CNC milling machine, one 3D scanner, and one vinyl cutter.

Cross-campus and institutional resources further enrich student learning. Architecture students engage with the Leu Center for the Visual Arts (LCVA), a 40,000-square-foot facility that houses the University’s art and graphic design programs. Here, students complete required drawing courses, access discipline-specific studios, and benefit from shared resources such as a student gallery, a 119-seat audio/visual lecture hall, and a fully equipped woodshop. For larger events and visiting lecturers, the LCVA lecture hall accommodates most gatherings, while additional campus facilities such as the Massey Performing Arts Center or Music Business theater spaces provide venues capable of hosting broader audiences, including local AIA members and community partners.

The city of Nashville itself also serves as an extension of the classroom. Through studies of the city and partnerships with local firms and organizations, students gain access to professional spaces for lectures, exhibitions, and collaborative events. Venues such as the presentation spaces at ESa Architects, the “Athenaeum” at Hastings Architects, and the community space at the Nashville Civic Design Center provide inspiring contexts for design discourse and professional exposure, reinforcing the program’s mission of community engagement and civic impact.

Taken together, these facilities provide the full range of spaces necessary to support a comprehensive architectural education. From small seminar rooms and digital labs to fabrication shops, galleries, and large professional venues, students and faculty alike benefit from a safe, equitable, and inspiring environment that advances teaching, research, and community engagement at every scale.

The following table summarizes the spaces available to support didactic and interactive learning, organized across on-campus, cross-campus, and city/professional resources.

Didactic and interactive learning spaces			
Category	Space / Facility	Function	Notes
O'More College	Hitch Hall Classrooms (2)	Classrooms (20–24 capacity)	Flexible furniture, 2nd floor
O'More College	Hitch Computer Lab	Computer Lab	Supports rendering software
O'More College	O'More Annex Computer Lab	Computer Lab	16 seats
O'More College	Digital Fabrication Lab Hitch	Fabrication	3D printers, laser cutters, etc.
Cross-Campus	LCVA Drawing Studios	Studio	Required drawing courses
Cross-Campus	LCVA Student Gallery	Gallery	Exhibition space
Cross-Campus	LCVA AV Lecture Hall	Lecture Hall	119-seat, multimedia
Cross-Campus	LCVA Woodshop	Fabrication	ARC 1020 is taught there
Cross-Campus	Massey Performing Arts Center	Large Event Hall	Accommodates large audiences
Cross-Campus	Music Business Theater	Large Event Hall	AIA/ big community events
City/Professional	ESa Architects	Presentation Space	Flexible professional venue
City/Professional	Hastings Architects – Athenaeum	Presentation / Event Space	Professional design setting
City/Professional	Nashville Civic Design Center	Community Event Space	Public engagement venue

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:

Faculty offices for the Architecture program are strategically located adjacent to the studio spaces in Hitch, Gabhart, and the O'More Annex. This proximity ensures that faculty remain readily accessible to students throughout the day, supporting real-time mentoring, advising, and collaboration within the studio environment. The placement of offices alongside primary learning spaces also strengthens the program's pedagogical model, weaving together teaching, guidance, and practice in a way that mirrors the integrated nature of professional design work.

The program currently maintains eight faculty offices, which provide adequate space for the full range of faculty responsibilities, including teaching preparation, scholarship, service, and advising. Each office is designed to accommodate advising conversations, support scholarly and creative work, and allow for course preparation, creating an environment where faculty can balance their multiple roles. At present, seven faculty members have individual offices, while two share a larger office designed to accommodate both comfortably. Nonetheless, the program has established a clear plan to provide individual offices for all faculty members as growth continues, affirming its commitment to supporting faculty success across teaching, research, mentoring, and advising.

In addition to these offices, the program also makes use of shared spaces that further strengthen faculty work. A conference room in Gabhart provides space for meetings, collaboration, and small group advising, while a flex space in the O'More Annex is regularly used for faculty activities such as reviews, discussions, and project planning. Together, these spaces ensure that faculty have the resources and environments needed to support the full scope of their professional responsibilities and to sustain a thriving, student-centered learning environment.

Faculty workspaces distribution			
Office ID	Building/ Location	Occupant(s)	Square Footage
Hitch 206 C	Hitch Hall – Second Floor	Katherine Kennon	110 SF
Hitch 209	Hitch Hall – Second Floor	Fernando Lima	105 SF
Gabhart 200	Gabhart Building	Barry Ballinger	140 SF
Gabhart 201	Gabhart Building	Jhennifer Amundson	123 SF
Gabhart 202	Gabhart Building	Anthony Monica	124 SF
Gabhart 203	Gabhart Building	Joseph Watson	123 SF
Gabhart 204	Gabhart Building	Caleb Walder and Layla Iskandar	163 SF
Gabhart 205	Gabhart Building	Conference room - all	252 SF
OMA A1	O'More Annex (OMA)	Tom Lowing	103 SF
Total:			1243 SF

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

Program Response:

The philosophy of the O'More College of Architecture & Design is to break down silos and foster collaboration across disciplines, creating a culture of shared learning and integrated design. In that spirit, while the Architecture program has its own dedicated facilities, a degree of flexibility is intentionally maintained so that both Architecture and Interior Design students can access and share O'More's studio spaces when appropriate. This approach reflects the College's commitment to cultivating an educational environment where interaction with allied fields enriches student learning and prepares graduates for the collaborative nature of professional practice.

Within this framework, the Architecture program occupies or shares approximately 11,000 square feet on the second floor of the Hitch Building, 5,500 square feet on the second floor of the Gabhart Building, and the entirety of the O'More Annex (OMA), totaling 4,670 square feet. In both Hitch and Gabhart, Architecture and Interior Design programs share large, open studio spaces that encourage interaction, collaboration, and exposure across disciplines. Faculty offices and other program resources, including the digital fabrication lab—are strategically located around these primary learning spaces, ensuring convenient student access to faculty support, mentoring, and specialized facilities (see App. T). Additional resources, such as the wood shop in the LCVA (located across the street) and seminar classrooms in other campus buildings, further extend the program's reach and promote cross-campus engagement. While the distribution of program spaces across three buildings presents some logistical challenges for integration, it has also created meaningful opportunities for students to connect with peers and resources across the University. Nonetheless, the college has initiated a space feasibility study to address pressing needs and to establish priorities and guidelines for a new O'More College building, in alignment with the recently developed master plan (see App. U).

Together, these physical resources create a safe, equitable, and inspiring environment that supports the College's mission and pedagogical model. By integrating spaces for teaching, mentoring, and making, the program ensures

that students and faculty thrive within a setting purposefully aligned with its curricular goals and academic aspirations.

Total of Facilities used on a regular basis			
Building	Square Footage	Exclusive Architecture spaces	Shared spaces
Hitch Hall – Second Floor	11,000 SF	2,274 SF	8726 SF
Gabhart Building – Second Floor	5,500 SF	4,887 SF	613 SF
O'More Annex (OMA)	4,570 SF	1,090 SF	3580 SF
Woodshop at LCVA	800 SF	0 SF	800 SF
Total:	21,870 SF	8,251 SF	13,719 SF

5.6.5 Plans for disaster and recovery of information.

Program Response:

Belmont's Office of Risk Management provides comprehensive planning in the event of any emergency. The emergency plan is shared both in the Belmont Campus Emergency Plan July 2025 (App. R) and online for students, employees, and visitors to review at <https://www.belmont.edu/emergency/>.

The Building Coordinator program was created by the Office of Risk Management to streamline communication during major emergencies and provide a point of contact for each building. O'More has a designated building coordinator who serves in this role and is available to respond to building emergencies like tornado warnings and fire alarms. Building coordinators act as liaisons between building occupants and campus service units such as Risk Management, Campus Security, and Facilities.

The Business Continuity Plan (BCP) for the O'More College of Architecture and Design (O'More) (App. S) establishes policies and guidance to ensure essential functions continue during emergencies that threaten or disrupt operations. It outlines how O'More will prepare for, respond to, and recover from emergencies; maintain critical services in compromised environments; provide clear leadership and coordination; implement phased activation procedures; and facilitate a timely return to normal operations. The plan ensures compliance with university and external guidance, remains viable and operational, and addresses an "all hazards" approach so that essential business functions can continue with minimal disruption.

The Office of Information Security (OIS) is responsible for maintaining and restoring secure system access in support of the University's business continuity objectives. OIS will provide timely communication to the campus community while coordinating with the CIO and university leadership to protect the integrity of Belmont's network and systems. Efforts will focus on restoring individual and institutional data, maintaining access controls, and collaborating with legal and regulatory authorities as needed. All actions will be documented and reported to leadership to ensure transparency, compliance and ongoing improvement.

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.

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

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

Since the last visit in 2023, the Architecture program's financial resources have grown significantly, underscoring the University's sustained investment in the program's stability and long-term development. The FY 2026 operating budget reflects a 34.2% increase compared to FY 2024 levels (the fiscal year current at the time of the last visiting team report), representing a substantial expansion of resources to support teaching, learning, and program operations. Within this growth, expenditures for faculty and staff compensation increased markedly over the same period, signaling the program's ongoing commitment to building a strong and diverse academic team capable of supporting enrollment growth, enhancing instructional quality, and advancing the program's mission. From FY23 to FY25, the overall budget for full-time faculty in the architecture program increased by 19.5%, and the adjunct salary budget for FY26 for the college remains robust at a total of \$331,338.00. Since the last visit, the program has also expanded its faculty by hiring three new full-time faculty members, growing from seven to nine full-time positions—an increase of 28.6%—with an additional full-time hire planned for the upcoming academic year. This expansion directly aligns with the program's steady enrollment growth and ensures the faculty-to-student ratio remains supportive of high-quality, student-centered learning.

In addition to budgetary expansion, the Architecture program has been prioritized in capital investment decisions, receiving substantial annual facility renovations and equipment upgrades relative to other campus requests. A major milestone was the O'More Annex renovation completed in Summer 2023, which added two new studio spaces (12 desks each), a computer lab with 16 seats, and a flexible space for exhibits, lectures, and meetings—at a total cost of \$230,582.12. In Summer 2024, the Hitch 205 classroom was converted to a 12-desk studio space at a total cost of \$31,709.23. Complementing these improvements, the program acquired two large-format laser cutters (36" × 51") at \$11,709.12 each, along with four state-of-the-art Bambu Lab X1E 3D printers at \$2,899.00 apiece, further expanding digital fabrication capacity and supporting student learning.

These resource gains are particularly noteworthy given the broader institutional context, where many departments across campus have experienced minimal, if any, growth in budget allocations. The Architecture program's increased operating support expanded faculty and staff, and prioritized facility investments collectively highlight the University's recognition of the program's strategic importance. More importantly, they demonstrate a clear and sustained institutional commitment to ensuring that the program has the financial resources necessary to support student learning and achievement relative to its size, growth trajectory, and the expectations of the next accreditation term. Looking forward, the University's forthcoming capital campaign offers another opportunity to strengthen institutional resources and sustain long-term investments in academic excellence. As part of this effort, fundraising for a new College of Architecture and Design building has been identified as one of the highest priorities of the new dean.

Budget Request and Management Process

The budgeting process for each departmental budget is overseen primarily by the department chair in collaboration with the budget manager. Each January, the department chair begins the process by forecasting the financial needs of the department for the upcoming fiscal year. This forecast is informed by consultation with faculty and staff to ensure that all instructional, operational, and student-support needs are addressed.

Once departmental needs are identified, the budget manager reviews the proposed budget with the dean of the college. The proposal, along with required documentation, is then submitted to the University's budgeting software (Axiom). Following submission, the Provost reviews the request, provides feedback, and meets with the Dean of the college and the budget manager to discuss revisions. After any required adjustments are made, the budget is advanced for consideration by the University's Board of Trustees.

In May, finalized budgets are distributed to each budget manager, who is responsible for monitoring expenditures throughout the fiscal year. The department chair and budget manager work collaboratively to ensure resources are allocated appropriately to support faculty, staff, and students. The budget manager is also responsible for ensuring compliance with the University's financial policies and procedures.

It is also important to note that the Architecture program receives support beyond its departmental budget. The program benefits from both central University funding and Academic Enrichment Funds:

- **Central Budget Support:** The College provides funding for faculty travel to conferences, which typically ranges from \$1,500–\$3,000 per event. Central funds also cover routine equipment maintenance, which has historically averaged approximately \$15,000 per fiscal year. In addition, the College provides computer equipment for all faculty, as well as sponsorships to outside organizations that support the architecture profession. Central budget funds are also used to support architecture-focused camps, which are designed to increase the visibility of the profession among lower-income children.
- **Academic Enrichment Funds: Academic Enrichment Funds (AEF)**
AEF funds include student fee income. These revenues are received and managed centrally with the associated expenditure authority allocated to the colleges. The use of the funds is strictly related to the direct benefit of the student.
These University-managed, student-focused funds have been used to provide additional equipment for the Digital Fabrication Lab and Computer Labs. This support has been essential in maintaining student access to high-quality tools and technologies.

The Architecture Department Chair, in coordination with the Budget Manager and Dean, has direct control over the following budgetary line items:

- Student wages Advertising
- Printing
- Sponsorships
- Awards
- Catered food
- Computer software
- Gifts
- Instructor's texts
- Accreditation Expense
- Instructional supplies
- Office supplies
- Professional dues and membership
- Student recruitment: non-employment
- Speaker fees and honorariums
- Equipment Purchases < \$5000

As referenced above, the faculty are supported in their professional development via direct line items from the Architecture Department and from the overall O'More College budget. Additionally, Belmont offers a number of grant opportunities via the Learning Center, the Provost's Office, and the Grants Office.

Incoming students are eligible for university grants to meet financial needs and to reward merit. Belmont's discount rate is approximately 42%, making it competitive with peer institutions. Additionally, O'More College has an endowment that provides scholarships to incoming freshmen.

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, supported by dedicated library personnel, the physical proximity of the main library, extensive online resources, and the reference collection maintained within Hitch Hall. These combined resources ensure robust access to both visual and digital materials essential for professional education in architecture.

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

Resources

- Databases (over 340 in general, and [13 targeted towards architecture](#))
- 1400+ Books ([List of print books](#))
- 8550+ eBooks and electronic journals ([list of ebooks](#))
- Curated research guides ([Architecture](#) and [Finding Images](#) as well as over 140+ other guides)
- AI resources ([AI for students](#), [AI for faculty](#), [scite AI](#), OneSearch Research Assistant)

The response to the 2023 report shows DLIT state-of-the-art digital tools and training are available to faculty and students regularly. New institutional investment and priorities are occurring in 2025 as well, with an announced merger of the Lila Bunch Library DLIT resources and the Data Collaborative's developments for an AI Research Center.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

All students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research, in both virtual and face-to-face settings.

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

Credentials:

- Worked as a design and architecture liaison librarian for 11 years
- Bachelor's in art history
- Several published works on visual literacy, including the book *Digital Visual Literacy* and a chapter in the book *Unframing the Visual*.

Services provided:

- Multimodal instruction (one-shot class sessions, as well as digital learning objects such as tutorials and videos)
 - o Workshops have covered topics ranging from using Architecture databases such as the Avery Index to Architecture Periodicals to conduct research, to writing lit reviews, to information evaluation
- One-on-one research appointments (for faculty and students)

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**.

General library services that are applicable to ARC

- Scholarly communications services to aid faculty scholarship
 - o [Open access publishing fund](#)
 - o Consultations and workshops on
 - Open Access
 - Journal evaluation and selection tools
 - Copyright and Fair Use for instructors, students, and researchers
 - Author rights and agreements
 - Scholarly research impact metrics
 - Federal Public Access Mandates
 - Sharing and publishing works through the Belmont Digital Repository
- "Ask Lila" chat services. 24/7/365 chat with librarians for research help whenever students need it
- [ILL services](#)

6—Public Information

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

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

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

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:

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

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

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

The website of the Office of Career and Professional Development can be found here:

<https://www.belmont.edu/career-development/index.html>

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

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

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

As part of O'More's VoCo program, architecture majors will have access to

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

6.4 Public Access to Accreditation Reports and Related Documents

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

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

Program Response:

B.Arch.:

Requirement	Program Website Link (if applicable)
a) The most recent decision letter from the NAAB awarding accreditation or candidacy	https://www.belmont.edu/omore/files/eligibility-decision-letter.pdf
b) The Architecture Program Report submitted for the last visit	https://www.belmont.edu/omore/files/2023-apr-cc.pdf
c) NCARB ARE pass rates	n/a

M.Arch.:

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

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:

- Application forms and instructions
- Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- Forms and a description of the process for evaluating the content of a non-accredited degrees
- Requirements and forms for applying for financial aid and scholarships

Program Response:

Please see responses to these individual requirements:

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

Prospective students are directed to a cost estimator via the architecture program's webpage (see <https://www.belmont.edu/omore/accreditation.html>), which links to the university's comprehensive list of estimated costs for attendance (see <https://www.belmont.edu/sfs/cost/>). This list includes tuition, consolidated student fees, residence hall room charge, meal plan costs, and student health insurance rates. In addition, a total of up to \$1500 per academic year is estimated for textbook and supply costs.

Prospective students are also guided to a Net Price Calculator tool, which provides a customized estimate of the net price of attendance as well as aid eligibility (see <https://www.belmont.edu/sfs/cost/net-price-calculator.html>).

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

APPENDICES 1 - 3

1. PC/SC Matrix
2. Condition 4.2 Professional Degrees and Curriculum
3. One-Page Faculty Resumés

PROGRAM AND STUDENT CRITERIA MATRIX | 2024-2025 ASSESSMENT BATCH

 BELMONT UNIVERSITY O'More College of Architecture & Design	Preparatory Education	Year 1				Year 2				Year 3				Year 4				Year 5				Non-Curricular Activity				
		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring						
		ARC 1015	Craft, Profession, Vocation			ARC 2021	Architectural Design 1			ARC 3023	Architectural Design 3			ARC 4025	Architectural Design 5			ARC 4527	Architectural Design 7			CAD Student Manual				
		ARC 1020	Fabrication & Sustainability			ARC 2031	History of Architecture 1			ARC 3041	Structures 1			ARC 4043	Environmental Systems 1			ARC 4507	Professional Practice 1			Graduate Exit Survey				
		ARC 1001	Architectural Drafting			ARC 2022	Architectural Design 2			ARC 3024	Architectural Design 4			ARC 4026	Architectural Design 6			ARC 4015	Senior Capstone for Arch.			VoCo/Academic Advising				
		ARC 1003	Foundations Studio			ARC 2032	Architectural History 2			ARC 1010 or ARC 1895	Folio Thinking			ARC 4044	Environmental Systems 2			ARC 4528	Architectural Design 8			Advisory Board Mentorship Program				
						ARC 2051	Digital Representation 1			ARC 3042	Structures 2			ARC 4034	Theories of Architecture			ARC 4508	Professional Practice 2			Faculty and Staff surveys				
										ARC 3033	History of Architecture/US								ARC 4518	Comp. Design Seminar			AIAS/NOMA programming			
																							ePortfolio			
Shared Values																										
Design																										
Env. Stewardship & Professional Respon.																										
Equity, Diversity & Inclusion																										
Knowledge & Innovation																										
Leadership, Collab. & Community Engmt.																										
Lifelong Learning																										
Program Criteria																										
PC.1 Career Paths																										
PC. 2 Design																										
PC.3 Ecological Know. & Respon.																										
PC.4 History & Theory																										
PC.5 Research & Innovation																										
PC.6 Leadership & Collaboration																										
PC.7 Learning & Teaching Culture																										
PC.8 Social Equity & Inclusion																										
Student Criteria																										
SC.1 HSW in the Built Environ.																										
SC.2 Professional Practice																										
SC.3 Regulatory Context																										
SC.4 Technical Knowledge																										
SC.5 Design Synthesis																										
SC.6 Building Integration																										

APPENDIX 2. Condition 4.2 Professional Degrees and Curriculum

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

B.Arch.

Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
ARC 1001 Arch. Manual Drafting (3)		ARC 4015 Sr. Capstone for Arch. (3)	*Free general electives (18)
ARC 1003 Design Foundations (3)		ART 1030 Observation and Drawing (formerly named Drawing 1) (3)	* As noted in Sec. 4.2.3, the honors program includes 9 hours of free general studies electives
ARC 1015 Craft, Profession, Vocation: Arch. Practices (3)		ARC 1010 Folio Thinking (replaces ART 2850 Portfolio Practices) (1)	
ARC 1020 Fabrication/Sustainability (1)		ENV 1150 & 1155 Intro to Env. Science; lect. & lab (4)	
ARC 2021 Arch. Design Studio1/Methods (3)		First-Year Seminar (2)	
ARC 2022 Arch Design Studio 2/Methods (3)		HIS 1010 World History to 1500 (3)	
ARC 2051 Dig. Rep. 1 (3)		HIS 1020 World History after 1500 (3)	
ARC 2031 His. of Arch. 1 (3)		Oral Communications (3)	
ARC 2032 His. of Arch. 2 (3)		Philosophy (3)	
ARC 3023 Arch. Design Studio 3/ Integrated (6)		Quantitative Reasoning (3)	
ARC 3024 Arch. Design Studio 4/ Integrated (6)		Religion (First-Year) (3)	
ARC 3033 His. of Arch. In the United States (3)		Religion (Third-Year) (3)	
ARC 4025 Arch. Design Studio 5/ Integrated (6)		Sociology (3)	
ARC 3041 Structures 1 (4)		Wellness (3)	
ARC 3042 Structures 2 (4)		Writing (First-Year) (3)	
ARC 4026 Arch. Design Studio 6/ Integrated (6)		Writing (Third-Year) (3)	
ARC 4034 Theories of Arch. And the Env. After 1400 (3)		*As noted in Sec. 4.2.3, the honors program includes 55 hours of general studies	
ARC 4043 Env. Sys. 1 (3)			
ARC 4044 Env. Sys. 2 (3)			
ARC 4507: Prof. Prac. 1 (3)			

ARC 4508: Prof. Prac. 2 (3)			
ARC 4527 Arch. Design Studio 7/ Comprehensive (6)			
ARC 4518 Comp. Design Seminar (6)			
ARC 4528 Arch. Design Studio 8/ Comprehensive (6)			
Total 90	Total	Total 47	Total 18
Total No. of SCH for Degree	155		

*SCH; Semester Credit Hours

M.Arch. - n/a

<i>Undergraduate Courses if Preparatory</i>			
Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
<i>Graduate-Level Courses</i>			
Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Total	Total	Total	Total
Total No. of SCH for Degree			

*SCH; Semester Credit Hours

Name: Jhennifer A. Amundson, Ph.D.

Email: jhennifer.amundson@belmont.edu

Courses Taught (Four semesters prior to current visit):

ARC 1015 (Craft, Profession, Vocation)

ARC 2031 (Arch History 1)

ARC 2032 (Arch History 2)

Educational Credentials:

2001 Ph.D., University of Delaware; Dissertation: "Thomas Ustick Walter's Lectures on Architecture"

1993 M.Arch., University of Illinois, Urbana – Champaign; Thesis: "Thomas Jefferson's Educational Philosophy and Collegiate Architecture"

1990 B.S.A.S., University of Illinois, Urbana - Champaign

Teaching Experience:

2019+ Belmont University; Dean, O'More College of Architecture and Design & Professor of Architecture

2001-19 Judson University: Professor of Architecture

1999-01 North Carolina State University: Assistant Professor of Architecture

Professional Experience:

1994-95 Unteed Nelson Slack Anderson Associates, Elgin and Champaign, Illinois: Intern Architect (January 1994 - July 1995)

1989-91 Dahlquist and Lutzow Architects, Ltd., Elgin, Illinois: Intern Architect (1989 – 1991)

Licenses/Registration:

1995 Licensed Architect, State of Illinois, Registration # 001-016067 (inactive status)

Selected Publications and Recent Research:

Publications:

2020 "The Jayne Building, Philadelphia (1851): The First Skyscraper as Consumer Spectacle;" Chapter in *First Skyscrapers: Skyscraper Firsts* (ed. Lee Gray, et al.)

2020 "Purity and Progress: The First Maternity Hospitals in the United States;" Chapter in *A Matter of Life and Death: Spaces for Healing in the Premodern Era* (ed. Mohammad Gharipour) "Ancient taste perfected by modern hands" : Thomas U. Walter's Theory and Practice of the Orders;" Article in *The Classicist* No. 11 (Institute of Classical Architecture and Art)

Presentations

2021 "Nashville's Equity, Diversity, and Inclusion Imperative" | Panelist, AIA Middle Tennessee (November)

2021 "Steps toward Inclusion" | Panelist, NOMA/AIA Tennessee JE+DI Talks (October)

2020 "Digital Pedagogies for Architectural History" | Session Chair, Society of Architectural Historians Annual Meeting, Seattle WA (May)

2019 "The Jayne Building (Philadelphia, 1849): The First Skyscraper as Consumer Spectacle" | Council on Tall Buildings and Urban Habitat World Conference, Chicago (October)

2018 "Principles of Purity and America's First Maternity Hospitals" | Society of Architectural Historians, Annual Meeting, St. Paul MN

2016 "Historical Reflections on Psychological Assumptions, Male Norming, and Feminine Potential in Contemporary Architectural Practice" | Conference, "Architecture & Feminisms: Ecologies, Economies & Technologies," Architectural Humanities Research Association, Royal Institute of Technology, Stockholm, Sweden

2016 "Hand Drawing and the Genesis of the Architecture Profession in the United States" | Conference, "The Art of Architecture: Hand Drawing and Design," Notre Dame University (September)

Professional Memberships:

NOMA

JEDI committee, AIA Middle TN

International Council of Fine Arts Deans

Name: Barry Ballinger, Ph.D.

Email: barry.ballinger@belmont.edu

Recent Courses Taught (Four semesters prior to current visit):

ARC 2015: Social Movements and the City (Spring '23, Spring '24)
ARC 2012: Architecture Studio 2 – Architectural Design Methods (Spring '25)
ARC 2915: Placemaking in Portugal – Study Abroad (Summer '24)
ARC 3023: Architecture Studio 3 – Integrated Design (Fall '22, Fall '23, Fall '24)
ARC 3024: Architecture Studio 4 – Integrated Design (Spring '23)
ARC 4026: Architecture Studio 6 – Integrated Design (Spring '24, Spring '25)
BEL 1015: Ways of Knowing – First Year Seminar (Fall '22, Fall '23, Fall '24)

Educational Credentials:

Ph.D., in Architecture, College of Architecture and Design, University of Kansas, 2023
M.A., in Architecture, College of Architecture and Design, University of Kansas 2017
B.Arch., College of Engineering, Architecture, and Technology, Oklahoma State University, 2003

Teaching Experience:

Assistant Professor of Architecture, Belmont University, 2022–present
Adjunct Instructor, University of Kansas, 2018–2022
Adjunct Instructor, University of Wisconsin Stevens Point, 2020

Professional Experience:

Strata Architects, Kansas City, Missouri
Architectural Intern in Historic Preservation (June, 2017 – August, 2017; June, 2019 – August, 2019)

Treanor Architects, Lawrence, Kansas
Architectural Intern in Mixed-use Department (June, 2015 – August, 2016)

HJM Architects, Kansas City, Missouri
Architectural Designer (June, 2013 – August, 2014)

Licenses/Registration:

Tennessee, 2023 - Present

Selected Publications and Recent Research:

1. Silva, K.D. and Ballinger, B. (2021). 'Sustainable re-housing after disasters: Learning from post-tsunami resettlements in Sri Lanka', in *International Journal of Mass Emergencies and Disasters*
2. Ballinger, B. and Silva, K.D. (2021). 'The need for knowledge management in the scholarship of social engagement in architecture', in Farhana Ferdous and Bryan Bell (eds.) *All In: All-Inclusive Engagement in Architecture*, London: Routledge. (Refereed/ Invited)

Professional Memberships:

N/A

Name: Mrs. Layla Iskandar

Email: Layla.iskandar@belmont.edu

Courses Taught (Four semesters prior to current visit):

ARC 3023 Architecture Studio III (Fall 2025)

ARC 4043 Environmental Systems I (Fall 2025)

Educational Credentials:

Master of Architecture, Clemson University, 1988

Bachelor of Art in Design, Clemson University, 1986

Teaching Experience:

Belmont University, O'More College of Architecture and Design 2025-present

UT San Antonio, Klesse College of Engineering and Integrated Design 2023-2025

Professional Experience:

2020-2021	Alamo Architects	San Antonio, TX
2019-2021	Freelance Licensed Architect	Lebanon
2017-2017	Dr. Kabalan Dahdah Architects	Zgharta, Lebanon
2016-2016	Al Meedan Engineers and Architects	Abu Dhabi, United Arab Emirates
2015-2016	Dani Haddad Architects	Zgharta, Lebanon

Licenses/Registration:

Lebanon 2019-present

Selected Publications and Recent Research:

Iskandar, L.; Bay, E.; Faubel, C.; Martinez-Molina, A.; Toker Beeson, S. "Climate change impact on natural ventilation effectiveness using CFD simulations in historic buildings under hot-humid conditions." (In press).

Faubel, C.; Arvanitidis, A.; Iskandar, L.; Martinez-Molina, A.; Alamaniotis, M. "Comparative analysis of artificial intelligence models for real-time and future forecasting of environmental conditions in historic buildings." Journal of Building Engineering, Elsevier (2024). 10.1016/j.job.2024.111474.

Iskandar, L.; Faubel, C.; Martinez-Molina, A.; Toker Beeson, S. "Quantification of inherent energy efficient features in historic buildings: a case study in a hot and humid climate." Energy and Buildings, Elsevier (2024). 10.1016/j.enbuild.2024.114546.

Iskandar, L.; Bay, E.; Martinez-Molina, A.; Toker Beeson, S. "Evaluation of Passive Cooling Through Natural Ventilation Strategies in Historic Residential Buildings Using CFD Simulations." Energy and Buildings, Elsevier (2024). 10.1016/j.enbuild.2024.114005.

Professional Memberships:

N/A

Name Mrs. Katherine Kennon, AIA

Email: Katherine.kennon@belmont.edu

Courses Taught (Four semesters prior to current visit):

ARC 1003 Foundations (Spring 2025, 2024, 2023, 2022, 2021, Fall 2022)

ARC 2021 Studio 1 (Fall 2022, 2023, 2024)

ARC 2022 Studio 2 (Spring 2022, 2023, 2024, 2025)

ARC 1015 Craft Profession and Vocation (Fall 2023, 2024)

ARC 4507 Professional Practice 1 (Fall 2024)

ARC 4508 Professional Practice 2 (Spring 2025)

Educational Credentials:

Master of Architecture, Clemson University, 1988

Bachelor of Art in Design, Clemson University, 1986

Teaching Experience:

Belmont University, O'More College of Architecture and Design	2021-present
Belmont University, CAAD (Interior Design)	2020-2021
Watkins College of Art, Design and Film (Interior Design)	2005-2020
O'More College of Design (Interior Design)	1994-2005

Professional Experience:

2018-present	The Architect Workshop	Nashville, TN
	Principal / Owner	
2005-2013	Vanderbilt University Medical Center	Nashville, TN
	Office of Space and Facility Planning	
1998-2004	K. E. Kennon, Architect	Nashville, TN
1995-1998	Gresham Smith and Partners	Nashville, TN
1993-1994	Steve Rick, Architect	Nashville, TN
1989-1993	Burt Hill Kosar Rittlemann	Philadelphia, PA
1988-1989	David Beck Architects	Philadelphia, PA
1983-1988	Drakeford Architects	Sumter, SC
1986-1987	Dort Payne Architect	Augusta, Ga

Licenses/Registration:

TN	2001-present
PA	1991-present

Selected Publications and Recent Research:

The Codes Guidebook for Interiors (2nd – 9th editions)

The Study Guide for the Codes Guidebook for Interiors (2nd – 9th editions)

Professional Memberships:

American Institute of Architects

Name:

Fernando Tadeu de Araujo Lima, Ph.D.

Email:

fernando.lima@belmont.edu

Courses Taught (Four semesters prior to current visit):

ARC 4025 - Architecture Studio V (Fall `23, Fall `24, Fall `25).

ARC 4026 - Architecture Studio VI (Spring `23, Spring `24)

ARC 2051 – Digital Representation I (Fall `23)

Educational Credentials:

Ph.D., Urbanism, School of Architecture and Urbanism, Federal University of Rio de Janeiro (Brazil), 2017

M.Sc., Civil Engineering, School of Engineering, Fluminense Federal University (Brazil), 2008

B.Arch., School of Architecture, Federal University of Juiz de Fora (Brazil), 2003

Teaching Experience:

Assistant Professor of Architecture, Belmont University, 2022–present

Postdoctoral Scholar, College of Arts and Architecture, Pennsylvania State University 2021-2022

Visiting Scholar, College of Arts and Architecture, Pennsylvania State University 2020-2021

Associate Professor of Architecture, Federal University of Juiz de Fora (Brazil), 2012–2020

Instructor of Architecture, Louisiana State University, 2019–2020

Professional Experience:

Architect, Arqgraphics, Juiz de Fora (Brazil), 2005-2012

Licenses/Registration:

n/a

Selected Publications and Recent Research:

Rosa, A. A., Lima, F. (2025). [A Framework for Informing Complete Street Planning: A Case Study in Brazil](#). Buildings, 15(1), 125.

Vilela, J. P., Lopes, R., Lima F. (2023) [Interpreting a virtual reconstruction from different levels of detail: 3D modeling approaches combined with a phenomenological exploratory study](#). International Journal of Architectural Computing. Online First.

Lima, F., Costa, F. (2023) [The Quest for Proximity: A Systematic Review of Computational Approaches towards 15-Minute Cities](#). Architecture, v.3, 393-409

Lima, F., Duarte, J. P. (2023). [Teaching shape grammars and parametric urban design in the context of informal settlements: The World Studio project](#). In: Emergent Perspectives on Teaching Architecture and Urbanism. Newcastle upon Tyne, UK: Routledge.

Lima, F., Brown, N. C., Duarte, J. P. (2022) [A Grammar-Based Optimization Approach for Designing Urban Fabrics and Locating Amenities for 15-Minute Cities](#). Buildings – Special issue on Performance-Based Urban Design: Integrated Urban Analytics, Simulation and Climate-Responsive Design. Online First.

Lima, F., Brown, N. C., Duarte, J. P. (2022) [A grammar-based optimization approach for walkable urban fabrics considering pedestrian accessibility and infrastructure cost](#). Environment Planning and B – Special issue on Smart Cities and Climate-Resilient Urban Planning. Online First.

Lima, F., Brown, N., Duarte, J. P. (2022) [Optimizing urban grid layouts using proximity metrics](#). In: Artificial Intelligence in Urban Planning and Design: Technologies, Implementation and Impacts. Amsterdam: Elsevier.

Professional Memberships:

International Executive Committee - Ibero-American Society for Digital Graphics – SIGraDi, 2020-2022

Name: Thomas Lowing

Email: thomas.lowing@belmont.edu

Courses Taught:

Spring 2023 – ARC 1001 Manual Drafting; ARC 3042 Structures 2

Fall 2022 - ARC 1015 Craft, Profession, Vocation; ARC 1020 Fabrication & Sustainability;
ARC 3041 Structures 1

Spring 2022 – ARC 1001 Manual Drafting; ARC 1020 Fabrication & Sustainability;
ARC 2022 Design 2 Methods

Fall 2021 - ARC 1015 Craft, Profession, Vocation; ARC 2021 Design 1: Methods

Educational Credentials:

M. Arch – University of Michigan; B. S. A. – University of Michigan

Teaching Experience:

Belmont University: O'More College of Architecture & Interior Design - Assoc. Professor, Chair -
2021 - Present

Andrews University: School of Architecture and Interior Design – Associate Professor 2002-2021
Assistant Professor 1996-2002

University of Notre Dame: School of Architecture – Adjunct Assistant Professor 1998-2013

Professional Experience:

Thomas Lowing, Architect – Sole Practitioner and Consulting Architect, Holland, MI 1997-2021,
(Portage, MI 1994-1997)

Diekema/Hamann Architects – Associate, Project Manager/Architect, Kalamazoo, MI 1986-1994

Licenses/Registration: State of Michigan 1988-Present

Selected Publications and Recent Research:

O'More College of Architecture & Design, DigiFabLab Opening Event Panelist, Sept. 2022

Professional Practice Scholar – NCARB Leadership Workshop Presentation– August 2022

Emerging Professionals Leadership Panelist - April 2022

Professional Journal Article, Dec. 2017 Issue, "Connections" by AIA Young Architects Forum

Poster Presentation, Creative Scholarship Celebration, Andrews University, October 2017

Paper Presentation, Art of Architecture Conference, Notre Dame SoA, September 2016

Professional Development Articles, 2016 Section Editor for AIA SFx - AIA Kinetics publication

Professional Memberships: American Institute of Architects, Appointed to Small Firm Exchange 2014

Name: Anthony N. Monica, RA, AIA, NCARB

Email: Anthony.Monica@Belmont.edu

Courses Taught:

ARC 1010 – Folio Thinking (Spring 2025, Spring 2024)
ARC 3024 – Architecture Studio 4 – Integrated Design (Spring 2025, Spring 2024)
ARC 4025 – Architecture Studio 5 – Integrated Design (Fall 2024, Fall 2023)
ARC 4527 – Architecture Studio 7 – Comprehensive Design (Fall 2024)
ARC 3023 – Architecture Studio 3 – Integrated Design (Fall 2023)

Educational Credentials:

MS.BCSM., Myers-Lawson School of Construction, 2011
B.Arch., School of Architecture, Virginia Tech, 2009

Teaching Experience:

Assistant Professor of Architecture, Belmont University, 2022–present

Professional Experience:

Co-Founder, Principal – Tacit Studio Architecture, Nashville, TN (2024-Present)
Project Architect – MGA Partners, Philadelphia, PA (2021)
Project Manager/Project Architect - HDR, Philadelphia, PA (2019 – 2020)
Project Architect - KieranTimberlake, Philadelphia, PA (2015 – 2019)
Designer, Licensed Architect - Skidmore, Owings, & Merrill, Washington, DC (2011- 2015)

Licenses/Registration:

Registered Architect: Washinton, DC

Selected Publications and Recent Research:

"The Link - a Collaborative Project Approach to Design Thinking as Service-Learning and Advocacy," forthcoming in Utilizing Service Learning Practices for Creative Design Improvements (Release Date TBD)

"The Link: A Collaborative, Community Focused Approach to Examining How Diverse Cultural and Social Contexts Translates into the Built Environment," International Conference on the Constructed Environment, April 2025

"The Link: Design Thinking through Service Learning," Gulf South Summit, March 2025

"The Frosty Morn: A New Model For Conceptualizing Community Design Projects Through The Lens Of Education, Social Impacts, Sustainability, And The Adaptive Reuse Of Existing Building Infrastructure," International Conference on the Constructed Environment, April 2024

"Transforming a University Covid Clinic into a Flexible Space for Cross-Disciplinary Communion & Spiritual Renewal," International Architecture, Culture, Spirituality Forum Conference, June 2023

Professional Memberships:

American Institute of Architects
National Council of Architectural Registration Boards

Name

Caleb Walder, AIA, LEED AP BD+C

Email

caleb.walder@belmont.edu

Courses Taught

ARC2021: Architecture Studio 1: Architectural Design Methods (FA24)

ARC4527: Architecture Studio 7: Comprehensive Design 1 (FA24)

ARC1010: Folio Thinking (SP25)

ARC4518: Comprehensive Design Seminar (SP25)

ARC4528: Architecture Studio 8: Comprehensive Design 2 (SP25)

Educational Credentials:

M. Arch, University of Illinois at Urbana-Champaign (2008)

B.S. Architectural Studies, University of Illinois at Urbana-Champaign (2006)

Teaching Experience:

Assistant Professor of Architecture, Belmont University, 2024-present

Associate Professor of Architecture, California Baptist University, 2020-2021

Assistant Professor of Architecture, California Baptist University, 2015-2020

Professional Experience:

Project Manager, Marlon Blackwell Architects, 2021-2024

Project Architect, BLDD Architects, 2009-2015

Licenses/Registration:

Licensed Architect, State of Illinois

Selected Publications and Recent Research:

Design Team Member, *Porch: An Architecture of Generosity*, U.S. Pavilion, 2025 Venice Architecture Biennale

Professional Memberships:

American Institute of Architects

USGBC

SEED Network

Name: Joseph M. Watson, Jr., Ph.D.

Email: joseph.watson@belmont.edu

Recent Courses Taught

ARC 2021: Architecture Studio 1—Architectural Design Methods (Fall '22, Fall '23)

ARC 2022: Architecture Studio 2—Architectural Design Methods (Spring '23)

ARC 2031: History of Architecture before 1400 (Fall '22, Fall '23)

ARC 2032: History of Architecture after 1400 (Spring '23)

ARC 3033: History of Architecture in the United States (Spring '23)

ARC 4034: Theories of Architecture and the Environment after 1400 (Fall '23)

BEL 1015: Ways of Knowing (Fall '22)

Educational Credentials

Ph.D., History and Theory of Architecture, School of Design, University of Pennsylvania, 2018

M.A., Theology, Union Theological Seminary in the City of New York, 2012

B.Arch., School of Architecture, University of Tennessee at Knoxville, 2008

Teaching Experience

Assistant Professor of Architecture, Belmont University, 2022–present

Assistant Professor of Architecture, Kansas State University, 2020–2022

Instructor of Architecture, Louisiana State University, 2019–2020

Postdoctoral Fellow and Lecturer in Architecture, University of British Columbia, 2017–2019

Lecturer in Architecture, Rhode Island School of Design, 2017

Lecturer in Architecture, University of Pennsylvania, 2016

Professional Experience

Designer, Richard Meier and Partners Architects, 2008–2010

Licenses/Registration

n/a

Selected Publications and Recent Research

“Segregating Usonia: The Racial Politics of Frank Lloyd Wright’s Fisher Housing,” forthcoming in *Arris* 34 (October 2023): 3–23

“Complexity and Contradiction in Frank Lloyd Wright’s Auldbrass Plantation,” Southeast Chapter of the Society of Architectural Historians Annual Conference, November 2022

“‘Soconyland Is Everywhere You Go’: An Architectural History of Standard Oil’s Service Stations,” Society for American City and Regional Planning National Conference, October 2022

“‘Organization for Cooperation’: The Varieties and Vagaries of Labor at Rockefeller Center,” *Work*, theme issue of the *Journal of Architectural Education* 72, no. 3 (Fall 2019): 156–167

“The Suburbanity of Frank Lloyd Wright’s Broadacre City,” *Journal of Urban History* 45, no. 5 (September 2019): 1006–1029

Professional Memberships

Global Architectural History Teaching Collaborative, Society for American City and Regional Planning History, Society of Architectural Historians, SAH Climate Change and Architectural History Affiliate Group, SAH Race and Architectural History Affiliate Group, Southeast Chapter of the Society of Architectural Historians, Urban History Association



APPENDICES

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APPENDIX A
Previous VTR



Visiting Team Report

Belmont University
Department of Architecture

B.Arch.

Visit Dates: November 8-9, 2021

Visiting Team Report (VTR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

To be completed by NAAB Staff:

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

I. Summary of Visit

a. Acknowledgments and Observations

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

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

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

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

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

b. Conditions Not Achieved (list number and title)

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

II. Progress on the Plan for Achieving Initial Accreditation

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

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

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

III. Progress Since the Previous Site Visit

This category is not applicable.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

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

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[X] Described

Program Response:

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

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

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

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

The program will

- provide professional development opportunities and reflective practices within the B.Arch. as the primary prerequisite for professional licensure,
- nurture students' understanding of vocational fulfillment through service-mindedness,
- integrate general studies and professional education to prepare graduates to successfully enter this inherently interdisciplinary profession, and
- benefit from a faculty of professing Christians who integrate their faith and teaching, emphasizing traditions of service and values supported by the faith in all aspects of curricular, co- and extra-curricular planning.

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

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

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

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

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

2—Shared Values of the Discipline and Profession

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

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

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

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

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

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

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

[X] Described

Analysis/Review: Creative “design as an intellectual exercise” is instilled throughout the program curricula seeking to integrate other disciplines to serve the human aspiration to elevate building aesthetics and function. Empathy and sensitivity to diverse contexts are virtues of design that the program seeks to impart on its students through the iterative process.

The program seeks to educate their students in the belief that social, environmental, and economic sustainability are interconnected. This belief goes beyond the basic concern of public health, safety, and welfare into a broader understanding and stewardship of responsibilities for their students. The teaching of these values is intended to be interwoven throughout their curriculum of design, history, and building science courses.

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

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

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

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

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

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

[X] Not Yet Met

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

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

[X] Not Yet Met

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

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

[X] Not Yet Met

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

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

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

[X] Not Yet Met

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

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

[X] Not Yet Met

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

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

[X] Not Yet Met

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

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

[X] Not Met

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

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

[X] Not Yet Met

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

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

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

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

[X] Not Yet Met

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

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

[X] Not Yet Met

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

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

[X] Not Yet Met

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

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

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

[X] Not Yet Met

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

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

[X] Not Yet Met

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

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

[X] Not Yet Met

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

4—Curricular Framework

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

4.1 Institutional Accreditation

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

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

[X] Met

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

4.2 Professional Degrees and Curriculum

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

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

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

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

document the criteria and process used to ensure that the general education requirement was covered at another institution.

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

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

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

- 4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

[X] Met

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

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

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

4.3 Evaluation of Preparatory Education

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

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

[X] Met

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

5—Resources

5.1 Structure and Governance

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

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

[X] Described

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

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

5.2 Planning and Assessment

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

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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

[X] In Progress

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

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

5.3 Curricular Development

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

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

[X] Not Demonstrated

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

5.4 Human Resources and Human Resource Development

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

[X] In Progress

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

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

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

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

5.5 Social Equity, Diversity, and Inclusion

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

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

[X] In Progress

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

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.

- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

[X] In Progress

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

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

[X] Demonstrated

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

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

[X] Demonstrated

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

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

[X] Met

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

6.2 Access to NAAB Conditions and Procedures

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

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

[X] Met

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

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

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

[X] Not Yet Met

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

6.4 Public Access to Accreditation Reports and Related Documents

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

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

[X] Met

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

6.5 Admissions and Advising

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

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

[X] Met

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

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

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

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

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

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

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

6.6 Student Financial Information

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

[X] Not Yet Met

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

IV. Appendices:

Appendix 1. Conditions Met with Distinction

N/A

Appendix 2. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Tyler Ashworth".

Tyler Ashworth, AIA
Team Chair

A handwritten signature in black ink, appearing to read "Anthony Cricchio".

Anthony Cricchio, RA
Team Member

A handwritten signature in black ink, appearing to read "Haley DeNardo".

Haley DeNardo, Assoc. AIA
Team Member

APPENDIX B**Updated Plan for Achieving Initial Accreditation**

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

Compliance with the Conditions for Accreditation

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

Human Resources and Human Resource Development

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

Full-time:

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

Part-time:

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

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

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



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

Enrollment has steadily increased in the last three years and retention is strong.¹⁴

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

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

Physical Resources

Existing and renovated facilities. The College of Architecture & Design is housed in the renovated science building, Hitch Hall, which it shares with the programs in Interior Design and Fashion. It has access to facilities shared by the Watkins College directly across Belmont Boulevard in the Leu Center for Visual Arts (LCVA). The Department's second-floor facilities in Hitch Hall, which opened in fall 2021, include studio space, faculty offices, and a digital fabrications lab with a digital fabrication lab, housing two 40W laser cutters, one Form Labs Form2 SLA 3D printer, three Form Labs Form3 SLA 3D printers, two FDM 3D printers, and one color plotter. In fall, 2022, the program moved into 5,000 SF of newly-renovated teaching spaces and offices in the next-door Gabhart Student Center, and next year will have access to additional studios and computer labs in the former university bookstore across the street. (For more detail on facilities, see p. 7 and App. J.)

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

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

¹⁴ Derived from a study of OAIR's CAD census report and the ADP census report (Feb. 22, 2023).

¹⁵ If current (Feb. 2023) enrollment/deposit trends continue.



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

I.2.3 Financial Resources

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

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

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

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

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

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

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

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

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



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

Administrative Structure & Governance

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

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

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

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

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



APPENDIX C

Eligibility Memorandum



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

December 28, 2020

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

Dear Dr. Burns:

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

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

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

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

Very truly yours,

Marilyns Nepomechie, FAIA, DPACSA, NCARB
President

cc: Dr. Jhennifer Amundson, Dean

APPENDIX D**CAD Student Handbook: “Rigor & Creativity”**

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

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

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

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

PROGRAM AND STUDENT CRITERIA MATRIX | 2024-2025 ASSESSMENT BATCH

APPENDIX E: Shared Values, PC/SC Matrix

[illegible]

APPENDIX F

Facilities diagrams



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



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

APPENDIX G

Community Impact Projects (and connection to Trajectory ideals)

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

APPENDIX H
Institutional Accreditation



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

Dear Dr. Jones:

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

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

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

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

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

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:kf

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

APPENDIX I

Curriculum Map for B.Arch. (155 hours)

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

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

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

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

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

¹⁶ Serves BELL Core Fine Arts Requirement

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

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

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

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

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



APPENDIX K

Minor In Architectural Studies (19 hours)

Required courses:

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

APPENDIX L

Comparison: Standard and Honors B. Arch. Curricula

Standard Architecture Program (137 scheduled hours & 18 elective credits) &

Honors Architecture Program (146 scheduled hours & 9 elective credits)

Key: blue shading indicates equivalent/exchanged courses; green shading indicates courses unique to either the standard or the honors program

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

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

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

Standard Fourth Year		Honors Fourth Year	

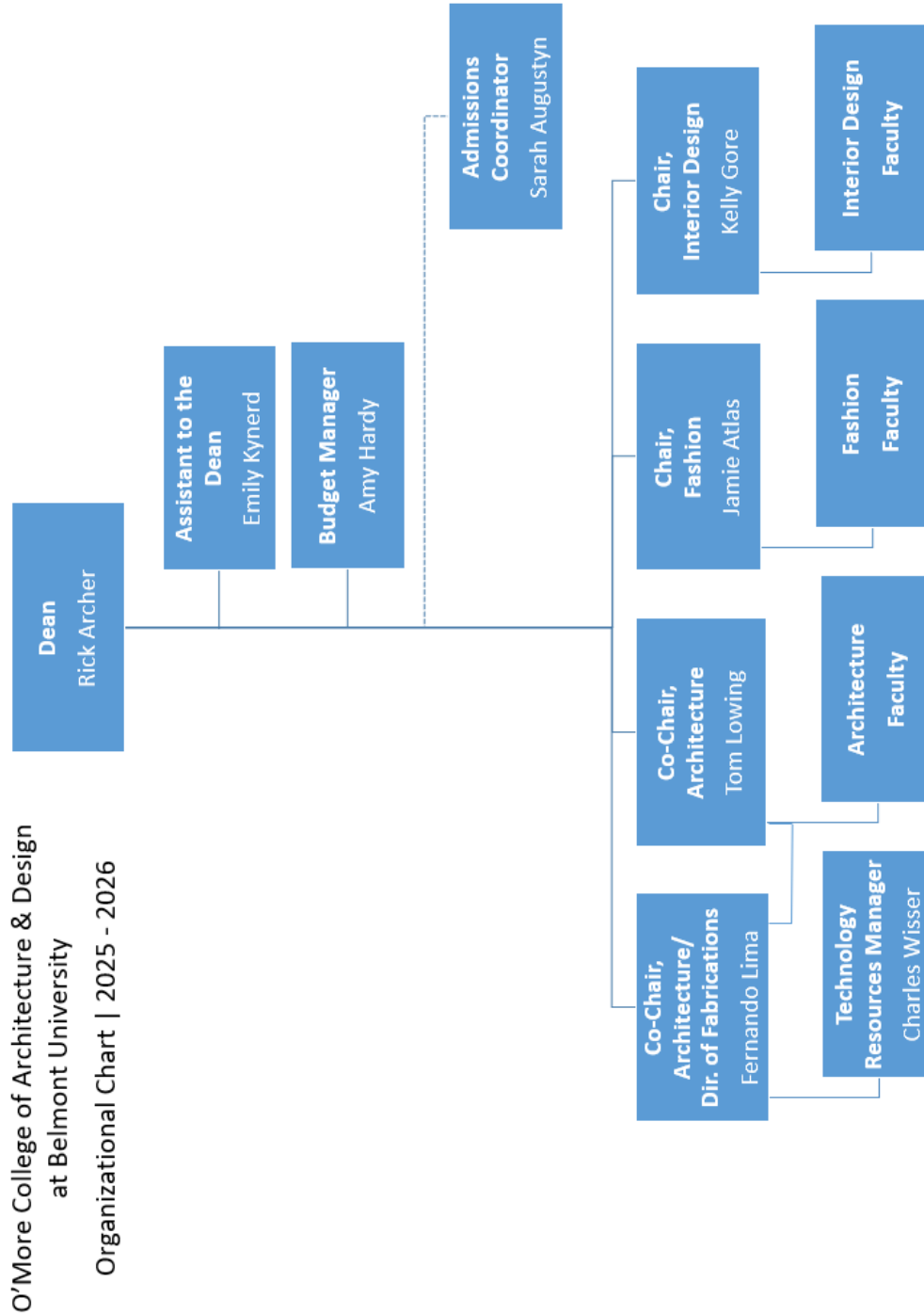
		HON 3510: Project Plan/Prep	3
ARC 4025: Architectural Design 5	6	ARC 4025: Architectural Design 5	6
ARC 4043: Environmental Systems 1	3	ARC 4043: Environmental Systems 1	3
Philosophy 1000- or 2000-level	3	Philosophy 1000- or 2000-level	3
ARC 4026: Architectural Design 6	6	ARC 4026: Architectural Design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

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



APPENDIX N

O'More College of Architecture & Design Organizational Chart



APPENDIX O

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

APPENDIX P: 2025 Architecture Assessment Retreat Report

O'MORE COLLEGE OF ARCHITECTURE AND DESIGN

ARCHITECTURE PROGRAM **ASSESSMENT RETREAT**

SPRING 2025



**BELMONT
UNIVERSITY**

Department of Architecture

Foreword

From May 19 to May 21, 2025, the Belmont University Architecture Program convened for its annual Assessment Retreat—a vital forum for strategic reflection, curricular refinement, and mission alignment. Hosted at the Jack C. Massey Center and led in collaboration with facilitators from Belmont Innovation Labs, the retreat offered faculty, staff, and administrators a structured and generative space to evaluate the program's current standing and envision its continued evolution.

Day One, held on May 19, was devoted to a broad, qualitative assessment of the program's vision, mission, and pedagogical distinctives. Through a series of collaborative exercises, participants engaged in reflective dialogue around what is working well, what challenges persist, and where the most promising opportunities for growth lie. This session encouraged honest appraisals and bold thinking, especially as faculty articulated a “Portrait of a Graduate”—envisioning the mindset, skills, and values that exemplify a successful Belmont architecture student. The conversation also examined the admissions landscape and the unique differentiators that set Belmont's B.Arch. program apart in a competitive higher education environment. A forward-looking discussion about the program's five-year vision culminated in shared commitments to integration, purpose-driven design, and the formation of citizen architects ready to serve communities through the medium of building.

On May 21, Day Two of the retreat shifted focus toward assessment for accreditation and immediate action planning. Faculty analyzed all NAAB accreditation criteria marked as “not met” in the 2024–2025 academic year. Each course with unmet benchmarks was reviewed in detail by its instructor, who proposed targeted, actionable improvements for implementation in the coming year. These sessions were characterized by openness, collaboration, and an earnest desire to align the curriculum with both accreditation standards and the program's aspirational goals.

The afternoon session of Day Two centered on long-range curricular planning through the lens of the program's four interdisciplinary streams: History and Theory, Profession and Vocation, Design, and Design Affiliation.

Stream coordinators presented critical evaluations of their respective curricular areas, proposed mid-range adjustments, and invited broader discussion on synergies across the curriculum. These conversations laid the foundation for a more cohesive and scaffolded educational experience—one that emphasizes design thinking, technical integration, social equity, and vocational discernment.

The 2025 Architecture Assessment Retreat stands as a powerful reflection of the Belmont Architecture Program's ongoing commitment to continuous improvement, academic integrity, and the holistic formation of its students. More than a record of proceedings, this report captures the spirit of a faculty and leadership team deeply dedicated to shaping an architectural education that meets and exceeds professional standards while fostering personal growth, social responsibility, and community impact. It affirms our shared pursuit of rigor, reflection, and renewal—and our mission to cultivate architects who are prepared to imagine, design, and realize a more just, sustainable, and beautiful world.

Looking ahead, this report will serve as a vital tool in guiding discussions and decisions about upcoming changes to our programs, their curricula, and broader strategic priorities.

Tom Lowing
Fernando Lima

Department Co-Chairs, Architecture
O'More College of Architecture and Design

ARCHITECTURE PROGRAM

ASSESSMENT RETREAT

SPRING 2025

INTRODUCTION

At the conclusion of the Spring 2025 semester, the Belmont University Architecture Program held a two day long retreat to discuss the state of the program and its vision, mission, and goals both in general terms and in regard to the assessment of criteria for accreditation by the National Architectural Accrediting Board (NAAB). The first session was held on May 19th at the Jack C. Massey Chestnut Conference Room with members of the faculty, administration, staff, and facilitators from Belmont Innovation Labs. The day began with a holistic qualitative assessment of the program along with a review of admissions statistics which framed a discussion of the five-year vision for the program. The agenda for the day was as follows:

DAY 1 AGENDA

Objectives:

- Clarify Vision and Mission
- Define Program Distinctives
- Align Team
- Address Pressing Challenges or Opportunities

Agenda:

- Framing of the Day
- Check-in and Connect
- Personal and professional highlight from the semester
- Organization Audit
- What's working well? What are we celebrating?

- What's not working well? Where are we getting stuck? Where are there opportunities for growth and improvement?

Portrait of a Graduate:

- Faculty: paint a picture of your most exemplary graduate. What are they like? What sets them apart? Where are they headed? What do you imagine their career will hold? What are the mindsets they bring to their studies? What are the values they exemplify inside and outside the classroom? What skills have they developed that set them apart?
- Faculty: paint a picture of the students that have struggled? What has led them to struggle?

Admissions Review:

- What are key stats for the program (e.g. interest, offer of admissions, yield and retention)?
- What are you hearing from prospective students? Their parents? Why do people choose Belmont? Why do they choose another program?
- Defining Differentiators
- Why should a prospective student choose Belmont?
- What are the differentiators amongst program offerings?
- What is the profile of the ideal student you want to attract who will flourish in the program?

Program Vision:

- Vision (5-year time horizon) - Where are we going?
- Close your eyes and imagine 2030. What do you see? What future are you creating for your students? In the world? At Belmont?
- Mission - How do we get there?
- How will you accomplish this vision? What is essential in how you will get there?

Conclusions:

- Discuss Key Challenges or Opportunities
- Identify any challenges we lifted up at the beginning we want to discuss today.
- Check-out and Reconnect
- Next Steps and Conclude

The Architecture Program faculty used the day following the initial visioning session to process Day One outcomes and prepare for a second session on May 21st focused on evaluating the program relative to specific NAAB accreditation criteria. The highest priority for this Day Two session was to review all criteria assessed as “not met” in the 2024-2025 academic year. Faculty members who were instructors for courses in which unmet criteria were assessed shared observations and recommendations for immediately implementable actions to meet each criterion going forward. Each recommendation was discussed and approved by the rest of the faculty. The agenda for this assessment review was as follows:

DAY 2 MORNING AGENDA

Welcome and Framing the Day:

9:00-9:10 Overview of goals and priorities, with a focus on identifying immediate actions tied to unmet criteria.

Short-Term Deliberations: Immediate Actions:

9:10-9:30 Joseph: Immediate Actions (ARC 3033)
 9:30-10:00 Caleb: Immediate Actions (ARC 4518)
 10:00-10:30 Katherine: Immediate Actions (ARC 4507 and ARC 4508)
 10:30-11:00 Anthony / Fernando: Immediate Actions (ARC 4025)
 11:00-11:30 Anthony / Caleb: Immediate Actions (ARC 4527)
 11:30-12:00 Caleb / Tom: Immediate Actions (ARC 4528)

Once all unmet assessment criteria were reviewed and immediate actions were discussed and approved, the faculty turned to consideration of overall revisions to the five year B. Arch. curriculum. Prior to the session, the courses in the established curriculum had been organized into five groups by year (horizontal groups) and four groups by subject matter (vertical groups) with a faculty member assigned to coordinate each horizontal and vertical set of courses. The vertical groups, referred to as streams, were 1) History and Theory, 2) Profession and Vocation, 3) Design, and 4) Design Affiliation.

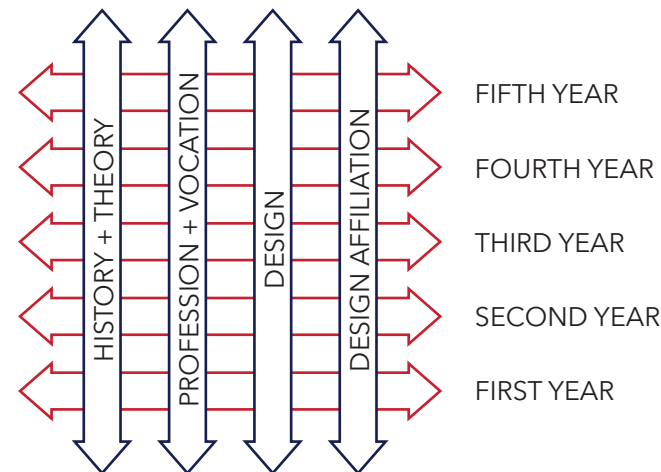
The Day Two afternoon session consisted of a presentation by each stream coordinator which evaluated the effectiveness of courses in the stream, proposed medium range (3-5 year range) changes to the curriculum in response to this evaluation, and identified overall impacts and opportunities for other streams and the curriculum as a whole.

Although there was limited discussion in response to each stream assessment, the session prioritized the stream coordinator presentations prior to extended discussion so they could be considered relative to one another. At the conclusion of individual presentations, the faculty discussed the relationships between the proposals, identified issues in need of further resolution, and determined next steps for the assessment and development of the curriculum. The agenda for this session was as follows:

DAY 2 AFTERNOON AGENDA

Big-Picture Discussions and Vision Planning:

12:30-1:15 History and Theory Stream Report (Joseph)
 1:15-2:00 Profession and Vocation Stream Report (Katherine)
 2:00-2:45 Design Stream Report (Anthony)
 2:45-3:30 Design Affiliation Stream Report (Caleb)
 3:30-4:00 Next Steps and Wrap-Up



B.Arch. Curriculum Streams

DAY ONE: ENVISIONING BELMONT ARCHITECTURE

ORGANIZATION AUDIT

What's working well? What are we celebrating?

1. Faculty Quality & Investment

- Great pool of faculty that is diverse and experts
- Highly invested pool of faculty that is diverse and experts
- Great faculty that are enthusiastic to teach
- Faculty investment
- Faculty expertise
- Engaged faculty that care
- Faculty desire: commitment to program success
- Faculty/staff connect with our students
- Faculty making community connection
- Student-focused approach

2. Student Engagement & Experience

- Students seem purpose driven
- Most students want to be pushed and to learn
- Student enthusiasm
- Student caring
- Connection with students
- Cohort development as group
- Small class sizes
- Student interest in architecture
- Great studios and classes
- Student opportunity such as AIA Middle TN, Healthcare, design charette
 - AIAS leadership in 24–25 was great at executing events

3. Community & Industry Collaboration

- Great collaboration with architecture firms in town
- Professional community support
- VOCO Expo
- Projects that engage with local communities
- Maymester programs
- Being in Nashville

4. Program Strength & Identity

- Great growth of the program
- Strategic planning has started
- Attracting quality students
- Admissions – enrollment numbers
- First cohort
- Year to stream coordinator to be implemented

5. Culture, team & Continuous Improvement

- Fab Lab
- Gabhart Flex space
- Hospitality
- Our staff
- Admins
- Team collaboration
- Sessions like this
- Regular feedback
- Mindsets and soft skills of students

What's not working well? Where are we getting stuck? Where are there opportunities for growth and improvement?

1. Curriculum Design & Academic Rigor

- Curriculum progression does not yet reflect who we say we are
- Current curriculum not conducive to cultivating design excellence
- Curriculum not supporting professional preparation adequately
- Missing design thinking as a foundation

DAY ONE: ENVISIONING BELMONT ARCHITECTURE

- Current curriculum not conducive to cultivating design excellence
- Curriculum not supporting professional preparation adequately
- Missing design thinking as a foundation
- Studio scaffolding
- Studio sections don't always align
- Studio integration (seminars and across the other studios)
- Integration of info between courses
- Coordination between studio and seminar
- Design studio map is out of sequence
- Technical knowledge at levels and at integrations
- Technical knowledge is not in the scaffolding
- Lack of agreement on how much technical competency
- Not providing choice/vocational discernment for 5th year
- No unity of professional prep and liberal arts
- Role and opportunity of BSAS

2. Standards, Grading & Excellence

- Studio policies and grading
- Grade discrepancy
- Consistent expectation of student work (time, outcome) by year between sections
- Agreement of A, B, F work
- Acceptable performance skills by year
- Lacking coordination in teaching
- Lacking a shared understanding of excellence in architecture
- Need to cultivate a rigorous pursuit of excellence

3. Faculty Empowerment & Communication

- Studio policies and grading
- Grade discrepancy
- Not nearly enough autonomy/agency for faculty
- We are not nimble enough – too much bureaucracy
- Manageable staff loads
- More intentional community among faculty
- Regular communication
- Affordable living/wage for recruiting faculty
- Steady climb vs urgencies

4. Student Experience & Equity

- We treat students like children instead of adults
- If a student fails studio, they miss 1 year
- Currently pursuing balance at the expense of learning
- Students participation on “governance”
- Look at students that are in honors
- Cheer others more by attending their major presentations
- Minor in Interior Design useless
- Shutting down a building is an equity issue observed by students

5. Facilities & Infrastructure

- Need a new building ASAP
- Inadequate facilities (not enough studio space)
- Facilities for studio culture
- Current facilities prohibit rich studio culture
- Students need their own desk
- Hot desks
- Lack of access to woodshop
- Lack of maker space/dirty lab
- More space and equipment and staff for Fab Lab
- Infrastructure and spaces
- Digital tools teaching

DAY ONE: ENVISIONING BELMONT ARCHITECTURE

6. Vision, Leadership & Institutional Alignment

- Not communicating a vision
- Unified vision
- Institution vision for connection between mission and Nashville BLT environment
- Leadership changes/uncertainty
- Instability in architecture profession: crisis in AIA, ACSA, NAAB, NCARB
- Being Christ-centered should raise the bar not lower it
- Unclear about the distinctiveness of role of faith in professional degree program
- Student-led faith integration in class

7. Inclusion, Representation & Diversity

- Need more diversity in jurors/mentors/speakers/partners (diverse backgrounds and career pathways)
- We promote alternate career paths over architecture
- More collaboration with interior design and architecture students and each coming from humble posture

8. Travel, Exposure & External Opportunities

- Inadequate travel budget (no student travel)
- Current process for study abroad
- Lack of architecture electives
- Digital presence of programs (social media, website)

PORTRAIT OF A GRADUATE

Faculty: paint a picture of your most exemplary graduate. What are they like? What sets them apart? Where are they headed? What do you imagine their career will hold? What are the mindsets they bring to their studies? What are the values they exemplify inside and outside the classroom? What skills have they developed that set them apart?

Paint a picture of your most exemplary graduate.

1. Purpose-Driven and Grounded in Faith

- Anchors their identity and worth in faith in God, not solely in achievements or problem-solving
- Sees their purpose as intertwined with the flourishing of others and the care of the human environment
- Embraces the “soul framework” for engaging the world with wisdom, discernment, humility, and joy
- Is confident in their unique purpose and remains hopeful about contributing to a good and meaningful world

2. Socially Conscious, Community-Minded Designers

- Sees architecture as a blend of art, practice, and business with a strong social responsibility
- Designs for the common good, shaping the human environment with kindness, compassion, and impact
- Excited about socially minded projects and understands the architect’s role in communities
- Pursues justice-oriented, people-centered work through collaboration and hospitality.

3. Technically Proficient and Intellectually Curious

- Embraces technology as a positive tool within a larger value system
- Practices urban sketching and other representational skills to observe and create thoughtfully
- Excited about socially minded projects and understands the architect’s role in communities
- Equipped with the technical rigor and capabilities needed for licensure, if they choose

DAY ONE: ENVISIONING BELMONT ARCHITECTURE

4. Holistic Thinkers and Communicators

- Synthesizes complex systems rather than merely solving isolated problems
- Engages in rich, iterative design processes with curiosity, observation, and empathy
- Communicates across multiple modalities and understands the image versus the embodiment of ideas
- Practices design thinking grounded in a broad view of human and environmental flourishing.

5. Collaborative, Professional, and Entrepreneurial

- Values teamwork, asks questions, listens well, and contributes meaningfully
- Demonstrates time management and engagement beyond the studio, across campus and in life
- Fosters a spirit of collaboration over competition and hospitality over ego
- Has an entrepreneurial mindset and takes ownership of their education and future

6. Reflective, Future-Oriented Leaders

- Loves their educational experience and can articulate its impact
- Acts as a strong ambassador for the program and seeks to improve it for future generations
- Is not afraid of reality, and is willing to engage the messiness of real-world problems.
- Moves into the world with confidence, wisdom, discipline, and a heart for leadership and service.

Paint a picture of the students that have struggled

1. Gaps in Technical and Design Proficiency

- Many students lack essential technical skills and design thinking

foundations, limiting their ability to integrate concept with execution

- While they may be conceptually or relationally strong, some are unable to translate ideas into technical deliverables
- Students are often raw in talent but insufficiently challenged, needing more rigor in developing design excellence and process

2. Underdeveloped Work Ethic and Ownership

- A lack of discipline and sustained effort is evident in some students, potentially linked to a need for stronger mentorship or discipleship
- Some believe certain aspects of the curriculum don't matter, signaling a need for clearer integration and purpose
- Self-reliance without adequate preparation leads to frustration and stagnation in skill development

3. Limited Support and Communication Habits

- Students often do not ask for help or hide their need, which prevents timely support or collaboration
- Many face external challenges such as lack of financial or familial support, but internal networks for support are also underdeveloped

4. Inconsistent Learning Environment

- Inconsistencies in grading across sections undermine student motivation and expectations
- Curriculum delivery and faculty guidance may vary, with a need for faculty alignment around expectations and outcomes
- The curriculum itself should be more deliberate in pushing design thinking and integrated learning experiences

5. Missed Opportunities for Growth-Oriented Culture

- Faculty must strike a balance between high expectations and empathetic support, offering students the structure needed to flourish
- There is a need for a more intentionally designed curriculum that not only challenges students but equips them holistically—technically, intellectually, and personally.

DAY ONE: ENVISIONING BELMONT ARCHITECTURE

ADMISSIONS REVIEW

Sarah's Highlights

- One of only two architecture programs in Tennessee and the only one in Nashville
- Offers a niche experience that integrates architecture with a Christian faith-based education
- Nashville is a strong geographic and cultural selling point
- Students are drawn to the program because they don't want to feel like just a number
- The fall semester is critical for loading the admissions funnel
- May 1st is the national college decision deadline, requiring early and strategic outreach
- Of 235 applicants, 194 were admitted, and 61 deposited for the upcoming fall (48 first-year, 13 transfer)
- **50% of incoming students to the O'More College are architecture majors**
- The first graduation cohort adds credibility and reassures prospective students
- Biggest hurdle for ideal students is financial—lack of departmental scholarships is a major barrier
- Competing schools like UTK and SCAD attract students with strong facilities, funding, and marketing
- Some prospective students are especially excited about what UTK offers (Football, facilities, etc)
- Current admissions decisions are made by counselors based on territory, with no departmental approval
- No separate application process exists between Architecture and Interior Design programs
- No portfolio requirement—this receives mixed feedback regarding rigor and accessibility
- Prospective students often lack information about the program and must talk to Sarah or faculty for clarity
- There is limited information and unclear processes for students hoping to start in the spring
- The program should explore creative and holistic admissions metrics beyond portfolios

- Early Action is non-binding; Early Decision is a binding enrollment agreement
- The admissions and academic/facilities sides sometimes have conflicting incentives and misaligned communication
- Strong local student interest; identifying high schools that act as strong recruitment pipelines is a priority
- Community colleges and transfer students represent a growing opportunity, with 32 transfer apps and 13 deposits
- Students often find the program through searches combining “architecture” and “Christian college”
- Need for improved and consistent communication tools to explain the program clearly to prospective students
- Prospective students are seeking meaningful experiences and community—not just credentials.

DEPARTMENT VISION

Close your eyes and imagine 2035. What do you see? What future are you creating for your students? In the world? At Belmont?

- Recognized as one of the top architecture programs in the U.S. and the leading Christ-centered for architecture
- Program operates from a state-of-the-art facility, five years established, with plans for expansion
- Students consistently secure internships and jobs at top architecture firms
- Leading firms actively compete to hire Belmont architecture graduates
- A Belmont version of a Rural Studio model is fully established, advancing community-based learning
- Admissions into the program are highly competitive
- Every second-year student is guaranteed their own design desk, reflecting investment in student success
- Built-in study abroad experience in the fourth year, including preparation for study in Vienna
- Students regularly win national honors such as the AIA COTE Award.

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- Class sizes remain intentionally small, fostering deep mentorship and personalized learning
- Belmont is a national thought leader in shaping architects of character and purpose
- A strong scholarship endowment allows 50% of students to receive financial support
- An engaged, flourishing alumni network actively mentors students and gives back to the university
- Belmont architecture alumni shape the city of Nashville and hold leadership roles across architecture and related fields
- The program becomes a destination hub for visitors and collaborators
- Alumni are nationally and internationally recognized for leadership, innovation, and influence on policy
- Belmont's success in architecture elevates the university's reputation as a top-tier institution
- The entire inaugural class returns to celebrate its 10-year reunion, reflecting strong community and retention
- Students are trained to use AI tools and evidence-based design ethically and responsibly
- The curriculum demonstrates clear integration between professional architectural skills and liberal arts foundations
- Faculty culture exemplifies Christ-centered excellence, humility, and interdisciplinary collaboration
- Community-based design projects are embedded in both Nashville and global contexts
- Graduate-level architecture programs are successfully launched
- Faculty are offered highly competitive salaries, supporting talent acquisition and long-term retention
- The program demonstrates a clear, measurable return on investment (ROI) for graduates
- Full NAAB (National Architectural Accrediting Board) accreditation is maintained and celebrated.

CONCLUSION

Refined and consolidated single list of 2025-2026 missional focus

- Establish and uphold a clear, unified vision for the architecture program—defining who we are, what we do, and where we are going
- Ensure faith integration is central to curriculum, pedagogy, and community life
- Align curriculum with professional success while reflecting the program's mission and liberal arts foundation
- Clarify the purpose and structure of the BSAS degree, supporting vocational discernment in the first two years
- Maintain design excellence as a central pillar of the program, balanced with liberal arts, character development, and technical proficiency
- Build consistency and scaffolded progression in studio and seminar sequences, integrating design thinking and technical skills intentionally across years
- Promote grading equity and workload balance across studio sections, informed by a unified vision and shared standards
- Coordinate policies across studios and seminars to reinforce academic rigor, clear expectations, and cohesive student experience
- Improve digital workflows and reinforce foundational design thinking as essential tools
- Strengthen vocational pathways, recognizing diverse student futures (licensed practice, adjacent careers, graduate study, etc.)
- Prioritize student support systems, especially for transfer students and adult learners, through proactive planning and communication
- Address capacity limitations with a strategic plan that maintains quality and supports all learners
- Foster a culture of collaboration, communication, and transparency among faculty and students
- Create a proactive system for timely communication of needs, budgeting, and resource stewardship
- Document and share the program's work and successes to increase visibility and external recognition

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- Clarify roles, responsibilities, and ownership of tasks—“What does done look like?” and “Who stewards the work to completion?”
- Continually ask: How do we stay true to who we want to be, balancing liberal arts values with professional expectations?
- Leverage design to create meaningful community impact, both locally and globally
- Commit to accreditation standards with purposeful alignment to climate action, diversity/equity/inclusion (DEI), and assessment via e-portfolios
- Navigate and resolve tension points (liberal arts vs. professional rigor, purpose vs. outcomes, breadth vs. specialization)
- Practice architecture in a uniquely Belmont way—purposeful, faith-informed, community-centered, and professionally excellent
- Ensure a clear return on investment (ROI) for students over five years, aligning outcomes with student aspirations and financial realities.

DAY TWO MORNING: IMMEDIATE ASSESSMENT ACTIONS

ARC 3033 HISTORY OF ARCHITECTURE IN THE UNITED STATES

NAAB CRITERION NOT MET:

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.

ASSESSMENT POINT:

PC4.1c - Students will be able to accurately describe histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

ASSESSMENT PROCESS:

PC4.1c - Assignment question: One of the primary goals of this course has been to develop your understanding of the ways that diverse social, cultural, economic, and political forces have influenced the architecture and urbanism of the United States. In the space available, use one example we discussed this semester (a building, a landscape, an unrealized project, a person, a movement, a text, etc.) to demonstrate your understanding.

PROPOSED IMMEDIATE ACTIONS:

- Revise assessed assignment prompt to clarify expectations.
- Provide a curated list of topics for major research assignment to support student engagement with architectural discourse.

INSTRUCTOR COMMENTS:

One issue regarding the low performance on PC4.1c had to do with the number of student responses that were too brief or vague to adequately demonstrate the understanding asked for in the prompt. While every student responded positively that the course had developed their understanding of the forces influencing architectural and urban histories in the US, many of the responses were only a sentence or two and offered little explanation to demonstrate that understanding. My plan is twofold:

First, I will add more specific language to the assignment prompt. I plan to include language to the effect of: "In the space available, write a short paragraph (at least 3–5 sentences) describing one example we discussed..." and then at the end, "Be as specific as possible." This, I think, will help avoid the problem of brief, vague responses.

Second, I plan to revise the major research assignment the students have been doing. The prompt I have been using leaves the topic open ended, so long as it fits the parameters of the course. This has led some students to struggle with topic selection and finding adequate sources to develop their work. Next year, I plan to provide a prompt that asks the students to engage with a more curated list of case studies—both buildings and primary source texts—while still allowing freedom in terms of how to approach the research. This will, I think, ensure that all students engage more fully with existing contours of architectural discourse. But, insofar as PC4.1c, it will also condition them to a more detailed, analytical, case-study-based response.

ARC 4518 COMPREHENSIVE DESIGN SEMINAR

NAAB CRITERION NOT MET:

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

ASSESSMENT POINT:

PC5.1b - Students will be able engage and participate in architectural research to test and evaluate innovations in the field.

ASSESSMENT PROCESS:

PC5.1b - Project submission requirement: Submit a drawing, diagram, or written description demonstrating your preparedness to engage and participate in architectural research to test and evaluate innovations in the field.

Assignment Evaluated: Develop a research proposal for a Post Occupancy Evaluation (POE) of your current studio design project as if it was ten years after the completion of construction. Focus the scope of the POE on the performance of an innovative aspect of the design.

PROPOSED IMMEDIATE ACTIONS:

- Review, reorganize, and revise content and courses throughout the Environmental Systems sequence (ARC4043, ARC4044, ARC4518) for implementation starting in Fall 2025.
- Define space in the curriculum for both comprehensive design integration of normative building systems and engagement in design research and innovation by relocating ARC 4518 and ARC 4528 to the fourth year of the B.Arch. curriculum.

INSTRUCTOR COMMENTS:

The ARC 4518 course was taught for the first time in the Spring 2025 semester for the inaugural B.Arch. cohort during their fifth year of the program. The syllabus of record for the course described it as a non-technical seminar in which “Students will discuss and write about their approaches to ... architectural design that they will concurrently practice in the studio.” In a faculty meeting in August of 2025, it was determined that assessment points for NAAB PC.5 Research and Innovation would be evaluated in the course as no other course in the curriculum had been assigned this criterion.

Based on conversations with faculty and students, along with informal assessment of student understanding, it became clear that the cohort required significant instruction on most technical aspects of architectural design in support of SC.6 Building Integration which was being assessed in the concurrent ARC 4528 Design Studio course. As such, the ARC 4518 course covered a broad range of technical content organized into three units. The first six weeks focused on energy and carbon reduction in architectural

design, the second six weeks focused on technical systems integration, and the last three weeks focused on post-occupancy evaluation and design research.

Each week of the course introduced a new topic, presented methods of design integration and performance analysis specific to its subject matter, and required students to demonstrate their ability to integrate aspects of the topic into their concurrent design studio project. The large amount of information included in the course along with the quick pace and high expectations needed to achieve design integration resulted in a challenging semester for both the students and the instructor.

Given that only the final few weeks of the course were allocated to addressing the topic of architectural research, it is not surprising that PC5.1b was not met based on evaluation of student work. This was understood to be less a product of student performance than of a general shortcoming of the technical components of the curriculum as a whole to adequately prepare students for success in the integration of building systems within architectural design. It was also observed that students need to have an basic understanding of normative aspects of technical systems to support their ability to engage more advanced understanding through research and innovation.

The proposed actions respond to these observation in two ways. First, to develop the courses in the Environmental Systems sequence so they provide students with an adequate technical understanding prior to ARC 4518. Second, to provide space in the curriculum after ARC 4518 and the concurrent Comprehensive Design studio for students to use their understanding and ability of design integration to engage design research and innovations in the field. For this reason, it is recommended that ARC 4518 and ARC 4528 - Comprehensive Design are relocated to the fourth year of the B.Arch. curriculum.

Due to the developing state of the curriculum, immediate improvements to the course will be limited as the students who will take ARC 4518 in the Spring 2026 semester are anticipated to be equally or less technically prepared than the inaugural cohort. This is the reason that all proposed actions are broadly curricular rather than course specific as the development of lower level courses and the potential relocation of the course to the fourth year will determine the eventual shape of ARC 4518.

ARC 4518 COMPREHENSIVE DESIGN SEMINAR (continued)

NAAB CRITERION NOT MET:

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 objects of projects.

ASSESSMENT POINTS:

SC4.1b - Students will demonstrate they understand established and emerging systems, technologies, and building construction.

SC4.2b - Students will accurately describe the methods for assessing technology against design, economic, and performance objectives.

ASSESSMENT PROCESS:

SC4.1b - Project submission requirement: Submit a drawing, diagram, or written description demonstrating your understanding of the established and emerging systems, technologies, and assemblies of building construction.

SC4.2b - Project submission requirement: Submit a drawing, diagram, or written description demonstrating your understanding of the methods and criteria architects use to assess established and emerging systems, technologies, and assemblies of building construction against the design, economics, and performance objectives of projects.

PROPOSED IMMEDIATE ACTIONS:

- Add a Materials and Methods of Building Construction course.
- Review, reorganize, and revise the content and courses in the Structural sequence (ARC3041, ARC3042) for implementation starting in Fall 2025.
- Organize requirements for developing systems, technologies, and building construction understanding in design studios throughout the curriculum.

INSTRUCTOR COMMENTS:

The previous comments for the assessment of PC.5 Research and Innovation in this course are largely applicable to this assessment point as well. To reiterate, the current curriculum is asking too much from this course (ability to determine environmental impacts of design decisions, integration of building systems, all technical knowledge of building construction, and design research and innovation) for it to succeed in any area. It is notable in regard to this assessment point that there is no course in the curriculum that specifically covers the topic of building construction. As such, the proposal to add a Materials and Methods of Building Construction course to the B.Arch. curriculum is thought to be foundational to the eventual achievement of SC.4.

With this addition, future students will enter ARC 4518 with understanding of established systems, technologies, and assemblies of building construction and will be better prepared to engage emerging building construction and the assessment of systems, technologies, and assemblies against performance criteria. In the short term, review and organization of the introduction of building construction in lower level design studio courses will allow ARC 4518 to focus more on building construction performance than on introducing basic concepts, but this integration is not seen as an adequate replacement for a dedicated Materials and Methods course.

From a curricular standpoint, it is notable that the B.Arch. curriculum includes two Structures courses, but has only one syllabus of record for these courses. This suggests that there may be a lack of clarity about how these courses support student learning between each other and within the program in general. By assessing the content and organization of the Structures courses in conjunction with the development of a Materials and Methods course, further opportunities for coordination and improvement may be identified to support the achievement of Technical Knowledge.

ARC 4508 PROFESSIONAL PRACTICE

NAAB CRITERION NOT MET:

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 US and the evaluative process architects use to comply with those laws and regulations as part of a project.

ASSESSMENT POINT:

SC3.3b - Students will be able to accurately describe the evaluative process architects use to comply with the laws and regulations that apply to building and sites in the United States.

ASSESSMENT PROCESS:

SC3.3b - Quiz question: List the major components of the construction documentation process. Indicate at least one legal or regulatory aspect of the building or site which is determined at that stage.

PROPOSED IMMEDIATE ACTIONS:

- Definition of SC3.3b assessment process: Students were asked to identify how and where within the construction documents different aspects of the codes, laws and regulations would be documented – not as indicated in the definition of the assessment process. Although I believe this is a more straightforward objective than as originally written, better presentation and preparation is necessary for students to respond more competently and correctly.
- Course content/delivery: Increase connection and correlation between the design conditions that require evaluation to which laws and regulations are applicable and influence the resolution. The link of inquiry and purpose of pertinent laws and regulation should be more directly demonstrated in course material (i.e. lectures, supportive readings and practical examples.) The reason for and the location within the construction documents (drawings vs specifications) should be highlighted in lectures and written materials.

- Delivery: It would be helpful if discussion of codes and zoning was occurring in the parallel design studio for application.
- Course content: Make direct correlation of construction documentation (drawing and specifications) to documentation of legal and regulatory aspects of the building and site in addition to design intent. More time spent reviewing an actual drawing and specification set to identify elements documented.
- Evaluation methods: Have students discover legal and regulatory aspects of a design in an actual construction document set. This was done in Fall 2024 course as an in-class exercise. Suggest making the process more formal, requiring more reflection by students.

INSTRUCTOR COMMENTS:

Purpose of proposed modifications - I do not think students made the correlation that utilizing and applying the codes and regulations requires an initial 'evaluation' of the proposed design. Appropriate application of regulation requires understanding and judging what needs to be regulated specifically in their design. Although some mention of construction documentation (drawings and specifications) may occur casually in design studios, this may be the first time students contemplate that drawing a building in the construction document phase is not primarily to be proof of the quality of their design but to confirm that their building meets applicable laws: the turning point where architecture turns from art to science. The modifications above are intended to incrementally introduce these ideas throughout the semester.

ARC 4508 PROFESSIONAL PRACTICE (continued)

NAAB CRITERION NOT MET:

PC6 Leadership and Collaboration – How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stake holder constituents and dynamic physical and social contexts and learn how to apply effective collaboration skills to solve complex problems.

ASSESSMENT POINT:

PC6.1c - Students will be able to demonstrate skills to lead multidisciplinary teams serving diverse stakeholders.

ASSESSMENT PROCESS:

Case Study of Project Structure from Design to Fruition: leadership and collaboration.

PROPOSED IMMEDIATE ACTIONS:

- Definition of PC6.1s assessment point: Revise assessment point to set expectation that student understand “approaches to leadership in multidisciplinary teams, diverse stake holder constituents and dynamic physical and social contexts and learn how to apply effective collaboration skills to solve complex problems” and can ‘demonstrate’ where these dynamics occur in the design and documentation process occurs.
- Course content: Increase connection between potential team members and their unique and shared leadership expectations in lectures and presentation materials. Original intent was to have a guest speaker talk about team dynamics but scheduling issues occurred and a class meeting missed.
- Evaluation methods: Introduce an assignment or exercise that requires students to identify the unique and specialized roles of each multidisciplinary team member and stakeholder constituents.
- Evaluation methods: Current assignment had positive objective. Assignment allowed for individual choice of demonstration of information which may have lead to incomplete responses as compared to other submissions which in turn created variety in grade. Propose more direction and suggested format to create more consistent responses and encourage/ challenge students to make connections that they do not initially recognize.

INSTRUCTOR COMMENTS:

Purpose of proposed modifications - Overall, I think this assignment is a good framework to bring the diverse information presented throughout the semester together in an applicable and relatable method using their studio project as the focus. Now that this course has been taught once, I can see that the links between the course material should be more explicitly to students. In other words, do not rely on or assume the students can connect all the dots to such a degree. Then the exercise/assignment would be more or a putting the components together instead of seeming completely from scratch.

ARC 4025 ARCHITECTURAL DESIGN STUDIO 5

NAAB CRITERION NOT MET:

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.

ASSESSMENT POINTS:

PC6.1b - Students will be able to demonstrate skills to lead multidisciplinary teams serving diverse stakeholders.

PC6.2b - Students will be able to demonstrate collaboration skills that effectively solve complex problems in dynamic physical and social contexts.

ASSESSMENT PROCESS:

PC6.1b - Project narrative assignment: How did your team’s design process allow for leadership skills to flourish among your teammates?

PC6.2b - Project narrative assignment: How did your team’s design process allow for collaboration skills to flourish among your teammates?

PROPOSED IMMEDIATE ACTIONS:

- Create a single, interdisciplinary “Design-Thinking” oriented Foundations Studio course for all of O’More’s students.
- Coordinate and formalize the integration with Interior Design at the department level. To this point, the coordination has been on the faculty to initiate and develop. This would include the need for ID and ARC courses to overlap for the collaboration to be possible.

INSTRUCTOR COMMENTS:

Leadership and collaboration, especially in our industry, are skills that need to be learned and cultivated through active experience and reflection. As such, we should consider this as another facet of our curriculum that requires scaffolding through the IRM (Introduce, Reinforce, Master) model. My suggestion is to revise our foundations studio to include all first year students (ARC + ID + FAS). This would help students establish lasting relationships across programs that can remain rich even after the students veer into their respective curriculum programs. Further, this allows all of our students to receive a cross-disciplinary foundation of design-thinking knowledge with a consistent vocabulary and consistent modality – this unified language becomes the bedrock of collaborative work at O’More. Finally, having a cross-disciplinary foundations course provides ample opportunity for collaborative assignments to IRM these skills as we would any other.

ARC 4025 ARCHITECTURAL DESIGN STUDIO 5 (continued)

NAAB CRITERION NOT MET:

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.

ASSESSMENT POINTS:

PC8.2b - Students will be able to design built environments that equitably support and include people of different backgrounds, resources, and abilities.

ASSESSMENT PROCESS:

PC8.2b - Project Narrative Assignment: From your current perspective, explain to what degree your work this semester provides built environments that equitably support and include people of different backgrounds, resources, and abilities.

PROPOSED IMMEDIATE ACTIONS:

- Develop touch points in the course to reflect and consider their learning more intentionally.

INSTRUCTOR COMMENTS:

This was a surprising outcome. The students are clearly able to design built environments that equitably support and include people of different backgrounds, resources, and abilities – their projects show it – but through their narrative responses it did not appear as though they were aware that they were doing it. We may need to find ways to allow students to more intentionally consider these variables in their workflow. I might suggest some additional reflective writing assignments with guided prompts to pair with their design work and help reinforce this thinking.

ARC 4527 ARCHITECTURAL DESIGN STUDIO 7

NAAB CRITERION NOT MET:

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 process integrate multiple factors, in different settings and scales of development, from buildings to cities.

ASSESSMENT POINTS:

PC2.1b - Project submission requirement: Submit a work sample and written description demonstrating your understanding of the role of the design process in shaping the built environment.

PC2.2b - Students will be able to convey the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

ASSESSMENT PROCESS:

PC2.1b - Project submission requirement: Submit a work sample and written description demonstrating your understanding of the role of the design process in shaping the built environment.

PC2.2b - Project submission requirement: Submit a drawing, diagram, or written description conveying the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

PROPOSED IMMEDIATE ACTIONS:

- Develop common understanding, language, and tactics of the positive role of design in architecture using established Design Thinking approaches to equip students in design as a core competency of the program.
- Introduce Design Thinking as a consistent approach in the first two years of the program starting in the 2025-26 academic year with the ARC1003 Foundations course.
- Build on the common foundation of Design Thinking toward more nuanced and tailored approaches in upper-level studios.
- Reweave the fabric between the Liberal Arts and Professional Preparation by developing a thick interrelationship between Design Thinking and metacognition through the robust coordination of Folio Thinking and the Design Studio sequence as the combined core of the curriculum.
- Coordinate studio courses to ensure that a wide range of design factors and scales are considered in design by all students in the program.

INSTRUCTOR COMMENTS:

The assessment of PC2: Design is not so much an assessment of the course content and delivery of ARC4527 as it is a cumulative assessment of design pedagogy in the program as a whole. It has been observed when comparing design studio instruction between courses, and within sections of the same course, there is little continuity of language or approach in teaching design. While it is important that individual instructors nuance their design instruction toward the priorities of individual courses, some common point of reference is also needed to substantiate design as a practice that is not merely subjective. Without any objective content, design cannot be substantiated as a categorically legitimate subject for instruction - which calls into question the stated premise of the program. Further, the current statement in the APR in response to Design as an NAAB Shared Value frames Design as an unfortunate convention rather than offering a clear positive vision for its role in Belmont Architecture pedagogy.

The proposal to adopt Design Thinking as a foundational shared body of knowledge is intended to address the observed lack of clarity about design in support of the eventual achievement of this assessment point. Although a full discussion of Design Thinking is beyond the scope of this assessment, the approach taken by the Stanford d.school seems to be highly compatible with the Belmont Architecture Program's mission and vision. It could be introduced in the first year Foundations course and then used as a common reference in subsequent studio courses. In this way, Design Thinking could be used as a set of cognitive skills parallel to Folio Thinking to support integration between curricular streams toward whole person formation. Together, Folio Thinking and Design Thinking would prepare Belmont Architecture students to improve the world through the "process and medium of building" in fulfillment of the stated mission of the program in the current APR.

ARC 4527 ARCHITECTURAL DESIGN STUDIO 5 (continued)

NAAB CRITERION NOT MET:

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.

ASSESSMENT POINTS:

SC5.1b - Students can demonstrate the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design.

SC5.2b - Students can demonstrate the ability to make design decisions within architectural projects while demonstrating consideration of the measurable environmental impact of their design decisions

ASSESSMENT PROCESS:

SC5.1b - Project submission requirement: Submit a work sample and written description demonstrating your ability to make design decisions within architectural projects while demonstrating a synthesis of user requirements, regulatory requirements, site conditions, and accessible design.

SC5.2b - Assignment: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating consideration of the measurable environmental impact of your design decisions.

PROPOSED IMMEDIATE ACTIONS:

- Evaluate and coordinate the ARC4527 and ARC4528 courses to work together as a more effective two semester sequence to equip students with the abilities required by SC5 Design Synthesis for the 2025-26 academic year.

- Ensure the consideration of the measurable environmental impact of design decisions is incorporated throughout the development of the project for the 2025-26 academic year.
- Move the assessment of SC5 to ARC4528 so that the assessment point is aligned with the revised organization of the ARC4527 and ARC4528 courses.
- Evaluate the coordination between ARC4527, ARC4528, and ARC4508 Professional Practice 2 to support student ability to synthesize regulatory requirements.
- Introduce and reinforce design synthesis of user requirements, regulatory requirements, site conditions, and accessible design in the second and third year of the program (IRM scaffolding).

INSTRUCTOR COMMENTS:

At the outset of the 2024-25 academic year, it was assumed that ARC 4527 Comprehensive Design 1 and ARC 4528 Comprehensive Design 2 would be delivered as two independent design studio courses with ARC 4527 focused on SC5: Design Synthesis and ARC 4528 focused on SC6: Building Integration. However, at the midterm of ARC 4527 in the Fall of 2024, it was determined through faculty evaluation that (in general) students were not adequately prepared to successfully complete the requirements for SC5 and SC6 within the time constraints of two separate studio projects in a two semester sequence. Further assessment at the end of the ARC 4527 course showed that while students improved in Design Synthesis, the full requirements of SC.5 were not met.

Based on this assessment, the ARC4527 / ARC4528 faculty decided to remediate the lack of preparation by extending the project introduced in ARC4527 through the end of ARC4528 so the courses acted as a continuous two-semester long project. This provided more time for students to focus on the requirements of SC5 and SC6 rather than developing a second design. Although ARC 4528 was not the point for assessment of SC.5, student work at the end of the two-semester sequence showed further improvement in the area of Design Synthesis.

Given this outcome, the proposal for improvement is two-fold. First, ARC 4527 and ARC 4528 are planned to function as a combined year-long project in the 2025-2026 academic year. Now that this approach is anticipated in advance, improvements will be made to better sequence course content to improve student ability in Design Synthesis. This will include improvements in coordination with the concurrent Professional Practice course in integrating understanding and ability in applying regulatory requirements.

In the longer term, it will be important that consideration of site design, user requirements, regulatory requirements, accessible design, and measurable environmental impacts are not postponed until the fifth year of the studio sequence to meet this criterion. Although some of these topics are regularly introduced in earlier courses, there is room for improvement in consistency and specificity. It is proposed that specific learning outcomes on these topics are scaffolded in earlier studios and incorporated in to course syllabi.

ARC 4528 ARCHITECTURAL DESIGN STUDIO 8

NAAB CRITERION NOT MET:

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.

ASSESSMENT POINTS:

SC6.1b - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of building envelope systems and assemblies.

SC6.2b - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of structural systems.

SC6.3b - Students will demonstrate the ability to make design decisions

within architectural projects while demonstrating the integration of environmental control systems.

SC6.4b - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of life safety systems.

SC6.5b - Students will demonstrate the ability to make design decisions within architectural projects while demonstrating the integration of the measurable outcomes of building performance

ASSESSMENT PROCESS:

SC6.1b - Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of envelope systems and assemblies.

SC6.2b - Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of structural systems.

SC6.3b - Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of environmental control systems.

SC6.4b - Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of life safety systems.

SC6.5b - Project submission requirement: Submit a drawing, diagram, or written description demonstrating your ability to make design decisions within architectural projects while demonstrating integration of the measurable outcomes of building performance.

PROPOSED IMMEDIATE ACTIONS:

- Evaluate and coordinate the ARC 4527 and ARC 4528 courses to work together as a more effective two semester sequence to equip students with the abilities required by SC6 Building Integration for the 2025-2026 academic year.
- Ensure that the integration of building systems is understood as a process of design decision making throughout the development of the project for the 2025-26 academic year.
- See action items described for ARC 4518 and ARC 4527.
- Introduce and reinforce the integration of building systems in the earlier years of the program (IRM scaffolding) by revising course syllabi.

INSTRUCTOR COMMENTS:

Many of the observations and comments for ARC 4518 and ARC 4527 are applicable to this assessment point. Due to a lack of curricular development and scaffolding of building integration content, student ability to make design decisions demonstrating integration was limited as assessed in ARC 4528 in the Spring 2025 semester. Students worked hard to understand and incorporate building systems in their projects for the first time, but with uneven accuracy and often without demonstration of clear design decision making. Specifically, student presentations at the end of the project were more often descriptions of technical content rather than explanations of integrated design intent.

Going forward, ARC 4518 / ARC 4527 / ARC 4528 instructors will identify opportunities for better coordination of these courses to support student ability in the area of design integration. The challenge is to introduce students to broad content for the first time in a way that enables them to not only understand technical aspects of architecture, but to evaluate alternatives based on performance metrics and apply their findings within an integrated design. Introducing more of this content at the understanding level earlier in the curriculum will equip students with the ability to generate and evaluate alternative design solutions which will enhance intentional decision making.

DAY TWO AFTERNOON: CURRICULAR VISION PLANNING

HISTORY AND THEORY STREAM

STREAM SCOPE:

ARC 2031 History of Architecture 1
ARC 2032 History of Architecture 2
ARC 3033 History of Architecture in the United States
ARC 4034 Theories of Architecture and the Environment after 1400

STREAM ASSESSMENT:

For the most part, the four required courses in this Stream—ARC 2031, History of Architecture before 1400; ARC 2032, History of Architecture after 1400; ARC 3033, History of Architecture in the United States; and ARC 4034, theories of Architecture and Environment after 1400—are running smoothly and require, I believe, relatively minor changes, all of which fall into the category of course content-based changes.

Based on course evaluations, mid-semester formative reviews, anecdotal conversations with students, and my own observations, the general format of these four courses as discussion-based seminars works well. A perennial challenge has been finding an amount of reading (and sometimes films and other media) that strikes an appropriate balance between being manageable and being intellectually challenging. I will continue to refine my syllabi with this in mind.

I also continue to experiment with assignments. I have gotten away from exams, because I don't think they are the most effective way to evaluate historical knowledge. I've also begun to allow students to submit assignments in formats other than written papers, for example, as audio or video recordings. Yet I remain committed to the principles of academic integrity

and rigor. This has involved tailoring my assignment prompts to ensure equanimity across different submission types, to limit the potential for submissions that have simply been authored by AI, and so on.

The biggest change I am planning for next year involves the semester-long project I've had the students undertake in ARC 3033. Despite my efforts to scaffold the project with incremental submissions and workshops throughout the term, most students don't actually treat it like a semester-long research project. Plus, my interest in allowing the students to choose their own topic so long as it fits the broad parameters of the course can produce uncertainty and anxiety among some students or lead to obscure or just odd topics among others. Next year, I'm planning to split this semester-long project in two and adapt an approach I piloted in ARC 4034 last fall. Without getting into all the details, before the midterm, I think I will have the students pair an image (a historic photograph, architectural drawing, etc.) with an assigned text to analyze, contextualize, and critique what they see. In addition to encouraging different ways of thinking about historical evidence, this should also help improve visual literacy. For the second half of the semester, students will choose a primary source reading and conduct research into its author and historical context before presenting their findings as part of an end-of-semester "symposium." I think this will accomplish similar ends to what I've been doing but will provide the students more structure and clarity in terms of their expected learning outcomes.

Lastly, I have a couple thoughts on relationships between the History and Design Streams. For the most part, again, things are working well, but I do think there's room for improvement. First, we have explored different ways of integrating ARC 3033 and ARC 3024 in the spring of third year that provide some opportunities for dialogue between them. But I think there is untapped potential in making "contemporary residential concerns" a shared thematic exploration across these courses. That phrase comes from the official course description for ARC 3024. For this spring, I reworked the syllabus for ARC 3033 to focus on issues related to housing to create more opportunities for thematic resonance between these courses, but the different studio sections have not consistently addressed "residential problems," which has limited the potential for the courses to speak to one another. If, for whatever reason, the faculty teaching ARC 3024 don't want to focus on this theme, we may need to find another way to explore the integration of these courses.

The final thought has to do with coordinating deadlines. My recollection has been that, in the past, studio reviews have been held on the last day of class. This semester, several have been held during the exam period. Either is fine, but it would be good to coordinate this, perhaps within each year-level to ensure we don't pile up major end-of-semester deadlines on the students.

PROPOSED CURRICULAR ACTIONS:

None.

ADDITIONAL COORDINATOR COMMENTS:

As you know, when the architecture faculty meets to discuss strategic planning and program assessment on May 19 and 20, I will be abroad leading students on a Maymester program in Italy. Given the trip's busy itinerary and the time difference, I'm not sure if or to what extent I may be able to participate in these events. Yet I understand the importance of these meetings, not just for our upcoming accreditation visit, but also for guiding the long-term direction of our program. So, to ensure I'm able to contribute in some fashion to these discussions, I'm writing to share some thoughts based on what I imagine these conversations in May might address.

First, I don't know how the strategic planning session will be facilitated, so I may be somewhat off the mark here, but my thinking is that if we're looking for what makes our program distinctive, we might as well start from the observation that we are a professional program in a Christ-centered, student-focused liberal arts university. Part of instrumentalizing this would seemingly focus on the unique qualities of Belmont's mission and vision, namely, to form diverse leaders of character capable of solving the world's complex problems and of helping people and communities flourish.¹ The other, rather more practical part would focus on the nature of professional training within a liberal arts setting. Together, these can go a long way toward better defining what makes this program unique. Embracing the realities of our institutional setting can help us more confidently define what our program's character is and what its future should be.

I don't think that introduces anything we haven't already spent a good deal of time thinking about, but it's often useful with things like this to simply state the obvious. In thinking about how this begins to translate into thinking about program identity and curricular aims, a specific term comes to mind—

integration. Again, I don't think I'm offering anything new here, but I do think it may be worth considering this term with greater precision and clarity. Of course, it shares the same Latin origins—*integritas*, or “wholeness”—as integrity, which is the first of Belmont's institutional values. But these Latin roots suggest more than just combining different things together; they evoke “renewal, restoration to wholeness.”² Integration provides an obvious way of thinking about how the different parts of our curriculum come together, but considering the deeper etymological resonances, it might also offer opportunities to think in more precise terms about our larger institutional and pedagogical aims. Could we be doing more to integrate (to make whole) our students' experience of professional and liberal arts education? In addition to simply thinking about how courses in drafting, history, and structures inform students' work in design studio, could we be doing more to ensure current and prospective students associate our program with a profound sense of integration (renewal, restoration to wholeness)?

To begin thinking about how these fairly abstract ideas might be translated into more concrete terms, I've found it helpful to compare what we're currently doing, and what we say we might want to do, with what a collection of other relevant programs are doing. Of the institutions that Belmont identifies as its peers, only one, Tulane, has an accredited professional undergraduate program in architecture.³ I identified five more that seem appropriate for comparison: Auburn (a well-established and highly regarded program in a Southern land-grant university), Marywood (another program in a faith-based university), Rice (like Tulane, a well-regarded program in a private university in the South), Notre Dame (a program in a well-established and highly regarded faith-based university), and Tennessee (similar to Auburn in terms of institutional identity and one of our direct “competitors”). In part because students also identify SCAD as a “competitor” program, and in part to include our B.S.A.S. program in these considerations, I've created a separate comparison of our four-year program with those at California Baptist, Catholic, Judson, and SCAD. You can find a visual breakdown of these different programs' curricula in comparison to ours in the two attached appendices.

One immediate takeaway is that comparing our programs to those at other schools doesn't provide any clear or definitive answers about what we should or shouldn't do, but it can give us some helpful context for thinking about how we define our own identity relative to our peers. For example, in the most basic terms, if we consider the fact that we are a professional program

in a liberal arts university to be a key part of our identity (and I firmly believe we should), then we might look at how our BELL Core requirements compare with other programs' general education requirements. Our B.Arch.. program requires a total of 155 credit hours, 102 of which are in architecture and 57 of which are in the BELL Core and electives. That breaks down to 63% required architecture courses and 37% general education, which is squarely in the average of B.Arch.. programs, which range from 60%-40% (Rice) to 69-31% (Tennessee).⁴ So, the idea that we have “too many” general education requirements simply doesn't track.

Moreover, as you probably know, there isn't much we can easily change here anyway. The BELL Core curriculum contains three components: Foundation Courses, Signature Courses, and Degree Cognates. The former two are more or less set by the University, which means, as far as I understand it, that we could only augment the Degree Cognates. For the B.Arch.. program, we require 6 credits here, namely, the two world history courses. Every other professional program on campus requires between ten and thirteen hours.⁵ Plus, most of the other B.Arch.. programs I've explored here include at least one history course in their general education requirements.⁶ So, it would seem inappropriate to me to reduce or remove credits that currently align us with most of our peer programs and already put us in the minority of professional programs at Belmont.

Another issue concerns the studio sequence—whether there are enough courses or credit hours, whether it should culminate in a thesis, etc. Here, I think the comparison with other programs is particularly enlightening. Not because it offers any clarity, because it doesn't. Some programs begin the studio sequence in second year (Notre Dame); some fold almost all of what we consider “design affiliation” courses into studios (Rice); some culminate in a thesis, which may be required of all students (Auburn and Tulane) or optional (Tennessee); some culminate in advanced research studios (Rice); while others conclude, as we do, in a comprehensive studio (Marywood, but also Notre Dame, which finishes, intriguingly, in a single-semester comprehensive thesis). Notably, those programs that end with a thesis are housed in large research universities with the resources and personnel to devote to such an offering and with the kind of institutional identity (i.e., research, as opposed to teaching, oriented) to make this make sense.

Instead, I think the comparison with other programs here is enlightening precisely because of the absence of one clear model for how our studio

sequence might be organized. Questions like, should we have a thesis? or, should the second-year studios be six credits? seem incidental to the question of whether our studio sequence fully aligns with and addresses the idea of integration. There are, again, the obvious ways we have been and will continue to work on ensuring that our curricular streams speak to and inform one another. But there's also the question of whether we're setting reasonable workload expectations so that students can fully experience a sense of integration (renewal, wholeness) across their course offerings. Since any attempt to relocate the comprehensive studio from fifth to fourth year would entail an entire restructuring of the curriculum, it may be worth thinking instead about how we imagine a comprehensive studio could address more profound questions of personal, professional, and social integration.

Which is to say, I think there's plenty we can do to refine and evolve our programs that does not involve any kind of overhaul of our curriculum (an undertaking that seems not only onerous but premature). This doesn't mean we can't think of the curriculum as a living, malleable thing. But I do think we can accomplish quite a lot by thinking more creatively about what's happening within our courses, across our curricular streams, and how all of that aligns with Belmont's mission and vision. In other words, I appreciate that you are encouraging us to think about our program and its curriculum in the same way many of us approach studio instruction: define an organizing idea and then ensure every decision, from the overall plan down to the details, adheres to that idea.

¹ “Mission & Vision,” Belmont University, accessed April 29, 2025, <https://www.belmont.edu/about/glance/>

² “Integration,” Oxford English Dictionary, accessed April 29, 2025, https://www.oed.com/dictionary/integration_n?tab=etymology#209348

³ See Jacquelyn Elias, “Who Does Your College Think Its Peers Are?,” *Chronicle of Higher Education*, last updated May 16, 2024, accessed April 29, 2025, <https://www.chronicle.com/article/who-does-your-college-think-its-peers-are>

⁴ Some programs separate architecture or professional electives from general electives. For the sake of these comparisons, I've counted professional electives as part of the general education requirements, since our students (and those in other programs that don't specify professional elective requirements) could use their elective credits for anything they wish, within the program or otherwise. Also, as I note in Appendix A, the Rice B.Arch.. program includes a yearlong preceptorship that counts for thirty professional practice credits (fifteen credits each in fall and spring of what would be fifth year; the program requires six

Appendix A: Comparisons of the Belmont B.Arch. Curriculum with other relevant programs
Belmont University (B.Arch.)

Design (42)	Design Aff. (16)	Hist. (12)	Prof. (12)	Tech. (15)	BELL Core (40)	Elec. (18)
Total credits: 155						
Auburn University (B.Arch.)				Prof. (4)	Gen. Elec. (3)	
Design (48)	Design Aff. (20)	Hist. (12)	Tech. (18)	Prof. Elec. (12)	Gen. Ed. (42)	
Total credits: 159						
*There are 2 courses that seem similar to our Foundations course, each of which is 6 credits; the studio sequence proper begins in fall second year.						
Marywood University (B.Arch.)		Des. Aff. (6)		Elec. (6)		
		Prof. (3)				
Design (56)		Hist. (9)	Tech. (21)	Elec. (15)	Gen. Ed. (34)	
Total credits: 150						
*The studio sequence begins in fall second year.						
Rice University (B.Arch.)			Des. Aff. (3)	Prof. (3)*		
			Hist. (12)	Tech. (12)	Gen. Ed. (55)	
Design (68)					Elec. (9)	
Total credits: 162*						
*The Rice program includes yearlong preceptorship, which counts for 30 professional practice credits, and brings the total credits to 192. But I've removed it to make the comparison with other programs more coherent.						
Tulane University (B.Arch.)						
Design (60)		Design Aff. (15)	Hist. (9)	Prof. (9)	Tech. (15)	Elec. (9)
Total credits: 163						
University of Notre Dame (B.Arch.)				Prof. (3)		
Design (48)	Design Aff. (16)	Hist. (21)	Tech. (21)		Gen. Ed. (43)	
					Elec. (15)	
Total credits: 167						
University of Tennessee (B.Arch.)						
Design (55)	D. A. (10)	Hist. (9)	Prof. (18)	Tech. (21)	Elec. (10)	Gen. Ed. (31)
						Elec. (9)
Total credits: 163						

years to graduate), and brings the total credits required for graduation to 192. This appears as an anomaly among the other programs I've considered here, so to make the comparison more coherent (i.e., focusing on five years' worth of coursework), I've removed those thirty credits from my breakdown of Rice's architecture curriculum.
⁵ See "Degree Cognates," Belmont University BELL Core Handbook, 2020–2021 (2020), 6–7.

⁶ This includes Auburn, California Baptist, Judson, Marywood, Tennessee, and Tulane. Rice includes history courses as an option in one of their three general education tracks. Catholic, Notre Dame, and SCAD do not explicitly require general education history courses.

Appendix B: Comparisons of the Belmont B.S.A.S. Curriculum with other relevant programs
Belmont University (B.S.)

Design (30)	Design Aff. (14)	Hist. (12)	Tech. (15)	BELL Core (51)		
Total credits: 128						
California Baptist University (B.A.)				Prof. (2)	Prof. Elec. (6)	Gen. Elec. (3)
Design (30)	Design Aff. (14)	Hist. (9)	Tech. (18)	Gen. Ed. (42)		
Total credits: 124						
Catholic University of America (B.S.)				Prof. (3)		
Design (30)	Design Aff. (18)*	Hist. (12)	Tech. (21)	Elec. (12)	Gen. Ed. (30)	
Total credits: 126 *Students begin design sequence with "PreDesign" in fall 2nd year; the studio sequence proper commences in the spring.						
Judson University (B.A.)			Prof. (1)	Elec. (3)		
Design (24)*	Design Aff. (20)	Hist. (9)	Tech. (21)	El. (8)	Gen. Ed. (46)	
Total credits: 132 *The studio sequence begins in spring second year.						
Savannah College of Art and Design (B.F.A.)						Elec. (3)
Design (30)	Design Aff. (20)		Hist. (15)	Tech. (25)	Gen. Ed. (55)	
Total credits: 180 *All courses are 5 credit hours, meaning studios are equivalent, in terms of credits, to every other course. I can't find a 4-year plan, but there are 6 studios across 8 semesters, which suggests the studio sequence begins in second year.						

PROFESSION AND VOCATION STREAM

STREAM SCOPE:

ARC 1010 Folio Thinking
ARC 1015 Craft Profession and Vocation
ARC 4015 Senior Capstone for Architecture
ARC 4507 Professional Practice 1
ARC 4508 Professional Practice 2

STREAM ASSESSMENT:

Overall, there is a need to improve clarity and continuity of core content between individual Profession and Vocation Stream courses as well as room for improvement in the integration of content between these courses and the other curricular streams. Since the ARC 1015 Craft Profession and Vocation (CPV) course is a pivotal introduction to the profession of architecture in the first year of the curriculum, it jump starts the potential to enhance the effectiveness of the Profession and Vocation stream through improved coordination with ARC 1010, ARC 4015, and ARC 4508.

In prior versions of the B.Arch. curriculum, the ARC 1015 and ARC 1010 courses were combined and then later separated. The current organization offers ARC 1010 Folio Thinking as a one credit synchronous or asynchronous course which initiates and guides students in the development of a personal Learning Portfolio (or ePortfolio). The Learning Portfolio is meant to be a key distinctive of the Belmont Architecture Program inspired by the program's Liberal Arts foundation. This unique coordinating and reflective process substantiates many of the Belmont core objectives and provides a platform for metacognition, personal growth, and program assessment. It is meant to be initiated by students in their first year so that course content and individual reflection upon that work can be incorporated within it through the rest of the program. This ongoing process of Folio Thinking culminates in the ARC 4015 Senior Capstone for Architecture course.

The current decoupling of ARC 1015 and ARC 1010 has resulted in a lack of contextualization for Learning Portfolio development such that students are not making strong connections between their personal development and the professional education provided by the rest of the B.Arch. curriculum. This disconnect is mirrored by an uneven engagement with the Learning Portfolios by instructors for other courses. The decoupling of CPV and Folio

Thinking has also allowed students to take ARC 1010 later in the curriculum than intended which has resulted in first-, second-, and third-year students taking Folio Thinking for the first time during the Spring 2025 semester. This deferral is counterproductive to establishing Learning Portfolios as a spine of the curriculum that connects all years. Further, ARC 1010 faculty have observed that the amount of time devoted to a one-hour semester long course is greater than needed to accomplish its objectives. In combination, these observations support a recommendation to reintegrate ARC 1010 Folio Thinking into the ARC 1015 Craft Profession and Vocation course.

Another area for improvement is in the coordination between ARC 1015 Craft Profession and Vocation and ARC 4015 Senior Capstone for Architecture. Upon review, these courses seem to share the goal of encouraging students to reflect on their future path as architects in different phases of their education. Both courses provide opportunities for personal reflection and class discussion on the topics of practice, profession, and ethics. These exercises could be enhanced with greater intentional connections between query prompts and stated objectives between classes. Students could even be requested to respond or review their earlier thoughts as part of the ARC 4015 Senior Capstone for Architecture and asked to respond to the similarity and differences in their perspective.

A final area of coordination within the Profession and Vocation Stream is between the ARC 1015 Craft Profession and Vocation and ARC 4508 Professional Practice 2 courses. (Please note that in the current curriculum there is a misalignment between the course numbers, course names, and course content of the two Professional Practice courses. For clarity, it is assumed here that this will be corrected with the ARC 4507 Professional Practice 1 course focused on regulatory requirements for buildings and the ARC 4508 Professional Practice 2 course focused on issues pertinent to the business of architectural practice.) The content of these courses serves to create a layered introduction to topics of practice, profession, equity, alternative career paths, and ethics. As part of establishing the idea of 'architect' and 'architectural education' as part of the students' future paths, the concepts of practice, profession, equity, alternative career paths, and ethics are introduced in ARC 1015 Craft Profession and Vocation. In the fifth year in ARC 4508 Professional Practice 2, these same ideas are revisited in more depth as student who have reached this level of study are about to enter into the profession where these concepts will become more of a daily reality. Attention should be given to assure that content is consistent but truly layered in substance and value.

Beyond the Profession and Vocation Stream, “horizontal” connections need to be strengthened with Design, Design Affiliation, and History and Theory courses to support integration of student learning. A primary connection to be enhanced is the integration of building codes and regulations within design and technical courses. In the current curriculum, students are not introduced to building code requirements until the final year of the program and are expected to concurrently apply regulatory considerations to design decisions in their studio project work. Based on the observations of the inaugural class in the fifth year of the program who struggled to comprehend and apply this new information simultaneously, this compressed approach does not adequately support student success.

The proposed model is to relocate the Professional Practice course which presents building codes and regulations earlier in the curriculum so they could be applied to projects with increasing levels of complexity in the third-, fourth-, and fifth-year design studio courses. For this reason, it is recommended that ARC 4507 Professional Practice 1 becomes a third-year course. This relocation would also support deeper understanding of, and more consistent language about, regulatory requirements in technical courses in the Design Affiliation Stream such as construction types in Structures courses and energy performance and environmental control system requirements in the Environmental Systems courses. Specific proposals for integration of regulatory requirements within Design and Design Affiliation courses are as follows:

- ARC 3023 Studio 3 - Students are given key code and zoning impacts as part of project parameters. Students are not expected to completely understand the source or context as it will be unfolding in ARC 4508 within the same semester.
- ARC 3024 Studio 4 - Having completed ARC 4508, students should be able to accomplish moderate level of code research to identify key code requirements that are specific to the given studio project. Potential land-use criteria could be given or researched if the site is real.
- ARC 4025 Studio 5 / ARC 4026 Studio 6 - Students are expected to address code compliance with increasing accuracy and independence for their studio projects.

- ARC 5027 Studio 7/ ARC 5028 Studio 8 - Students should be able to utilize the source documents including the IBC, ADA, etc. and be able to perform research and to determine typical building, mechanical, plumbing, energy, and unique requirements.
- ARC 3041 Structures I or ARC 3042 Structures II – To increase connection between courses and develop consistent vocabulary, faculty teaching structure courses should correlate wood, steel, masonry and heavy timber structure with consistent terms from the IBC including referring to Construction Types I – V.
- ARC 4043 Environmental Systems I – This course concentrates on the idea of sustainability and should ask student to read the Appendix Sustainability in The Codes Guidebook for Interiors (the text book used in ARC 4507.) This chapter correlates the manner in which sustainability is regulated through the various programs and codes. Student should be required to refer to IECC source document (referred to in TCGBI.)
- ARC 4044 Environmental Systems I – Students should be required to read the chapters pertaining to Electrical, Mechanical and Plumbing codes in the The Codes Guidebook for Interiors. This source is the textbook for ARC 4507. It would reinforce the efficiency of source that are required to acquire. Student should also be required to refer the source documents including NEC, IMC, IPC, and IBC to reinforce information introduced in Arc 4507.

Finally, there is opportunity to strengthen connections between the Profession and Vocation Stream and the History and Theory Stream. As an introduction to the development of architecture as a profession, ARC 1015 Craft Profession and Vocation begins by relaying the change in construction methods, societal position, educational requirements, licensure consideration and ethical considerations over the centuries of human existence to be considered first a ‘master builder’ and later an ‘architect’. This evolution can be paralleled in the telling and demonstration of the physical built environment historically knit a consistent story of the development of architect and architecture together.

- ARC 2031 History before 1400 / ARC 2032 History after 1400 / ARC 3033 History of US - Refer to development of architect as profession, master builder, licensing, education requirements.

PROPOSED CURRICULAR ACTIONS:

- Reintegrate ARC 1010 Folio Thinking within ARC 1015 Craft Vocation Profession.
- Coordinate core content between ARC 1015 Craft Vocation Profession and other Profession and Vocation Stream courses including ARC 4015 Senior Capstone for Architecture and ARC 4508 Professional Practice 2.
- Correct the misalignment between course numbers, course names, and course content in ARC 4507 Professional Practice 1 and ARC 4508 Professional Practice 2.
- Relocate ARC 4507 Professional Practice 1 to the third year of the B.Arch. curriculum.
- Integrate regulatory requirements in Design and Design Affiliation courses in years three through five of the B.Arch. curriculum.
- Identify opportunities to strengthen the integration of content between the Professional and Vocation Stream and the History and Theory Stream.

DESIGN STREAM

STREAM SCOPE:

ARC 1003 Foundations

ARC 2021 Design Studio 1 - Methods of Design 1

ARC 2022 Design Studio 2 - Methods of Design 2

ARC 3023 Design Studio 3 - Integrated Design 1

ARC 3024 Design Studio 4 - Integrated Design 1

ARC 4025 Design Studio 5 - Integrated Design 1

ARC 4026 Design Studio 6 - Integrated Design 1

ARC 4527 Design Studio 7 - Comprehensive Design 1

ARC 4528 Design Studio 8 - Comprehensive Design 1

STREAM ASSESSMENT:

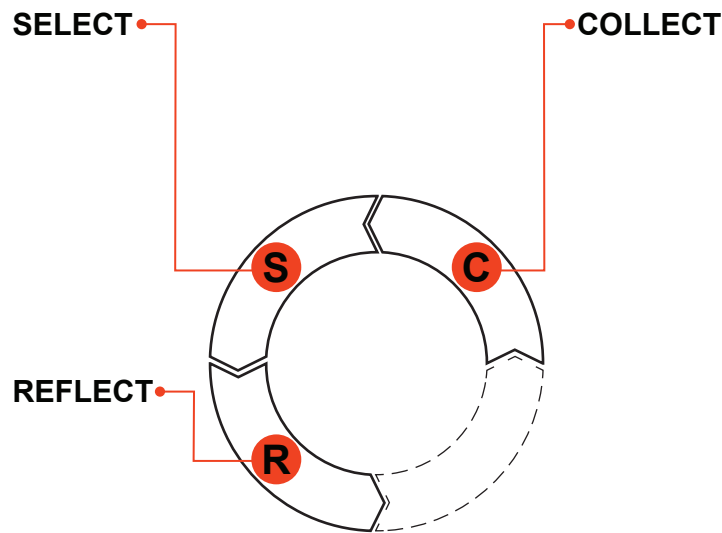
The Design Stream consists of studio courses which offer extensive interaction between students and faculty in nearly every semester of the program. Given the significance of this contact time, the assessment of the Design Stream begins with an acknowledgment of the aspirations of the Belmont Architecture Program curriculum as a whole. The guiding document for understanding what the program is and aspires to become is the current NAAB Architecture Program Report (APR) which includes the following in the introductory Context and Mission section:

The Belmont Architecture Program aligns with the mission of Belmont 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.” The program has “a distinct approach to professional architecture education within a faith-filled, liberal arts setting that emphasizes vocational discernment and student choice.” Later, “Belmont graduates will have a special focus to serve people by imagining, designing, and realizing a better, more beautiful, and more just world.” Finally, “the curriculum seeks to fulfill Belmont’s aim to unify liberal arts and professional education within the context of Christian community.”

To restate, the “what” of the Architecture Program is preparing citizen architects in the process and medium of building, the “why” is to improve the world, and the “how” is through vocational discernment and student choice in the unity of the liberal arts and professional education within a Christian context. Based on this understanding, the guiding question for assessing the Design Stream was how it could be improved to better reflect this mission.

A key point of reference for this assessment was the ARC 1010 Folio Thinking course. As articulated in the APR, student Learning Portfolios (also referred to as “ePortfolios”) developed in the course provide a digital space for students to gather artifacts of their academic (“bounded curriculum”) and non-academic (“boundless curriculum”) endeavors throughout their time at Belmont. These repositories are then curated with specific meaningful items which are analyzed in relationship to each other in support of and vocational discernment. As presented in the APR, student Learning Portfolios are significant examples of how the Belmont Architecture Program achieves its mission of “whole person formation” along with a culminating Senior Capstone which is facilitated in the ARC 4015 course taken in the final year.

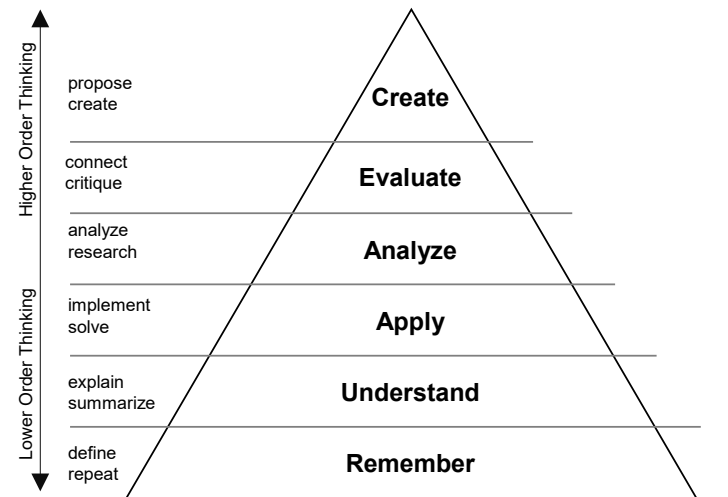
Given the clear alignment between ARC 1010 and the stated mission of the curriculum, Folio Thinking provided a framework for identifying specific areas for improvement in the Design Stream. Stated differently, the Design Stream assessment sought opportunities for deeper integration between design courses and Folio Thinking. According to the Folio Thinking course description, “students will judge and curate collections of experiences through graphic, written, and other media, and will perform metacognitive practices to consider their academic, creative, and professional development.” In ARC 1010, students are guided through a process of 1) collecting artifacts from their experiences in “bounded” and “boundless” curricula, 2) selecting a subset of these artifacts for deeper analysis in their Learning Portfolio as an act of thoughtful curation, and 3) reflecting upon selected artifacts through metacognitive practices.



Stages of Folio Thinking with in ARC 1010

Although not emphasized in the ARC 1010 course, this three phase process relies on an implicit fourth step which lies between the reflection and collection phases. This is the space for the application of metacognitive reflection in the generation of new artifacts which can, in turn, be collected to further the Folio Thinking process. The identification of this implicit fourth phase is supported by mapping the phases of Folio Thinking onto Bloom’s Taxonomy. The Folio Thinking collect phase aligns with the remembering

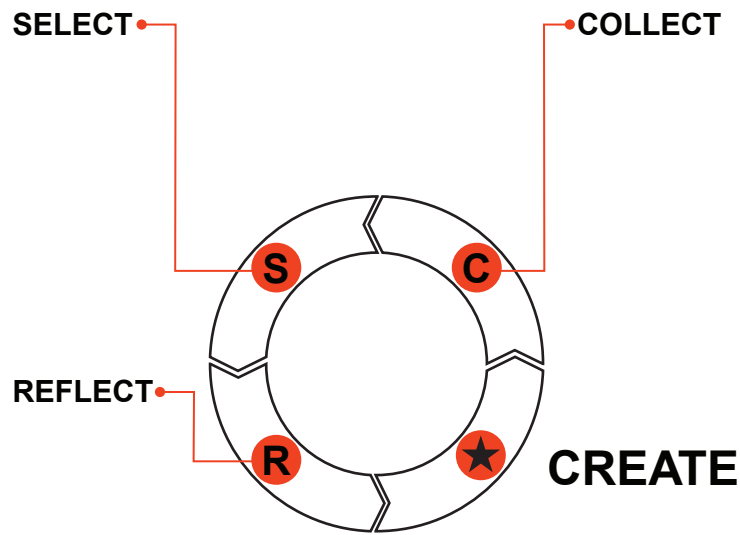
level of learning, the select phase aligns with the understanding and applying levels, and the reflect phase aligns with the analyzing and evaluating levels. This leaves the final level of Bloom’s Taxonomy: creating.



Bloom’s Taxonomy of Learning

According to the APR, a key distinction of the Belmont University Architecture Program is the way it unites professional architectural education with the liberal arts tradition. This aspiration can be tangibly fulfilled by making the implicit fourth phase of Folio Thinking, create, clearly articulated. The create phase would encompass the work produced by Belmont architecture students across and beyond the various courses and streams in the B.Arch. sequence as it is incorporated into their Learning Portfolios. Practically, this would mean that courses throughout the curriculum, included Design Stream courses, would specifically draw upon students’ past metacognitive achievements and also intentionally contribute to developing Learning Portfolio collections.

Although the integration of Folio Thinking and the Design Stream will necessarily involve adjustments to individual courses and assignments, this assessment is mainly concerned with improvements to the curriculum in general. So, what would it mean for the Design Stream to be better integrated with Folio Thinking at the curricular level?

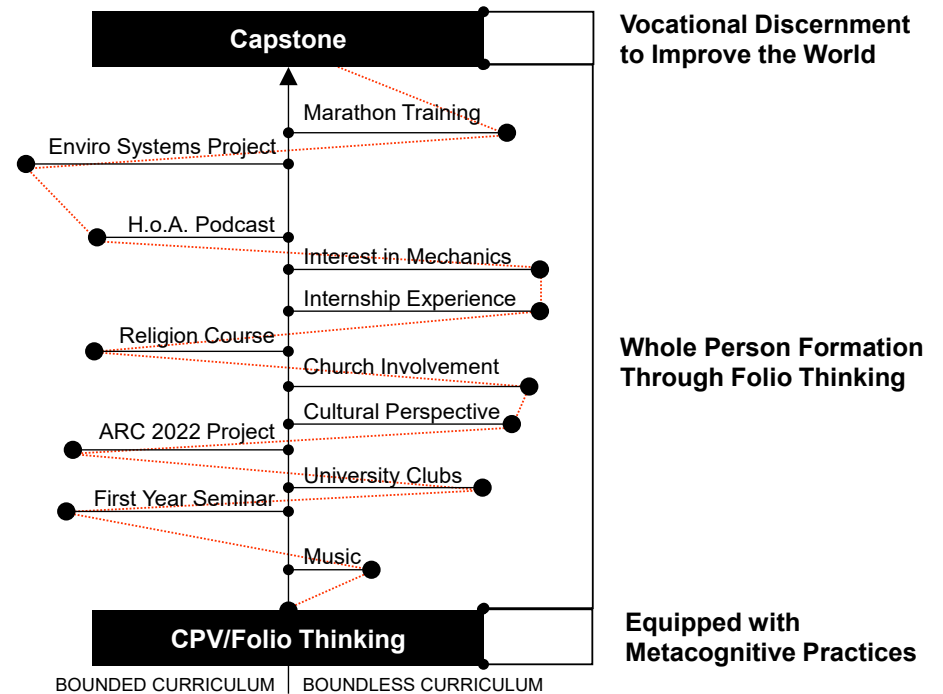


Stages of Folio Thinking with Explicit Create Phase

As previously described, Folio Thinking is primarily facilitated across the B.Arch. curriculum in a three course sequence with ARC 1015 Craft Profession and Vocation providing an introduction to the study of architecture which contextualizes the development of a Learning Portfolio in ARC 1010 in the first year of the program. The Learning Portfolio is developed through the middle years and then forms the basis of the Senior Capstone for Architecture ARC 4015 course. As the course description for ARC 4015 reads, “Culmination of the BELL Core, taken in the final year of the program (fourth of the B.S.A.S. or fifth of the B.Arch.). Investigation of intersections of architectural and general studies; requires reflection on artifacts collected in the ePortfolio and addresses theme of vocational fulfillment in the Christian tradition of service established in ARC 1015.” The course also promotes “Professional expectations for the practice of architecture ... through facilitating student learning centered on NAAB criterion PC1 (Career Paths).”

The following diagram visualizes this three step sequence in which students are equipped with metacognitive practices in the first year that aid their whole person formation as they navigate the middle years of the program and support discernment of their unique trajectory through or beyond the practice of architecture in the final year. The goal of vocational discernment is not only that each student would find their place in the world for their own

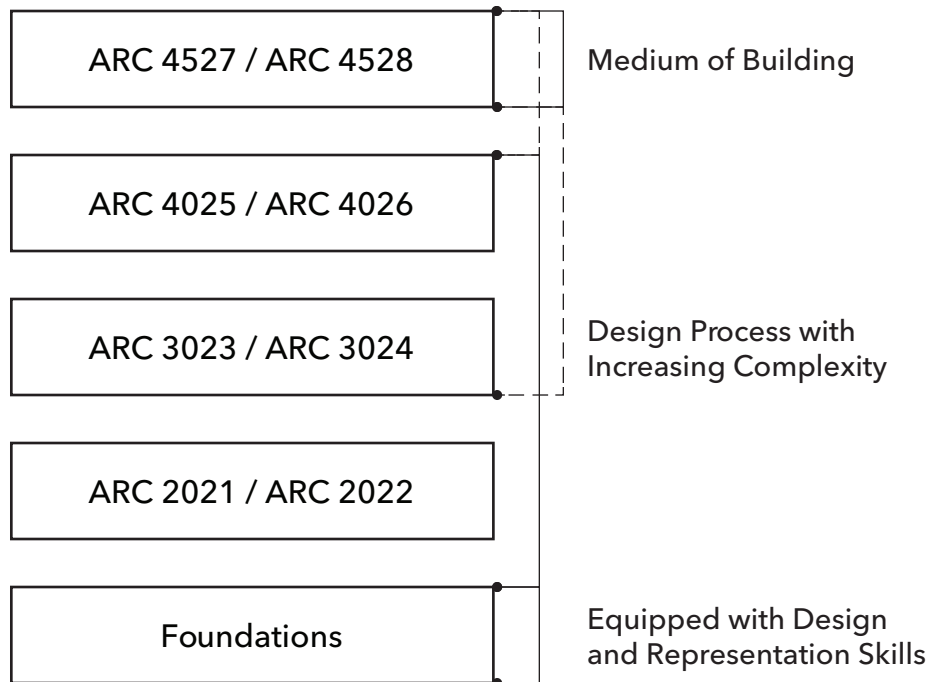
good, but also that it would be for the good of others. As described in the APR, that they would be prepared as “future citizen architects” equipped to “serve people by imagining, designing, and realizing a better, more beautiful, and more just world.”



Folio Thinking Framework in B.Arch. Curriculum

Turning to the curricular structure of the Design Stream shows that it is organized based upon the five year B.Arch. sequence. In the first year, students take ARC 1003 Foundations to equip them with basic skills in architectural design and representation. Second year design studio courses focus on the process of building through the introduction of an iterative approach to design. The third year design studio courses reinforce design process in response to varied contexts while somewhat introducing the medium of building through integrations with history and structures courses. The fourth year of the program is similar to the third year with further emphasis on design process in varied contexts including international settings. Additional aspects of the medium of building are introduced through integration with environmental systems courses. The fifth and

final year of the program focuses heavily on the medium of building with comprehensive design studios and a concurrent comprehensive design seminar.



Organization of Design Stream as of Spring 2025

As of the Spring 2025 semester, all Design Stream courses have been taught for the first time and a comparative assessment of the Stream relative to Folio Thinking is possible. The first observation is that Folio Thinking offers students a rich conceptual framework through metacognitive practices that is based in established academic discourse and demonstrated educational impact. At this point, the same cannot be said for the Design Stream as excellence in design process is largely determined by each instructor without consistency of language or content across courses or individual sections of the same course.

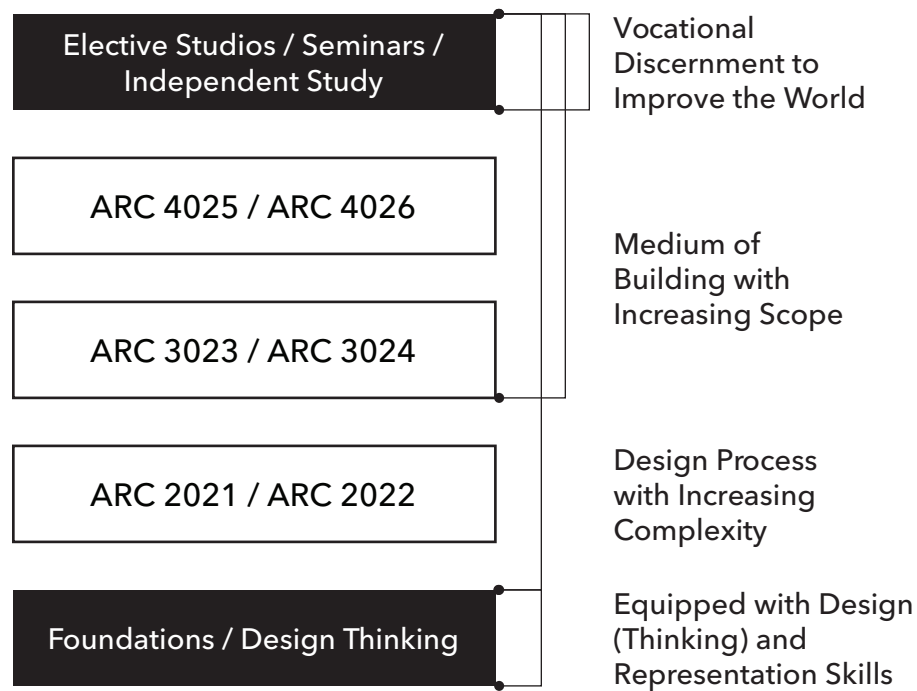
Based on the framework provided in the APR and in Folio Thinking, it is also notable that the Design Stream is lacking in student choice to support vocational discernment. Students are not offered options to choose between design studio courses nor are they offered electives or options for

independent study in the Design Stream to uniquely select coursework that supports their whole person formation. This lack of choice in the largest curricular unit is apparently misaligned with the stated goals of the program.

Further, the deferral of comprehensive design to the final year of the program works against vocational discernment. In its current form, the curriculum does not present students with an experience that simulates architectural practice until the final year. This lack of exposure gives students an unrealistic expectation of the architectural profession that counteracts their ability to make accurate judgments about their career path. This was a major theme of the final reflections of the inaugural cohort upon their experience in fifth year courses. As shared in closing reflections at the SPARK Symposium, some students were more inclined to pursue alternatives to architectural practice after the fifth year comprehensive design sequence compared to their inclinations after the fourth year, while others were inclined in the opposite way. Regardless of inclination, there was general agreement that the experience of the comprehensive design sequence was significantly different than all prior years and had provided a more complete understanding of the architectural profession. This understanding was seen as key to enabling greater clarity and accuracy in their vocational discernment.

Based on these observations, the first proposal for improving the Design Stream is to identify and integrate a clear conceptual understanding of design as a cognitive practice rooted in established discourse. A leading approach based on established models of design is known as Design Thinking which is taught at leading business and design programs including Harvard Business School, MIT Sloan School of Management, and the Stanford d.school. The d.school approach to Design Thinking seems particularly appropriate for adoption by Belmont Architecture as it offers a rigorous and collaborative design methodology for the purpose of improving the world that begins with an empathetic understanding of the needs of others (see <https://dschool.stanford.edu/>). While a detailed discussion of Design Thinking is beyond the scope of this assessment, it is proposed that Design Thinking, or a similar model, is adopted as a key aspect of the ARC 1003 Foundations course, ideally with multi-disciplinary collaboration. This development would offer Belmont Architecture students common language and skills in design that could be built upon in subsequent studio courses. It would also offer a level of conceptual clarity in the Design Stream that would allow connections to be made with and through the metacognitive practices of Folio Thinking.

A second proposal is to offer students opportunity beyond the comprehensive design sequence to actualize the metacognitive practices they have developed in Folio Thinking through the design of architecture with options in the Design Stream such as elective studios and independent study. Since the goal of the Belmont Architecture Program is to “prepare future citizen architects to improve the world through the process and medium of building” by vocational discernment and student choice then there should be space provided within the Design Stream for them to do so. This would involve opening space in the final year of the B.Arch. curriculum for exploration, service learning, and vocational discernment by moving the comprehensive design sequence to the fourth year. In doing so, the order of the Design Stream would align with the sequence of Folio Thinking in that the first year would equip students with foundational concepts and skills, second, third, and fourth years would provide proficiency in the process and medium of building, and the fifth year would allow that proficiency to be applied toward the greater ends of vocational discernment for improving the world.



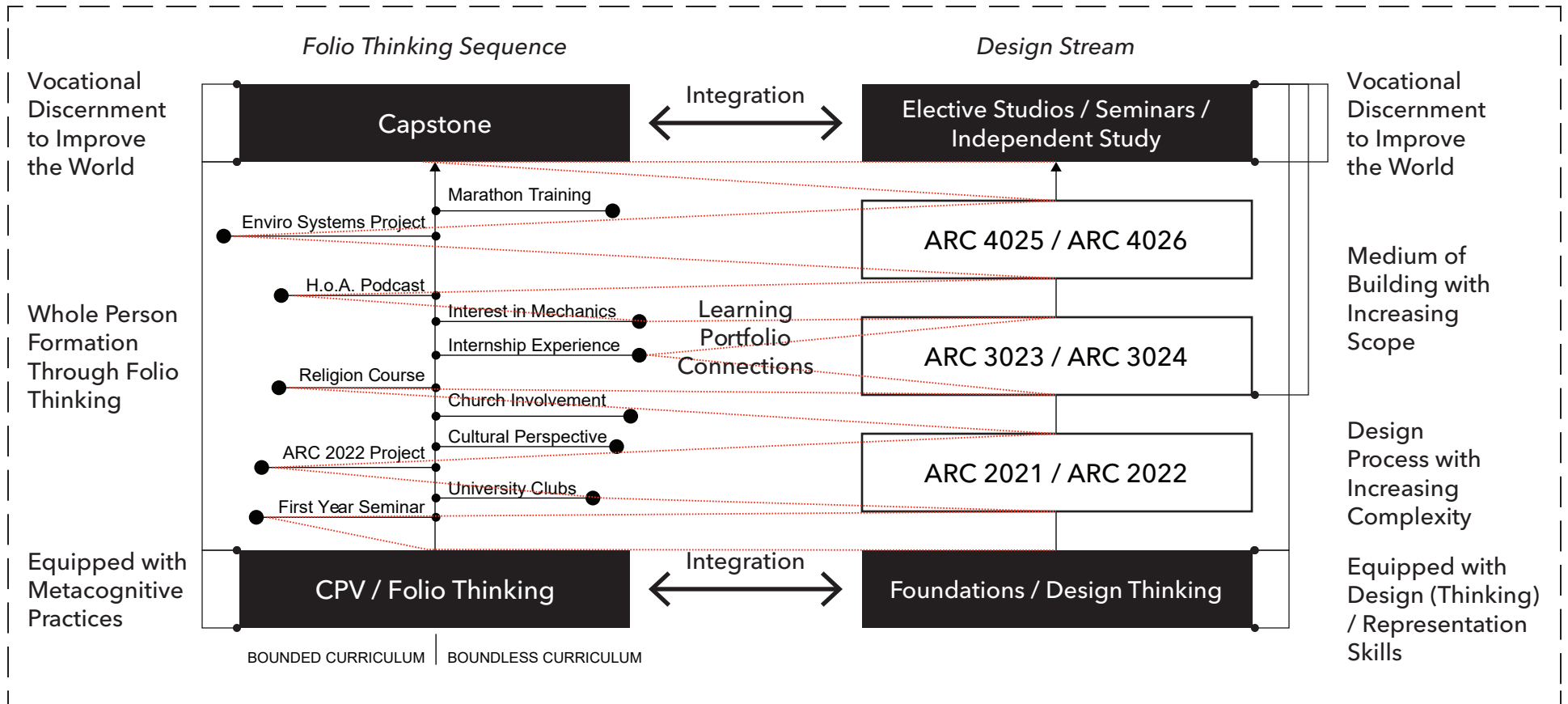
Proposed Design Stream Aligned with Folio Thinking Framework

The primary benefit of this proposed change is that the Design Stream would be aligned with the mission of the Architecture Program and Belmont University as a whole by seeing the process and medium of building as a vehicle for improving the world rather than as an end in itself. However, a significant secondary benefit would be rich opportunities for integration across the curriculum. Just as metacognition and Design Thinking could combine as a foundation in the first year, the Senior Capstone for Architecture and elective studios and independent study opportunities could be integrated in the fifth year. In conjunction with many points of connection between design studios and student Learning Portfolios throughout the curriculum, this proposal is intended to provide a path for truly uniting the liberal arts and professional education as a distinctive pedagogy.

While this proposal is thought to offer significant benefits for the development of Belmont Architecture, it also entails challenges for implementation. First, comprehensive design is delivered in concurrent studio and seminar courses with many prerequisites. Shifting comprehensive design to the fourth year requires movement of environmental systems and structures courses so that they are complete by the end of the third year. Additional design studio coursework would also be required prior to the fourth year to provide adequate preparation. Practically, this would mean expanding the second year design studios from three credit units to typical six credit unit studio courses.

Another challenge would be revising the B.S.A.S. curriculum to be coordinated with these changes. This degree is an unaccredited alternative to the B.Arch. for students who plan to either pursue a graduate degree elsewhere or for those who choose to complete a non-professional four year undergraduate degree in architecture. B.S.A.S. students may need a Senior Capstone for Architecture option with somewhat different opportunities for integration than B.Arch. students. They might be offered different options for fourth year design studio that either include comprehensive design or not based their needs. It should be noted that having the option to take comprehensive design within the four year B.S.A.S. degree would typically allow students to enroll in two year rather than three year M.Arch. programs.

A final aspect of this proposal is an acknowledgment of the lack of a portfolio review or other program specific requirements for enrollment as a first year architecture student. The openness of the program to any Belmont student is consistent with the University’s focus on student choice and equitable



Unity of the Liberal Arts and Professional Education as Distinctive Pedagogy

opportunity. However, if the core of the Design Stream shifts one year lower, students will need to discern the best path for their future relative to the architectural professional earlier. Because of this, a gateway should be established between the second and third years of the program in which students are both formally admitted to complete a degree in architecture or exit the program with a minor. This gateway might include a reflective exercise where students consider their options for career goals paired with a departmental assessment to determine their eligibility to continue into the professional portion of the program in pursuit of either the B.S.A.S. or B.Arch. degrees.

PROPOSED CURRICULAR ACTIONS:

- Introduce Design Thinking as a framework for approaching design as a set of socially engaged, multidisciplinary cognitive practices in ARC 1003 Foundations as a common point of reference for design pedagogy throughout the Design Stream.
- Identify and develop integrations in the first year of the curriculum between Folio Thinking and Design Thinking practices as a unity of the liberal arts and professional education.

- Integrate connections between Folio Thinking and Design Stream courses through reciprocal creative contributions to student Learning Portfolios throughout the curriculum.
- Relocate comprehensive design to the fourth year of the program and support this change by scaffolding medium of building content into third year studio courses and expanding ARC 2021 and ARC 2022 to be full six credit unit design studio courses.
- Reimagine the fifth year of the B.Arch. curriculum as a space of student choice and exploration in support of vocational discernment and the preparation of future citizen architects by offering design studio electives and options for independent study.
- Identify and develop integrations in the fifth year of the curriculum between the ARC 4015 Senior Capstone for Architecture and Design Stream electives and independent study options.
- Implement a formal gateway at the end of the second year to ensure student success in the professional years of the program.
- Redefine the requirements for the B.S.A.S. degree with multiple pathways based on student preference with fourth year comprehensive design as an option.

DESIGN AFFILIATION STREAM

STREAM SCOPE:

ARC 1001 Architectural Drafting
 ARC 1020 Fabrication and Sustainability
 ARC 2051 Digital Representation 1
 ARC 3041 Structures 1
 ARC 3042 Structures 2
 ARC 4043 Environmental Systems 1
 ARC 4044 Environmental Systems 2
 ARC 4518 Comprehensive Design Seminar

STREAM ASSESSMENT:

The Design Affiliation Stream consists of courses that focus on subjects and skills supportive of understanding technical aspects of architecture along with the development of abilities in design communication, design synthesis and building integration. Given the role and reach of the Design Affiliation Stream across the B.Arch. curriculum, it is notable that many of the NAAB Program and Student Criteria associated with the content of these courses, and their corresponding design studios, have been assessed as not met. This assessment was conducted throughout the 2024-2025 academic year in which the full B.Arch. curriculum was taught for the first time with the inaugural class in the fifth and final year.

Through formal and informal assessment of student achievement, along with individual and group faculty discussions, themes emerged to explain the need for improvement in the Design Affiliation portion of the program. The first, and most commonly articulated, theme was the lack of preparedness of the inaugural class to achieve architectural projects meeting the requirements of SC.5 Design Synthesis and SC.6 Building Integration within the allotted time-frame. Together, these NAAB Criteria require students to understand a wide range of technical aspects of architectural design, to have the ability to generate alternative applications of these technicalities, and to select and implement (design decision-making) applications based on measurable performance and integration within the project as a whole. In order to meet these requirements, students have to be proficient in a significant range of abilities including the use of conventions and digital tools of design representation, understanding of normative systems, technologies,

and assemblies of building construction, and the methods and criteria architects use to evaluate options in design-decision making as integral to the architectural design process.

Based on assessment from the past academic year, there is room for improvement in preparing students for proficiency in the conventions and tools of architectural design representation. Evidence for this assessment includes the observation that the inaugural cohort often made basic errors in drawing conventional building sections, plans, and elevations throughout fifth year courses. Many students shared that they were required to use Revit Architecture for the first time in the ARC 4527 / ARC 4528 courses. Most had not been required to draw a technically accurate wall section or construct a scale model of a portion of their design that included an accurate structural system before their final semester of the program.

Fifth-year students also expressed and exhibited a lack of understanding of normative systems, technologies, and assemblies of building construction. This was seen in their inability to generate accurate technical drawings and their unfamiliarity with basic aspects of structural systems. Examples include not having seen structural grid lines before, not showing any thickness to indicate the presence of structure at changes in building massing, a lack of awareness of lateral loads, and an inability to draw plausible foundations. Students were similarly unfamiliar with envelope assemblies in terms of design, performance criteria, and tectonics such as the need for continuous insulation. They indicated that they had not been previously required to understand performance criteria for environmental control systems, including mechanical, electrical, lighting, acoustical, plumbing, and fire protection systems. The students also demonstrated a general unfamiliarity with the technical implementation of passive design strategies such as the calculation of specific solar angles and daylighting performance metrics or the incorporation of renewable energy systems.

The inaugural class also exhibited unfamiliarity with technical requirements for design decision making both in terms of the quantification of building environmental impacts and performance metrics and in regard to the application of regulatory requirements. Although there was much improvement throughout the year, the students were initially unfamiliar with fundamental health life safety requirements such as the need for adequate quantities of stairs, avoiding dead-end corridors, and showing exit doors swinging in the direction of egress. These observations highlight the

significant challenge posed to students and faculty in the fifth-year courses for the inaugural class in working to meet NAAB assessment criteria.

In response to the lack of preparedness observed this past academic year, it is recommended that all Design Affiliation Stream courses are regularly reviewed by a faculty committee to ensure that course content, delivery, and integration are improved. In terms of course content, it is notable that significant revisions are needed to the course syllabi of record throughout the Stream. For example, the syllabus for ARC 2051 Digital Representation 1 calls for instruction in software that is not used in the Comprehensive Design studio courses and omits the primary software utilized by most contemporary practitioners and in the ARC 4518 / ARC 4527 / ARC 4528 sequence.

It should also be noted that over ten hours of instructional content on the use of digital design tools was provided within fifth-year courses via custom videos in the past academic year. These videos were very well-received and noted as one of the most positive aspects of the courses in student evaluations. This was because the videos not only showed how to use digital tools for specific course applications, but also in relationship to other tools to form efficient workflows. Based on these observations, it is recommended that Digital Representation 1 is revised to focus on software workflows to prepare students to use the programs required in later courses and to understand how to leverage efficient connections between programs. Architectural software applications continuously change and are too numerous and complex to cover in a single course. As such, the content and organization of ARC 2051 and supplemental asynchronous delivery, should be evaluated on an on-going basis. If improvements to this course are deemed insufficient, then the addition of an Advanced Digital Representation course should be considered.

Revisions are also recommended for the two Environmental Systems courses and two Structural courses in the current curriculum. The syllabus of record for each of the Environmental Systems courses is nearly identical and the same is true for the two Structural courses. Practically, this means the content and organization of these courses is not clearly articulated as a two semester sequence. In each case, it is recommended that a faculty committee review the content and organization of these courses relative to the requirements for NAAB Accreditation, with a focus on supporting SC.4, SC.5, and SC.6, and revise the syllabi accordingly. In the case of the Environmental Systems courses, this revision should be coordinated with a revision of the ARC

4518 course so that systems integration and environmental performance is scaffolded within the three course sequence along with the preestablished integration between ARC 4518 and ARC 4528 Comprehensive Design. For the Structural courses, revisions should be considered in regard to the lack of a Materials and Methods of Building Construction course. Together, a two or three course sequence needs to be defined to address structural systems and the systems, technologies, and assemblies of building construction content which is largely unaddressed in the current curriculum.

In terms of delivery, courses in the Design Affiliation Stream have been singled out as significantly lacking in instructional effectiveness. It is recommended that well prepared instructors are provided for these courses and that instructional quality is monitored and improved on an on-going basis. Qualified full-time faculty should be used as much as possible and all Design Affiliation Stream instructors should meet regularly to coordinate their efforts and share best practices for synchronous and asynchronous course delivery.

The Design Affiliation Stream should also be improved externally through strengthening integrations with other courses with an emphasis on the Design Stream. Opportunities for developing technical aspects of design projects based on concurrent Design Affiliate courses should be explored and coordinated at each level. Consideration of measurable environmental impacts and building performance as foundational to design decision making should be included in design studios throughout the curriculum to support student achievement of NAAB criteria and to fulfill the special missional emphasis of the program on social equity and environmental stewardship.

A second major assessment theme was the disadvantage of concentrating technical instruction and assessment in the final year of the B.Arch. program. Although the inaugural class experienced a more extreme concentration of technical instruction in the final year than intended, based on challenges already mentioned, there is also a clear organizational deferral of technical instruction and assessment to the fifth year of the curriculum. One of the disadvantages of this approach is that instructional scaffolding of complex subject matter (such as building codes) is collapsed so that students need to be introduced to new information, apply it within their work, and evaluate the outcomes of that application all at the same time. Even within the two semesters of the fifth year, the bulk of the most technical content is deferred to the final spring semester in the current format.

In the Spring 2025 semester, students were asked to introduce, apply, and evaluate a new technical topic each week to address the minimum requirements of NAAB Accreditation which had not been met elsewhere. Topics included thermal comfort and climate responsive passive design, life-cycle carbon analysis of adaptive reuse scenarios, solar geometry and envelope assembly design, renewable energy integration and analysis, daylighting design and metrics, comparative energy modeling, mechanical systems, lighting systems, acoustical systems, plumbing system, fire protection systems, post occupancy evaluation, structural design, construction detailing, site planning, regulatory requirements, and accessible design. Although the students remained resilient throughout the process, the amount of new information proved difficult to adequately understand and apply each week and did not provide enough time to explore design iterations, alternative choices, or innovative approaches as required by NAAB SC.4, SC.5, and SC.6.

Student feedback indicated an appreciation for the technical content of fifth year courses as it was seen to be preparatory for success in the architectural profession and aligned with the testing requirements for licensure. Students also indicated that exposure to this content shifted their understanding of the discipline of architecture compared to their prior experience in the Belmont program. This understanding enabled them to judge more accurately how they wanted to be vocationally positioned relative to the profession. Finally, students noted a general incompatibility with a semester that was by far the most technically rigorous in their experience and their final semester prior to graduation. In all, student feedback was that the technical content they received in their final semester was “too little, too late.” There was general consensus that having Design Affiliation courses and Comprehensive Design more integrated and earlier in the B.Arch. sequence would have better prepared the inaugural class for architectural internships, full-time positions upon graduation, understanding the relationship between education and examination toward licensure, personal formation, and vocational discernment.

Another disadvantage of the location of ARC 4518 and the Comprehensive Design studios in the curriculum is the opportunity cost it imposes upon B.Arch. students. Unlike many B.Arch. programs, the last courses Belmont student complete are the most technical of the curriculum. This means that they are not offered the opportunity to actualize their technical knowledge toward further ends of innovation, service, and vocation. According to the

APR, the Belmont Architecture Program has high ambitions to prepare future citizen architects to improve the world through the process and medium of building with emphasis on social equity and environmental stewardship with an emphasis on student choice and vocational discernment. As a University, Belmont champions undergraduate research through campus-wide efforts like the SPARK Symposium. This emphasis is in alignment with the NAAB expectations for accreditation for student engagement with design research and innovation.

As already discussed, the intensity of deferring so much technical introduction to the final year, and even the final semester, works against students fulfilling these goals as they are not offered space for refining and applying their technical capacity as a means to higher ends. Relocating the Comprehensive Design sequence to the fourth year of the curriculum would open opportunities for integration of the technical aspects of architecture with improving the world through design research, service learning, and exploration of unique innovations as a key aspect of student whole person formation.

PROPOSED CURRICULAR ACTIONS:

- ARC1001 and ARC1020, should be reviewed by the Design Affiliation Stream coordinator and faculty to support continuous development and to ensure these courses are meeting the needs of the curriculum as a whole.
- Design Affiliation and Design Stream coordinators and faculty should review the needs of digital representation instruction in support of NAAB PC2, SC5, and SC6 and revise the syllabus and content delivery of ARC 2051 accordingly. Delivery methods for supplemental asynchronous instruction and the possibility of an Advanced Digital Representation course should be considered.
- Design Affiliation and Design Stream coordinators and faculty should review the scaffolding of content in ARC 3041, 3042, 4043, 4044, and 4518. Distinct course content for ARC3042 and 4044 needs to be developed in their respective syllabi and syllabi for ARC 3041, 4043, and 4518 need to be significantly revised to be aligned with the development of these courses and to ensure that NAAB SV2, SV4, PC3, PC5, SC4, SC5, and SC6 are adequately supported.

- A course to cover the unaddressed content in the area of systems, technologies, and assemblies of building construction (NAAB SC.4) needs to be added to the curriculum. It is proposed that this is a Materials and Methods of Building Construction course coordinated with the established Structures courses.
- The Comprehensive Design sequence (ARC 4518 / ARC 4527 / ARC 4528) should be relocated to the fourth year to fulfill the stated mission of the Architecture Program. To support student success in this change, all other Design Affiliation Stream courses should be completed before the fourth year.
- Once vertical scaffolding is established in the revised and reorganized Design Affiliation courses, horizontal integrations with concurrent design studios need to be reviewed and established.

DAY TWO AFTERNOON: CURRICULAR NEXT STEPS

COMPILATION OF PROPOSED CURRICULAR ACTIONS:

- Reintegrate ARC 1010 Folio Thinking within ARC 1015 Craft Vocation Profession.
- Coordinate core content between ARC 1015 Craft Vocation Profession and other Profession and Vocation Stream courses including ARC 4015 Senior Capstone for Architecture and ARC 4508 Professional Practice 2.
- Correct the misalignment between course numbers, course names, and course content in ARC 4507 Professional Practice 1 and ARC 4508 Professional Practice 2.
- Relocate ARC 4507 Professional Practice 1 to the third year of the B.Arch. curriculum.
- Integrate regulatory requirements in Design and Design Affiliation courses in years three through five of the B.Arch. curriculum.
- Identify opportunities to strengthen the integration of content between the Professional and Vocation Stream and the History and Theory Stream.
- Introduce Design Thinking as a framework for approaching design as a set of socially engaged, multidisciplinary cognitive practices in ARC 1003 Foundations as a common point of reference for design pedagogy throughout the Design Stream.
- Identify and develop integrations in the first year of the curriculum between Folio Thinking and Design Thinking practices as a unity of the liberal arts and professional education.
- Integrate connections between Folio Thinking and Design Stream courses through reciprocal creative contributions to student Learning Portfolios throughout the curriculum.
- Relocate Comprehensive Design to the fourth year of the program and support this change by scaffolding medium of building content into third year studio courses and expanding ARC 2021 and ARC 2022 to be full six credit unit design studio courses.
- Reimagine the fifth year of the B.Arch. curriculum as a space of student choice and exploration in support of vocational discernment and the preparation of future citizen architects by offering design studio electives and options for independent study.
- Identify and develop integrations in the fifth year of the curriculum between the ARC 4015 Senior Capstone for Architecture and Design Stream electives and independent study options.
- Implement a formal gateway at the end of the second year to ensure student success in the professional years of the program.
- Redefine the requirements for the B.S.A.S. degree with multiple pathways based on student preference with fourth year Comprehensive Design as an option.
- ARC1001 and ARC1020, should be reviewed by the Design Affiliation Stream coordinator and faculty to support continuous development and to ensure these courses are meeting the needs of the curriculum as a whole.
- Design Affiliation and Design Stream coordinators and faculty should review the needs of digital representation instruction in support of NAAB PC2, SC5, and SC6 and revise the syllabus and content delivery of ARC 2051 accordingly. Delivery methods for supplemental asynchronous instruction and the possibility of an Advanced Digital Representation course should be considered.

- Design Affiliation and Design Stream coordinators and faculty should review the scaffolding of content in ARC 3041, 3042, 4043, 4044, and 4518. Distinct course content for ARC3042 and 4044 needs to be developed in their respective syllabi and syllabi for ARC 3041, 4043, and 4518 need to be significantly revised to be aligned with the development of these courses and to ensure that NAAB SV2, SV4, PC3, PC5, SC4, SC5, and SC6 are adequately supported.
- A course to cover the unaddressed content in the area of systems, technologies, and assemblies of building construction (NAAB SC.4) needs to be added to the curriculum. It is proposed that this is a Materials and Methods of Building Construction course coordinated with the established Structures courses.
- The Comprehensive Design sequence (ARC 4518 / ARC 4527 / ARC 4528) should be relocated to the fourth year to fulfill the stated mission of the Architecture Program. To support student success in this change, all other Design Affiliation Stream courses should be completed before the fourth year.
- Once vertical scaffolding is established in the revised and reorganized Design Affiliation courses, horizontal integrations with concurrent design studios need to be reviewed and established.

DISCUSSION OF PROPOSED CURRICULAR ACTIONS

After all curriculum stream assessment presentations were shared, the faculty discussed the proposals as a whole. It was noted that the proposed actions from all streams were generally compatible, even complimentary. A revised B.Arch. curriculum plan to incorporate all proposed actions was reviewed (as attached to this document).

In the proposed plan, first year courses would remain mostly unchanged except that the required order would shift to ensure all students complete the introductory drafting and drawing courses as prerequisites to taking the Foundations design course. The Folio Thinking course is shown as reincorporated with Craft, Profession, Vocation to ensure that all students initiate a Learning Portfolio in the first year. With these changes, the Quantitative Reasoning general education requirement is moved to the first year to open space in the second year.

Electives have been moved to later in the sequence to allow the second year to offer two typical six unit studio courses along with the introduction of a Materials and Methods of Building Construction course in the spring semester. This course takes the place of one of the current Structures course such that the remaining dedicated Structures course occurs in the third year. The two Environmental Systems courses are also relocated to the third year along with Professional Practice 1 and required third year general education courses.

The fourth year contains the Comprehensive Design courses (ARC 4518 and the concurrent studio) which are consolidated in the same semester. The opposite fourth year semester includes the architectural theory course and electives which might eventually be taken abroad. Perhaps in the future, half of the fourth year students will study Comprehensive Design on the Belmont campus while half study abroad in the fall. The groups could then switch in the spring. The fifth year is reserved for option studios, electives, and independent study anchored by the Capstone course and with the Professional Practice 2 course in the final semester.

The total number of credits in this proposed curriculum is only one more (156) than the existing five-year plan. It is assumed that students could be given the option to take an introductory philosophy or sociology course as a requirement with those who wish to take both allowed to do so as an elective. It was noted that this might be possible as the BELL Core is currently in revision by the University. Another key change is the relocation of the electives to the last three semesters to allow advanced architectural elective courses to be offered. This may limit some students' ability to pursue certain minors which would need to be handled on a case by case basis.

Upon review of this proposal, there was an extended discussion of the implications of the plan for the B.S.A.S. degree. Although this discussion did not end in clear resolution, it was observed that the four year B.S.A.S. could be offered with two tracks so that students could have the option to take one semester of Comprehensive Design or not. The advantage of the plan for B.S.A.S. students intending to pursue an M.Arch. degree is that having the option to take Comprehensive Design in their fourth year might reduce the time required for completing a M.Arch. from three years to two years.

It is also noted that this proposed change would bring the Belmont B.Arch. into closer alignment with the six B.Arch. degree programs analyzed in the History and Theory Stream Assessment. The current five year Belmont B.Arch. is an outlier compared to the other programs considered in that no other program had as few design courses. Increasing the total credit units in design from 45 (counting Foundations as a Design Stream course) to 51 (with the expansion of second year studio) would bring Belmont into the range of the other programs while remaining significantly below average (55.8).

With Design Affiliation Stream courses including “Tech” courses, the proposed change alters the total units in the Stream from 31 to 30 with the modification of one of the current Structures courses to cover Materials and Methods of Building Construction. This maintains Belmont’s position relative to other programs near the average credit units for courses of this type (29.7).

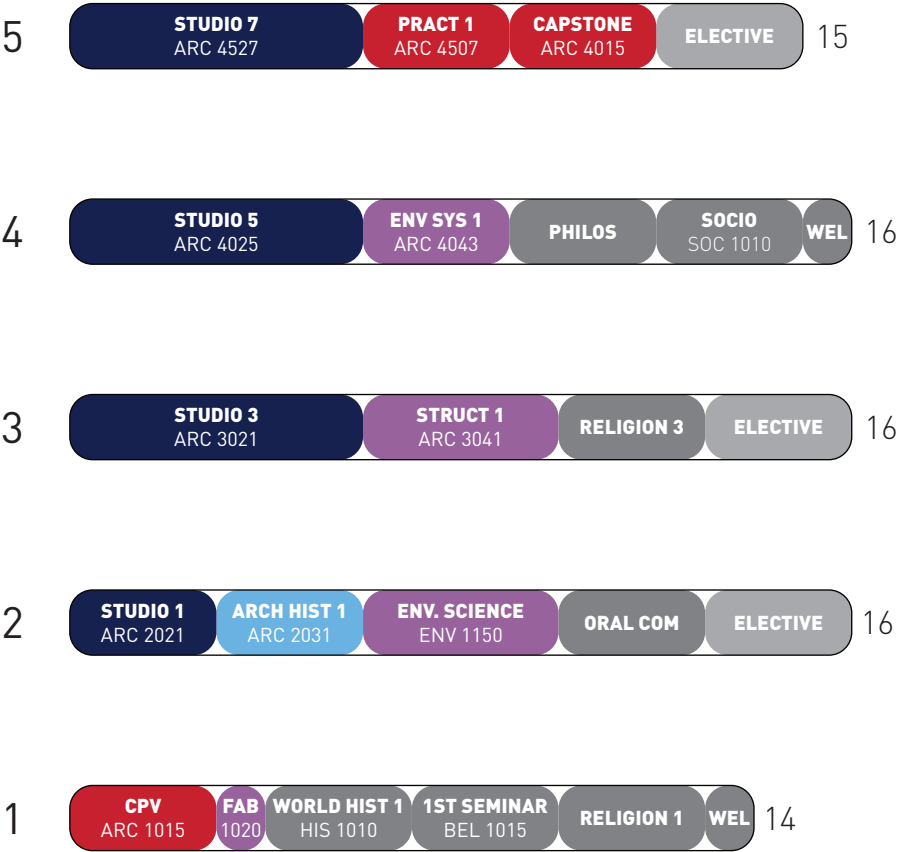
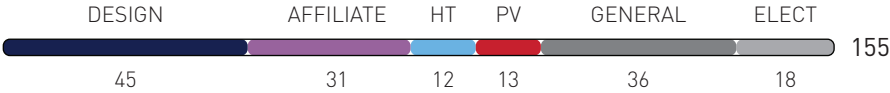
The History and Theory Stream remains unchanged and in alignment with other programs. The Profession and Vocation Stream includes CPV, Folio Thinking, and Capstone courses (as shown in the proposal), but if the Capstone course is considered part of the BELL Core (to be compatible with the analysis of the other programs), the remaining number of credits in the Stream is proposed to be 9 which is in range with, but above the average (6.7) of the other programs.

General education courses are proposed to be reduced from 40 to 36 (based on the previously mentioned allocation of courses within the streams and including the Capstone course) and electives are maintained at 18 units. Compared to other programs, the proposed number of general education units is well within range, but somewhat below average (40.3) while the number of electives is more than any other program and significantly above average (8.5). The priority placed on electives reflects Belmont University’s value of student choice. In all, these changes bring greater parity to the Design Stream while maintaining the scope of the Design Affiliation and History and Theory Streams and allowing special emphasis on Profession and Vocation and electives in keeping with Belmont Architecture’s distinctive vision and mission.

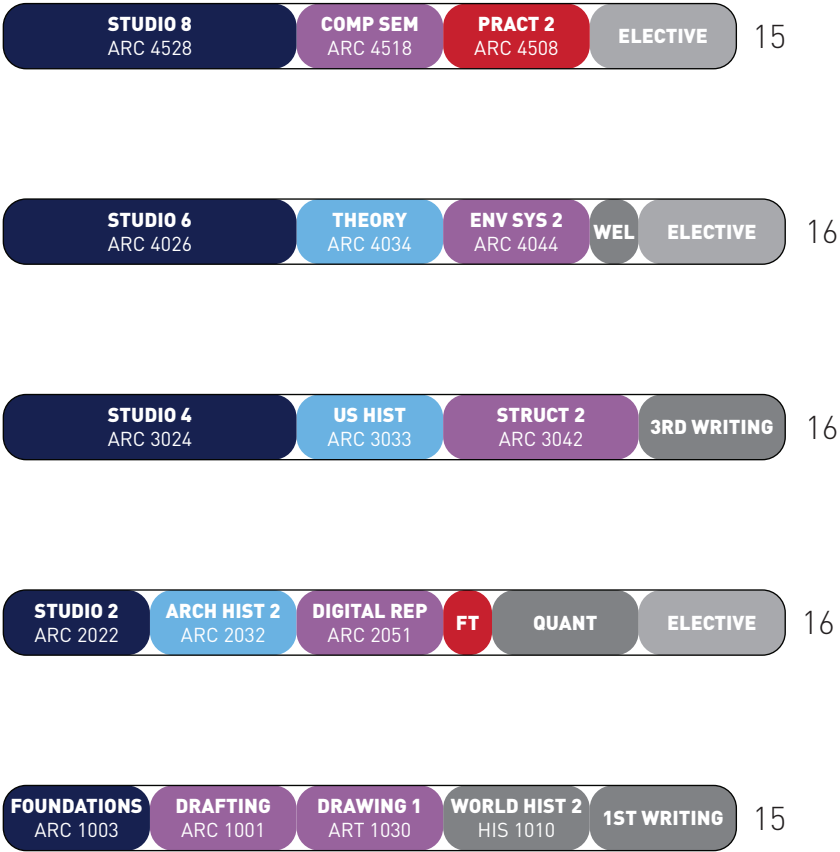
NEXT STEPS

At the conclusion of the Assessment Retreat, it was decided that additional meetings would be postponed until the entire faculty was available to be present to review and discuss the proposals. The content of the various assessment presentations was gathered and consolidated into this report which is intended to be distributed and reviewed by all members of the faculty in preparation for further deliberation and the adoption of course and curriculum changes at the beginning of the Fall 2025 semester.

BELMONT ARCHITECTURE PROGRAM / B.ARCH CURRICULUM
BASELINE 2024-25

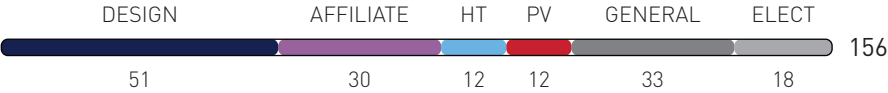


FALL



SPRING

BELMONT ARCHITECTURE PROGRAM / B.ARCH CURRICULUM
PROPOSED CURRICULUM



VOCATION

5

STUDIO 7
ARC 4527

CAPSTONE
ARC 4015

ELECTIVE

ELECTIVE

15

STUDIO 8
ARC 4528

PRACT 2
ARC 4508

ELECTIVE

ELECTIVE

15

B.ARCH. THRESHOLD

4

STUDIO 5 (COMP.)
ARC 4025

COMP SEM
ARC 4518

US HIST
ARC 3033

PHIL OR SOC

WEL

16

STUDIO 6
ARC 4026

THEORY
ARC 4034

ELECTIVE

ELECTIVE

15

FUTURE SEMESTER ABROAD

MEDIUM

3

STUDIO 3
ARC 3021

STRUCT 1
ARC 3041

ENV SYS 1
ARC 4043

PRACT 1
ARC 4507

16

STUDIO 4
ARC 3024

ENV SYS 2
ARC 4044

3RD WRITING

RELIGION 3

WEL

16

THIRD YEAR THRESHOLD

2

STUDIO 1
ARC 3021

ARCH HIST 1
ARC 2031

ENV. SCIENCE
ENV 1150

ORAL COM

16

STUDIO 2
ARC 3022

ARCH HIST 2
ARC 2032

DIGITAL REP
ARC 2051

MATS METH
ARC 20XX

WEL

16

PROCESS

1

CPV / FT
ARC 1015

WORLD HIST 1
HIS 1010

DRAFTING
ARC 1001

DRAWING 1
ART 1030

1ST SEMINAR
BEL 1015

15

FOUNDATIONS
ARC 1003

FAB
1020

WORLD HIST 2
HIS 1010

RELIGION 1

QUANT

1ST WRITING

16

FALL

SPRING



O'MORE COLLEGE OF ARCHITECTURE AND DESIGN
2025 ARCHITECTURE PROGRAM ASSESSMENT RETREAT

Data Collection Detail Audit	
College / Administrative Division : O'More College of Architecture and Design	
Department / Administrative Unit: Fashion Design	
Program : Fashion Merchandising	
Form Status : Uncompleted	
SET 1 Program Learning Outcomes	
FSM-1-S1 - Design Knowledge - Attain knowledge of design and how it correlates to successfully producing a quality product to the end consumer.	
SET 1 Program Learning Outcomes	
Please respond to the following prompts based on your experience since you last reported on this outcome:	
This outcome statement is working well for us	
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)	
Met	
Student Assignment/Experience for Measure Learning	
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?	
Other (enter comments below)	
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.	
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.	
Benchmarks (Reflection/Analysis of results)	
Do you set benchmarks for each of your measures?	
Yes	

Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Outcome restructure
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Assessment data have been analyzed for multiple measures across the curriculum and there are multiple examples of considerations regarding changes to improve the program based on the assessment results. This should be used as an example for other programs.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
Assessment data have been analyzed for multiple measures across the curriculum and there are multiple examples of considerations regarding changes to improve the program based on the assessment results. This should be used as an example for other programs.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Quarterly or monthly faculty gathering
A-synchronous organized review and feedback gathering

College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Fashion Design
Program : Fashion Design
Form Status : Uncompleted
SET 1 Program Learning Outcomes
FSD-1-S1 - Advanced Skill Level - Demonstrate an advanced skill level of design that meets professional standards in the fashion industry.
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs more or better measures
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
Other (enter comments below)
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all

Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Outcome restructure
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
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Assessment data have been analyzed for multiple measures across the curriculum and there are multiple examples of considerations regarding changes to improve the program based on the assessment results. This should be used as an example for other programs.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
A-synchronous organized review and feedback gathering
Quarterly or monthly faculty gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Architecture
Program : Architecture
Form Status : Uncompleted

SET 1 Program Learning Outcomes
ARCH-1-S1 - Design Process - Graduates will execute an iterative design process and convey their ideas in drawings and models
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
PERFORMANCE APPRAISALS
EVALUATIONS
Other (enter comments below)
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all

Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Data collection changes
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Course Sequence Revision
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-2-S1 - Convincing Solutions - Students will develop convincing solutions to design problems.
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
PERFORMANCE APPRAISALS
EVALUATIONS
Other (enter comments below)
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Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Outcome restructure
Data collection changes

Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
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There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-3-S1 - Climate Change Solutions - Students will propose architectural solutions to mitigate the effects of climate change.
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
PAPERS
EXAMS

Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
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There are several examples of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes

ARCH-4-S4 - Historical Traditions - Students will explain differences in architectural traditions among historic eras and cultures
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EXAMS
INTERVIEWS/SURVEYS
PAPERS
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Comments or questions:
Changes for Improvements

Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Course Sequence Revision
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-5-S2 - Feasible Proposals - Students will generate proposals that are feasible and ensure occupants’ safety and comfort
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning

What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
PERFORMANCE APPRAISALS
Other (enter comments below)
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Measure Revision
Data collection changes
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)

Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-6-S3 - Professional Status - Students will describe the requirements for professional status and alternates to it
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
INTERVIEWS/SURVEYS
PAPERS
EVALUATIONS
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.

Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Data collection changes
Measure Revision
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-7-S3 - Professional Responsibilities - Students will explain the professional responsibilities of architects

SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
INTERVIEWS/SURVEYS
PAPERS
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements

Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-8-S3 - Integration and synthesis - Students will execute an integrated architectural design that synthesizes diverse concerns
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning

What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
PERFORMANCE APPRAISALS
EVALUATIONS
INTERVIEWS/SURVEYS
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is at least one example of considerations regarding changes to improve the program based on the assessment results.

Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
A-synchronous organized review and feedback gathering
Yearly retreat or faculty gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Interior Design
Program : Interior Design
Form Status : Uncompleted
SET 1 Program Learning Outcomes
ITD-1-S1 - Successful Design Solution - Identify, analyze, and apply information from various sources to develop a successful design solution
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs to be replaced or revised
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
RESEARCH PROPOSALS
Other (enter comments below)

Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is at least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several examples of considerations regarding changes to improve the program based on the assessment results.

SET 1 Program Learning Outcomes
ITD-5-S1 - Social Responsibility - Demonstrate a social responsibility to ensure an enhanced quality of life for all occupants
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs to be replaced or revised
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
Other (enter comments below)
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements

Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Other (enter comments below)

Data Collection Detail Audit	
College / Administrative Division : O'More College of Architecture and Design	
Department / Administrative Unit: Architecture	
Program : Architecture	
Form Status : Uncompleted	
SET 2 Program Learning Outcomes	
ARCH-1-S1 - Design Process - Graduates will execute an iterative design process and convey their ideas in drawings and models	
SET 2 Program Learning Outcomes	
Please respond to the following prompts based on your experience since you last reported on this outcome:	
This outcome statement is working well for us	
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)	
Met	
Student Assignment/Experience for Measure Learning	
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?	
EVALUATIONS	
Benchmarks (Reflection/Analysis of results)	
Do you set benchmarks for each of your measures?	
Yes	
Since you last reported have the majority of your benchmarks related to this outcome been met?	
Part, but not all	
Changes for Improvements	

Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-2-S1 - Convincing Solutions - Students will develop convincing solutions to design problems.
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs more or better measures
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements

Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-3-S1 - Climate Change Solutions - Students will propose architectural solutions to mitigate the effects of climate change.
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
PAPERS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements

Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-4-S4 - Historical Traditions - Students will explain differences in architectural traditions among historic eras and cultures
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EXAMS
PAPERS
EVALUATIONS
Benchmarks (Reflection/Analysis of results)

Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-5-S2 - Feasible Proposals - Students will generate proposals that are feasible and ensure occupants’ safety and comfort
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning

What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-6-S3 - Professional Status - Students will describe the requirements for professional status and alternates to it
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
EXAMS
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-7-S3 - Professional Responsibilities - Students will explain the professional responsibilities of architects

SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
INTERVIEWS/SURVEYS
EXAMS
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.

Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-8-S3 - Integration and synthesis - Students will execute an integrated architectural design that synthesizes diverse concerns
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)

Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Yearly retreat or faculty gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Fashion Design
Program : Fashion Merchandising
Form Status : Uncompleted
SET 2 Program Learning Outcomes
FSM-4-S2 - Business Acumen - Acquire the business acumen necessary to compete in the global world of fashion.
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
Other (enter comments below)

Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Assessment data have been analyzed for multiple measures across the curriculum and there are multiple examples of considerations regarding changes to improve the program based on the assessment results. This should be used as an example for other programs.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Quarterly or monthly faculty gathering
A-synchronous organized review and feedback gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Fashion Design
Program : Fashion Design
Form Status : Uncompleted
SET 2 Program Learning Outcomes
FSD-4-S2 - Business Acumen - Acquire the business acumen necessary to compete in the global world of fashion.

SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
New course

Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
FSD-1-S1 - Advanced Skill Level - Demonstrate an advanced skill level of design that meets professional standards in the fashion industry.
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Changes for Improvements

Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
New course
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
There is no evidence that assessment data have been bench-marked, summarized or reflected upon/analyzed.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Quarterly or monthly faculty gathering
A-synchronous organized review and feedback gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Interior Design
Program : Interior Design
Form Status : Uncompleted
SET 2 Program Learning Outcomes
ITD-2-S2 - Integrated teams. - Develop design solutions while recognizing the value of working in integrated teams maximizing leadership opportunities
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs to be replaced or revised

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
New course
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.

Data Collection Detail Audit	
College / Administrative Division : O'More College of Architecture and Design	
Department / Administrative Unit: Fashion Design	
Program : Fashion Merchandising	
Form Status : Uncompleted	
Assessment Results from Linked Assignments	
If you have linked assignments in Canvas the results appear below. Click “SHOW DETAILS” to see the results by course. Please refer to these results as you complete your SET 3 PLO update. Please note that you will first see your assessment results organized by the University Learning Goals (subthemes) that your PLOs are aligned to. Following, you will find the results organized by your PLOs. If you have not linked assignments, click here to view the type of results you can receive.	
Assigments Results	
ASSOCIATE DEANS	
Please review the responses provided by the Program Coordinator and the Assessment Leadership Team Liaison. You can return this report to either for questions or clarifications or simply submit to finalize the update.	
ASSESSMENT LEADERSHIP TEAM PROGRAM LIAISON	
• Please review the responses provided by the Program Coordinator (PC) below for the SET 3 outcomes and score the rubric criteria provided. • If you score below Adequately Developed on a criteria, please leave a brief explanation in the text box. Also feel free to leave encouraging comments. PLEASE NOTE: If you return this update to the Program Coordinator, make it clear in your overall comments (last box) what more	
SET 3 PLO Update	
Check the box beside your SET 3 outcome(s) to open the prompts for your response. Note that the PLO code ends in S3. Only the SET 3 outcomes will be reviewed by the Assessment Leadership Team. Either refer to the data provided above from linked assignments or upload student progress data for each SET 3 outcome. You last reported on SET 3 four years ago, so your reflection can include curricular insights and changes over that time span.	
Assessment Committee Instructions The responses below relate to a program learning outcome and the benchmarks and types of assessments used to measure that outcome. Please review the brief responses and complete the rubric elements that apply to each. Our programs do not all have their assignments linked yet, so they will not all have data attached.	
FSM-3-S3 - Proficiency of Communication in the Industry - Proficiently communicate using a full range of channels.	
1. PLO Update	

Please respond to the following prompts based on your experience since you last reported on this outcome:	
This outcome statement is working well for us	
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)	
Met	
2. Measures: Student Assignments/Experiences and Results	
Relational Data	
Relational Data	
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the	
2. Measures: Student Assignments/Experiences and Results	
2. Measures: Student Assignments/Experiences and Results - 1	
Briefly describe how these assignments inform your department about your students' progress related to this learning	
Fashion Merchandising students are required to complete FSM 2411 Fashion Portfolio Development the first semester of their junior year. The course emphasizes the development of the student's personal style and creating an online portfolio. A study of business etiquette, communication techniques, and professional skills is also covered to prepare students for interviewing and networking in the industry. The students are guided through multiple steps throughout the semester from how to create a personal brand identity, communicating and sharing work via social media platforms, networking 101 with scheduling informational interviews, and gathering content for a website that is based around storytelling using words and visuals. As the students are introduced to a number of components for the creation of their website they are also guided through the process of writing an impactful resume, cover letter, a LinkedIn profile that ties-in with their personal brand and full package as they prepare for their mock interview with an established company in Nashville. Included in the documentation are links to full websites that are created by students for their final project in the course. Each website includes the components that are introduced to them from their resume and students projects that highlight their writing, visual and technology skills, which communicate their strengths. Their verbal communication skills are tested during a mock interview and a final presentation to industry professionals with a walk-through of their website. The culmination of testing a students' communication skills is solidifying an internship for credit following the completion of FSD 4211- Fashion Portfolio Development. Students are required to complete one 3-credit hour internship their second semester junior year, summer before their senior year or their final year in the program. Attached is the internship handbook and host evaluation that is shared with the intern host. A section of the internship host evaluation is reviewing a student's communication skills during their time with the company.	

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2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
INTERVIEWS/SURVEYS
Other (enter comments below)
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
Intern hosts are complementing our students' communication skills and professional preparedness in comparison to interns from other universities. Students are showcasing their comprehensive websites and landing internships that include, but not limited to Steve Madden (NYC Corp Office), Love Shack Fancy (NYC Corp Office), Ann Taylor (NYC Corp Office), Place Showroom (NYC), Proper Cloth (NYC Corp Office), stylists, Nashville Rep Theatre, Dolly U Fellowship in Costume Design, Imogene and Willie, Tractor Supply Company, and Herbie Mensah in London. Our footprint is expanding outside Tennessee to other apparel centers nationally and globally. One of the best examples of the success of the preparation our students receive is that one of our Merchandising students interviewed for an internship with Love Shack Fancy at their corporate office in NYC and among 500 candidates she was the one offered the opportunity during the summer of 2024.
ALT Liaison questions or comments:
4. Changes for Improvement

Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
Currently, our students are choosing multiple platforms for their website from WIX to Square Space and Canva, and is difficult to provide instruction on designing and uploading content when there is not one recommended web template. Students have voiced concern and a request to get more instruction on designing a portfolio site, and Canva will be used beginning in Fall 2025. Our goal is to also expand opportunities for students with inviting more professionals from outside Nashville to review their final projects and offer feedback. In addition, we will be proposing a course name change from Fashion Portfolio Development to Professional Preparedness since the class includes more than website creation, but overall career development. We have added an introduction to the Internship Course that is scheduled at the end of the semester in Fashion Portfolio Development to better prepare them as they begin researching companies and opportunities. In addition to covering the student career fair and workshops offered at the National Retail Federation Student Foundation event in NYC during the month of January, and preparation for Portfolio Mixer scheduled in the Spring where Juniors and Seniors get the opportunity to share their work and career aspirations with 35+ industry professionals. The most recent course syllabus from Fall 2024 is included in the documentation where it is noted that the internship
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Catalog and Curriculum Changes
Comments:
4. Changes for Improvement

Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
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ALT Liaison questions or comments:
SET 3 PLO Update
FSM-2-S3 - Problem Solving - Identify problems and develop persuasive solutions in the areas of design and the business of fashion.
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1

Briefly describe how these assignments inform your department about your students' progress related to this learning
In the documents that were uploaded it highlights the two-semester long project for the senior merchandising students. I have included three projects that measured our students problem solving skills for AY2425. FSM 4472-Merchandise Seminar 1 and FSM 4473 Merchandise Seminar 2 is a course that it is a culmination of the advanced skills that students acquire during the four-year BFA program. In addition, I have uploaded the critique sheet that the professor and industry professionals use to assess the students' problem solving skills. The students spend a full semester researching the trends of the fashion industry or other industries, and search for a void and/or need that is not being met. Our goal is to also show students that their skills are transferrable and can be used in multiple capacities. The final process book/supporting research and presentation to the industry/faculty/staff/students is 26% of their final grade for FSM 4473-Merchandise Seminar 2. The critique sheet measures their research, analyzation, identification of an opportunity,
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
RESEARCH PROPOSALS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
Beginning AY2223 I made the decision to expand the types of projects that the senior merchandising students could focus on to show them that their skills are transferrable and to give them more variety. Their excitement increased when they did not have to solely focus on proposing apparel or accessory product. It is still a challenge to grade each portion and the full project because they are so different, but it is also refreshing to see and hear about so many different ideas that will solve a problem. The industry panels are impressed with the students' work and especially the level of research and thought put into their presentations.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
The main challenge of the course is how to evaluate the students' projects in an equitable manner. New rubrics need to be created since each project is very different, but we will also link the assignments to get data to better assess the outcomes. I am very impressed with the level of the projects and also expanding them where students do not have to solely focus on the fashion industry because our alums work in a number of areas from marketing, graphic design, photography, product development, ecommerce, operations, merchandise planning, sourcing, styling,
Relational Data
Relational Data

Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Other (enter comments below)
Catalog and Curriculum Changes
Comments:
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ALT Liaison questions or comments:
Mission Alignment
PROGRAM MISSION STATEMENT
Program Student Learning Outcomes (PSLOs) Students will 1. Demonstrate an advanced skill level of design that meets professional standards in the fashion industry. 2. Use the knowledge of design to demonstrate how to successfully produce a quality product to the end consumer. 3. Identify problems and develop persuasive solutions in the areas of design and the business of fashion. 4. Proficiently communicate using a full range of channels. 5. Acquire the business acumen necessary to compete in the global world of fashion.

UNIVERSITY ALIGNMENT Please review the Aspirational Aim framework being used for university goal setting. Choose 1-3 elements your program MOST aligns with, then briefly describe this alignment. You are welcome to choose from either the broad Pillars or their more specific
Pillar ONE: Form Diverse Leaders of Character
Pillar TWO: Equip people to solve the world’s complex problems
3.2 Strategic Networks
Briefly describe the alignment between your academic program and the university aspirational aims you’ve selected.
Fashion business is meant to positively impact the lives of others and transform the world. We introduce the multitude of career options in Intro to Fashion that specifically highlights vocational discernment and how you make a difference in people's lives. A range of guest speakers are scheduled and share their journeys. In addition, as the students continue in their paths our courses focus on designing and creating businesses for good while also remaining ahead in technology advancements from to our Portfolio Mixer for Juniors and Seniors with 35+ industry professionals in attendance.
Broader Program Overview
Considering the last four years, please list any significant accomplishments of your program, alumni, faculty or students.
1.The only fashion program in Tennessee included in the nationally ranked schools (fashion-schools.org) -35th in the US -6th in the South 2.Continued nonprofit studio projects 3.Alumni employed with a multitude of companies -CEO of blc TEXTILES -Design with Jade Footwear and La La Land Creative Co. in Los Angeles, CA -Additional companies include Fanatics, Inc., Natural Life, Li & Fung, Spanx, Osh Kosh B'Gosh, Uncommon Goods, Dior Corporate Office NYC, Marc Jacobs Corporate Office in NYC, Victoria Dunn, Veronica Beard in NYC, stylist and costume wardrober for Tyler the Creator, Tractor Supply Co., Kirkland's Corporate Office, Genesco, Inc., Workwear Outfitters, Dollar General Corporate Office, Implement Now, Nordstrom, CAKE (NYC). 3.New faculty in the Fashion Department include the previous Director of Technology for Workwear Outfitters, Textile and Graphic Designer with Masood Textile Mill/JC Penney/Kandy Kiss in Los Angeles/Target Headquarters 4.First Faculty Fellow in O'More College (Fashion Faculty Fellow) 5.Two faculty finished their terminal degrees (MFA in Luxury Brand Management, SCAD and PhD in Retail Management, Texas Tech University) 6.Established three study abroad fashion partnerships with universities (more than any department in O'More College) -Regents University in London -Florence University of the Arts -Metropolia in Helsinki, Finland (Had first student to study abroad with Metropolia in Spring 2024) 7.Annual Fashion Show in April that has 700+ in attendance 8.35+ industry professionals attended the Portfolio Mixer (career fair) March 2025 9.Two faculty received a large grant from the Creative Arts Coalition (CAC) -Funds will support a knitting studio -3D Knitting Technology -Faith and community-based workshops in the area of knitting -Nationally promote our fashion program

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Thinking back over the last four years, what are the typical next steps in career or education taken by your graduates? First Destination Information Available Here
Our students are graduating and entering the design industry. Alumni employed with a multitude of companies -CEO of blc TEXTILES -Design with Jade Footwear and La La Land Creative Co. in Los Angeles, CA -Additional companies include Fanatics, Inc., Natural Life, Li & Fung, Spanx, Osh Kosh B'Gosh, Uncommon Goods, Dior Corporate Office NYC, Marc Jacobs Corporate Office in NYC, Victoria Dunn, Veronica Beard in NYC, stylist and costume wardrober for Tyler the Creator, Tractor Supply Co., Kirkland's Corporate Office, Genesco, Inc., Workwear Outfitters, Dollar General Corporate Office, Implement Now, Nordstrom, CAKE (NYC). We have a 86%+ placement rate in the industry and is also a testament of our professional preparedness focus in the courses and our 100% internship placement. We have had a steady number of students participate in Belmont East and hope to gain interest in Belmont West.
What changes do you see on the horizon related specifically to the major fields represented within your discipline?
The increased use of artificial intelligence (AI), Data Science and purpose-driven initiatives.

What corresponding challenges do you as a department feel the need to rise to in preparing for the future in your discipline?
Decreased number of students looking at 4-year programs because there are other options from an Associates, technical certifications and families looking for the best return on investment. We will need to look at creative and innovative educational initiatives since the fashion industry does not need licensure. Purpose-driven initiatives where an alum can have a meaningful career is what will attract prospective students. We also need to focus on opportunities with Belmont East and West since those are two main apparel centers in the US.
Please choose below up to four areas that are of greatest concern to you as you consider the next five to seven years in your
Recruitment concerns
Enrollment concerns
Student wellness
Resources to accomplish your program’s goals
Please share your view of how your program contributes to the greater campus community of teachers and learners outside of your majors and their specific curriculum. Examples: contributing to the BELL Core, providing courses inherently embedded in the university Mission, Vision and Values, drawing positive attention to the university as a whole. What is the story of your program as a valuable member of the academic
Our Maymasters in Fashion that attract students pursuing other degrees in the areas of music business, general business and majors with Watkins. In addition, an ILC with Textiles and Chemistry. The Fashion Department has also collaborated with Design Communications for the past two years in the design of our Fashion Show marketing materials.
Gallup research finds alumni have increased odds of lifelong wellbeing and workplace engagement if they have these three things: a. Professors who care about them as a person b. At least one instructor who made them excited about learning c. A mentor who encouraged them to pursue their goals and dreams Please describe how your program supports (or has goals to support) your majors in ways related to these factors.
Each of our full-time faculty members are advisors and guide students through their four years. They are assigned during their first year and the goal is that they guide them through their full four years. In addition, our program is small and we establish longstanding relationships as we try to keep our class size to 10 in studios/lab and 18 for a discussion-based course. Our faculty are also a resource when he or she is beginning their internship and career search. Our students will typically speak with a faculty member first who has worked or currently a practicing industry professional in the industry.
Gallup research also shows that alumni have increased odds of lifelong wellbeing and workplace engagement if they engaged in “experiential learning” in these ways: a. An internship or job that allowed them to apply that they learned in the classroom b. A project that took a semester or more to complete c. Engagement in extra- or cocurricular activities and organizations Please describe how you observe experiential learning taking place within your program/your students (or how you would like it to) in terms of students not just learning content but being immersed in experience related to that content.
We integrate real-life experiences in the classroom or studio with our nonprofit studio projects, to mock interviews with professionals at companies in the industry, a portfolio mixer, guest speakers, national retail federation student association, national career fairs in NYC, two-semester long senior projects, a fashion show that attracts the local community, industry professionals, potential donors, and a required 3-credit hour internship with a 100% placement.

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Is your program accredited by an external agency?
Yes
Please list the accrediting body
National Association of Schools of Art and Design (NASAD)
When is your next accreditation?
AY2526 (Associate Dean Benjy Davis is leading the process for the reaccreditation for the BFA programs)
Relational Data
Relational Data
Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown
Curriculum Map
Please go to your program page. After Opening the program, use the left menu item Mapping by Outcome to view the curriculum map at the bottom of the page.
Final Comments or Questions From the Assessment Leadership Team Liaison
Overall comments:
Associate Dean Feedback
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Fashion Design
Program : Fashion Design
Form Status : Uncompleted
Assessment Results from Linked Assignments
If you have linked assignments in Canvas the results appear below. Click “SHOW DETAILS” to see the results by course. Please refer to these results as you complete your SET 3 PLO update. Please note that you will first see your assessment results organized by the University Learning Goals (subthemes) that your PLOs are aligned to. Following, you will find the results organized by your PLOs. If you have not linked assignments, click here to view the type of results you can receive.

Assignments Results
ASSOCIATE DEANS
Please review the responses provided by the Program Coordinator and the Assessment Leadership Team Liaison. You can return this report to either for questions or clarifications or simply submit to finalize the update.
ASSESSMENT LEADERSHIP TEAM PROGRAM LIAISON
• Please review the responses provided by the Program Coordinator (PC) below for the SET 3 outcomes and score the rubric criteria provided. • If you score below Adequately Developed on a criteria, please leave a brief explanation in the text box. Also feel free to leave encouraging comments. PLEASE NOTE: If you return this update to the Program Coordinator, make it clear in your overall comments (last box) what more
SET 3 PLO Update
Check the box beside your SET 3 outcome(s) to open the prompts for your response. Note that the PLO code ends in S3. Only the SET 3 outcomes will be reviewed by the Assessment Leadership Team. Either refer to the data provided above from linked assignments or upload student progress data for each SET 3 outcome. You last reported on SET 3 four years ago, so your reflection can include curricular insights and changes over that time span.
Assessment Committee Instructions The responses below relate to a program learning outcome and the benchmarks and types of assessments used to measure that outcome. Please review the brief responses and complete the rubric elements that apply to each. Our programs do not all have their assignments linked yet, so they will not all have data attached.
FSD-2-S3 - Problem Solving - Identify problems and develop persuasive solutions in the areas of design and the business of fashion.
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results

Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
Belmont_FashionShow_0508.jpg
Belmont_FashionShow_0439.jpg
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
Our goal is to prepare Fashion Design students to lead in the industry and solve complex problems. FSD 3330 Design Studio 2 introduces students to adaptive and inclusive design. We launched our collaborations and partnerships with nonprofit organizations in 2017 with GiGi' Playhouse in Nashville that is a resource for families and individuals with Down syndrome. We have partnered with multiple nonprofit organizations from GiGi's Playhouse to CreatiVets, Daybreak Arts, Tennessee Donor Services, and Goodwill Industries of Middle Tennessee. We celebrated the past 25 years of our in-person Fashion Show in April, and O'More went back to our roots and partnered with Saddle Up! located in Franklin, Tennessee. The mission of Saddle Up! is to provide children and youth with disabilities the opportunity to grow and develop through therapeutic, educational and recreational activities with horses (saddleupnashville.org). The junior design students were paired with a student at the nonprofit, and by developing a relationship with them first, the students began to better understand their pairing's needs in equestrian wear that accommodates their individual challenges as a rider. Our new friends graced the runway with their custom garments designed by our talented students (see the seven images labeled Belmont Fashion Show). Students spent a minimum of 8 weeks meeting with the individual and family, drafting patterns, drapes, fit samples and the final garment that was customized for their needs and fit. The project takes students out of their comfort zone and gives them opportunity to design for
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
Other (enter comments below)
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
As we have progressed through our partnerships with nonprofit organizations our process and involvement has improved and increased. Students are immersing themselves in the project and learning about the multitude of needs that are not being filled. They are listening, learning and expanding their skill

set. Nothing is more fulfilling than designing a garment that meets an individual's needs and the nonprofit partnership project checks all of the boxes. The Saddle Up! project proved to be a meaningful project that will set the students up for success during their senior year. The seven students who were paired with an Saddle Up! participant designed a garment based on research and skill that will be worn during equine therapy sessions at the nonprofit organization. I am also very impressed that the students who participated in the Saddle Up! project also shared their work at SPARK and have also submitted abstracts and images of their work to the International Textile Apparel Association (ITAA) under the
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
Our list of nonprofit studio projects continues to expand that gives our students an opportunity to use their skills for good from designing for individuals with Down syndrome to ones with sensory challenges, cerebral palsy, fit issues, or raising awareness of housing insecurity, need of organ donors or educational resources for Goodwill. Our main goal was to have a different nonprofit organization that we worked with each year,
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Catalog and Curriculum Changes
Comments:
4. Changes for Improvement

Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
Based on the success of our nonprofit studio team projects we believe it would be best to introduce this in FSD 3310 Design Studio 1 versus Design Studio 2 to better prepare the students for their individual need-based mini capsule collections. We will be editing the course outcomes and measurements for FSD 3310 Design Studio 1 and FSD 3330 Design Studio 2 as we will be introducing the nonprofit studio project in the Fall
ALT Liaison questions or comments:
SET 3 PLO Update
FSD-3-S3 - Proficiency of Communication in the Industry - Proficiently communicate using a full range of channels.
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1

Briefly describe how these assignments inform your department about your students' progress related to this learning	
Fashion Design students are required to complete FSD 2411 Fashion Portfolio Development the first semester of their junior year. The course emphasizes the development of the student's personal style and creating an online portfolio. A study of business etiquette, communication techniques, and professional skills is also covered to prepare students for interviewing and networking in the industry. The students are guided through multiple steps throughout the semester from how to create a personal brand identity, communicating and sharing work via social media platforms, networking 101 with scheduling informational interviews, and gathering content for a website that is based around storytelling using words and visuals. As the students are introduced to a number of components for the creation of their website they are also guided through the process of writing an impactful resume, cover letter, a LinkedIn profile that ties-in with their personal brand and full package as they prepare for their mock interview with an established company in Nashville. Included in the documentation are links to full websites that are created by students for their final project in the course. Each website includes the components that are introduced to them from their resume and students projects that highlight their writing, visual and technology skills, which communicate their strengths. Their verbal communication skills are tested during a mock interview and a final presentation to industry professionals with a walk-through of their website. The culmination of testing a students' communication skills is solidifying an internship for credit following the completion of FSD 4211- Fashion Portfolio Development. Students are required to complete one 3-credit hour internship their second semester junior year, summer before their senior year or their final year in the program. Attached is the internship handbook and host evaluation that is shared with the intern host. A section of the internship host evaluation is reviewing a student's communication skills during their time with the company.	
2. Measures: Student Assignments/Experiences and Results	
After entering your response, select the types of assignments/experiences used for this PLO from the list below.	
Other (enter comments below)	
EVALUATIONS	
INTERVIEWS/SURVEYS	
ALT Liaison questions or comments:	
3. Results: Department Reflection and Analysis	
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.	
Intern hosts are complementing our students' communication skills and professional preparedness in comparison to interns from other universities. Students are showcasing their comprehensive websites and landing internships that include, but not limited to Steve Madden (NYC Corp Office), Love Shack Fancy (NYC Corp Office), Ann Taylor (NYC Corp Office), Place Showroom (NYC), Proper Cloth (NYC Corp Office), stylists, Nashville Rep Theatre, Dolly U Fellowship in Costume Design, Imogene and Willie, Tractor Supply Company, and Herbie Mensah in London. Our footprint is expanding outside Tennessee to other apparel centers nationally and globally.	
ALT Liaison questions or comments:	
4. Changes for Improvement	

Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
Currently, our students are choosing multiple platforms for their website from WIX to Square Space and Canva, and is difficult to provide instruction on designing and uploading content when there is not one recommended web template. Students have voiced concern and a request to get more instruction on designing a portfolio site, and Canva will be used beginning in Fall 2025. Our goal is to also expand opportunities for students with inviting more professionals from outside Nashville to review their final projects and offer feedback. In addition, we will be proposing a course name change from Fashion Portfolio Development to Professional Preparedness since the class includes more than website creation, but overall career development. We have added an introduction to the Internship Course that is scheduled at the end of the semester in Fashion Portfolio Development to better prepare them as they begin researching companies and opportunities. In addition to covering the student career fair and workshops offered at the National Retail Federation Student Foundation event in NYC during the month of January, and preparation for Portfolio Mixer scheduled in the Spring where Juniors and Seniors get the opportunity to share their work and career aspirations with 35+ industry professionals. The most recent course syllabus from Fall 2024 is included in the documentation where it is noted that the internship
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Catalog and Curriculum Changes
Comments:
4. Changes for Improvement

Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
Currently, our students are choosing multiple platforms for their website from WIX to Square Space and Canva, and is difficult to provide instruction on designing and uploading content when there is not one recommended web template. Students have voiced concern and a request to get more instruction on designing a portfolio site, and Canva will be used beginning in Fall 2025. Our goal is to also expand opportunities for students with inviting more professionals from outside Nashville to review their final projects and offer feedback. In addition, we will be proposing a course name change from Fashion Portfolio Development to Professional Preparedness since the class includes more than website creation, but overall career development. We will also be integrating course content from the Career Readiness Academy.
ALT Liaison questions or comments:
Mission Alignment
PROGRAM MISSION STATEMENT
Program Student Learning Outcomes (PSLOs) Students will 1. Demonstrate an advanced skill level of design that meets professional standards in the fashion industry. 2. Use the knowledge of design to demonstrate how to successfully produce a quality product to the end consumer. 3. Identify problems and develop persuasive solutions in the areas of design and the business of fashion. 4. Proficiently communicate using a full range of channels. 5. Acquire the business acumen necessary to compete in the global world of fashion.
UNIVERSITY ALIGNMENT
Please review the Aspirational Aim framework being used for university goal setting. Choose 1-3 elements your program MOST aligns with, then briefly describe this alignment. You are welcome to choose from either the broad Pillars or their more specific
Pillar TWO: Equip people to solve the world’s complex problems
3.2 Strategic Networks
Pillar ONE: Form Diverse Leaders of Character
Briefly describe the alignment between your academic program and the university aspirational aims you’ve selected.
Design is meant to positively impact the lives of others and transform the world. We introduce the multitude of career options in Intro to Fashion that specifically highlights vocational discernment and how you make a difference in people's lives. A range of guest speakers are scheduled and share their journeys. In addition, as the students continue in their paths our courses focus on designing and creating businesses for good while also remaining ahead in technology advancements from our Advanced Fashion Technologies course to our Portfolio Mixer for Juniors and Seniors with 35+ industry
Broader Program Overview
Considering the last four years, please list any significant accomplishments of your program, alumni, faculty or students.
1.The only fashion program in Tennessee included in the nationally ranked schools (fashion-schools.org) -35th in the US -6th in the South

2.Continued nonprofit studio projects in Design Studio 3 3.Alumni employed with a multitude of companies -CEO of blc TEXTILES -Design with Jade Footwear and La La Land Creative Co. in Los Angeles, CA -Additional companies include Fanatics, Inc., Natural Life, Li & Fung, Spanx, Osh Kosh B'Gosh, Uncommon Goods, Dior Corporate Office NYC, Marc Jacobs Corporate Office in NYC, Victoria Dunn, Veronica Beard in NYC, stylist and costume wardrober for Tyler the Creator, Tractor Supply Co., Kirkland's Corporate Office, Genesco, Inc., Workwear Outfitters, Dollar General Corporate Office, Implement Now, Nordstrom, CAKE (NYC). 3.New faculty in the Fashion Department include the previous Director of Technology for Workwear Outfitters, Textile and Graphic Designer with Masood Textile Mill/JC Penney/Kandy Kiss in Los Angeles/Target Headquarters 4.First Faculty Fellow in O'More College (Fashion Faculty Fellow) 5.Two faculty finished their terminal degrees (MFA in Luxury Brand Management, SCAD and PhD in Retail Management, Texas Tech University) 6.Established three study abroad fashion partnerships with universities (more than any department in O'More College) -Regents University in London -Florence University of the Arts -Metropolia in Helsinki, Finland (Had first student to study abroad with Metropolia in Spring 2024) 7.Annual Fashion Show in April that has 700+ in attendance 8.35+ industry professionals attended the Portfolio Mixer (career fair) March 2025 9.Two faculty received a large grant from the Creative Arts Coalition (CAC) -Funds will support a knitting studio -3D Knitting Technology -Faith and community-based workshops in the area of knitting -Nationally promote our fashion program
Thinking back over the last four years, what are the typical next steps in career or education taken by your graduates? First Destination Information Available Here
Our students are graduating and entering the design industry. Alumni employed with a multitude of companies -CEO of blc TEXTILES -Design with Jade Footwear and La La Land Creative Co. in Los Angeles, CA -Additional companies include Fanatics, Inc., Natural Life, Li & Fung, Spanx, Osh Kosh B'Gosh, Uncommon Goods, Dior Corporate Office NYC, Marc Jacobs Corporate Office in NYC, Victoria Dunn, Veronica Beard in NYC, stylist and costume wardrober for Tyler the Creator, Tractor Supply Co., Kirkland's Corporate Office, Genesco, Inc., Workwear Outfitters, Dollar General Corporate Office, Implement Now, Nordstrom, CAKE (NYC). We have a 86%+ placement rate in the industry and is also a testament of our professional preparedness focus in the courses and our 100% internship placement. We have had a steady number of students participate in Belmont East and hope to gain interest in Belmont West.
What changes do you see on the horizon related specifically to the major fields represented within your discipline?
The increased use of artificial intelligence (AI), Data Science and purpose-driven initiatives.
What corresponding challenges do you as a department feel the need to rise to in preparing for the future in your discipline?
Decreased number of students looking at 4-year programs because there are other options from an Associates, technical certifications and families looking for the best return on investment. We will need to look at creative and innovative educational initiatives since the fashion industry does not need

initiatives where an alum can have a meaningful career is what will attract prospective students. We also need to focus on opportunities with Belmont East and West since those are two main apparel centers in the US.
Please choose below up to four areas that are of greatest concern to you as you consider the next five to seven years in your
Recruitment concerns
Enrollment concerns
Resources to accomplish your program’s goals
Student wellness
Please share your view of how your program contributes to the greater campus community of teachers and learners outside of your majors and their specific curriculum. Examples: contributing to the BELL Core, providing courses inherently embedded in the university Mission, Vision and Values, drawing positive attention to the university as a whole. What is the story of your program as a valuable member of the academic
Our Maymasters in Fashion that attract students pursuing other degrees in the areas of music business, general business and majors with Watkins. In addition, an ILC with Textiles and Chemistry. The Fashion Department has also collaborated with Design Communications for the past two years in the design of our Fashion Show marketing materials.
Gallup research finds alumni have increased odds of lifelong wellbeing and workplace engagement if they have these three things: a. Professors who care about them as a person b. At least one instructor who made them excited about learning c. A mentor who encouraged them to pursue their goals and dreams Please describe how your program supports (or has goals to support) your majors in ways related to these factors.
Each of our full-time faculty members are advisors and guide students through their four years. They are assigned during their first year and the goal is that they guide them through their full four years. In addition, our program is small and we establish longstanding relationships as we try to keep our class size to 10 in studios/lab and 18 for a discussion-based course. Our faculty are also a resource when he or she is beginning their internship and career search. Our students will typically speak with a faculty member first who has worked or currently a practicing industry professional in the industry.
Gallup research also shows that alumni have increased odds of lifelong wellbeing and workplace engagement if they engaged in “experiential learning” in these ways: a. An internship or job that allowed them to apply that they learned in the classroom b. A project that took a semester or more to complete c. Engagement in extra- or cocurricular activities and organizations Please describe how you observe experiential learning taking place within your program/your students (or how you would like it to) in terms of students not just learning content but being immersed in experience related to that content.
We integrate real-life experiences in the classroom or studio with our nonprofit studio projects, to mock interviews with professionals at companies in the industry, a portfolio mixer, guest speakers, national retail federation student association, national career fairs in NYC, two-semester long senior projects, a fashion show that attracts the local community, industry professionals, potential donors, and a required 3-credit hour internship with a 100% placement.

Is your program accredited by an external agency?
Yes
Please list the accrediting body
NASAD (National Association of Schools of Art and Design)
When is your next accreditation?
AY2526 (Associate Dean Benjy Davis is leading the process for the reaccreditation for the BFA programs)
Relational Data
Relational Data
Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown
Curriculum Map
Please go to your program page. After Opening the program, use the left menu item Mapping by Outcome to view the curriculum map at the bottom of the page.
Final Comments or Questions From the Assessment Leadership Team Liaison
Overall comments:
Associate Dean Feedback
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Interior Design
Program : Interior Design
Form Status : Uncompleted
Assessment Results from Linked Assignments
If you have linked assignments in Canvas the results appear below. Click “SHOW DETAILS” to see the results by course. Please refer to these results as you complete your SET 3 PLO update. Please note that you will first see your assessment results organized by the University Learning Goals (subthemes) that your PLOs are aligned to. Following, you will find the results organized by your PLOs. If you have not linked assignments, click here to view the type of results you can receive.
Assigments Results
ASSOCIATE DEANS

Please review the responses provided by the Program Coordinator and the Assessment Leadership Team Liaison. You can return this report to either for questions or clarifications or simply submit to finalize the update.
ASSESSMENT LEADERSHIP TEAM PROGRAM LIAISON
• Please review the responses provided by the Program Coordinator (PC) below for the SET 3 outcomes and score the rubric criteria provided. • If you score below Adequately Developed on a criteria, please leave a brief explanation in the text box. Also feel free to leave encouraging comments. PLEASE NOTE: If you return this update to the Program Coordinator, make it clear in your overall comments (last box) what more
SET 3 PLO Update
Check the box beside your SET 3 outcome(s) to open the prompts for your response. Note that the PLO code ends in S3. Only the SET 3 outcomes will be reviewed by the Assessment Leadership Team. Either refer to the data provided above from linked assignments or upload student progress data for each SET 3 outcome. You last reported on SET 3 four years ago, so your reflection can include curricular insights and changes over that time span.
Assessment Committee Instructions The responses below relate to a program learning outcome and the benchmarks and types of assessments used to measure that outcome. Please review the brief responses and complete the rubric elements that apply to each. Our programs do not all have their assignments linked yet, so they will not all have data attached.
Mission Alignment
PROGRAM MISSION STATEMENT
The O'More College of Architecture and Design's interior design program will cultivate a future professional who is a critical thinker, a creative designer and is focused on the human element of the built environment.
UNIVERSITY ALIGNMENT Please review the Aspirational Aim framework being used for university goal setting. Choose 1-3 elements your program MOST aligns with, then briefly describe this alignment. You are welcome to choose from either the broad Pillars or their more specific
1.2 Outstanding Student Experience
2.1 Interdisciplinary Learning and Research
3.1 Community Thriving
Briefly describe the alignment between your academic program and the university aspirational aims you've selected.
Our program aims to form diverse leaders of character through outstanding student experiences by keeping class sizes small to facilitate an apprentice-style, hands-on learning participation with interior designers and architects who are professionals in the field as well as instructors. Students interact with professionals and allied collaborators in the industry regularly. We create interdisciplinary learning opportunities, events, and project-based "charrettes" with Occupational Therapy and Physical Therapy programs at BU, service-learning opportunities with various communities in design studios, and seek to connect with any who are impacted by the interior built environment. We are focused on training students who are focused on service to their communities, creating future professionals who will be champions for flourishing through cultivating environments that support the well-being of their

Our program aims to form diverse leaders of character through outstanding student experiences by keeping class sizes small to facilitate an apprentice-style, hands-on learning participation with interior designers and architects who are professionals in the field as well as instructors. Students interact with professionals and allied collaborators in the industry regularly. We create interdisciplinary learning opportunities, events, and project-based "charrettes" with Occupational Therapy and Physical Therapy programs at BU, service-learning opportunities with various communities in design studios, and seek to connect with any who are impacted by the interior built environment. We are focused on training students who are focused on service to their communities, creating future professionals who will be champions for flourishing through cultivating environments that support the well-being of their
Broader Program Overview
Considering the last four years, please list any significant accomplishments of your program, alumni, faculty or students.
In Fall 2020, full-time faculty revisited and revised our Program Goals to: Focus students on the implementation of human-centered design theories; Promote cross-disciplinary collaboration both on campus and within the community; Create effective and professional communicators; Foster meaningful design that balances poetic expression and pragmatic solutions; and Protect the health, safety and welfare of occupants within the built environment. In April of 2021 the program evaluated these Program Goals by cross-referencing external criteria (CIDA Standards) and internal criteria (University and College Goals) to determine overlap and identify any curriculum gaps. In AY2022-23 the interior design chair, Kelly Gore, and other academic department chairs within the college met with the Advisory Board to identify gaps perceived with interns and recent graduates of the program. These evaluations precipitated a re-imagining and renovation of the curriculum (reviewed and accepted by C and C Committee in Spring 2023). A newly revised curriculum was implemented in Fall 2023: shifting studio credit hours from 5 to 4 credits at the direction of the Dean to align with university standards; introduction of ITD 1005 Design Core course to foster effective communication skills, adaptability, teamwork, conflict resolution, problem-solving, leadership, responsibility, and work ethic while learning about the scope of services in the interior design profession; introduction of ITD 4500 Data Practicum for Interior Design to promote data literate professionals who are able to evaluate and utilize data to drive effective solutions; and a renovation of the ITD 2020 Environmental Systems + Lighting course to include a more robust understanding of illumination in the interior environment supported by a grant from the Tennessee State Board of Architects and Engineers. Additionally, the ITD 1003 Foundations Studio was linked with an Understanding Drama course to create an ILC while the ITD 3003 Studio III: Detailing + Connections course was integrated with fourth year architecture students both to help foster collaborative environments via an interdisciplinary approach. Lastly, the ITD 4005 Studio V: Research + Storytelling course was revised and linked to the ITD 4500 Data course (previously mentioned) to emphasize the use of data graphics to support and enhance storytelling for more effective communication. In Fall 2024 our Program Analysis Report was drafted for review by CIDA and in Spring 2024 reviewers from this external accrediting body visited our site, reviewed hundreds of assignments and projects created at every level of our student experience. They interviewed administrators, faculty, and students in addition to evaluating the work produced by each academic year. Reviewers submitted their assessment and recommended our program for a 6-year renewal of accreditation and commended the program for significant accomplishments in program revisions. Further, Kelly Gore was invited to present "tips and techniques" for a successful reporting and accreditation visit to other program coordinators and department chairs across the country. Additionally in Spring 2024, our program hosted Kravet for a professional and student mixer event that included presentations by multiple "famed" interior designers from both Nashville and NYC, a display of Kravet materials archives, and several panel opportunities for students to intermingle with professionals, ask questions about the industry, and forge connections for mentorship and internship opportunities. In both Spring 2024 and Spring 2025 O'More hosted the "Voco Expo" bringing in professionals and firms in both architecture and interior design industries for students to
Thinking back over the last four years, what are the typical next steps in career or education taken by your graduates? First Destination Information Available Here
Students in our program have the option to sit for the first of 3 parts of their professional licensing examination while still in their senior year in the ITD 4010 Professional Practices course. Students who have opted to take this route find that it is an added "feature" to their resume. Additionally, students in our program have a required internship. In many cases, those internships roll into a full-time job offering for students even prior to graduation. As mentioned previously, in the Spring of 2024 and 2025, our college has hosted the Voco Expo, facilitating an opportunity for students to interview and show their portfolio to a variety of professionals in the field. Whether they secure a job offering from the event or not, students reported feeling better equipped for the actual interview process after graduation. In 2024, about 78% of our graduates found employment in the industry -- not included in that statistic were students who opted to continue their education at a graduate level and those students who chose other career paths.

What changes do you see on the horizon related specifically to the major fields represented within your discipline?
Technology in our field is ever-changing and advancing. Students within our program are equipped with basic knowledge to prepare them for the field. They are exposed to AI for designers, but each area of expertise within our profession has differentiated levels of adaptation for technology. This differentiation makes it difficult to discern the "right amount" of technical exposure to best create future leaders. Additionally, professionals in our field have expressed concerns about "this generation" of students who appear to lack necessary soft skills to thrive in the current office environment.
What corresponding challenges do you as a department feel the need to rise to in preparing for the future in your discipline?
Based on the feedback of soft skills, we introduced the ITD 1005 Design Core course to better equip students to be active listeners, collaborators, effective problem-solvers, able to resolve conflict, eager to do "more" than is expected. Our hope is that this course begins to set Belmont University Interior Design students apart from the others competing for the same jobs. We will likely need to expand our current technological offerings to better
Please choose below up to four areas that are of greatest concern to you as you consider the next five to seven years in your
Enrollment concerns
Curricular improvements
Student success
Student wellness
Please share your view of how your program contributes to the greater campus community of teachers and learners outside of your majors and their specific curriculum. Examples: contributing to the BELL Core, providing courses inherently embedded in the university Mission, Vision and Values, drawing positive attention to the university as a whole. What is the story of your program as a valuable member of the academic
Through our IPE event with Occupational Therapy and Physical Therapy students, our ILC with Understanding Drama, and other initiative underway, our program is successful at collaborating across the campus. By renovating our curriculum to incorporate Data literacy, emphasize storytelling, and our focus on human-centered design for health, safety, and wellness, our program connects well with the Mission, Vision, and Values of BU and reinforcing our desire to create a better world by helping people thrive in their communities by creating a better space to thrive within.
Gallup research finds alumni have increased odds of lifelong wellbeing and workplace engagement if they have these three things: a. Professors who care about them as a person b. At least one instructor who made them excited about learning c. A mentor who encouraged them to pursue their goals and dreams Please describe how your program supports (or has goals to support) your majors in ways related to these factors.
Students within our program enjoy small class sizes, noting that it makes them feel seen and known by their instructors. Additionally, our students' faculty advisors are all full-time faculty in our program. This allows our faculty more one-on-one time with their students and advisees to get to know them better and help with other issues outside of academic concerns. Faculty, in turn, develop close relationships with students in the program, often writing recommendation letters and staying in touch with alumni well after graduation. Often, our alumni return to speak in classes or participate in Voco Expo or student specific events like IIDA's speed-mentoring event, etc.

Gallup research also shows that alumni have increased odds of lifelong wellbeing and workplace engagement if they engaged in “experiential learning” in these ways: a. An internship or job that allowed them to apply that they learned in the classroom b. A project that took a semester or more to complete c. Engagement in extra- or cocurricular activities and organizations Please describe how you observe experiential learning taking place within your program/your students (or how you would like it to) in terms of students not just learning content but being immersed in experience related to that content.
All of our program is experiential and project-based learning with hands-on activities and exercises to apply what they've learned. With the required internship, students often report that they were surprised how many skills and information from the classroom is used on-the-job. In their senior year, first semester, students in ITD 4005 Studio V: Research and Storytelling, students engage in the research and data analysis for application in their second semester senior year in ITD 4006 Studio VI: Research Application. This year-long involved project helps students to stay engaged and "feel the pace"
Is your program accredited by an external agency?
Yes
Please list the accrediting body
Council for Interior Design Accreditation (CIDA)
When is your next accreditation?
Spring 2030
Relational Data
Relational Data
Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown
CIDA_VTR Response_24.pdf
PAR_OMore_Belmont University_2024.pdf
Curriculum Map
Please go to your program page. After Opening the program, use the left menu item Mapping by Outcome to view the curriculum map at the bottom of the page.
Final Comments or Questions From the Assessment Leadership Team Liaison
Overall comments:
Associate Dean Feedback

College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Architecture
Program : Architecture
Form Status : Uncompleted
Assessment Results from Linked Assignments
If you have linked assignments in Canvas the results appear below. Click “SHOW DETAILS” to see the results by course. Please refer to these results as you complete your SET 3 PLO update. Please note that you will first see your assessment results organized by the University Learning Goals (subthemes) that your PLOs are aligned to. Following, you will find the results organized by your PLOs. If you have not linked assignments, click here to view the type of results you can receive.
Assigments Results
ASSOCIATE DEANS
Please review the responses provided by the Program Coordinator and the Assessment Leadership Team Liaison. You can return this report to either for questions or clarifications or simply submit to finalize the update.
ASSESSMENT LEADERSHIP TEAM PROGRAM LIAISON
• Please review the responses provided by the Program Coordinator (PC) below for the SET 3 outcomes and score the rubric criteria provided. • If you score below Adequately Developed on a criteria, please leave a brief explanation in the text box. Also feel free to leave encouraging comments. PLEASE NOTE: If you return this update to the Program Coordinator, make it clear in your overall comments (last box) what more
SET 3 PLO Update
Check the box beside your SET 3 outcome(s) to open the prompts for your response. Note that the PLO code ends in S3. Only the SET 3 outcomes will be reviewed by the Assessment Leadership Team. Either refer to the data provided above from linked assignments or upload student progress data for each SET 3 outcome. You last reported on SET 3 four years ago, so your reflection can include curricular insights and changes over that time span.
Assessment Committee Instructions The responses below relate to a program learning outcome and the benchmarks and types of assessments used to measure that outcome. Please review the brief responses and complete the rubric elements that apply to each. Our programs do not all have their assignments linked yet, so they will not all have data attached.
ARCH-1-S1 - Design Process - Graduates will execute an iterative design process and convey their ideas in drawings and models
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.2 Design - Report.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The Power BI platform is used for NAAB program accreditation and this Program Criteria is assessed in the PC 2. Design - Report.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
INTERVIEWS/SURVEYS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis

Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
The full curriculum for the program in candidacy was completed for the first time with the inaugural graduating class in May 2025. The NAAB accreditation report shows most SLO's are met and areas of improvemnt are targeted for improvements using benchmarks for scaffolding student learning throughout the design sequence based on specific assessment points.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
The program coordinator has used faculty and curriculum meetings to engage faculty in discussions regarding integration of design processes vertically from co-hort to co-hort and horizontally between concurrent seminar and studio courses with related content and criteria listed in the
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
PC.2 Design - Report.pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Measure Revision
Curricular Changes
Course Content Revised
Catalog and Curriculum Changes
Other (enter comments below)

Comments:
Curriculum changes are considered for future assessment but the program is too new to change much more than course sequence at this time. These are considerations and possible pilot courses are being discussed for further assessment.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
The final NAAB Accreditation Team Visit is in October 2025 and the outside review will be incorporated in our assessment and improvement
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-2-S1 - Convincing Solutions - Students will develop convincing solutions to design problems.
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.2 Design - Report.pdf

2. Measures: Student Assignments/Experiences and Results	
2. Measures: Student Assignments/Experiences and Results - 1	
Briefly describe how these assignments inform your department about your students' progress related to this learning	
Design studios are sequential over eight semesters in the professional program. The assigned projects reiterate problem solutions for increasingly complexity in projects throughout the program's design sequence.	
2. Measures: Student Assignments/Experiences and Results	
After entering your response, select the types of assignments/experiences used for this PLO from the list below.	
EVALUATIONS	
PERFORMANCE APPRAISALS	
Other (enter comments below)	
ALT Liaison questions or comments:	
3. Results: Department Reflection and Analysis	
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.	
The program is new and has just completed a full sequence of theses courses.	
ALT Liaison questions or comments:	
4. Changes for Improvement	
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.	
Regular meetings of faculty and curriculum reviews of content bridges between sequential courses have been held. Key performance indicators are identified, benchmarked and assessed in the Power BI format for the NAAB accreditation criteria that parallel institutional assessment	
Relational Data	
Relational Data	
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.	
PC.2 Design - Report.pdf	

4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Course Content Revised
Catalog and Curriculum Changes
Prerequisites Revision
Comments:
Course content changes and data collection for assessment are veing addressed to better scaffold student learning in the content of sequential courses.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
We will have a full accreditation visit and report for updating benchmarks and assessment criteria data points.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-3-S1 - Climate Change Solutions - Students will propose architectural solutions to mitigate the effects of climate change.
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs more or better measures

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.3 - Ecological Know. & Responsibility - Report.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The upper level course data points found that the learning outcomes were met, but they also showed that learning from previous sequential courses was not meeting expectations. Scaffolding of student learning needed improvement in prerequisite courses due to the burdensome review of content required in the upper level course that was assessed.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
PERFORMANCE APPRAISALS
EVALUATIONS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis

Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
Early courses in this sequence will need greater consistency in scaffolding to insure the learning outcomes for all students are being adequately benchmarked.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
New faculty have been hired and upper level course instructors are working with prerequisite course instructors to scaffold course content related to the key performance indicators used in assessment.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
PC3 - Results - Summary (1).pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Measure Revision
Curricular Changes
Course Content Revised
Key Measure Revised
Catalog and Curriculum Changes
Prerequisites Revision

Comments:
The main revisions are to insure measures for scaffolded learning outcomes expected in sequential course prerequisites for continuous improvement evidenced in the upper level course assessment points.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
Our fall 2025 NAAB Visiting Team Report will be addressed in the same time frame for their follow-up visit in three years.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-4-S4 - Historical Traditions - Students will explain differences in architectural traditions among historic eras and cultures
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
2. Measures: Student Assignments/Experiences and Results

2. Measures: Student Assignments/Experiences and Results - 1	
Briefly describe how these assignments inform your department about your students' progress related to this learning	
This has been a consistently strong and continuously developing sequence of courses in our curriculum.	
2. Measures: Student Assignments/Experiences and Results	
After entering your response, select the types of assignments/experiences used for this PLO from the list below.	
EVALUATIONS	
EXAMS	
PAPERS	
ALT Liaison questions or comments:	
3. Results: Department Reflection and Analysis	
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.	
The full sequence of history courses has been taught and received high evaualtions in previous NAAB accreditation team reports.	
ALT Liaison questions or comments:	
4. Changes for Improvement	
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.	
Class sizes have been reduced by providing additional sections of history courses. This is allowing for a greater student engagement in class excercises and fosters peer teaching and learning opportunities.	
Relational Data	
Relational Data	
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.	
PC4.1c ARC 3033_Planned Improvement.pdf	
4. Changes for Improvement	

TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Other (enter comments below)
Catalog and Curriculum Changes
Other (enter comments below)
Comments:
Course development is strong as our new program continues to grow and assess each year. The primary need may be to create more collaborative ties accross these seminar courses and the design studios they most often relate to.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
The NAAB accreditation team visit will be taken into consideration as faculty work together to collaborate in vertical co-hort sequenced courses and in horizontally related concurrent courses n the professional program curriculum.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-5-S2 - Feasible Proposals - Students will generate proposals that are feasible and ensure occupants’ safety and comfort
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
ARC 4507 _ Syllabus.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The course syllabus shows the content area for this assessment of the course taught for the first time last year. The Power BI assessment data is currntly being uploaded for the Fall 2025 NAAB assessment visit.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
EXAMS
PERFORMANCE APPRAISALS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis

Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
This is a new course as we completed the curriculum for the first time and data was not available for assessment four years ago.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
This will be determined after the Fall 2025 NAAB visiting team report is reviewed in more detail and in each time it is taught again.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
PC1 - Results - Summary.pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Other (enter comments below)
Curricular Changes
Other (enter comments below)
Catalog and Curriculum Changes
Other (enter comments below)
Comments:
This course will be taught for the second time this fall and additional data will be collected before any significant changes are
4. Changes for Improvement

Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
The NAAB Visiting Team Report will be used for continuing improvement of these learning outcomes in the primary courses.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-6-S3 - Professional Status - Students will describe the requirements for professional status and alternates to it
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.1 Career Paths - Report.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1

Briefly describe how these assignments inform your department about your students' progress related to this learning
There is good scaffolding of content for this learning outcome from "bookend courses" consisting of first year introduction to professional practice and final year professional practice courses. The Senior Capstone course provides greater reflection through exercises and a variety of guest lectures from the professions.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
BEHAVIORAL OBSERVATIONS
INTERVIEWS/SURVEYS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
The full sequence of courses related to this performance criteria were taught for the first time last year. Results are both encouraging and
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
Assessment methods are continuing to provide informed benchmarks and assessment points.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES

Assessment Plan Changes
Data collection changes
Curricular Changes
Course Content Revised
Catalog and Curriculum Changes
Other (enter comments below)
Comments:
Assessment points and methods will continue to be assessed since there are some new courses being taught for only the
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
This is an important area and sequence of courses that will be reviewed by our NAAB Visiting Accreditation Team in fall 2025 and ultimately in the next visit three years after.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-7-S3 - Professional Responsibilities - Students will explain the professional responsibilities of architects
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results

Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.6 Leadership & Collaboration - Report.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The profession is highly collaborative and these project assignments are application based learning opportunites that often engage with outside professionals in the review of the student work for feedback and development.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
PERFORMANCE APPRAISALS
INTERVIEWS/SURVEYS
BEHAVIORAL OBSERVATIONS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
This is a rich area of engagement and extracurricular activities by classes and student organizations add to its effectiveness.
ALT Liaison questions or comments:
4. Changes for Improvement

Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
Many intitatives are being improved each year in our new program. The vocational discernment through profesiional practice and encgagement with professionals in the community continue to gow with engaements in the review of student projects, student organization's firm visits, a vocational expo and a new voluntray mentoring program between professionals and students.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
PC.6 Leadership & Collaboration - Report.pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Other (enter comments below)
Catalog and Curriculum Changes
Other (enter comments below)
Comments:
Collaborative scenarios are used to develop and engage students in this realm. More innovative measures may be considered that can assess growth in class as well as extra curricular opportunitites for engagement.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
There will be multi-faceted ways to improve through engagement with firms and the profession. The NAAB accreditation review will be a prime opportunity to develop future planning.

ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-8-S3 - Integration and synthesis - Students will execute an integrated architectural design that synthesizes diverse concerns
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC-SC Matrix 2025 (3).pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The Profeesional Criteria and Student Criteria in the NAAB Matrix show the integrationa and synthesis of the professional program. We completed the full sequence of courses for the first time in Spring 2025 and will be evaluated by the evidence a dn assessment presnete din the points indicated in the NAAB Matirx during the accreditsation visit in fall 2025. We are making good progress that will culminate in an additiona accreditation visitin three years.
2. Measures: Student Assignments/Experiences and Results

After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
INTERVIEWS/SURVEYS
PERFORMANCE APPRAISALS
BEHAVIORAL OBSERVATIONS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
We are a new program and have completed a full sequence of the course indentified in our program matrix of the curriculum.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
We have had a second candidacy accreditation visit in 2023 and have prepared a report for the final accreditation visit in Fall 2025.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
SC.5 Design Synthesis - Report.pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Measure Revision

Curricular Changes
Course Content Revised
Catalog and Curriculum Changes
Prerequisites Revision
Comments:
The upper level courses used for benchmarking and assessment points are used to inform the scaffolding improvements in prerequisite courses and potential curriculum improvements.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
The NAAB accreditation visit preparation and resulting reports are creating opportinities for curricular assessment and proposed improvements throughout this year and for the next three years during our initial accreditation period.
ALT Liaison questions or comments:
Mission Alignment
PROGRAM MISSION STATEMENT
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 a cross-disciplinary emphases on environmental sustainability and social equity.
UNIVERSITY ALIGNMENT Please review the Aspirational Aim framework being used for university goal setting. Choose 1-3 elements your program MOST aligns with, then briefly describe this alignment. You are welcome to choose from either the broad Pillars or their more specific
1.1 Empowering Learners and Leaders
2.1 Interdisciplinary Learning and Research
3.1 Community Thriving
Briefly describe the alignment between your academic program and the university aspirational aims you’ve selected.
Architects are trained to be lif-long learners who engage in collaborative leadership roles that promote community growth and well-bing through designing the built environment. This includes engagement in the social and cultural contexts of civilized societies as well as the political forces regulating the distribution of resources. Through developing leaders of character who seek excellence in their field for the service of others the architecure program aligns with these apsirational aims of the university.

Broader Program Overview
Considering the last four years, please list any significant accomplishments of your program, alumni, faculty or students.
The accomplishment of graduating our first inauagural cohort of architecture majors in May 2025 is a wonderful accomplishment at Belmont University. We have a first alumni class and have been met with fgreat hospitality, enthusiasm , and hopes for the future by the professional community in Nashville. Callaborative relationships accross campus and in the broader community we serve are growing. The Nashville Civic Design Center and growing oportinties are being developed for mutual engagement with the community for promoting the vision of flourishing we share as a professional
Thinking back over the last four years, what are the typical next steps in career or education taken by your graduates? First Destination Information Available Here
This is a new area of assessment with our first graduating class in May 2025. Graduates have been receiving opportinites to serve in distinguished firms locally and nationally. One recent graduate has been accepted at top graduate programs in the nation as well. The demand is strong and the feedback is great at this intial point of alumni ventures.
What changes do you see on the horizon related specifically to the major fields represented within your discipline?
The demand for the human factors influencing data-driven decision making will grow. Storng character formation will be vital for the role of resposible decision making in the profession. This will be amplified by the speed of processes for decisions required and the use of AI in aggregating the amounts and sources of information to be evaluated.
What corresponding challenges do you as a department feel the need to rise to in preparing for the future in your discipline?
Building a culture of collaboration while nurturing a hospitable environment for the exchange of diverse opinions for better decision making is always our
Please choose below up to four areas that are of greatest concern to you as you consider the next five to seven years in your
Curricular improvements
Resources to accomplish your program’s goals
Student success
Student wellness
Please share your view of how your program contributes to the greater campus community of teachers and learners outside of your majors and their specific curriculum. Examples: contributing to the BELL Core, providing courses inherently embedded in the university Mission, Vision and Values, drawing positive attention to the university as a whole. What is the story of your program as a valuable member of the academic
The engagement of the professional program with a broad and rich understanding of the humanites is important to our unique program at Belmont. Faculty and students engage with BELL Core and multi-disciplinary community service opportunities. We are uniquely positioned in this time and place as a new program to develop a story and culture of collaboration in community. The Teaching and Learning Center activities are one area where our discipline's faculty have found interdisciplinary community engagement.

Gallup research finds alumni have increased odds of lifelong wellbeing and workplace engagement if they have these three things: a. Professors who care about them as a person b. At least one instructor who made them excited about learning c. A mentor who encouraged them to pursue their goals and dreams Please describe how your program supports (or has goals to support) your majors in ways related to these factors.
The program has an accreditation requirement to define and develop the teaching and learning culture for the well-bieing of the sudents and of their lives as future professionals. Engagement with professiionals is promoted in curricular and extra-curricular paths. Mentoring with local professionals is an important intitutive for the past two years and is growing through department an college efforts involving faculty, staff and student support.
Gallup research also shows that alumni have increased odds of lifelong wellbeing and workplace engagement if they engaged in “experiential learning” in these ways: a. An internship or job that allowed them to apply that they learned in the classroom b. A project that took a semester or more to complete c. Engagement in extra- or cocurricular activities and organizations Please describe how you observe experiential learning taking place within your program/your students (or how you would like it to) in terms of students not just learning content but being immersed in experience related to that content.
There are many experiential learning oppourtinties in our project based studio curriculum. There is also an active Licensing Advisor and accreditation standard for AXP - the architectural experience program in the path to licensure that is connected to student learning and development.
Is your program accredited by an external agency?
Yes
Please list the accrediting body
NAAB - National Architectural Accreditation Board
When is your next accreditation?
We are in candidacy for accreditation with the final accreditation visit in October 2025.
Relational Data
Relational Data
Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown
APR.pdf
Curriculum Map
Please go to your program page. After Opening the program, use the left menu item Mapping by Outcome to view the curriculum map at the bottom of the page.
Final Comments or Questions From the Assessment Leadership Team Liaison

Overall comments:
Associate Dean Feedback

Data Collection Detail Audit	
College / Administrative Division : O'More College of Architecture and Design	
Department / Administrative Unit: Fashion Design	
Program : Fashion Merchandising	
Form Status : Uncompleted	
SET 1 Program Learning Outcomes	
FSM-1-S1 - Design Knowledge - Attain knowledge of design and how it correlates to successfully producing a quality product to the end consumer.	
SET 1 Program Learning Outcomes	
Please respond to the following prompts based on your experience since you last reported on this outcome:	
This outcome statement is working well for us	
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)	
Met	
Student Assignment/Experience for Measure Learning	
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?	
Other (enter comments below)	
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.	
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.	
Benchmarks (Reflection/Analysis of results)	
Do you set benchmarks for each of your measures?	
Yes	

Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Outcome restructure
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Assessment data have been analyzed for multiple measures across the curriculum and there are multiple examples of considerations regarding changes to improve the program based on the assessment results. This should be used as an example for other programs.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
Assessment data have been analyzed for multiple measures across the curriculum and there are multiple examples of considerations regarding changes to improve the program based on the assessment results. This should be used as an example for other programs.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Quarterly or monthly faculty gathering
A-synchronous organized review and feedback gathering

College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Fashion Design
Program : Fashion Design
Form Status : Uncompleted
SET 1 Program Learning Outcomes
FSD-1-S1 - Advanced Skill Level - Demonstrate an advanced skill level of design that meets professional standards in the fashion industry.
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs more or better measures
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
Other (enter comments below)
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all

Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Outcome restructure
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Assessment data have been analyzed for multiple measures across the curriculum and there are multiple examples of considerations regarding changes to improve the program based on the assessment results. This should be used as an example for other programs.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
Assessment data have been analyzed for multiple measures across the curriculum and there are multiple examples of considerations regarding changes to improve the program based on the assessment results. This should be used as an example for other programs.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
A-synchronous organized review and feedback gathering
Quarterly or monthly faculty gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Architecture
Program : Architecture
Form Status : Uncompleted

SET 1 Program Learning Outcomes
ARCH-1-S1 - Design Process - Graduates will execute an iterative design process and convey their ideas in drawings and models
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
PERFORMANCE APPRAISALS
EVALUATIONS
Other (enter comments below)
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all

Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Data collection changes
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Course Sequence Revision
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-2-S1 - Convincing Solutions - Students will develop convincing solutions to design problems.
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
PERFORMANCE APPRAISALS
EVALUATIONS
Other (enter comments below)
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Outcome restructure
Data collection changes

Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-3-S1 - Climate Change Solutions - Students will propose architectural solutions to mitigate the effects of climate change.
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
PAPERS
EXAMS

Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is at least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several examples of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes

ARCH-4-S4 - Historical Traditions - Students will explain differences in architectural traditions among historic eras and cultures
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EXAMS
INTERVIEWS/SURVEYS
PAPERS
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Comments or questions:
Changes for Improvements

Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Course Sequence Revision
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-5-S2 - Feasible Proposals - Students will generate proposals that are feasible and ensure occupants’ safety and comfort
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning

What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
PERFORMANCE APPRAISALS
Other (enter comments below)
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Measure Revision
Data collection changes
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)

Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-6-S3 - Professional Status - Students will describe the requirements for professional status and alternates to it
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
INTERVIEWS/SURVEYS
PAPERS
EVALUATIONS
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.

Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Data collection changes
Measure Revision
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-7-S3 - Professional Responsibilities - Students will explain the professional responsibilities of architects

SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
INTERVIEWS/SURVEYS
PAPERS
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomesmes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements

Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
SET 1 Program Learning Outcomes
ARCH-8-S3 - Integration and synthesis - Students will execute an integrated architectural design that synthesizes diverse concerns
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning

What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
PERFORMANCE APPRAISALS
EVALUATIONS
INTERVIEWS/SURVEYS
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
Multiple assignments/experiences are included, at multiple points in the curriculum, that will provide multiple perspectives in measuring student progress on this Program Learning Outcome. It should be used as an example for other programs.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is at least one example of considerations regarding changes to improve the program based on the assessment results.

Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
A-synchronous organized review and feedback gathering
Yearly retreat or faculty gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Interior Design
Program : Interior Design
Form Status : Uncompleted
SET 1 Program Learning Outcomes
ITD-1-S1 - Successful Design Solution - Identify, analyze, and apply information from various sources to develop a successful design solution
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs to be replaced or revised
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
RESEARCH PROPOSALS
Other (enter comments below)

Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Comments or questions:
Changes for Improvements
Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is at least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several examples of considerations regarding changes to improve the program based on the assessment results.

SET 1 Program Learning Outcomes
ITD-5-S1 - Social Responsibility - Demonstrate a social responsibility to ensure an enhanced quality of life for all occupants
SET 1 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs to be replaced or revised
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
Other (enter comments below)
Student Assignment/Experience for Measuring Learning (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the measure(s) for their Program Learning Outcomes.
One or two assignments/ experiences are described well enough to see clearly how the results will inform student progress on the Program Learning Outcome.
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Comments or questions:
Changes for Improvements

Did you make any of these ASSESSMENT PLAN changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Institution Curricular Changes Based on Program Outcomes Assessment Data (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the changes resulting from the measure(s) for their Program Learning Outcomes.
There are several example of considerations regarding changes to improve the program based on the assessment results.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Other (enter comments below)

Data Collection Detail Audit	
College / Administrative Division : O'More College of Architecture and Design	
Department / Administrative Unit: Architecture	
Program : Architecture	
Form Status : Uncompleted	
SET 2 Program Learning Outcomes	
ARCH-1-S1 - Design Process - Graduates will execute an iterative design process and convey their ideas in drawings and models	
SET 2 Program Learning Outcomes	
Please respond to the following prompts based on your experience since you last reported on this outcome:	
This outcome statement is working well for us	
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)	
Met	
Student Assignment/Experience for Measure Learning	
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?	
EVALUATIONS	
Benchmarks (Reflection/Analysis of results)	
Do you set benchmarks for each of your measures?	
Yes	
Since you last reported have the majority of your benchmarks related to this outcome been met?	
Part, but not all	
Changes for Improvements	

Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-2-S1 - Convincing Solutions - Students will develop convincing solutions to design problems.
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs more or better measures
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements

Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-3-S1 - Climate Change Solutions - Students will propose architectural solutions to mitigate the effects of climate change.
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
PAPERS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements

Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-4-S4 - Historical Traditions - Students will explain differences in architectural traditions among historic eras and cultures
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EXAMS
PAPERS
EVALUATIONS
Benchmarks (Reflection/Analysis of results)

Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-5-S2 - Feasible Proposals - Students will generate proposals that are feasible and ensure occupants’ safety and comfort
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning

What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-6-S3 - Professional Status - Students will describe the requirements for professional status and alternates to it
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
EXAMS
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-7-S3 - Professional Responsibilities - Students will explain the professional responsibilities of architects

SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
INTERVIEWS/SURVEYS
EXAMS
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.

Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
ARCH-8-S3 - Integration and synthesis - Students will execute an integrated architectural design that synthesizes diverse concerns
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Other (enter comments below)

Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Yearly retreat or faculty gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Fashion Design
Program : Fashion Merchandising
Form Status : Uncompleted
SET 2 Program Learning Outcomes
FSM-4-S2 - Business Acumen - Acquire the business acumen necessary to compete in the global world of fashion.
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
Other (enter comments below)

Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
Other (enter comments below)
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Assessment data have been analyzed for multiple measures across the curriculum and there are multiple examples of considerations regarding changes to improve the program based on the assessment results. This should be used as an example for other programs.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Quarterly or monthly faculty gathering
A-synchronous organized review and feedback gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Fashion Design
Program : Fashion Design
Form Status : Uncompleted
SET 2 Program Learning Outcomes
FSD-4-S2 - Business Acumen - Acquire the business acumen necessary to compete in the global world of fashion.

SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
New course

Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.
SET 2 Program Learning Outcomes
FSD-1-S1 - Advanced Skill Level - Demonstrate an advanced skill level of design that meets professional standards in the fashion industry.
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
EVALUATIONS
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Yes
Changes for Improvements

Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
New course
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
There is no evidence that assessment data have been bench-marked, summarized or reflected upon/analyzed.
Overall Program Process
Which of the choices below best describes the format of conversations you have as a program to review student performance data and make decisions/changes based on it?
Quarterly or monthly faculty gathering
A-synchronous organized review and feedback gathering
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Interior Design
Program : Interior Design
Form Status : Uncompleted
SET 2 Program Learning Outcomes
ITD-2-S2 - Integrated teams. - Develop design solutions while recognizing the value of working in integrated teams maximizing leadership opportunities
SET 2 Program Learning Outcomes
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs to be replaced or revised

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
Student Assignment/Experience for Measure Learning
What type(s) of assignment(s) do you use as measures to observe student progress toward this outcome?
Other (enter comments below)
Benchmarks (Reflection/Analysis of results)
Do you set benchmarks for each of your measures?
Yes
Since you last reported have the majority of your benchmarks related to this outcome been met?
Part, but not all
Changes for Improvements
Did you make any of these CURRICULAR changes related to this outcome since you last reported?
Course Content Revised
Did you make any of these CATALOG AND CURRICULUM LEVEL changes related to this outcome since you last reported?
New course
Reflection/Analysis of Results (ALT) Rubric used by the Assessment Leadership Team (ALT) to provide feedback to academic program coordinators on the benchmarks/results of the measure(s) for their Program Learning Outcomes.
Most assessment data has been analyzed and there is as least one example of considerations regarding changes to improve the program based on the assessment results.

Data Collection Detail Audit	
College / Administrative Division : O'More College of Architecture and Design	
Department / Administrative Unit: Fashion Design	
Program : Fashion Merchandising	
Form Status : Uncompleted	
Assessment Results from Linked Assignments	
If you have linked assignments in Canvas the results appear below. Click “SHOW DETAILS” to see the results by course. Please refer to these results as you complete your SET 3 PLO update. Please note that you will first see your assessment results organized by the University Learning Goals (subthemes) that your PLOs are aligned to. Following, you will find the results organized by your PLOs. If you have not linked assignments, click here to view the type of results you can receive.	
Assigments Results	
ASSOCIATE DEANS	
Please review the responses provided by the Program Coordinator and the Assessment Leadership Team Liaison. You can return this report to either for questions or clarifications or simply submit to finalize the update.	
ASSESSMENT LEADERSHIP TEAM PROGRAM LIAISON	
• Please review the responses provided by the Program Coordinator (PC) below for the SET 3 outcomes and score the rubric criteria provided. • If you score below Adequately Developed on a criteria, please leave a brief explanation in the text box. Also feel free to leave encouraging comments. PLEASE NOTE: If you return this update to the Program Coordinator, make it clear in your overall comments (last box) what more	
SET 3 PLO Update	
Check the box beside your SET 3 outcome(s) to open the prompts for your response. Note that the PLO code ends in S3. Only the SET 3 outcomes will be reviewed by the Assessment Leadership Team. Either refer to the data provided above from linked assignments or upload student progress data for each SET 3 outcome. You last reported on SET 3 four years ago, so your reflection can include curricular insights and changes over that time span.	
Assessment Committee Instructions The responses below relate to a program learning outcome and the benchmarks and types of assessments used to measure that outcome. Please review the brief responses and complete the rubric elements that apply to each. Our programs do not all have their assignments linked yet, so they will not all have data attached.	
FSM-3-S3 - Proficiency of Communication in the Industry - Proficiently communicate using a full range of channels.	
1. PLO Update	

Please respond to the following prompts based on your experience since you last reported on this outcome:	
This outcome statement is working well for us	
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)	
Met	
2. Measures: Student Assignments/Experiences and Results	
Relational Data	
Relational Data	
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the	
2. Measures: Student Assignments/Experiences and Results	
2. Measures: Student Assignments/Experiences and Results - 1	
Briefly describe how these assignments inform your department about your students' progress related to this learning	
Fashion Merchandising students are required to complete FSM 2411 Fashion Portfolio Development the first semester of their junior year. The course emphasizes the development of the student's personal style and creating an online portfolio. A study of business etiquette, communication techniques, and professional skills is also covered to prepare students for interviewing and networking in the industry. The students are guided through multiple steps throughout the semester from how to create a personal brand identity, communicating and sharing work via social media platforms, networking 101 with scheduling informational interviews, and gathering content for a website that is based around storytelling using words and visuals. As the students are introduced to a number of components for the creation of their website they are also guided through the process of writing an impactful resume, cover letter, a LinkedIn profile that ties-in with their personal brand and full package as they prepare for their mock interview with an established company in Nashville. Included in the documentation are links to full websites that are created by students for their final project in the course. Each website includes the components that are introduced to them from their resume and students projects that highlight their writing, visual and technology skills, which communicate their strengths. Their verbal communication skills are tested during a mock interview and a final presentation to industry professionals with a walk-through of their website. The culmination of testing a students' communication skills is solidifying an internship for credit following the completion of FSD 4211- Fashion Portfolio Development. Students are required to complete one 3-credit hour internship their second semester junior year, summer before their senior year or their final year in the program. Attached is the internship handbook and host evaluation that is shared with the intern host. A section of the internship host evaluation is reviewing a student's communication skills during their time with the company.	

Fashion Merchandising students are required to complete FSM 2411 Fashion Portfolio Development the first semester of their junior year. The course emphasizes the development of the student’s personal style and creating an online portfolio. A study of business etiquette, communication techniques, and professional skills is also covered to prepare students for interviewing and networking in the industry. The students are guided through multiple steps throughout the semester from how to create a personal brand identity, communicating and sharing work via social media platforms, networking 101 with scheduling informational interviews, and gathering content for a website that is based around storytelling using words and visuals. As the students are introduced to a number of components for the creation of their website they are also guided through the process of writing an impactful resume, cover letter, a LinkedIn profile that ties-in with their personal brand and full package as they prepare for their mock interview with an established company in Nashville.

Included in the documentation are links to full websites that are created by students for their final project in the course. Each website includes the components that are introduced to them from their resume and students projects that highlight their writing, visual and technology skills, which communicate their strengths. Their verbal communication skills are tested during a mock interview and a final presentation to industry professionals with a walk-through of their website.

The culmination of testing a students' communication skills is solidifying an internship for credit following the completion of FSD 4211- Fashion Portfolio Development. Students are required to complete one 3-credit hour internship their second semester junior year, summer before their senior year or their final year in the program. Attached is the internship handbook and host evaluation that is shared with the intern host. A section of the internship host evaluation is reviewing a student's communication skills during their time with the company.

2. Measures: Student Assignments/Experiences and Results

After entering your response, select the types of assignments/experiences used for this PLO from the list below.

EVALUATIONS

INTERVIEWS/SURVEYS

Other (enter comments below)

ALT Liaison questions or comments:

3. Results: Department Reflection and Analysis

Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.

Intern hosts are complementing our students' communication skills and professional preparedness in comparison to interns from other universities. Students are showcasing their comprehensive websites and landing internships that include, but not limited to Steve Madden (NYC Corp Office), Love Shack Fancy (NYC Corp Office), Ann Taylor (NYC Corp Office), Place Showroom (NYC), Proper Cloth (NYC Corp Office), stylists, Nashville Rep Theatre, Dolly U Fellowship in Costume Design, Imogene and Willie, Tractor Supply Company, and Herbie Mensah in London. Our footprint is expanding outside Tennessee to other apparel centers nationally and globally. One of the best examples of the success of the preparation our students receive is that one of our Merchandising students interviewed for an internship with Love Shack Fancy at their corporate office in NYC and among 500 candidates she was the one offered the opportunity during the summer of 2024.

ALT Liaison questions or comments:

4. Changes for Improvement

Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
Currently, our students are choosing multiple platforms for their website from WIX to Square Space and Canva, and is difficult to provide instruction on designing and uploading content when there is not one recommended web template. Students have voiced concern and a request to get more instruction on designing a portfolio site, and Canva will be used beginning in Fall 2025. Our goal is to also expand opportunities for students with inviting more professionals from outside Nashville to review their final projects and offer feedback. In addition, we will be proposing a course name change from Fashion Portfolio Development to Professional Preparedness since the class includes more than website creation, but overall career development. We have added an introduction to the Internship Course that is scheduled at the end of the semester in Fashion Portfolio Development to better prepare them as they begin researching companies and opportunities. In addition to covering the student career fair and workshops offered at the National Retail Federation Student Foundation event in NYC during the month of January, and preparation for Portfolio Mixer scheduled in the Spring where Juniors and Seniors get the opportunity to share their work and career aspirations with 35+ industry professionals. The most recent course syllabus from Fall 2024 is included in the documentation where it is noted that the internship
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Course Content Revised
Key Measure Revised
Key Measure Rubric Revised
Catalog and Curriculum Changes
Comments:
4. Changes for Improvement

Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
Currently, our students are choosing multiple platforms for their website from WIX to Square Space and Canva, and is difficult to provide instruction on designing and uploading content when there is not one recommended web template. Students have voiced concern and a request to get more instruction on designing a portfolio site, and Canva will be used beginning in Fall 2025. Our goal is to also expand opportunities for students with inviting more professionals from outside Nashville to review their final projects and offer feedback. In addition, we will be proposing a course name change from Fashion Portfolio Development to Professional Preparedness since the class includes more than website creation, but overall career development. We will also be integrating course content from the Career Readiness Academy.
ALT Liaison questions or comments:
SET 3 PLO Update
FSM-2-S3 - Problem Solving - Identify problems and develop persuasive solutions in the areas of design and the business of fashion.
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1

Briefly describe how these assignments inform your department about your students' progress related to this learning
In the documents that were uploaded it highlights the two-semester long project for the senior merchandising students. I have included three projects that measured our students problem solving skills for AY2425. FSM 4472-Merchandise Seminar 1 and FSM 4473 Merchandise Seminar 2 is a course that it is a culmination of the advanced skills that students acquire during the four-year BFA program. In addition, I have uploaded the critique sheet that the professor and industry professionals use to assess the students' problem solving skills. The students spend a full semester researching the trends of the fashion industry or other industries, and search for a void and/or need that is not being met. Our goal is to also show students that their skills are transferrable and can be used in multiple capacities. The final process book/supporting research and presentation to the industry/faculty/staff/students is 26% of their final grade for FSM 4473-Merchandise Seminar 2. The critique sheet measures their research, analyzation, identification of an opportunity,
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
RESEARCH PROPOSALS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
Beginning AY2223 I made the decision to expand the types of projects that the senior merchandising students could focus on to show them that their skills are transferrable and to give them more variety. Their excitement increased when they did not have to solely focus on proposing apparel or accessory product. It is still a challenge to grade each portion and the full project because they are so different, but it is also refreshing to see and hear about so many different ideas that will solve a problem. The industry panels are impressed with the students' work and especially the level of research and thought put into their presentations.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
The main challenge of the course is how to evaluate the students' projects in an equitable manner. New rubrics need to be created since each project is very different, but we will also link the assignments to get data to better assess the outcomes. I am very impressed with the level of the projects and also expanding them where students do not have to solely focus on the fashion industry because our alums work in a number of areas from marketing, graphic design, photography, product development, ecommerce, operations, merchandise planning, sourcing, styling,
Relational Data
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Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
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Course Content Revised
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Mission Alignment
PROGRAM MISSION STATEMENT
Program Student Learning Outcomes (PSLOs) Students will 1. Demonstrate an advanced skill level of design that meets professional standards in the fashion industry. 2. Use the knowledge of design to demonstrate how to successfully produce a quality product to the end consumer. 3. Identify problems and develop persuasive solutions in the areas of design and the business of fashion. 4. Proficiently communicate using a full range of channels. 5. Acquire the business acumen necessary to compete in the global world of fashion.

UNIVERSITY ALIGNMENT Please review the Aspirational Aim framework being used for university goal setting. Choose 1-3 elements your program MOST aligns with, then briefly describe this alignment. You are welcome to choose from either the broad Pillars or their more specific
Pillar ONE: Form Diverse Leaders of Character
Pillar TWO: Equip people to solve the world’s complex problems
3.2 Strategic Networks
Briefly describe the alignment between your academic program and the university aspirational aims you’ve selected.
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Broader Program Overview
Considering the last four years, please list any significant accomplishments of your program, alumni, faculty or students.
1.The only fashion program in Tennessee included in the nationally ranked schools (fashion-schools.org) -35th in the US -6th in the South 2.Continued nonprofit studio projects 3.Alumni employed with a multitude of companies -CEO of blc TEXTILES -Design with Jade Footwear and La La Land Creative Co. in Los Angeles, CA -Additional companies include Fanatics, Inc., Natural Life, Li & Fung, Spanx, Osh Kosh B'Gosh, Uncommon Goods, Dior Corporate Office NYC, Marc Jacobs Corporate Office in NYC, Victoria Dunn, Veronica Beard in NYC, stylist and costume wardrober for Tyler the Creator, Tractor Supply Co., Kirkland's Corporate Office, Genesco, Inc., Workwear Outfitters, Dollar General Corporate Office, Implement Now, Nordstrom, CAKE (NYC). 3.New faculty in the Fashion Department include the previous Director of Technology for Workwear Outfitters, Textile and Graphic Designer with Masood Textile Mill/JC Penney/Kandy Kiss in Los Angeles/Target Headquarters 4.First Faculty Fellow in O'More College (Fashion Faculty Fellow) 5.Two faculty finished their terminal degrees (MFA in Luxury Brand Management, SCAD and PhD in Retail Management, Texas Tech University) 6.Established three study abroad fashion partnerships with universities (more than any department in O'More College) -Regents University in London -Florence University of the Arts -Metropolia in Helsinki, Finland (Had first student to study abroad with Metropolia in Spring 2024) 7.Annual Fashion Show in April that has 700+ in attendance 8.35+ industry professionals attended the Portfolio Mixer (career fair) March 2025 9.Two faculty received a large grant from the Creative Arts Coalition (CAC) -Funds will support a knitting studio -3D Knitting Technology -Faith and community-based workshops in the area of knitting -Nationally promote our fashion program

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What changes do you see on the horizon related specifically to the major fields represented within your discipline?
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What corresponding challenges do you as a department feel the need to rise to in preparing for the future in your discipline?
Decreased number of students looking at 4-year programs because there are other options from an Associates, technical certifications and families looking for the best return on investment. We will need to look at creative and innovative educational initiatives since the fashion industry does not need licensure. Purpose-driven initiatives where an alum can have a meaningful career is what will attract prospective students. We also need to focus on opportunities with Belmont East and West since those are two main apparel centers in the US.
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Recruitment concerns
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Student wellness
Resources to accomplish your program’s goals
Please share your view of how your program contributes to the greater campus community of teachers and learners outside of your majors and their specific curriculum. Examples: contributing to the BELL Core, providing courses inherently embedded in the university Mission, Vision and Values, drawing positive attention to the university as a whole. What is the story of your program as a valuable member of the academic
Our Maymasters in Fashion that attract students pursuing other degrees in the areas of music business, general business and majors with Watkins. In addition, an ILC with Textiles and Chemistry. The Fashion Department has also collaborated with Design Communications for the past two years in the design of our Fashion Show marketing materials.
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We integrate real-life experiences in the classroom or studio with our nonprofit studio projects, to mock interviews with professionals at companies in the industry, a portfolio mixer, guest speakers, national retail federation student association, national career fairs in NYC, two-semester long senior projects, a fashion show that attracts the local community, industry professionals, potential donors, and a required 3-credit hour internship with a 100% placement.

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Is your program accredited by an external agency?
Yes
Please list the accrediting body
National Association of Schools of Art and Design (NASAD)
When is your next accreditation?
AY2526 (Associate Dean Benjy Davis is leading the process for the reaccreditation for the BFA programs)
Relational Data
Relational Data
Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown
Curriculum Map
Please go to your program page. After Opening the program, use the left menu item Mapping by Outcome to view the curriculum map at the bottom of the page.
Final Comments or Questions From the Assessment Leadership Team Liaison
Overall comments:
Associate Dean Feedback
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Fashion Design
Program : Fashion Design
Form Status : Uncompleted
Assessment Results from Linked Assignments
If you have linked assignments in Canvas the results appear below. Click “SHOW DETAILS” to see the results by course. Please refer to these results as you complete your SET 3 PLO update. Please note that you will first see your assessment results organized by the University Learning Goals (subthemes) that your PLOs are aligned to. Following, you will find the results organized by your PLOs. If you have not linked assignments, click here to view the type of results you can receive.

Assignments Results
ASSOCIATE DEANS
Please review the responses provided by the Program Coordinator and the Assessment Leadership Team Liaison. You can return this report to either for questions or clarifications or simply submit to finalize the update.
ASSESSMENT LEADERSHIP TEAM PROGRAM LIAISON
• Please review the responses provided by the Program Coordinator (PC) below for the SET 3 outcomes and score the rubric criteria provided. • If you score below Adequately Developed on a criteria, please leave a brief explanation in the text box. Also feel free to leave encouraging comments. PLEASE NOTE: If you return this update to the Program Coordinator, make it clear in your overall comments (last box) what more
SET 3 PLO Update
Check the box beside your SET 3 outcome(s) to open the prompts for your response. Note that the PLO code ends in S3. Only the SET 3 outcomes will be reviewed by the Assessment Leadership Team. Either refer to the data provided above from linked assignments or upload student progress data for each SET 3 outcome. You last reported on SET 3 four years ago, so your reflection can include curricular insights and changes over that time span.
Assessment Committee Instructions The responses below relate to a program learning outcome and the benchmarks and types of assessments used to measure that outcome. Please review the brief responses and complete the rubric elements that apply to each. Our programs do not all have their assignments linked yet, so they will not all have data attached.
FSD-2-S3 - Problem Solving - Identify problems and develop persuasive solutions in the areas of design and the business of fashion.
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results

Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
Belmont_FashionShow_0508.jpg
Belmont_FashionShow_0439.jpg
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
Our goal is to prepare Fashion Design students to lead in the industry and solve complex problems. FSD 3330 Design Studio 2 introduces students to adaptive and inclusive design. We launched our collaborations and partnerships with nonprofit organizations in 2017 with GiGi' Playhouse in Nashville that is a resource for families and individuals with Down syndrome. We have partnered with multiple nonprofit organizations from GiGi's Playhouse to CreatiVets, Daybreak Arts, Tennessee Donor Services, and Goodwill Industries of Middle Tennessee. We celebrated the past 25 years of our in-person Fashion Show in April, and O'More went back to our roots and partnered with Saddle Up! located in Franklin, Tennessee. The mission of Saddle Up! is to provide children and youth with disabilities the opportunity to grow and develop through therapeutic, educational and recreational activities with horses (saddleupnashville.org). The junior design students were paired with a student at the nonprofit, and by developing a relationship with them first, the students began to better understand their pairing's needs in equestrian wear that accommodates their individual challenges as a rider. Our new friends graced the runway with their custom garments designed by our talented students (see the seven images labeled Belmont Fashion Show). Students spent a minimum of 8 weeks meeting with the individual and family, drafting patterns, drapes, fit samples and the final garment that was customized for their needs and fit. The project takes students out of their comfort zone and gives them opportunity to design for
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
Other (enter comments below)
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
As we have progressed through our partnerships with nonprofit organizations our process and involvement has improved and increased. Students are immersing themselves in the project and learning about the multitude of needs that are not being filled. They are listening, learning and expanding their skill

set. Nothing is more fulfilling than designing a garment that meets an individual's needs and the nonprofit partnership project checks all of the boxes. The Saddle Up! project proved to be a meaningful project that will set the students up for success during their senior year. The seven students who were paired with an Saddle Up! participant designed a garment based on research and skill that will be worn during equine therapy sessions at the nonprofit organization. I am also very impressed that the students who participated in the Saddle Up! project also shared their work at SPARK and have also submitted abstracts and images of their work to the International Textile Apparel Association (ITAA) under the
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
Our list of nonprofit studio projects continues to expand that gives our students an opportunity to use their skills for good from designing for individuals with Down syndrome to ones with sensory challenges, cerebral palsy, fit issues, or raising awareness of housing insecurity, need of organ donors or educational resources for Goodwill. Our main goal was to have a different nonprofit organization that we worked with each year,
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
4. Changes for Improvement
TYPES OF CHANGES
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Assessment Plan Changes
Data collection changes
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Course Content Revised
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Catalog and Curriculum Changes
Comments:
4. Changes for Improvement

Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
Based on the success of our nonprofit studio team projects we believe it would be best to introduce this in FSD 3310 Design Studio 1 versus Design Studio 2 to better prepare the students for their individual need-based mini capsule collections. We will be editing the course outcomes and measurements for FSD 3310 Design Studio 1 and FSD 3330 Design Studio 2 as we will be introducing the nonprofit studio project in the Fall
ALT Liaison questions or comments:
SET 3 PLO Update
FSD-3-S3 - Proficiency of Communication in the Industry - Proficiently communicate using a full range of channels.
1. PLO Update
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Briefly describe how these assignments inform your department about your students' progress related to this learning	
Fashion Design students are required to complete FSD 2411 Fashion Portfolio Development the first semester of their junior year. The course emphasizes the development of the student's personal style and creating an online portfolio. A study of business etiquette, communication techniques, and professional skills is also covered to prepare students for interviewing and networking in the industry. The students are guided through multiple steps throughout the semester from how to create a personal brand identity, communicating and sharing work via social media platforms, networking 101 with scheduling informational interviews, and gathering content for a website that is based around storytelling using words and visuals. As the students are introduced to a number of components for the creation of their website they are also guided through the process of writing an impactful resume, cover letter, a LinkedIn profile that ties-in with their personal brand and full package as they prepare for their mock interview with an established company in Nashville. Included in the documentation are links to full websites that are created by students for their final project in the course. Each website includes the components that are introduced to them from their resume and students projects that highlight their writing, visual and technology skills, which communicate their strengths. Their verbal communication skills are tested during a mock interview and a final presentation to industry professionals with a walk-through of their website. The culmination of testing a students' communication skills is solidifying an internship for credit following the completion of FSD 4211- Fashion Portfolio Development. Students are required to complete one 3-credit hour internship their second semester junior year, summer before their senior year or their final year in the program. Attached is the internship handbook and host evaluation that is shared with the intern host. A section of the internship host evaluation is reviewing a student's communication skills during their time with the company.	
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After entering your response, select the types of assignments/experiences used for this PLO from the list below.	
Other (enter comments below)	
EVALUATIONS	
INTERVIEWS/SURVEYS	
ALT Liaison questions or comments:	
3. Results: Department Reflection and Analysis	
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Intern hosts are complementing our students' communication skills and professional preparedness in comparison to interns from other universities. Students are showcasing their comprehensive websites and landing internships that include, but not limited to Steve Madden (NYC Corp Office), Love Shack Fancy (NYC Corp Office), Ann Taylor (NYC Corp Office), Place Showroom (NYC), Proper Cloth (NYC Corp Office), stylists, Nashville Rep Theatre, Dolly U Fellowship in Costume Design, Imogene and Willie, Tractor Supply Company, and Herbie Mensah in London. Our footprint is expanding outside Tennessee to other apparel centers nationally and globally.	
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Currently, our students are choosing multiple platforms for their website from WIX to Square Space and Canva, and is difficult to provide instruction on designing and uploading content when there is not one recommended web template. Students have voiced concern and a request to get more instruction on designing a portfolio site, and Canva will be used beginning in Fall 2025. Our goal is to also expand opportunities for students with inviting more professionals from outside Nashville to review their final projects and offer feedback. In addition, we will be proposing a course name change from Fashion Portfolio Development to Professional Preparedness since the class includes more than website creation, but overall career development. We have added an introduction to the Internship Course that is scheduled at the end of the semester in Fashion Portfolio Development to better prepare them as they begin researching companies and opportunities. In addition to covering the student career fair and workshops offered at the National Retail Federation Student Foundation event in NYC during the month of January, and preparation for Portfolio Mixer scheduled in the Spring where Juniors and Seniors get the opportunity to share their work and career aspirations with 35+ industry professionals. The most recent course syllabus from Fall 2024 is included in the documentation where it is noted that the internship
Relational Data
Relational Data
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Each of our full-time faculty members are advisors and guide students through their four years. They are assigned during their first year and the goal is that they guide them through their full four years. In addition, our program is small and we establish longstanding relationships as we try to keep our class size to 10 in studios/lab and 18 for a discussion-based course. Our faculty are also a resource when he or she is beginning their internship and career search. Our students will typically speak with a faculty member first who has worked or currently a practicing industry professional in the industry.
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We integrate real-life experiences in the classroom or studio with our nonprofit studio projects, to mock interviews with professionals at companies in the industry, a portfolio mixer, guest speakers, national retail federation student association, national career fairs in NYC, two-semester long senior projects, a fashion show that attracts the local community, industry professionals, potential donors, and a required 3-credit hour internship with a 100% placement.

Is your program accredited by an external agency?
Yes
Please list the accrediting body
NASAD (National Association of Schools of Art and Design)
When is your next accreditation?
AY2526 (Associate Dean Benjy Davis is leading the process for the reaccreditation for the BFA programs)
Relational Data
Relational Data
Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown
Curriculum Map
Please go to your program page. After Opening the program, use the left menu item Mapping by Outcome to view the curriculum map at the bottom of the page.
Final Comments or Questions From the Assessment Leadership Team Liaison
Overall comments:
Associate Dean Feedback
College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Interior Design
Program : Interior Design
Form Status : Uncompleted
Assessment Results from Linked Assignments
If you have linked assignments in Canvas the results appear below. Click “SHOW DETAILS” to see the results by course. Please refer to these results as you complete your SET 3 PLO update. Please note that you will first see your assessment results organized by the University Learning Goals (subthemes) that your PLOs are aligned to. Following, you will find the results organized by your PLOs. If you have not linked assignments, click here to view the type of results you can receive.
Assigments Results
ASSOCIATE DEANS

Please review the responses provided by the Program Coordinator and the Assessment Leadership Team Liaison. You can return this report to either for questions or clarifications or simply submit to finalize the update.
ASSESSMENT LEADERSHIP TEAM PROGRAM LIAISON
• Please review the responses provided by the Program Coordinator (PC) below for the SET 3 outcomes and score the rubric criteria provided. • If you score below Adequately Developed on a criteria, please leave a brief explanation in the text box. Also feel free to leave encouraging comments. PLEASE NOTE: If you return this update to the Program Coordinator, make it clear in your overall comments (last box) what more
SET 3 PLO Update
Check the box beside your SET 3 outcome(s) to open the prompts for your response. Note that the PLO code ends in S3. Only the SET 3 outcomes will be reviewed by the Assessment Leadership Team. Either refer to the data provided above from linked assignments or upload student progress data for each SET 3 outcome. You last reported on SET 3 four years ago, so your reflection can include curricular insights and changes over that time span.
Assessment Committee Instructions The responses below relate to a program learning outcome and the benchmarks and types of assessments used to measure that outcome. Please review the brief responses and complete the rubric elements that apply to each. Our programs do not all have their assignments linked yet, so they will not all have data attached.
Mission Alignment
PROGRAM MISSION STATEMENT
The O'More College of Architecture and Design's interior design program will cultivate a future professional who is a critical thinker, a creative designer and is focused on the human element of the built environment.
UNIVERSITY ALIGNMENT Please review the Aspirational Aim framework being used for university goal setting. Choose 1-3 elements your program MOST aligns with, then briefly describe this alignment. You are welcome to choose from either the broad Pillars or their more specific
1.2 Outstanding Student Experience
2.1 Interdisciplinary Learning and Research
3.1 Community Thriving
Briefly describe the alignment between your academic program and the university aspirational aims you've selected.
Our program aims to form diverse leaders of character through outstanding student experiences by keeping class sizes small to facilitate an apprentice-style, hands-on learning participation with interior designers and architects who are professionals in the field as well as instructors. Students interact with professionals and allied collaborators in the industry regularly. We create interdisciplinary learning opportunities, events, and project-based "charrettes" with Occupational Therapy and Physical Therapy programs at BU, service-learning opportunities with various communities in design studios, and seek to connect with any who are impacted by the interior built environment. We are focused on training students who are focused on service to their communities, creating future professionals who will be champions for flourishing through cultivating environments that support the well-being of their

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Broader Program Overview
Considering the last four years, please list any significant accomplishments of your program, alumni, faculty or students.
In Fall 2020, full-time faculty revisited and revised our Program Goals to: Focus students on the implementation of human-centered design theories; Promote cross-disciplinary collaboration both on campus and within the community; Create effective and professional communicators; Foster meaningful design that balances poetic expression and pragmatic solutions; and Protect the health, safety and welfare of occupants within the built environment. In April of 2021 the program evaluated these Program Goals by cross-referencing external criteria (CIDA Standards) and internal criteria (University and College Goals) to determine overlap and identify any curriculum gaps. In AY2022-23 the interior design chair, Kelly Gore, and other academic department chairs within the college met with the Advisory Board to identify gaps perceived with interns and recent graduates of the program. These evaluations precipitated a re-imagining and renovation of the curriculum (reviewed and accepted by C and C Committee in Spring 2023). A newly revised curriculum was implemented in Fall 2023: shifting studio credit hours from 5 to 4 credits at the direction of the Dean to align with university standards; introduction of ITD 1005 Design Core course to foster effective communication skills, adaptability, teamwork, conflict resolution, problem-solving, leadership, responsibility, and work ethic while learning about the scope of services in the interior design profession; introduction of ITD 4500 Data Practicum for Interior Design to promote data literate professionals who are able to evaluate and utilize data to drive effective solutions; and a renovation of the ITD 2020 Environmental Systems + Lighting course to include a more robust understanding of illumination in the interior environment supported by a grant from the Tennessee State Board of Architects and Engineers. Additionally, the ITD 1003 Foundations Studio was linked with an Understanding Drama course to create an ILC while the ITD 3003 Studio III: Detailing + Connections course was integrated with fourth year architecture students both to help foster collaborative environments via an interdisciplinary approach. Lastly, the ITD 4005 Studio V: Research + Storytelling course was revised and linked to the ITD 4500 Data course (previously mentioned) to emphasize the use of data graphics to support and enhance storytelling for more effective communication. In Fall 2024 our Program Analysis Report was drafted for review by CIDA and in Spring 2024 reviewers from this external accrediting body visited our site, reviewed hundreds of assignments and projects created at every level of our student experience. They interviewed administrators, faculty, and students in addition to evaluating the work produced by each academic year. Reviewers submitted their assessment and recommended our program for a 6-year renewal of accreditation and commended the program for significant accomplishments in program revisions. Further, Kelly Gore was invited to present "tips and techniques" for a successful reporting and accreditation visit to other program coordinators and department chairs across the country. Additionally in Spring 2024, our program hosted Kravet for a professional and student mixer event that included presentations by multiple "famed" interior designers from both Nashville and NYC, a display of Kravet materials archives, and several panel opportunities for students to intermingle with professionals, ask questions about the industry, and forge connections for mentorship and internship opportunities. In both Spring 2024 and Spring 2025 O'More hosted the "Voco Expo" bringing in professionals and firms in both architecture and interior design industries for students to
Thinking back over the last four years, what are the typical next steps in career or education taken by your graduates? First Destination Information Available Here
Students in our program have the option to sit for the first of 3 parts of their professional licensing examination while still in their senior year in the ITD 4010 Professional Practices course. Students who have opted to take this route find that it is an added "feature" to their resume. Additionally, students in our program have a required internship. In many cases, those internships roll into a full-time job offering for students even prior to graduation. As mentioned previously, in the Spring of 2024 and 2025, our college has hosted the Voco Expo, facilitating an opportunity for students to interview and show their portfolio to a variety of professionals in the field. Whether they secure a job offering from the event or not, students reported feeling better equipped for the actual interview process after graduation. In 2024, about 78% of our graduates found employment in the industry -- not included in that statistic were students who opted to continue their education at a graduate level and those students who chose other career paths.

What changes do you see on the horizon related specifically to the major fields represented within your discipline?
Technology in our field is ever-changing and advancing. Students within our program are equipped with basic knowledge to prepare them for the field. They are exposed to AI for designers, but each area of expertise within our profession has differentiated levels of adaptation for technology. This differentiation makes it difficult to discern the "right amount" of technical exposure to best create future leaders. Additionally, professionals in our field have expressed concerns about "this generation" of students who appear to lack necessary soft skills to thrive in the current office environment.
What corresponding challenges do you as a department feel the need to rise to in preparing for the future in your discipline?
Based on the feedback of soft skills, we introduced the ITD 1005 Design Core course to better equip students to be active listeners, collaborators, effective problem-solvers, able to resolve conflict, eager to do "more" than is expected. Our hope is that this course begins to set Belmont University Interior Design students apart from the others competing for the same jobs. We will likely need to expand our current technological offerings to better
Please choose below up to four areas that are of greatest concern to you as you consider the next five to seven years in your
Enrollment concerns
Curricular improvements
Student success
Student wellness
Please share your view of how your program contributes to the greater campus community of teachers and learners outside of your majors and their specific curriculum. Examples: contributing to the BELL Core, providing courses inherently embedded in the university Mission, Vision and Values, drawing positive attention to the university as a whole. What is the story of your program as a valuable member of the academic
Through our IPE event with Occupational Therapy and Physical Therapy students, our ILC with Understanding Drama, and other initiative underway, our program is successful at collaborating across the campus. By renovating our curriculum to incorporate Data literacy, emphasize storytelling, and our focus on human-centered design for health, safety, and wellness, our program connects well with the Mission, Vision, and Values of BU and reinforcing our desire to create a better world by helping people thrive in their communities by creating a better space to thrive within.
Gallup research finds alumni have increased odds of lifelong wellbeing and workplace engagement if they have these three things: a. Professors who care about them as a person b. At least one instructor who made them excited about learning c. A mentor who encouraged them to pursue their goals and dreams Please describe how your program supports (or has goals to support) your majors in ways related to these factors.
Students within our program enjoy small class sizes, noting that it makes them feel seen and known by their instructors. Additionally, our students' faculty advisors are all full-time faculty in our program. This allows our faculty more one-on-one time with their students and advisees to get to know them better and help with other issues outside of academic concerns. Faculty, in turn, develop close relationships with students in the program, often writing recommendation letters and staying in touch with alumni well after graduation. Often, our alumni return to speak in classes or participate in Voco Expo or student specific events like IIDA's speed-mentoring event, etc.

Gallup research also shows that alumni have increased odds of lifelong wellbeing and workplace engagement if they engaged in “experiential learning” in these ways: a. An internship or job that allowed them to apply that they learned in the classroom b. A project that took a semester or more to complete c. Engagement in extra- or cocurricular activities and organizations Please describe how you observe experiential learning taking place within your program/your students (or how you would like it to) in terms of students not just learning content but being immersed in experience related to that content.
All of our program is experiential and project-based learning with hands-on activities and exercises to apply what they've learned. With the required internship, students often report that they were surprised how many skills and information from the classroom is used on-the-job. In their senior year, first semester, students in ITD 4005 Studio V: Research and Storytelling, students engage in the research and data analysis for application in their second semester senior year in ITD 4006 Studio VI: Research Application. This year-long involved project helps students to stay engaged and "feel the pace"
Is your program accredited by an external agency?
Yes
Please list the accrediting body
Council for Interior Design Accreditation (CIDA)
When is your next accreditation?
Spring 2030
Relational Data
Relational Data
Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown
CIDA_VTR Response_24.pdf
PAR_OMore_Belmont University_2024.pdf
Curriculum Map
Please go to your program page. After Opening the program, use the left menu item Mapping by Outcome to view the curriculum map at the bottom of the page.
Final Comments or Questions From the Assessment Leadership Team Liaison
Overall comments:
Associate Dean Feedback

College / Administrative Division : O'More College of Architecture and Design
Department / Administrative Unit: Architecture
Program : Architecture
Form Status : Uncompleted
Assessment Results from Linked Assignments
If you have linked assignments in Canvas the results appear below. Click “SHOW DETAILS” to see the results by course. Please refer to these results as you complete your SET 3 PLO update. Please note that you will first see your assessment results organized by the University Learning Goals (subthemes) that your PLOs are aligned to. Following, you will find the results organized by your PLOs. If you have not linked assignments, click here to view the type of results you can receive.
Assigments Results
ASSOCIATE DEANS
Please review the responses provided by the Program Coordinator and the Assessment Leadership Team Liaison. You can return this report to either for questions or clarifications or simply submit to finalize the update.
ASSESSMENT LEADERSHIP TEAM PROGRAM LIAISON
• Please review the responses provided by the Program Coordinator (PC) below for the SET 3 outcomes and score the rubric criteria provided. • If you score below Adequately Developed on a criteria, please leave a brief explanation in the text box. Also feel free to leave encouraging comments. PLEASE NOTE: If you return this update to the Program Coordinator, make it clear in your overall comments (last box) what more
SET 3 PLO Update
Check the box beside your SET 3 outcome(s) to open the prompts for your response. Note that the PLO code ends in S3. Only the SET 3 outcomes will be reviewed by the Assessment Leadership Team. Either refer to the data provided above from linked assignments or upload student progress data for each SET 3 outcome. You last reported on SET 3 four years ago, so your reflection can include curricular insights and changes over that time span.
Assessment Committee Instructions The responses below relate to a program learning outcome and the benchmarks and types of assessments used to measure that outcome. Please review the brief responses and complete the rubric elements that apply to each. Our programs do not all have their assignments linked yet, so they will not all have data attached.
ARCH-1-S1 - Design Process - Graduates will execute an iterative design process and convey their ideas in drawings and models
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.2 Design - Report.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The Power BI platform is used for NAAB program accreditation and this Program Criteria is assessed in the PC 2. Design - Report.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
INTERVIEWS/SURVEYS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis

Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
The full curriculum for the program in candidacy was completed for the first time with the inaugural graduating class in May 2025. The NAAB accreditation report shows most SLO's are met and areas of improvemnt are targeted for improvements using benchmarks for scaffolding student learning throughout the design sequence based on specific assessment points.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
The program coordinator has used faculty and curriculum meetings to engage faculty in discussions regarding integration of design processes vertically from co-hort to co-hort and horizontally between concurrent seminar and studio courses with related content and criteria listed in the
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
PC.2 Design - Report.pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Measure Revision
Curricular Changes
Course Content Revised
Catalog and Curriculum Changes
Other (enter comments below)

Comments:
Curriculum changes are considered for future assessment but the program is too new to change much more than course sequence at this time. These are considerations and possible pilot courses are being discussed for further assessment.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
The final NAAB Accreditation Team Visit is in October 2025 and the outside review will be incorporated in our assessment and improvement
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-2-S1 - Convincing Solutions - Students will develop convincing solutions to design problems.
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.2 Design - Report.pdf

2. Measures: Student Assignments/Experiences and Results	
2. Measures: Student Assignments/Experiences and Results - 1	
Briefly describe how these assignments inform your department about your students' progress related to this learning	
Design studios are sequential over eight semesters in the professional program. The assigned projects reiterate problem solutions for increasingly complexity in projects throughout the program's design sequence.	
2. Measures: Student Assignments/Experiences and Results	
After entering your response, select the types of assignments/experiences used for this PLO from the list below.	
EVALUATIONS	
PERFORMANCE APPRAISALS	
Other (enter comments below)	
ALT Liaison questions or comments:	
3. Results: Department Reflection and Analysis	
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.	
The program is new and has just completed a full sequence of theses courses.	
ALT Liaison questions or comments:	
4. Changes for Improvement	
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.	
Regular meetings of faculty and curriculum reviews of content bridges between sequential courses have been held. Key performance indicators are identified, benchmarked and assessed in the Power BI format for the NAAB accreditation criteria that parallel institutional assessment	
Relational Data	
Relational Data	
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.	
PC.2 Design - Report.pdf	

4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Course Content Revised
Catalog and Curriculum Changes
Prerequisites Revision
Comments:
Course content changes and data collection for assessment are veing addressed to better scaffold student learning in the content of sequential courses.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
We will have a full accreditation visit and report for updating benchmarks and assessment criteria data points.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-3-S1 - Climate Change Solutions - Students will propose architectural solutions to mitigate the effects of climate change.
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome needs more or better measures

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Partially Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.3 - Ecological Know. & Responsibility - Report.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The upper level course data points found that the learning outcomes were met, but they also showed that learning from previous sequential courses was not meeting expectations. Scaffolding of student learning needed improvement in prerequisite courses due to the burdensome review of content required in the upper level course that was assessed.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
PERFORMANCE APPRAISALS
EVALUATIONS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis

Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
Early courses in this sequence will need greater consistency in scaffolding to insure the learning outcomes for all students are being adequately benchmarked.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
New faculty have been hired and upper level course instructors are working with prerequisite course instructors to scaffold course content related to the key performance indicators used in assessment.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
PC3 - Results - Summary (1).pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Measure Revision
Curricular Changes
Course Content Revised
Key Measure Revised
Catalog and Curriculum Changes
Prerequisites Revision

Comments:
The main revisions are to insure measures for scaffolded learning outcomes expected in sequential course prerequisites for continuous improvement evidenced in the upper level course assessment points.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
Our fall 2025 NAAB Visiting Team Report will be addressed in the same time frame for their follow-up visit in three years.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-4-S4 - Historical Traditions - Students will explain differences in architectural traditions among historic eras and cultures
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
2. Measures: Student Assignments/Experiences and Results

2. Measures: Student Assignments/Experiences and Results - 1	
Briefly describe how these assignments inform your department about your students' progress related to this learning	
This has been a consistently strong and continuously developing sequence of courses in our curriculum.	
2. Measures: Student Assignments/Experiences and Results	
After entering your response, select the types of assignments/experiences used for this PLO from the list below.	
EVALUATIONS	
EXAMS	
PAPERS	
ALT Liaison questions or comments:	
3. Results: Department Reflection and Analysis	
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.	
The full sequence of history courses has been taught and received high evaualtions in previous NAAB accreditation team reports.	
ALT Liaison questions or comments:	
4. Changes for Improvement	
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.	
Class sizes have been reduced by providing additional sections of history courses. This is allowing for a greater student engagement in class excercises and fosters peer teaching and learning opportunities.	
Relational Data	
Relational Data	
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.	
PC4.1c ARC 3033_Planned Improvement.pdf	
4. Changes for Improvement	

TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Other (enter comments below)
Catalog and Curriculum Changes
Other (enter comments below)
Comments:
Course development is strong as our new program continues to grow and assess each year. The primary need may be to create more collaborative ties accross these seminar courses and the design studios they most often relate to.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
The NAAB accreditation team visit will be taken into consideration as faculty work together to collaborate in vertical co-hort sequenced courses and in horizontally related concurrent courses n the professional program curriculum.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-5-S2 - Feasible Proposals - Students will generate proposals that are feasible and ensure occupants’ safety and comfort
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us

Outcome Status: • Met (Students at each classification are progressing toward this outcome as we anticipated.) • Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) • Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
ARC 4507 _ Syllabus.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The course syllabus shows the content area for this assessment of the course taught for the first time last year. The Power BI assessment data is currntly being uploaded for the Fall 2025 NAAB assessment visit.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
EXAMS
PERFORMANCE APPRAISALS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis

Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
This is a new course as we completed the curriculum for the first time and data was not available for assessment four years ago.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
This will be determined after the Fall 2025 NAAB visiting team report is reviewed in more detail and in each time it is taught again.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
PC1 - Results - Summary.pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Other (enter comments below)
Curricular Changes
Other (enter comments below)
Catalog and Curriculum Changes
Other (enter comments below)
Comments:
This course will be taught for the second time this fall and additional data will be collected before any significant changes are
4. Changes for Improvement

Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
The NAAB Visiting Team Report will be used for continuing improvement of these learning outcomes in the primary courses.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-6-S3 - Professional Status - Students will describe the requirements for professional status and alternates to it
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.1 Career Paths - Report.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1

Briefly describe how these assignments inform your department about your students' progress related to this learning
There is good scaffolding of content for this learning outcome from "bookend courses" consisting of first year introduction to professional practice and final year professional practice courses. The Senior Capstone course provides greater reflection through exercises and a variety of guest lectures from the professions.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
BEHAVIORAL OBSERVATIONS
INTERVIEWS/SURVEYS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
The full sequence of courses related to this performance criteria were taught for the first time last year. Results are both encouraging and
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
Assessment methods are continuing to provide informed benchmarks and assessment points.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES

Assessment Plan Changes
Data collection changes
Curricular Changes
Course Content Revised
Catalog and Curriculum Changes
Other (enter comments below)
Comments:
Assessment points and methods will continue to be assessed since there are some new courses being taught for only the
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
This is an important area and sequence of courses that will be reviewed by our NAAB Visiting Accreditation Team in fall 2025 and ultimately in the next visit three years after.
ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-7-S3 - Professional Responsibilities - Students will explain the professional responsibilities of architects
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results

Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC.6 Leadership & Collaboration - Report.pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The profession is highly collaborative and these project assignments are application based learning opportunites that often engage with outside professionals in the review of the student work for feedback and development.
2. Measures: Student Assignments/Experiences and Results
After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
PERFORMANCE APPRAISALS
INTERVIEWS/SURVEYS
BEHAVIORAL OBSERVATIONS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
This is a rich area of engagement and extracurricular activities by classes and student organizations add to its effectiveness.
ALT Liaison questions or comments:
4. Changes for Improvement

Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
Many intitatives are being improved each year in our new program. The vocational discernment through profesiional practice and encgagement with professionals in the community continue to gow with engaements in the review of student projects, student organization's firm visits, a vocational expo and a new voluntray mentoring program between professionals and students.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
PC.6 Leadership & Collaboration - Report.pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Data collection changes
Curricular Changes
Other (enter comments below)
Catalog and Curriculum Changes
Other (enter comments below)
Comments:
Collaborative scenarios are used to develop and engage students in this realm. More innovative measures may be considered that can assess growth in class as well as extra curricular opportunitites for engagement.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
There will be multi-faceted ways to improve through engagement with firms and the profession. The NAAB accreditation review will be a prime opportunity to develop future planning.

ALT Liaison questions or comments:
SET 3 PLO Update
ARCH-8-S3 - Integration and synthesis - Students will execute an integrated architectural design that synthesizes diverse concerns
1. PLO Update
Please respond to the following prompts based on your experience since you last reported on this outcome:
This outcome statement is working well for us
Outcome Status: - Met (Students at each classification are progressing toward this outcome as we anticipated.) - Partially Met (There are some students who are not progressing toward this outcome as we anticipated. We are already making curricular changes to address that.) - Not Met (There are some students who are not progressing toward this outcome as we anticipated. We are working on a plan to improve their learning.)
Met
2. Measures: Student Assignments/Experiences and Results
Relational Data
Relational Data
Please use this document to list any unlinked assignments you use to measure your students' progress toward this learning outcome. Include any summary score or benchmark data from the last four years and upload below. Alternatively, if you have the information identified in this document, but in another format, feel free to upload the documents you have. Please select the add a new document link to upload your files. Once uploaded, please select the files within the
PC-SC Matrix 2025 (3).pdf
2. Measures: Student Assignments/Experiences and Results
2. Measures: Student Assignments/Experiences and Results - 1
Briefly describe how these assignments inform your department about your students' progress related to this learning
The Profeesional Criteria and Student Criteria in the NAAB Matrix show the integrationa and synthesis of the professional program. We completed the full sequence of courses for the first time in Spring 2025 and will be evaluated by the evidence a dn assessment presnete din the points indicated in the NAAB Matirx during the accreditsation visit in fall 2025. We are making good progress that will culminate in an additiona accreditation visitin three years.
2. Measures: Student Assignments/Experiences and Results

After entering your response, select the types of assignments/experiences used for this PLO from the list below.
EVALUATIONS
INTERVIEWS/SURVEYS
PERFORMANCE APPRAISALS
BEHAVIORAL OBSERVATIONS
ALT Liaison questions or comments:
3. Results: Department Reflection and Analysis
Briefly summarize your department's reflection on the performance of your students related to this PLO since it was last reported on four years ago.
We are a new program and have completed a full sequence of the course indentified in our program matrix of the curriculum.
ALT Liaison questions or comments:
4. Changes for Improvement
Briefly describe the efforts taken by your department to “seek improvement” related to this learning outcome over the last four years. If you are pulling this data from another report, feel free to use the upload field included in this section rather than re-entering text. Please give enough context that your ALT Liaison can understand the changes you have made and the improvements that have resulted.
We have had a second candidacy accreditation visit in 2023 and have prepared a report for the final accreditation visit in Fall 2025.
Relational Data
Relational Data
Please upload any additional documents that give evidence for "seeking improvement" related to this outcome.
SC.5 Design Synthesis - Report.pdf
4. Changes for Improvement
TYPES OF CHANGES
TYPES OF CHANGES
Assessment Plan Changes
Measure Revision

Curricular Changes
Course Content Revised
Catalog and Curriculum Changes
Prerequisites Revision
Comments:
The upper level courses used for benchmarking and assessment points are used to inform the scaffolding improvements in prerequisite courses and potential curriculum improvements.
4. Changes for Improvement
Please briefly describe any changes toward improvement you have in the works or are planning before you will next report on this outcome.
The NAAB accreditation visit preparation and resulting reports are creating opportinities for curricular assessment and proposed improvements throughout this year and for the next three years during our initial accreditation period.
ALT Liaison questions or comments:
Mission Alignment
PROGRAM MISSION STATEMENT
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 a cross-disciplinary emphases on environmental sustainability and social equity.
UNIVERSITY ALIGNMENT Please review the Aspirational Aim framework being used for university goal setting. Choose 1-3 elements your program MOST aligns with, then briefly describe this alignment. You are welcome to choose from either the broad Pillars or their more specific
1.1 Empowering Learners and Leaders
2.1 Interdisciplinary Learning and Research
3.1 Community Thriving
Briefly describe the alignment between your academic program and the university aspirational aims you’ve selected.
Architects are trained to be lif-long learners who engage in collaborative leadership roles that promote community growth and well-bing through designing the built environment. This includes engagement in the social and cultural contexts of civilized societies as well as the political forces regulating the distribution of resources. Through developing leaders of character who seek excellence in their field for the service of others the architecure program aligns with these apsirational aims of the university.

Broader Program Overview
Considering the last four years, please list any significant accomplishments of your program, alumni, faculty or students.
The accomplishment of graduating our first inauagural cohort of architecture majors in May 2025 is a wonderful accomplishment at Belmont University. We have a first alumni class and have been met with fgreat hospitality, enthusiasm , and hopes for the future by the professional community in Nashville. Callaborative relationships accross campus and in the broader community we serve are growing. The Nashville Civic Design Center and growing oportinties are being developed for mutual engagement with the community for promoting the vision of flourishing we share as a professional
Thinking back over the last four years, what are the typical next steps in career or education taken by your graduates? First Destination Information Available Here
This is a new area of assessment with our first graduating class in May 2025. Graduates have been receiving opportinites to serve in distinguished firms locally and nationally. One recent graduate has been accepted at top graduate programs in the nation as well. The demand is strong and the feedback is great at this intial point of alumni ventures.
What changes do you see on the horizon related specifically to the major fields represented within your discipline?
The demand for the human factors influencing data-driven decision making will grow. Storng character formation will be vital for the role of resposible decision making in the profession. This will be amplified by the speed of processes for decisions required and the use of AI in aggregating the amounts and sources of information to be evaluated.
What corresponding challenges do you as a department feel the need to rise to in preparing for the future in your discipline?
Building a culture of collaboration while nurturing a hospitable environment for the exchange of diverse opinions for better decision making is always our
Please choose below up to four areas that are of greatest concern to you as you consider the next five to seven years in your
Curricular improvements
Resources to accomplish your program’s goals
Student success
Student wellness
Please share your view of how your program contributes to the greater campus community of teachers and learners outside of your majors and their specific curriculum. Examples: contributing to the BELL Core, providing courses inherently embedded in the university Mission, Vision and Values, drawing positive attention to the university as a whole. What is the story of your program as a valuable member of the academic
The engagement of the professional program with a broad and rich understanding of the humanites is important to our unique program at Belmont. Faculty and students engage with BELL Core and multi-disciplinary community service opportunities. We are uniquely positioned in this time and place as a new program to develop a story and culture of collaboration in community. The Teaching and Learning Center activities are one area where our discipline's faculty have found interdisciplinary community engagement.

Gallup research finds alumni have increased odds of lifelong wellbeing and workplace engagement if they have these three things: a. Professors who care about them as a person b. At least one instructor who made them excited about learning c. A mentor who encouraged them to pursue their goals and dreams Please describe how your program supports (or has goals to support) your majors in ways related to these factors.
The program has an accreditation requirement to define and develop the teaching and learning culture for the well-bieing of the sudents and of their lives as future professionals. Engagement with professiionals is promoted in curricular and extra-curricular paths. Mentoring with local professionals is an important intitutive for the past two years and is growing through department an college efforts involving faculty, staff and student support.
Gallup research also shows that alumni have increased odds of lifelong wellbeing and workplace engagement if they engaged in “experiential learning” in these ways: a. An internship or job that allowed them to apply that they learned in the classroom b. A project that took a semester or more to complete c. Engagement in extra- or cocurricular activities and organizations Please describe how you observe experiential learning taking place within your program/your students (or how you would like it to) in terms of students not just learning content but being immersed in experience related to that content.
There are many experiential learning oppourtinties in our project based studio curriculum. There is also an active Licensing Advisor and accreditation standard for AXP - the architectural experience program in the path to licensure that is connected to student learning and development.
Is your program accredited by an external agency?
Yes
Please list the accrediting body
NAAB - National Architectural Accreditation Board
When is your next accreditation?
We are in candidacy for accreditation with the final accreditation visit in October 2025.
Relational Data
Relational Data
Please select the add a new document link to upload your files. Once uploaded, please select the files within the dropdown
APR.pdf
Curriculum Map
Please go to your program page. After Opening the program, use the left menu item Mapping by Outcome to view the curriculum map at the bottom of the page.
Final Comments or Questions From the Assessment Leadership Team Liaison

Overall comments:
Associate Dean Feedback



Campus Emergency Plan

July 2025

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OFFICE OF RISK MANAGEMENT AND COMPLIANCE

The Office of Risk Management and Compliance strives to create and maintain an environment conducive to the safety of all students, faculty, staff, and visitors while on the university premises or participating in university sponsored activities. Commitment to following Belmont's generally applicable safety related policies and guidelines at every level of faculty, staff, students and administration is necessary for the realization of such an environment. Specific operational procedures will be established and implemented by each office or department as required for the prevention of personal injury and/or property damage.

We welcome suggestions, questions, and feedback on how we may better serve you as we all promote the University's missions of education in a Christian community of learning and service.

April Khoury, Director of Risk Management and Compliance

Chris Georgoulis, Assistant Director of Safety for Risk Management

Belmont Alerts:

For the most significant and urgent threats, Belmont also uses an emergency text alert system to quickly notify a mass audience. All students, faculty and staff are encouraged to sign up in order to get important news quickly in the event of an emergency.

To enter or update information in Belmont Alerts, sign in to your MyBelmont account and select the "Belmont Alerts Sign Up" link from the "Campus Security and Safety" folder on the left side of the page. Your Belmont-affiliated email address is automatically opted in to all emergency alerts. You may choose to add notification via text message and voice calls to your cell and/or landline numbers as well as to the phone numbers and email addresses of other family members. Please add the emergency contacts you want notified in the fields provided. For more information, visit the Belmont Alerts FAQ page.

<http://news.belmont.edu/emergency/belmont-alerts/>

In the event of an emergency, additional notifications will also be posted to social media and <https://www.belmont.edu/stories/>

PREPARING FOR EMERGENCIES

In larger emergencies that may impact the entire campus and/or community, first responders may not be able to reach you immediately. As a result, there are several simple steps that you can take to be prepared to handle emergencies on your own. In order to be prepared, you should:

- **Have a Plan** - Know what emergencies can impact you and have a plan for each.
- **Have a Communication Plan** - Think about how you will communicate with family and friends during an emergency when cell phone systems may be overwhelmed – try texting and/or establishing an out-of-town emergency phone contact person who family and friends can call to check in and relay messages.
- **Keep a printed list of phone numbers** for family, friends, and other contacts in case your cell phone is inoperable, the battery is dead or in the event you lose your phone. It may be difficult to remember all the phone numbers that you have entered into your cell phone. Program emergency contact numbers in your cellphone using ICE, ICE2, ICE3 (in case of emergency).
- **Talk with care providers** at your child's school and day care about their emergency procedures if you have small children.
- **Locate two exits** - in any building that you frequent.
- **Have an Emergency Kit** - in your car and/or residence with a flashlight, whistle, small first aid kit and other items to sustain you for three days.
- **Take a CPR/First Aid Class.**

FIRE

- Evacuate the building immediately. (When the fire alarm is activated, evacuation is mandatory.)
- **Notify Belmont Campus Security at (615) 460-6911 immediately.**
- Notify others as you leave.
- Do not use the elevators.
- Always use the stairs to exit upper floors and if smoke is present, stay low.
- Take your personal belongings (purse, wallet, keys, etc.) as long as these items do not hinder your ability to exit the building quickly.
- Follow directions given to you by your Building Coordinator, Campus Security or emergency responders.
- Assist individuals who may need assistance to move to a safe area.
- Meet with students and staff at an established outside gathering point.
- Do not re-enter the building until authorized to do so by Campus Security or Building Coordinators.
- Contact the Office of Risk Management and Compliance for fire prevention tips.

Remember the **P A S S** Word

Pull

Pull the pin (or other motion) to unlock the extinguisher.



Aim

Aim at the base (bottom) of the fire and stand 6 - 10 feet away.



Squeeze

Squeeze the lever to discharge the agent.



Sweep

Sweep the spray from left to right until the flames are totally extinguished.



MEDICAL EMERGENCIES

- **Notify Belmont Campus Security at (615) 460-6911 immediately.**
- Provide the emergency dispatcher with your name, location, number of people injured and a description of the medical emergency.
- Stay on the phone for instructions of how you can assist.
- Send a responsible person to meet first responders outside of the building on the street to lead the emergency responders back to the injured individual(s).
- Do not move the person unless there is an immediate threat to the injured person at that location.
- Be sure to wear personal protective equipment and avoid bodily fluids.
- Report the medical injury to your supervisor once the victim receives professional medical attention.
- Belmont has many campus buildings equipped with Automated External Defibrillators (AEDs). Visit <https://www.belmont.edu/emergency/aeds.html> to view a map of the current locations.

SEVERE WEATHER

TORNADO

- A *tornado watch* is issued by the National Weather Service when tornadoes are possible in the area.
- A *tornado warning* is issued when a tornado has been sighted or indicated by weather radar, in the area.
- Monitor local TV stations, radio stations, NOAA weather radio, weather related Websites, etc., for severe weather updates.
- You will receive a text message from Belmont Alerts automatically when the National Weather Service issues a Tornado Warning for Davidson County.
- Move to the building's designated Storm Shelter. If unable to reach the Storm Shelter location, be prepared to take shelter on the lowest level of your building, parking garage or residence hall if a tornado warning is issued.
- Do not pull the fire alarm to alert others of a tornado warning. Pulling a fire alarm could signal others to exit the building into the path of the severe weather.
- Stay away from windows and exterior doors.
- Move to an interior hallway to shelter.
- Wait for the tornado warning to expire prior to returning to your work area, classroom or living area.
- If outdoors, lie in a ditch, low-lying area or crouch near a building if shelter is not available or if there is no time to get indoors.
- If in a car with no nearby shelter, buckle your seatbelt and stay low.

LIGHTNING

Severe Thunderstorms and Lightning

Lightning kills more people on average each year than hurricanes and tornados combined. Lightning can strike up to 10 miles away from a rain area.

The 30/30 Lightning Safety Rule:

During thunderstorms no place outside is safe but you can minimize your risk by assessing the lightning threat and taking appropriate actions. Count the number of seconds from when you see the lightning flash until you hear the thunder. If you count 30 seconds or less you are in immediate danger. Even if you can't see the lightning, just hearing the thunder means lightning is likely within striking range.

If you are caught outdoors in a severe thunderstorm or when lightning threatens:

1. Immediately seek shelter in the nearest building.
 - a. DO NOT seek shelter under trees during thunderstorms.
 - b. DO NOT seek shelter in unprotected open structures such as picnic pavilions, rain shelters or bus stops.

- c. If a building is not available, a metal-topped vehicle with the windows up is the next best option.
2. Avoid contact with metal fences, metal bleachers or metallic structures.
3. Avoid using hardwired corded telephones or any electrical appliances. Cell phones are a safe alternative.
4. Avoid plumbing – do not take a bath, shower, or wash your hands during a thunderstorm.
5. Wait 30 minutes or more after hearing the last thunderclap or rumble before leaving the safe location.

If Caught Outdoors and No Shelter Is Nearby:

1. Find a low spot away from trees, fences, and poles that is not subject to flooding.
2. If you feel your skin tingle or your hair stand on end, squat low to the ground on the balls of your feet. Place your hands over your ears and your head between your knees. Make yourself the smallest target possible and minimize your contact with the ground. DO NOT lie down. If you are swimming, get out of the water immediately.

Remember: If you can hear thunder, you are close enough to be struck by lightning.

Once you have taken shelter indoors, you should monitor a weather radio, a commercial radio/television station, internet or other weather service provider. Even when a specific storm cell has passed beyond the area, conditions may still be right for high winds, lightning, and other hazardous weather conditions.

WINTER STORM

Belmont University implements the following procedures for announcing operational changes during periods of inclement winter weather:

- By policy, the University makes one of three announcements: Classes are operating on a regular schedule; Classes to be fully online; Classes will be delayed until a specific time; or Classes will be moved online starting at a specific time.
- An all-campus email is the primary means to distribute such announcements. A notice is also added to the top bar of Belmont.edu if a schedule or modality change is necessary.
- Announcements will also be posted to Twitter (@BelmontUniv) and Facebook (www.facebook.com/BelmontUniversity)
- In Nashville, inclement winter weather often develops overnight. In such cases and depending on conditions, attempts are made to post announcements and notify media by 5:30 am for the start of the class day. If the inclement weather develops during the morning rush hour or during daytime on a school/work day, the same notification procedures listed above are followed.
- When weather conditions are such that closings occur two or more days in succession, the procedure is followed each day, with an announcement being made each day by 5:30 a.m. In that conditions can change unexpectedly overnight, an evening announcement usually will not be made for the next day except in the most extreme weather circumstances.
- On days when Belmont generally is scheduled to be closed (Saturdays, Sundays and holidays), the University does not usually make blanket closing announcements. Departments and units that have normal operations on weekends and holidays, or units planning to host or present special programs on those days, should make their own prior arrangements with employees and participants, notifying them how to proceed in case of inclement weather.
- When Belmont officially is closed, it is closed for everyone: faculty, staff, and students. Departments will designate in advance those expected to report to work during a weather emergency.
- Announcements for weather closings at Belmont East and West Campuses are handled by those campus administrators separately from the main campus announcements.
- Belmont's Williamson County Campus follows the same weather closings as the main campus.

Inclement Weather Schedules for Campus Services & Offices

In the event an inclement weather event forces Belmont classes to go online, various services and offices may operate on reduced hours and/or services. Please consult the chart below for additional details.

DEPARTMENTS/ LOCATIONS/ FUNCTIONS	CLASSES MOVED ONLINE ALL DAY	CLASSES MOVED ONLINE PM ONLY	CLASSED MOVED ONLINE AM ONLY (DELAYED START)
Classes	Online	Online	Online
Well Core & Academic Events (including recitals)	Online or Cancelled	Online or Cancelled	Online or Cancelled
Harrington Place	Open – Normal Hours	Open - Normal Hours	Open - Normal Hours
All Other Dining Options	Closed	Closed Two Hours After Classes Moved Online	Closed Until Classes Resume in Person
Library/Bunch	Online	Online	Online
Academic Buildings	Closed Except Johnson (Dining)	Closed Two Hours After Classes Moved Online	Closed
Beaman Student Life/ Fit Rec	Open 8 am- 5 pm	Closed at 5pm	Open by 8 am
Mail Services/UPS	Closed or Hours Varied Based on USPS Delivery	Closed Two Hours After Classes Moved Online	Open - Normal Hours

Health Services	On Call/Timely Care	On Call/Timely Care	On Call/Timely Care
Pharmacy	Limited Hours	Limited Hours	Limited Hours
Counseling Services	On Call / Timely Care	On Call / Timely Care	On Call / Timely Care
Admissions	Online and Live Chat Attempt to reschedule tours or provide minimal staffing	Online and Live Chat Attempt to reschedule tours or provide minimal staffing	Online and Live Chat Attempt to reschedule tours or provide minimal staffing
Athletics – practices*	Practices Canceled	Practices Canceled	Practices Canceled Until Classes Resume In Person
Hitch/Practice Rooms	Closed	Closed	Closed

IT Help Desk	On Call 7am – 7:30 pm	On Call Until 7:30 pm	On Call from 7 AM Until Classes Resume in Person; then Normal Hours
The Belmont Store	Closed	Closed When Classes Are Online	Closed Until Classes Resume In Person
University Events: Admissions; Athletic Competitions; All Performing Arts Venues	TBD by Provost in Consultation with Senior Leaders Responsible for Event and Event Venue	TBD by Provost in Consultation with Senior Leaders Responsible for Event and Event Venue	TBD by Provost in Consultation with Senior Leaders Responsible for Event and Event Venue
Campus Security	Open	Open	Open
Facilities	Open	Open	Open
Residence Life	Open	Open	Open

*Determine how to handle extenuating circumstances/use of Crockett weight room see
 “Practice Protocol on Inclement Weather Days”

EARTHQUAKE

- **DROP/COVER/HOLD**
- Take cover immediately under a desk, chair, or table for shelter.
- Seek shelter between seating rows in a lecture hall or against a corridor wall if in a hallway.
- Do not run outside during the shaking or use the stairways or elevators.
- If outside, move to an open area, away from buildings.
- **Report injuries and/or building damage to Belmont Campus Security at (615) 460-6911 immediately.**
- Be alert for aftershocks, do not use elevators and evacuate carefully.
- Await instructions from first responders and do not re-enter buildings until they are deemed safe for reentry.



EMERGENCY EVACUATION

General Evacuation

Depending on the type of emergency, it may be necessary either to evacuate a building or to shelter in place, that is, to remain in the building until emergency personnel confirms that it is safe to leave.

1. In the event of a fire alarm or if instructed by emergency personnel to evacuate, EVACUATE IMMEDIATELY using the nearest emergency exit.
2. Do not use elevators unless directed to do so. Never use elevators during a fire evacuation.
3. Once outdoors, head to the outside gathering location. Check in and report missing persons, injuries, damages and/or potentially hazardous conditions to your supervisor or Building Coordinator. Keep streets, fire lanes, and walkways clear for emergency vehicles and personnel.
4. Supervisors, Building Coordinators and designated points of contact should call Belmont Campus Security to report any immediate emergencies.
5. Do not re-enter the building until authorized to do so by Campus Security or Building Coordinator.

NOTE: Review and practice evacuation routes, assembly areas, and procedures for your office, classrooms, laboratories, residence hall, or other facility BEFORE an emergency happens.

To call Belmont Campus Security in an emergency:

- Dial 6911 from any campus phone
- Dial (615) 460-6911 from any other phone

EMERGENCY PROCEDURES – DISABILITIES

Belmont's Office of Risk Management and Compliance encourages proactive planning by the entire University community for emergency situations. It is recommended that any person with a disability who needs assistance with alerting, evacuation, and sheltering in the event of emergency self-identify and complete an emergency assistance referral form (EARF). This will assist ORMC and other appropriate Belmont departments with the development of a personal emergency plan for the individual with a disability. EARF forms for students, faculty, staff and visitors may requested by emailing the Office of Risk Management and Compliance at riskmanagement@belmont.edu.

Evacuating People with Disabilities

1. Visually Impaired Persons:
 - Describe the nature of the emergency and the location if relevant.
 - Offer your arm to assist with guiding the individual.
 - Provide details about where you are going and any obstacles the person may encounter along the route.
 - Once at a safe location, orient the individual to the location and inquire if further assistance is needed before leaving the location.

2. People with Hearing Limitations:
 - Alert the individual. Turn the lights on/off or wave your arms to gain the person's attention.
 - Use gestures or written notes. Indicate directions with gestures or write a note with evacuation instructions.
3. Individual with mobility limitations -- Non-wheelchair bound user:
 - **Discuss needs and preferences.** Ask if assistance is needed. Inquire if the person is able to evacuate using the stairs without help or with minor assistance.
 - **Ensure a clear path of travel.** If debris is present, it may be necessary to clear a path to the nearest exit route.
 - **No imminent danger.** If there is no imminent danger, the person may choose to remain in the building or to be directed to an area of refuge (stairwell) until emergency personnel arrive. Fire department personnel, who are trained in emergency rescue, can then enter the building and assist the person exiting the building, either down the stairs or using the emergency elevator recall.
 - **Imminent danger.** If danger is imminent, use a sturdy chair, with or without wheels, to move the person, or help carry the person to safety using a carry technique.
 - **Mobility aids or devices.** Return any mobility aids or devices to the person as soon as possible.
 - Once you safely evacuate, notify your Building Coordinator immediately about any individuals remaining in the building and their locations.
4. Mobility limitations—Wheelchair user:
 - **Discuss needs and preferences.** Non-ambulatory persons' needs and preferences vary widely. Ask them how they would like to be assisted.
 - **Wheelchair user on the ground floor.** Individuals who use wheelchairs may choose to evacuate themselves from the ground floor with minimal assistance.
 - **Ensure a clear path of travel.** If debris is present, it may be necessary to clear a path to the nearest exit.
 - **No imminent danger.** If there is no imminent danger, the person may choose to remain in the building or to be directed to an area of refuge (stairwell) until emergency personnel arrive. Fire department personnel, who are trained in emergency rescue, can then enter the building and assist the person in exiting the building, either down the stairs or using the emergency elevator recall.
 - **Imminent danger.** If danger is imminent and the individual does not wish to be removed from his or her wheelchair, direct the person to the nearest area of refuge (stairwell) and notify emergency personnel immediately. While staying in place, the wheelchair user should keep in direct contact with Campus Security by dialing (615) 460-6911 from a cell phone and relay pertinent information including location.
 - **Carrying wheelchair users.** Most wheelchairs are too heavy to carry down stairs. If the person wishes to be carried down the stairs without the wheelchair, ask about the best carry options, i.e., two-person cradle carry, office chair evacuation, or, if available an evacuation chair.
 - **Mobility aids and devices.** Return any mobility aids or devices to the person as soon as possible.

- Once you safely evacuate, notify emergency personnel or Building Coordinator immediately about any individuals remaining in the building and their locations.

CARRY TECHNIQUES

Belmont University does not require, but if you are able and willing, here are two carry techniques.

TO BE USED ONLY IN EMERGENCY SITUATIONS WHERE DEATH OR SERIOUS BODILY INJURY IS IMMINENT.

One-Person Carry technique (The Cradle Lift)

- The Cradle Lift is the preferred carry method when the person to be carried has little or no arm strength. It is safer if the person being carried weighs less than the carrier.
- Place one arm under the upper back and one arm under the knees.

Two-Person Carry Technique (The Swing Carry or Chair Carry)

To use this technique:

- Carry partners stand on opposite sides of the individual. Wrap individual's closest arm around one carry partner's shoulder.
- Grasp carry partners forearm behind the individual in the small of the back.
- Reach under the individual's knees to grasp the wrist of carry partners other hand.
- Both carry partners should then lean in close to the individual and lift on the count of three.
- Continue pressing into the individual being carried for additional support in the carry.

CHEMICAL SPILL

- **Notify the Campus Security at (615) 460-6911 immediately.**
- Do not attempt to clean up the spill.
- Remove yourself and others from the area.
- If anyone had contact with the hazardous material, they should be isolated and await treatment by emergency personnel.
- Do not pull the fire alarm unless there is a fire or need for immediate evacuation
- Provide first responders with information about the spill, chemical and the spill area.
- Evacuate the building if first responders issue the evacuation order.
- Re-enter the building only when an “all clear” is provided by Campus Security or Building Coordinators.

GAS LEAK/POWER OUTAGE

Immediately report gas leaks or power outage:

- **during** regular work hours (Monday-Friday 7:00 am – 4:00 pm) to the Facilities Management Office at (615) 460-6670.
- **after** regular work hours, on weekends and on holidays to Belmont Campus Security at (615) 460-6911.

Gas Leaks:

- Evacuate the area immediately.
- Do not attempt to shut off or manipulate valves.
- Do not switch on lights or any other electrical equipment. Do not smoke in the area.
- If leak is outside, do not remove any vehicles from the immediate area until cleared by Belmont Campus Security and fire department.
- Account for all building personnel once outside and wait for further instructions from Belmont Campus Security and fire department.

Power Outage:

- Help co-workers in darkened areas move to safer locations.
- Secure current experimental work and keep refrigerators and freezers closed.
- Unplug personal computers, appliances and non-essential electrical equipment.
- Open windows for additional light and ventilation.
- Check all building elevators for stranded personnel/students. Advise Belmont Campus Security of locations of any disabled elevators with occupants.
- Follow the instructions given by Campus Security, Facilities Management Division personnel and the fire department.

SHELTER IN PLACE

If an incident involves severe weather, an outdoor hazardous materials release, or other outdoor hazard, remain inside or seek shelter in the nearest building.

1. If outside, seek shelter in the nearest building, preferably in an interior room with few windows. Allow access to others seeking shelter. Allowing others into the building will not jeopardize your safety.
2. Shut and lock all windows (locking will form a tighter seal) and close all exterior doors.
3. Avoid overcrowding by using several rooms if necessary.
4. Turn on radio or television and listen for further instructions. Make yourself as comfortable as possible; prepare for the possibility of an extended stay.
5. Check for Belmont Alert updates.
6. Look after each other. You will be notified when it is clear to leave.

What to do for an outdoor hazardous materials release:

1. Choose a room above ground level.
2. If possible, turn off air conditioners, heaters, and fans.
3. Close vents to the ventilation system as you are able.
4. Follow instructions for shelter in place listed above.
5. Check for Belmont Alert updates.

ACTIVE AGGRESSOR

Because an active aggressor incident requires rapid response, the best time to consider how to react is in advance. By familiarizing yourself with your surroundings and possible escape routes, and considering how you might react in such a situation, you can act quickly and more efficiently if the need arises.

There are three options to consider if faced with an active aggressor incident: **Run, Hide**, or – as a last resort – **Fight**, if your life is in imminent danger.

1. RUN – If there is a way to escape the threat and you are reasonably sure you can do so without being harmed, do it. This is your first and best option. Be sure to:

- Have an escape route in mind.
- Evacuate regardless if others agree to follow.
- Leave your belongings behind. (Keep your cell phone in your pocket.)
- Help others escape, especially those with special needs.
- Tell others not to enter the area where the active aggressor may be.
- Keep your hands visible at all times.
- Follow the instructions of any law enforcement personnel.
- Do not attempt to move injured people.
- Call 911 when it is safe to do so and provide the following information:
 - Your name and location
 - Location of the incident (be as specific as possible)
 - Number of aggressors (if known)
 - Number of persons who may be involved

2. HIDE – If evacuation is not possible, you are told “to shelter in place,” or if the active aggressor is outdoors, find a place to HIDE where the active aggressor is less likely to find you. Choose the best space that is available quickly.

Your hiding place should:

- Be out of the view of the active aggressor.
- Provide protection if shots are fired in your direction (i.e. lock or barricade a door by any means available).
- Not trap you or restrict your options for movement.

To prevent an active aggressor from entering your hiding place, you should:

- Turn off lights.
- Lock all doors and windows, if possible.
- Place heavy furniture or equipment in front of any doors (especially if the door does not lock or opens into the hallway).
- Close blinds, cover and move away from windows.

To keep yourself safe while hiding you should:

- Remain quiet.
- Hide behind large items (i.e., cabinets, desks).
- Silence your cell phone and turn off vibrate mode.
- Turn off any sources of noise (i.e., radios, TV's).
- Don't respond to voice commands or move barricades until you are sure that commands are coming from police.
- If you can speak to a dispatcher without being overheard by the assailants, dial 911, to alert police to the situation.
- If you cannot speak, mute the speaker and leave the line open so the dispatcher can listen. Do not approach emergency responders; let them come to you.

If outside when a shooting occurs:

- Drop to the ground immediately, face down and as flat as possible. If within 20 feet of a safe place or shelter, duck and run for safety.
- Move or crawl away from gunfire, trying to use any obstacle between you and the gunfire. Remember, obstacles may conceal you from sight, but may not be bulletproof.
- When you reach a safe place, stay down, do not move. Do not peek or raise your head to try and see what is happening.
- Wait and listen for further instructions from law enforcement personnel.

3. FIGHT, as a last resort if your life is in danger. If you cannot evacuate or hide effectively, or have been discovered, be ready to fight.

- Take steps to incapacitate the active aggressor:
- Act as aggressively as possible against him or her.
- Throw any items available at the intruder(s) to distract them (books, backpacks, etc.).
- Use improvised weapons such as a fire extinguisher or chair.
- Yell.
- Commit your actions to save your life.

BOMB THREAT

Most bomb threats are received by phone. Act quickly, but remain calm and obtain as much information as possible from the caller.

- REMAIN CALM.
- Keep the caller on the line as long as possible.
- Listen carefully to the caller's voice and words.
- Record the time and caller ID number if shown.
- Ask the caller the following questions and write down the answers as soon as possible:
 - Where is the bomb?
 - When will it explode?
 - What does the bomb look like?
 - What kind of bomb is it?
 - What will cause it to explode?
 - Did you place the bomb?
 - Why?
 - What is your name?
 - Are you an employee/student?
 - Where are you calling from?
- Write down any information such as:
 - Background noises
 - Gender of the caller
 - Voice pitches and patterns
 - Any other information that stands out or seems unusual to you
- Immediately Call Campus Security at ext. 6911 or (615) 460-6911 to report the incident.
- If the bomb threat is received by a handwritten note, call Belmont Campus Security and handle the note as minimally as possible.
- If the bomb or suspicious package is discovered, do not handle the package. Get away.
- Do not use cell phones, radios, or other wireless devices in the building or area.
- If evacuation is ordered, look around as you exit for anything suspicious or out of place. If you noticed anything suspicious while evacuating, tell public safety personnel.
- Upon exiting the building, assemble outside and remain until instructed it is safe to return.
- Follow all instructions from Campus Security. Do not re-enter the building unless told to do so by Campus Security or Building Coordinators.
- Follow instructions from the Building Coordinator and the first responders in regards to evacuation assembly areas.

SUSPICIOUS PACKAGE

- Do not open the suspicious item. If you have opened it, remain calm.
- Notify Belmont Campus Security at (615) 460-6911 immediately.
- Do not move the letter/package or examine it any further.
- Keep other out of the area. Close off the area if possible.
- If possible, limit the use of two-way radios and cell phones near the suspicious item.
- If the package is leaking a substance or powder and you came into contact with the substance, keep your hands away from your eyes, nose, mouth or any part of your face. Do not touch others or let others touch you.
- Wash your hands and arms from the elbow down with soap and hot water.
- Do not attempt to clean or cover anything that might have spilled from a package.
- Follow all instructions given by Campus Security and emergency personnel.

CIVIL DISTURBANCE/DEMONSTRATION

- **Notify Campus Security at (615) 460-6911 immediately.**
- Notify your supervisor, professor, building coordinator or dean, as appropriate.
- Remain calm and wait for instructions from Belmont Campus Security.
- Do not attempt to negotiate with the crowd unless directed by Campus Security.
- Do not attempt to conduct crowd control measures or to intervene unless instructed to by Belmont Campus Security.
- Evacuate the building or other areas as directed by Belmont Campus Security.

SECURITY CONCERNS

Report any security concern or suspicious activity to Belmont University Campus Security.

1. If you encounter:
 - A disruptive or hostile individual
 - Someone making threats (in person or cyber/social media).
 - A person acting suspiciously.
 - Harassing or threatening phone calls/text messages.
2. Contact Belmont Campus Security:
 - Dial (6911) from any campus phone
 - Dial (615) 460-6911 from any other phone
3. Provide the following information:
 - Your location
 - Description of events
 - Description of subjects
 - Types of threats or possible weapons
4. Stay on the phone with the dispatcher until instructed otherwise.

HOSTAGE SITUATION

If you witness a hostage situation:

1. Immediately remove yourself from harm's way.
2. Notify Belmont Campus Security
 - a. Dial (615) 460-6911
 - b. Dial 6911 from any campus phone number
3. Provide Police Dispatchers with the following information:
 - a. Your name and location
 - b. Location of incident
 - c. Number of possible hostage takers
 - d. Physical description and names of hostage takers, if known
 - e. Number of possible hostages
 - f. Types of weapons and threats

If you are taken hostage:

1. Remain calm and be patient.
2. The first (5) minutes can be critical, because captors are trying to control hostage(s) and the environment.
3. Do not try to be a negotiator.
4. Do not speak unless spoken to.
5. If you have to speak do not complain or be belligerent.
6. Avoid getting into political or ideological discussions with your captor(s).
7. Sit, if possible to avoid appearing aggressive.
8. Maintain eye contact with the captor, but do not stare.
9. Comply with instructions as best you can.
10. DO NOT draw attention to yourself with sudden body movements, statements, comments, or by looking hostile.
11. Be observant, as you may be released or escape and the safety of others may depend on your memory. Observe the captors and try to memorize their physical traits, voice patterns, clothing or other details that would help you to describe them.
12. DO NOT attempt to escape unless there is an extremely good chance of survival. It is safer to be submissive and obey your captors.
13. If forced to present terrorist demands to authorities, either in writing or on type, state clearly that the demands are from your captors. Avoid making a plea on your own behalf.
14. Try to stay low to the ground or behind cover from windows or door, if possible.

In a rescue situation:

1. DO NOT RUN. Drop to the floor and remain still. If that's not possible, cross your arms, bow your head, and stand still. Make no sudden moves that a rescuer may interpret as hostile or threatening.
2. Wait for instructions and obey all instructions you are given.
3. Do not be upset, resist, or argue if a rescuer isn't sure whether you are a suspect or a hostage.
4. Even if you are handcuffed and searched, DO NOT RESIST. Just wait for the confusion to clear.
5. You will be taken to a safe area, where proper identification and status will be determined.

STUDENT CONCERNS SYSTEM

As a primary resource within the Division of Student Formation, the Student Concerns System is a communication resource designed for all members of the Belmont University community to use to report non-emergency concerns about a student's health, well-being or safety.

The Dean of Students Office encourages all Belmont employees and students to utilize the system to share concerns, large or small. Professional staff will assist in identifying the type of concerns expressed and connect those concerns to helpful resources on an as needed basis. The Student Concerns System is not 911 and should only be utilized for non-life threatening concerns.

Please contact Campus Security for all immediate safety concerns at (615) 460-6911. Student Concerns Notifications are informational only, and actions taken by the Dean of Students Office to concerns submitted are confidential and do not result in return correspondence. Please provide as much information as possible. Information supplied greatly assists in determining/following up on concerns.

If a concern escalates, and/or risk to the student and/or community is critical, please contact Campus Security at (615) 460-6911 after hours or the Dean of Students Office at (615) 460-6407 during business hours.

SIGNS OF DISTURBING OR DISRUPTIVE BEHAVIOR

- Has incongruent emotional responses
- Displays bizarre behavior
- Describes suspicious thoughts
- Demonstrates irritable behavior
- Reports sexual or physical assault
- Has emotional or anger outbursts
- Disrupts class

Take Action: Safety is not an immediate concern. The student may require disciplinary action. Contact Student Care & Support or Community Accountability or submit a Student Concerns Notification. *Remember your responsible employee status.

STUDENT CARE & SUPPORT:

Student Concerns Notification Form: www.belmont.edu/campus-life/resources/student-care.html

Email: studentconcerns@belmont.edu

Phone: (615) 460-6407

COMMUNITY ACCOUNTABILITY:

Phone: (615) 460-6407

SIGNS OF A STUDENT IN DISTRESS

- Expresses stressful events have occurred in their lives
- Displays decreased quality of work
- Has increased absences
- Makes repeated requests for special considerations
- Displays anxiety
- Is unable to provide for their basic living needs

Take Action: Talk directly with the student (if you feel comfortable) and inform them about available resources. Call Student Care & Support, email studentconcerns@belmont.edu or submit a Student Concerns Notification Form.

*Remember your responsible employee status.

STUDENT CARE & SUPPORT:

Student Concerns Notification Form: <http://www.belmont.edu/campus-life/resources/student-care.html>

Student Concerns: studentconcerns@belmont.edu

Phone: **(615) 460-6407**

SIGNS OF A STUDENT IN CRISIS

- Expresses suicidal thoughts or gestures
- Makes threats to others
- Displays self-mutilating behavior
- Carries weapons
- Demonstrates intimidating behaviors

Take Action: Safety is an immediate concern. Contact Campus Security and an officer will respond, assess and assist. *Remember your responsible employee status.

CAMPUS SECURITY:

Phone: **(615) 460-6911**

STUDENT SUPPORT FOR A MAJOR LIFE EVENT

- Extended illness
- Death in the Family
- Traumatic Event
- Financial Crisis
- Loss of Housing

Take Action: Safety is not an immediate concern. Submit a Student Concern Notification to Student Care & Support for record keeping via phone, email or online form. Notify the Office of Student Care & Support Staff if additional support resources are needed.

*Students are responsible for notifying professors of absences, requesting excused absences and permission to make-up missed assignments, exams and quizzes. It is at the discretion of faculty to approve/deny requests for excused absences and make-up work. Student Support may assist students with validating sensitive medical information if needed.

STUDENT CARE & SUPPORT:

Student Concerns Notification Form: <http://www.belmont.edu/campus-life/resources/student-care.html>

Student Concerns: studentconcerns@belmont.edu

Phone: **(615) 460-6407**

BELMONT SUPPORT RESOURCES

STUDENT CARE & SUPPORT

Student Care & Support helps students identify support services they may need while navigating university policies and procedures. Located on the 2nd floor of the Beaman Student Life Center. Call **(615) 460-6407**.

EMOTIONAL & PHYSICAL HEALTH

Counseling Services offers free, confidential solution focused therapy. Located in the Gabhart Student Center. Call **(615) 460-6856**.

Health Services offers free, confidential medical resources to students. Located on the 1st Floor of McWhorter Hall. Call **(615) 460-5506**.

ACADEMIC SUPPORT

GPS offers academic major exploration academic success planning, skills workshops and tutoring connections as a supplement to the Learning Centers' offerings. Located on Lower Level of Heron Hall. Call **(615) 460-6506**.

Learning Centers offer free tutoring and group study in math, writing and languages to all Belmont Students. Located on the 1st Floor of the Janet ga Academic Center. Call **(615) 460-6163**.

CAMPUS SAFETY

Campus Security manages reported crimes, student emergencies or student crisis requiring immediate attention and support from the University. Located in the Gabhart Student Center. Call **(615) 460-6911**.

PASTORAL CARE

University Ministries provides pastoral care and support while connecting students to additional faith-based resources both on and off campus as needed. Located in the Gabhart Student Center. Call **(615) 460-6419**.

STUDENT ACCOMMODATIONS

Accessibility Services oversees Belmont University's reasonable accommodation process to help provide equal access for students participating in all university programs and services. Located on the 2nd Floor of Beaman Student Life Center. Call **(615) 460-6407**.

SEXUAL ASSAULT & SEXUAL MISCONDUCT

Title IX Coordinator (615) 460-6628

NON-EMERGENCY SUPPORT

Campus Security (615) 460-6617

Office of the Dean of Students (615) 460-6407

OFF-CAMPUS SUPPORT & EMERGENCY CONTACTS

Urgent Medical Care

CareNow Green Hills	(615) 292-0012
CareNow West End	(615) 866-4238
Concentra Urgent Care	(615) 321-5698
Vanderbilt Walk-In Clinic (Belle Meade)	(615) 875-1000

Local hospitals

Tristar Centennial Medical Center	(615) 342-1000
Ascension St. Thomas Midtown Hospital	(615) 340-4658
Ascension St. Thomas West Hospital	(615) 222-2111
Vanderbilt Medical Center and Hospital	(615) 322-5000

Local/Regional Contacts

Crisis Intervention Hotline	(615) 244-7444
Mental Health Co-Op	(615) 726-0125
Nashville Metro Police Dept.	(615) 862-8600
Nashville Fire Department	(615) 862-5421
Tennessee Highway Patrol	(615) 741-3181

Nashville Area Resources

SAFE Sexual Assault Clinic	(615) 258-5888
Vanderbilt Psychiatric Clinic	(615) 327-7000
Weaver YMCA Domestic Violence Center	(615) 242-1199

National Resources

Suicide Prevention Hotline	(800) 273-8255
National Domestic Violence Hotline	(800) 799-7233
Self-Harm Support	(800) 366-8288
Sexual Assault Hotline	(800) 879-1999
Addition Support	(800) 622-4357

SEXUAL ASSAULT

Belmont University is a Christian community of learning and service. Our community is committed to the dignity and worth of every individual, which is embodied in our Community Commitment to Individual Worth. Sexual misconduct is the antithesis of this Community Commitment. Because of our faith commitment, community values and obligations of federal law under Title IX of the Education Amendments of 1972, members of the Belmont community, guests, and visitors have the right to be free from sexual misconduct and from retaliation for reporting incidents of sexual misconduct. Accordingly, the community rejects and responds assertively to sexual misconduct violations. When violations are found, Belmont will take action calculated to stop the behavior, ameliorate its effects, and/or prevent the behavior from reoccurring. Such action is likely to include, but is not limited to, suspension, expulsion, or dismissal of the person who violated this policy

If you are a victim of violence we are here to support you. Belmont University believes that violence of any kind should not be tolerated. Sexual violence can happen to anyone regardless of factors such as race, gender, gender expression, sexual orientation, class or profession. Belmont is dedicated to serving and supporting all victims without discrimination. Belmont does not condone sexual misconduct and hopes to end sexual violence by providing resources to victims and changing the culture.

There are many resources and departments on campus that can help you. The Victim's Advocate is a primary source serving as a confidential advisor to provide support, assistance, and knowledge of resources, rights, and referrals to victims of crimes such as sexual assault, domestic or dating violence, harassment, and stalking. The Victim's Advocate may be reached at (615) 460-5661 (office).

Additionally, individuals may seek confidential, professional assistance in the form of counseling, advocacy and/or support related to their experience or a friend's experience of sexual misconduct via the following Belmont services:

- Counseling Services (615) 460-6856
- Health Services (615) 460-5506
- University Ministries Pastoral Care (615) 460-6419

Alternatively, any person may report sexual misconduct directly to the Title IX Coordinator.

Title IX Office
Fidelity 2nd Floor
TitleIX@Belmont.edu
(615) 460-6628

Behavior that violates the Sexual Misconduct Policy may also constitute illegal criminal acts. The university's accountability process is separate and different from any criminal process a person may wish to pursue. A person may pursue both simultaneously. The university's Title IX Coordinator will assist individuals with beginning the process of contacting the Nashville Metropolitan Police Department.

Alternatively, a person may contact the Nashville Metropolitan Police Department directly. The Sex Crimes Section is open from 7:30 AM to 11 PM, Monday through Friday, though detectives are on-call 24 hours a day. To report a crime occurring locally to external authorities, please contact: Nashville Metropolitan Police Department's Sex Crimes Section at (615) 862-7540.

Additionally, the following is a list of non-Belmont resources who can assist students who have been affected by sexual assault. Belmont University does not have a contractual relationship with any of the resources listed below. They are simply listed as a courtesy to community members. Individuals should determine for themselves whether they feel the agency will meet their needs.

- 24-hour Sexual Assault Hotline (800) 879-1999
- Crisis Intervention Hotline (crisis counseling) (615) 244-7444
- National Domestic Violence Hotline (800) 799-7233
- 24-hour Suicide Prevention Lifeline (800) 273-8255
- Weaver YWCA Domestic Violence Center (615) 242-1199

EMERGENCY NOTIFICATION

The following methods may be used to notify the campus community of various emergency events that may impact students, staff, faculty and visitors on the Belmont Campus.

- Belmont Alert – Belmont’s emergency mass notification system (http://www.belmont.edu/ocs/belmont_alert_system.html). Sign up through your MyBelmont account by clicking the “Belmont Alerts Sign Up” link under the “Campus Security” tab.
- Belmont Home Page – (<http://www.belmont.edu/>) Belmont’s official website for weather closings and emergency event information updates.
- Belmont Alerts Email – communication@belmont.edu
- Twitter - @BelmontUniv
- Facebook - www.facebook.com/BelmontUniversity
- Campus Wide Voice-mail

AFTER THE EMERGENCY

Workplace Injury/Illness

- Make sure the injured person has received appropriate medical care.
- Call Belmont Campus Security and EMS for any injuries that require immediate medical attention.
- Notify the injured person’s immediate supervisor to file appropriate reports.

Building Damages

- Call Facilities Management Division at (615) 460-6670.
- Notify Belmont Campus Security after normal business hours and on weekends.
- Take the necessary steps to protect property from further damage.
- Report all claims upon discovery of the incident to Office of Risk Management and Compliance within 48 hours (615)-460-5429 or riskmanagement@belmont.edu.

EMERGENCY PHONE NUMBERS

Campus Security	(615) 460-6911
Office of the Dean of Students	(615) 460-6407
Title IX Coordinator	(615) 460-6628

Confidential Resources:

Counseling Services	(615) 460-6856
Health Services	(615) 460-5506
University Ministries	(615) 460-6419
Victim's Advocate	(615) 460-6399

OTHER BELMONT RESOURCES

Facilities Management Office	(615) 460-6670
Office of Risk Management	(615) 460-5429
IT Help Desk	(615) 460-8888

OFF CAMPUS SUPPORT

Local hospitals

Centennial Medical Center and Hospital	(615) 342-1000
Ascension St. Thomas Midtown Hospital	(615) 340-4658
Ascension St. Thomas West Hospital	(615) 222-2111
Vanderbilt Medical Center and Hospital	(615) 322-5000

Local/Regional Contacts

Crisis Intervention Hotline	(615) 244-7444
Nashville Metro Police Dept. Sex Crimes	(615) 862-7540
Nashville Metro Police Dept.	(615) 862-8600
Nashville Fire Department	(615) 862-5421
Tennessee Highway Patrol	(615) 741-3181

Counseling Hotlines

National Domestic Violence Hotline	(800) 799-7233
24-hr Suicide Prevention Lifeline	(800) 273-8255
24-hr Sexual Assault Hotline	(800) 879-1999
Mental Health Cooperative Crisis Line	(615) 726-0125
Weaver YWCA Domestic Violence Center	(615) 242-1199

BUSINESS CONTINUITY PLAN (BCP)

O'MORE COLLEGE OF ARCHITECTURE AND DESIGN



**BELMONT
UNIVERSITY**

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NOTICE: This document contains information pertaining to the deployment, mobilization, and tactical operations of the O'More College of Architecture and Design in response to emergencies. It is exempt from public disclosure under Tennessee state law.

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I. INTRODUCTION

The mission statement as provided by the O'More College of Architecture and Design is as follows:

OCAD programs cultivate students' awareness of their capacity to leverage multidisciplinary approaches to increase cultural and environmental sustainability, human equity, & social justice through the transformative potential of design.

A. Purpose

This Business Continuity Plan (BCP) has been created for the O'More College of Architecture and Design, also referred to as OCAD. The Business Continuity Plan establishes policy and guidance to ensure the execution of the essential business functions for the OCAD in the event that an emergency threatens or incapacitates operations; and the relocation of selected personnel and functions of any essential facilities of the OCAD are required. Specifically, this BCP is designed to:

- Ensure that the OCAD is prepared to respond to emergencies, recover from them, and mitigate against their impacts.
- Ensure that the OCAD is prepared to provide critical services in an environment that is threatened, diminished, or incapacitated.
- Provide timely direction, control, and coordination to the OCAD leadership and other critical customers before, during, and after an event or upon notification of a credible threat.
- Establish and enact time-phased implementation procedures to activate various components of the "Plan".
- Facilitate the return to normal operating conditions as soon as practical, based on circumstances and the threat environment.
- Ensure that the OCAD BCP is viable and operational, and is compliant with all guidance documents.
- Ensure that the OCAD BCP is fully capable of addressing all types of emergencies, or "all hazards" and that essential business functions are able to continue with minimal or no disruption during all types of emergencies.

B. Applicability and Scope

The provisions of this document apply to the OCAD and its offices. Support from other organizations as described herein will be coordinated with the Interim Dean (Shari Fox) as applicable. This document applies to situations that require relocation of essential business functions of the OCAD as determined by the Interim Dean (Shari Fox). The scope does not apply to temporary disruptions of service during short-term building evacuations or other situations where services are anticipated to be restored in the primary facility within a short

period. The Interim Dean (Shari Fox) will determine situations that require implementation of the BCP.

C. Supersession

The is the first plan for O'More College of Architecture and Design.

D. Policy

The OCAD recognizes and acknowledges that the protection of its assets and business operations is a major responsibility to itself and its employees. Therefore, it is a policy of the OCAD that a viable BCP be established and maintained to ensure high levels of service quality and availability. OCAD has adopted a process-oriented approach to business continuity planning that involves:

- Performing a Business Impact Analysis (BIA)
- Completing a regional "Risk Assessment"
- Detailing risk management procedures
- Performing continued risk monitoring

It is also a policy of the OCAD to protect life, information, and property, in that order. To this end, procedures have been developed to support the resumption of time-sensitive business operations and functions in the event of their disruption at the facilities identified in this plan. The OCAD is committed to supporting service resumption and recovery efforts at alternate facilities, if required. Likewise, the OCAD and its management are responsible for developing and maintaining a viable BCP that conforms to acceptable insurance, regulatory, and ethical practices and is consistent with the provisions and direction of other OCAD policy, plans, and procedures.

II. BUSINESS IMPACT ANALYSIS (BIA)

A. BIA Overview

The Business Impact Analysis (BIA) serves at the backbone for an organization's Business Continuity Plan (BCP). The BIA identifies the potential impact of uncontrolled, non-specific events on the organization's business process. The BIA also determines what and how much is at risk by identifying essential business functions, and their respective Recovery Time Objectives (RTO). The OCAD BCP includes recovery priorities for essential business functions that identify:

- The type of essential business function (Management Process, Operational Process, Supporting Process)

- The essential personnel (or Division) required to perform the essential business functions
- The impact of failure to perform essential business functions
- The facilities required to complete the essential business functions
- The Essential Records required to facilitate the essential business functions (including technological requirements)
- The impact of legal and regulatory requirements
- The recovery procedures for each essential business function

B. Recovery Time Objectives and Priority of Functions

A Recovery Time Objective (RTO) is defined as a duration of time in which an essential business function or process should be restored following a disruption; failure to restore the function within the designated RTO timeframe could otherwise result in undesirable consequences associated with the break in continuity. This BCP includes the identification of each of the essential business functions for OCAD and has categorized each function within a specified RTO timeframe. The RTO is designed to assist in organizing and facilitating the functional recovery of OCAD.

The RTO's that have been established for OCAD and the total number of corresponding essential business functions for each RTO include:

- **Functions with a Recovery Time Objective of 0-24 hours (Highest priority to lowest) 4 Essential Functions**
- **Functions with a Recovery Time Objective of 24-48 hours (Highest priority to lowest) 2 Essential Functions**
- **Functions with a Recovery Time Objective of 48-72 hours (Highest priority to lowest) 4 Essential Functions**
- **Functions with a Recovery Time Objective of 72-96 hours (Highest priority to lowest) 2 Essential Functions**
- **Annual Student Shows 3 Essential Functions**

C. Essential Business Functions

In planning for BCP activation, it is important to establish priorities before an emergency to ensure that the BCP Teams can complete essential business functions that are critical to the overall operation of the OCAD. The Interim Dean (Shari Fox) and the BCP Teams shall ensure that essential business functions can continue or resume as rapidly and efficiently as possible during an emergency relocation. Any task not deemed essential must be deferred until additional personnel and resources become available.

**** Annex C provides a prioritized list of all essential business functions performed by the OCAD.*

D. Delineation of Essential Business Functions

To ensure that essential business functions referenced in Section II-C are effectively transferred to the alternate facility and continued with minimal interruption, it is imperative that each function have qualified staff and resources assigned to it. The OCAD BCP should be formed with essential business functions in mind. As the BCP is developed, specific staff should be matched up to each of the essential business function(s) within the plan. These staff will be assigned to perform these specific essential business functions at the alternate facility during BCP activations. The staff working at the alternate facility must be able to ensure that essential business functions are carried out. In some cases, the number of staff assigned to the alternate facility may be limited due to lack of facility resources and/or reduced capacity.

**** Annex C provides a complete prioritized list of essential business functions for OCAD. Each essential business function includes a breakdown of estimated personnel requirements and estimated equipment requirements needed to ensure the continuation of that specific function during BCP activations.*

E. Gap Analysis

A Gap Analysis is defined as a methodical comparison of what types of plans the organization needs to maintain, resume, or recover normal business operations in the event of a disruption, versus what the existing current capabilities are. Gap analysis results are an important step in defining what additional resources are necessary to achieve recovery time and point objectives in a recovery event scenario. Over time, gap analysis results will change based on changing personnel as well as internal and external environments.

**** Annex C provides a detailed list of essential business functions, their recovery procedures, and gap analysis results.*

F. Risk Assessment

All organizations face the possibility of service disruptions based on a wide range of possible risk scenarios. Risk scenarios vary based on geographic location of facilities and their susceptibility to natural threats (e.g. location in a flood plain), and the proximity to critical infrastructures (e.g. power sources, nuclear power plants, airports, railroads). The OCAD BCP includes a risk assessment that considers:

- The impact of various business disruption scenarios on both the organization and its customers
- The probability of occurrence (remote, uncommon, occasional, frequent)
- The type of threat (Natural, Man-Made, Biological, Technological)
- The criticality of the event
- The loss impact on information services, technology, personnel, facilities, and service providers from both internal and external sources.

The OCAD BCP includes the identification of risk scenarios that could potentially disrupt business processes and the ability to meet customer expectations. This section outlines

situations that can potentially lead to activation of the BCP due to events that may affect the ability of the OCAD to perform its essential business functions from its primary facilities and/or other essential facilities.

G. Risk Type Listing

All organizations should develop realistic risk scenarios which should be categorized based on the scenarios "type" as well as its "risk rating". The OCAD BCP includes an evaluation of different risk scenarios that could occur causing a BCP activation. Based on current data, OCAD has determined that 0 risk scenarios exist that could impact the ability of OCAD to perform its essential business functions from its primary or other essential facilities. Risk types for each of these risk scenarios include the following categories: Natural, Man-Made, Biological, and Technical risks.

The total number of risks by type for OCAD include:

**** Annex Q provides details on all identified risk scenarios assessments. Details for each risk scenario include the risk description, overall risk rating, and impacts of each risk scenario.*

H. Risk Rating / Risk Ranking

The OCAD BCP includes an overall risk rating for all risks identified in the BCP. The risk rating is created using a Calculated Priority Risk Index (CPRI) formula calculated for each risk. OCAD establishes its risk rating by using the following formula: (Probability of the Event X .45) + (Severity/Magnitude of Event X .30) + (Warning Time X .15) + (Duration X .10) = Overall Risk Rating. The risk rating calculation assigned to each risk is used to rank all risks in an overall risk ranking list.

OCAD has identified realistic risk scenarios that may potentially disrupt its business processes and its ability to meet client's expectations (internal, business partners, or customers). These risks can take many forms, including malicious activity as well as natural and technical disasters. OCAD has analyzed the impact of each risk scenario as well as the probability of occurrence. Some effects of risk scenarios can be reduced to business disruptions that affect only specific work areas, systems, facilities, (i.e. buildings) or geographic areas. OCAD will strive to reduce the impacts possible from risk scenarios as time allows.

**** Annex Q provides a ranked list of all risks identified by BCP and their associated risk rating. Annex R includes a Risk Specific Action list identified for each risk.*

III. CONCEPT OF OPERATIONS (CONOP)

A. Objectives

The objective of this BCP is to ensure that a viable capability exists for OCAD to continue

its essential business functions across a wide range of potential emergencies, specifically when the primary facility is either threatened or inaccessible. The objectives of this BCP include:

- To ensure the continuous performance of essential business functions/operations during an emergency.
- To protect essential facilities, equipment, records, and other assets.
- To reduce or mitigate disruptions to operations.
- To reduce loss of life, minimize damage and losses.
- To identify and designate principals and support staff to be relocated.
- To facilitate decision-making for execution of the BCP and the subsequent conduct of operations.
- To achieve a timely and orderly recovery from the emergency and resumption of full service to all customers.

B. Planning Considerations and Assumptions

In accordance with business continuity guidelines and emergency planning principles/best practices, a viable BCP capability:

- Must be maintained at a high-level of readiness.
- Must be capable of implementation, both with and without warning.
- Must be operational no later than 12 hours after activation.
- Must maintain sustained operations for up to 30 days.

C. BCP Execution

This section outlines situations that can potentially lead to activation of the BCP due to emergencies or potential emergencies that may affect the ability of the OCAD to perform its essential business functions from its primary facility and/or other essential facilities. This section also provides a general description of actions that will be taken by the OCAD to transition from normal operations to BCP activation.

BCP Activation Scenarios

The following scenarios would likely require the activation of the OCAD BCP:

- The primary facility or any other essential facility of the OCAD is closed for normal business activities as a result of an event or credible threat of an event that would preclude access or use of the facility and the surrounding area.
- The area in which the primary facility or any other essential OCAD facility is located is closed for normal business activities as a result of a widespread utility failure, natural disaster, significant hazardous material incident, civil disturbance, or terrorist or military threat or attack. Under this scenario, there could be uncertainty regarding whether additional events such as secondary explosions or cascading utility failures could occur.

The following scenario would NOT require the activation of the OCAD BCP:

- The primary facility or any other essential facility is temporarily unavailable due to a sudden emergency such as a fire, bomb threat, or hazardous materials emergency that requires the evacuation of the facility, but only for a short duration that does not impact normal operations.

BCP Activation

The following measures may be taken in an event that interrupts normal operations, or if such an incident appears imminent and it would be prudent to evacuate the primary facility or any other essential facility as a precaution:

- The Interim Dean (Shari Fox) may activate the BCP to include activation of the alternate facility.
- The Interim Dean (Shari Fox) will direct some or all of the BCP Teams to initiate the process of relocation to the alternate facility (see Sections III-D and III-F). The BCP Teams will be notified using the notification procedures outlined in Section V of this document.
- The BCP Teams will initiate relocation to the alternate facility site and will ensure that the essential business functions of the closed primary or other impacted facility are maintained and capable of being performed using the alternate facility and available resources, until full operations are re-established at the primary/impacted facility.
- OCAD staff members who do not have specific BCP assignments may be called upon to supplement the BCP Team operations.
- Representatives from other organizations may also be called upon to support BCP operations.
- The BCP Teams and their members will be responsible for ensuring the continuation of the essential business functions of the OCAD within 12 hours and for a period up to 30 days or longer pending regaining access to the affected facility or the occupation of the alternate facility.

**** Section V of this document provides additional detail on the procedures that will be used for BCP activation and implementation.*

Incidents could occur with or without warning and during duty or non-duty hours. Whatever the incident or threat, the OCAD BCP will be executed in response to a full range of disasters and emergencies, to include natural disasters, terrorist threats and incidents, and technological disruptions and failures. In most cases, it is likely there will be a warning of at least a few hours prior to an incident. Under these circumstances, the process of activation would normally enable the partial, limited, or full activation of the BCP with a complete and orderly alert, notification of all personnel, and activation of the BCP Teams.

Without warning, the process becomes less routine and potentially more serious and difficult. The ability to execute the BCP following an incident that occurs with little or no warning will depend on the severity of the incident's impact on the physical facilities, and whether personnel are present in the affected facility or in the surrounding area. Positive personnel accountability throughout all phases of emergencies, including BCP activation, is of utmost concern, especially if the emergency occurs without warning, during duty hours.

**** Section III-I of this document provides additional information on warning conditions and*

related procedures.

D. Time-Phased Implementation

In order to maximize the preservation of life and property in the event of any natural or man-made disaster or threat, time-phased implementation may be applied. Time-phased implementation is used to prepare and respond to current threat levels, to anticipate escalation of those threat levels and, accordingly, plan for increased response efforts and ultimately full BCP activation and facility relocation. The extent to which time-phased implementation will be applied will depend upon the emergency, the amount of warning received, whether personnel are on duty or off-duty at home or elsewhere, and, possibly, the extent of damage to essential facilities and their occupants.

As described in Section III-C of this document, BCP activation applies to events or incidents impacting a facility where essential business functions are performed to the point that the facility is unable to continue to perform those functions for a duration that will affect normal operations. It is possible that a minor events would not render a facility unusable. However, minor events can escalate into major events, and even into catastrophic events. Conversely, events that are of short duration and do not impact normal operations (e.g., require a building evacuation only) must also be handled as though they could escalate into a more serious situation. Time-phased implementation of the BCP is a way to be prepared for all levels of emergency/potential emergency scenarios that may or may not require relocation of the primary or other essential facility. This implementation method allows the individual(s) responsible for making decisions to be prepared to fully activate the BCP on very short notice, if necessary, but not prematurely activate the BCP for situations such as the building evacuation-only scenario described above. Listed below is a general summary of the sequence of events that can be followed using time-phased implementation of the BCP:

Phase I – Activation (0 to 12 hours)

During this phase, alert and notification of all employees, BCP Teams, and other organizations identified as “critical customers” (e.g., vendors or public/private entities that may provide resource support) will take place. It is during this phase that the transition to alternate operations at the alternate facility begins. However, if events turn out to be less severe than initially anticipated, the time-phased BCP activation may terminate during this phase and a return to normal operations will take place.

Phase II – Alternate Operations (12 hours to Termination)

During this phase, the transition to the alternate facility is complete and the performance of essential business functions should be underway. Also during this phase, plans should begin for transitioning back to normal operations at the primary facility or other designated facility.

Phase III – Reconstitution and Termination

During this phase, all personnel, including those that are not involved in the BCP activation, will be informed that the threat or actual emergency no longer exists and instructions will be provided for resumption of normal operations.

**** Section V of this document covers more detailed, specific time-phased implementation procedures that will be followed during BCP activation and execution.*

E. Critical Service BCP Staff

The OCAD management and staff that relocate to the alternate facility must be able to continue operations and perform essential business functions for up to 30 days with resource support. Specific OCAD management and staff will be appointed to serve on BCP Teams to support BCP activations and relocation. It is important that BCP Teams and corresponding responsibilities are established prior to BCP activations so team members can be trained effectively on their team roles and responsibilities. Depending upon the nature and severity of the event requiring BCP activation, the roster and size of the BCP Teams may be adjusted by the Interim Dean (Shari Fox) as necessary.

**** Annex A provides a description of each BCP Team developed for the OCAD BCP including each team member's role and contact information. Annex O provides a complete list of contact information of OCAD staff and vendors.*

Because alternate facility space and support capabilities may be limited, staff may need to be restricted to those specific personnel who possess the skills and experience needed for the execution of essential business functions. Staff may be directed to move to other facilities or duty stations, or may be advised to remain at or return home, pending further instructions. Individuals may be used to replace unavailable staff or to augment the overall BCP response. BCP activation will not, in most circumstances, affect the pay and benefits of the OCAD management and staff.

**** Section V of this document covers more detailed, specific time-phased implementation procedures that will be followed during BCP activation and execution.*

F. Alternate Facility

The determination of 1) the appropriate alternate facility for relocation, and 2) whether to relocate the OCAD to the alternate facility will be made at the time of activation by the Interim Dean (Shari Fox); the decision will be based on the incident, threat, risk assessments, and execution timeframe. Arrangements should be made with the management of all pre-identified alternate facilities to appoint an Alternate Building Coordinator who will be responsible for developing site support procedures that establish the requirements for receiving and supporting the staff of the OCAD.

To ensure the adequacy of assigned space and other resources, all locations currently identified as alternate facilities and those being considered for alternate facility locations should be reviewed by the OCAD management on an annual basis. The Interim Dean (Shari Fox) and associated BCP Team Chiefs will be advised of the findings of this review and made aware of any updates made to the alternate facility details.

In conducting a review of an existing alternate facility to determine its adequacy for supporting the operation of essential business functions, the following should be considered:

- Ensure that the facility has sufficient space to maintain and support the OCAD.
- Ensure that the facility, along with acquired resources, are capable of sustaining operations for performing essential business functions for up to 30 days.
- Ensure that the facility has reliable logistical support, services, and infrastructure systems (e.g., electrical power, heating/ventilation/air conditioning (HVAC), water/plumbing).

- Ensure that personal convenience and comfort considerations (including toilet facilities) are given to provide for the overall emotional well-being of staff.
- Ensure that adequate physical security and access controls are in place.
- Ensure that the alternate facility is not in the same immediate geographical area as the primary facility, thereby reducing the likelihood that the alternate facility could be impacted by the same incident that impacts the primary facility.
- Consider cooperative agreements such as Memoranda of Understanding (MOUs)/mutual aid agreements with other organizations or contract agreements with vendors who provide services such as virtual office technologies.

**** Annex B provides the location of the OCAD alternate facility sites and additional information on alternate facility requirements.*

G. Warning Conditions

When planning and preparing for emergencies that may require activation of the BCP, a wide range of scenarios must be considered. Impending events such as hurricanes or winter storms may provide ample warning for notification of staff and identification and pre-positioning of resources in preparing for possible BCP activation; other types of events such as earthquakes or terrorist events, may provide no warning.

- **With Warning** - It is expected that, in most cases, the OCAD will receive a warning of at least a few hours prior to an event. This will normally enable the full execution of the BCP with a complete and orderly alert, notification, and/or deployment of the BCP Teams to an assembly site or the alternate facility.
- **Without Warning** - The ability to execute the BCP following an event that occurs with little or no warning will depend on the severity of the emergency and the number of personnel impacted. If the deployment of the BCP Teams is not feasible because of the unavailability or loss of personnel, including the Interim Dean (Shari Fox), temporary leadership of the OCAD will be passed to the O'More College of Architecture and Design Associate Dean, as identified in Section II-J of this document.
- **Duty Hours** - If an event or incident occurs during work hours, which requires relocation of the primary facility, the BCP will be activated and available members of the BCP Teams will be deployed as directed to support operations for the duration of the emergency. Those individuals who do not have assigned roles in the BCP, will either be sent home or possibly used to provide support to the BCP Teams, if additional assistance is required.
- **Non-Duty Hours** - The ability to contact members of the BCP Teams at all times during duty hours or non-duty hours is critical for ensuring that the BCP can be activated quickly if needed. Procedures must be in place that account for notifying and mobilizing (if necessary) the BCP Teams on extremely short notice.

**** Section II-L of this document provides additional information and procedures to be followed based on warning conditions. Section IV-C of this document provides staff activation procedures for duty hours and non-duty hours. Annex F provides detailed instructions regarding Alert Notification Procedures for the OCAD.*

H. Direction and Control

Lines of succession should be maintained by all leadership elements contained within the OCAD to ensure continuity of essential functions. Lines of succession are to be provided to a minimum depth of three positions at any point where policy and directional functions are carried out.

Authorized successors to the Interim Dean (Shari Fox) are specified as follows:

1. Associate Dean - Priscilla Gitimu - O'More College of Architecture and Design
2. Dean Executive Assistant - Emily Kynerd - O'More College of Architecture and Design

Each organizational element should pre-delegate authorities for making policy determinations and decisions. All such pre-delegations will specify what the authority covers, what limits may be placed upon exercising it, who (by title) will have the authority, and under what circumstances, if any, the authority may be delegated.

The Interim Dean (Shari Fox) and/or their designee are responsible for ordering activation of the BCP. Members of the BCP Teams may be requested by the Interim Dean (Shari Fox) to disseminate BCP guidance and direction during the activation and relocation phases. Pending the activation of the BCP, the BCP Teams Chiefs will monitor the situation and assist in the notification process, as necessary.

Once the BCP is activated, the appropriate officials should be notified and requested to provide any previously agreed upon assistance to the OCAD.

**** Annex D provides information regarding Lines of Succession. Annex E provides information regarding Delegations of Authority.*

I. Operational Hours

During BCP contingencies, the Interim Dean (Shari Fox) will determine the hours of operation for the BCP Teams and staff. Members of the BCP Teams must be prepared to support a 24-hour-per-day, 7-day-per-week operation, if needed.

J. Alert Notification Procedures

If the situation allows for warning, staff may be alerted prior to activation of the BCP. In all situations allowing for an advanced alert, procedures should be in place and trained upon for effective notification to the OCAD key staff members and appropriate officials.

The BCP Teams should be prepared for rapid deployment upon activation via special prearranged notification procedures. These instructions will denote explicit actions to be taken, including the location of the assembly site and/or the designated alternate facility location.

The Interim Dean (Shari Fox) will direct the activation of the BCP. Upon activation of or notification to activate the OCAD BCP, telephone, email, and other methods of communication designated by the OCAD may be used to notify its key staff and personnel.

IV. PROCEDURES

A. Personnel Coordination

Procedures should be in place to address any personnel issues that may arise among those individuals who will be responsible for implementing the BCP as well those who do not have specific BCP roles but may be called upon during BCP activation. Listed below are personnel resources and capabilities in place at the OCAD to ensure that emergency and non-emergency staffs are prepared when disasters strike, either with or without warning:

- Communications Plan for emergency and non-emergency staff
- Health, safety, and emotional well-being of all employees and their families
- Pay status and administrative leave issues
- Medical, special needs, and travel issues

Issues will be managed by the Interim Dean (Shari Fox) and based on the Policies and Procedures of the OCAD.

B. Essential Records and Resources

Essential records and resources identified as critical to supporting essential business functions have been identified within the BCP and will be maintained, updated, and stored in secure offsite locations. In addition, procedures will be developed to ensure that records are maintained and updated regularly. Procedures will also identify how these essential records and resources will be made available to personnel for use in completing essential business functions. Identified below are different categories of essential records and resources.

Essential records essential to the continued operation or reconstitution of the OCAD during and after a continuity event disruption may include:

- Emergency plans and directives
- Orders of succession (Annex D)
- Delegations of authority (Annex E)
- Staff roster (Annex O)
- Staffing assignments
- Records of a policy or procedural nature that provide staff with guidance and information or resources necessary for conducting operations during any emergency and for resuming formal operations at its conclusion

Essential records critical to carrying out the OCAD legal and/or financial essential business functions and activities may include:

- Accounts receivables / Accounts payable documentation
- Contracting and acquisition files
- Personnel files / Human Resource Records
- Payroll documentation / Social Security documentation
- Retirement records
- Insurance records
- Property management and inventory records

**** Annex G provides additional information on essential records and provides identification, location, and backup capabilities of OCAD essential records necessary for performing essential business functions.*

C. Pre-Positioned Resources

It is strongly encouraged that essential items, such as office supplies, equipment, data, essential records, and other critical resources be pre-positioned at the alternate facility or other off-site location to facilitate relocation during BCP events. The pre-positioned resources should be carefully inventoried and regularly maintained by the Alternate Building Coordinator or his/her designee to ensure that there is a clear understanding of what resources are identified as pre-positioned at the alternate facility and what additional resources need to be acquired during BCP events.

D. Drive-Away Kits

The Interim Dean (Shari Fox) is responsible for providing guidance to staff on the necessity of Drive-Away Kits and the contents of these kits. Drive-Away Kits may contain items such as software, databases, forms, publications, and other necessary resources that can be stored in a manageable manner. Checklists need to be developed for the various Drive-Away Kits developed for OCAD to help ensure the inclusion of all necessary contents.

It is strongly encouraged that essential items and data be pre-positioned at the alternate facility or other off-site location instead of being carried within Drive-Away Kits, because BCP Team personnel and staff may be at home when the order to relocate is given. Access to the Drive-Away Kits may be difficult or impossible. Items to consider including in these kits:

- Emergency plans/procedures
- List of positions to be filled and procedures needed to continue essential business functions
- Laptop(s) with necessary forms/plans/procedures installed

- Office supplies to support operations for the initial period of relocation.

In addition to “official” items carried in the Drive-Away Kits, each staff member relocating to the alternate facility should consider bringing appropriate personal items and changes of clothing for situations of relocation of great distances. In addition, staff should relocate with their OCAD identification badge for entry into the alternate facility.

**** Annex H provides additional information on specific Drive-Away Kits that have been developed for OCAD and their contents.*

E. Telecommunications and Information Systems Support

Interoperable communications or the ability for the OCAD staff to communicate with individuals internal and external to the organization is critical during BCP events. Internal and external communications that will be used within the OCAD and its alternate facilities to communicate with officials, emergency response organizations, the media, and/or the public are identified in detail in Annex I.

Access to critical information systems that are used to accomplish essential business functions during normal operations from the primary facility should also be arranged for accessibility at the alternate facility. In order for these systems to be accessible, connectivity must be in place at the alternate facility and system servers should be backed up on a daily basis at more than one location. For the OCAD, the Information Technology maintains the information systems and ensures that the systems are backed up on a daily basis. In addition, the Information Technology ensures that connectivity exists at the alternate facility. The Information Technology will also provide systems technical support during BCP activations.

The telecommunications and information systems capabilities at the OCAD alternate facility are sufficient for the performance of essential business functions under the BCP. The following is a checklist that may be used for planning telecommunications and information systems requirements:

- Plans should address all three types of communication (internal, external, and mobile).
- Plans should include the development of telephone trees.
- Plans should consider use of a hotline numbers.
- Plans should consider radio communications using available staff with radios.
- Plans should recognize different needs ranging from a one-hour emergency to an extended emergency.
- Plans should consider the use of a communication center to serve as a hub for communication needs of all local users.
- Plans should strategize for situations in which all communications systems are unavailable.

At a minimum, all BCP Team Members should have cell phones and/or pagers.

**** Annex I provides additional information on telecommunications and information systems.*

F. Transportation, Lodging, and Food

Policies and procedures should be developed that consider transportation, lodging, and feeding of staff working from the alternate facility. During BCP activations, staff members will likely prefer to use their individual vehicles for transportation to the alternate facility; however, in the event that they are not able to do so, an alternate transportation plan should be in place. Procedures for lodging and feeding arrangements should also be developed. All of the items mentioned above can be accomplished by arranging agreements with other agencies or non-profit organizations. Also, it is a good practice to have agreements with pre-identified private vendors to provide support on very short notice during BCP events.

The OCAD has procedures that address food, lodging, and purchasing for BCP events.

G. Security and Access Controls

The Interim Dean (Shari Fox) will ensure that all four types of security are addressed and in place at the alternate facility: operational, information systems/cyber, physical, and access controls. Due to the sensitive information contained in the BCP, the Interim Dean (Shari Fox) will also ensure that distribution of the BCP is limited and that an account of those who have access to the plan is maintained.

The Interim Dean (Shari Fox) will ensure the following:

- Plans and procedures shall establish a goal of duplicating the level of security established at the vacated primary facility to the alternate facility.
- Alternate technologies, including video technology, may be considered for security.
- Augmentation of security will be addressed, based on the emergency or threat, to include considerations for using local law enforcement, private vendors, or other resources.

**** Annex J identifies security measures currently in place for OCAD and provides guidelines for arrangements of security measures at alternate facilities.*

H. Personal and Family Preparedness

All staff, including those individuals actively involved in BCP events or not officially assigned a role during BCP activations should be prepared for and aware of BCP activation procedures. To assure that all employees are prepared for BCP events, training should be a part of the OCAD orientation for new staff and should be regularly conducted (at least annually) for all existing staff. The training should focus on preparing employees for situations in which they will not be able to work from their primary facility. The training should advise staff on how to be personally prepared by developing “personal go-kits” as well as emphasize the need for Family Disaster Planning to ensure families are prepared for all types of emergencies, including BCP activations.

**** Annex K provides a Family Disaster Plan developed by the Federal Emergency Management Agency (FEMA) that can be used as a guideline for families to prepare for BCP events. It is suggested that these Family Disaster Plan guidelines be distributed to all OCAD*

staff on an annual basis.

I. Site Support Procedures

Site support responsibilities are those tasks that must be conducted to ensure the readiness of the alternate facility and the continued functional operation of the facility during the entire duration of BCP activation. These responsibilities include ensuring that an alternate Building Coordinator is appointed and that procedures are in place and are followed to ensure a smooth transition to alternate facility operations. These responsibilities also include a planned transition back to normal operations once the emergency situation has passed.

J. Risk Event Procedures

It is vital that the OCAD assesses all possible risks to its business and define a list of procedures to be followed by OCAD personnel should a risk become a reality. The OCAD BCP defines a list of risk scenarios and specific actions that should be taken by personnel should it occur. OCAD personnel have been trained to complete these actions in a time of crisis. It is suggested that all personnel are trained on this action list during annual BCP training sessions, or as new risks are determined.

The OCAD BCP includes a list of identified risks and the procedures that should be taken Before, During, and After a risk occurs to minimize its effects.

**** Annex R provides a list of all risks identified by OCAD and a checklist of actions for each risk.*

V. ACTIVATION - PHASE I

The following procedures are suggested as guidelines to follow for BCP activations. They may be adopted or modified as needed to fit with internal requirements. In general, the following procedures are to be followed in the execution of the BCP. The extent to which this will be possible will depend on the event, the amount of warning received, whether personnel are on duty or off-duty, and the extent of damage to the impacted facilities and their occupants. This BCP is designed to provide a flexible response to multiple events occurring within a broad spectrum of prevailing conditions. The degree to which this BCP is implemented depends on the type and magnitude of the events or threats.

A. Alert and Notification Procedures

The OCAD notification process related to BCP activation should allow for a smooth transition of the BCP Teams to an alternate facility in order to continue the execution of essential business functions across a wide range of potential events. Notification may be in the form of one of the following:

- A BCP alert to the BCP Team members that relocation is anticipated or is imminent.

- An announcement of a BCP activation that 1) directs the BCP Team members to report immediately to an assembly site or a designated alternate facility, and 2) provides instructions regarding movement, reporting, and transportation details to an assembly site or a designated alternate facility.
- Instructions to BCP Team members to prepare for departure and relocation to a designated alternate facility and instructions to staff.
- Upon receipt of a BCP alert from the Interim Dean (Shari Fox) or a designated successor, staff alert and notification procedures (see Annex F) are initiated.

B. Initial Actions

Based on the situation and circumstances of the event, the Interim Dean (Shari Fox) will evaluate the capability and capacity levels required to support the current essential business functions of the impacted facility(ies) and, if selected, initiate actions for relocation to the appropriate alternate facility. These actions include measures to be taken in anticipation of BCP activation and actions to be taken upon BCP activation. Once BCP activation is initiated, procedures must be considered for both duty hours and non-duty hours.

In cases where BCP activation is anticipated, the Interim Dean (Shari Fox):

- Notifies the designated alternate Building Coordinator to prepare for the relocation of the impacted facility and to prepare the appropriate alternate facility for operations.
- Issues a BCP alert to the BCP Team Chiefs that relocation is anticipated. BCP Team Chiefs instruct their team members and personnel to prepare for BCP activation.
- Notifies emergency officials, if appropriate, that relocation of the facility is anticipated.

In cases where BCP activation is ordered:

- The Interim Dean (Shari Fox) coordinates the immediate deployment of the BCP Teams to an assembly site or the designated alternate facility.
- The Interim Dean (Shari Fox) notifies the designated alternate Building Coordinator to immediately initiate relocation efforts of the impacted facility and to prepare the appropriate alternate facility for operations.
- The Interim Dean (Shari Fox) provides instructions and guidance on operations and the location of the alternate facility.
- The Alternate Building Coordinator provides regular updates to the Interim Dean (Shari Fox) regarding the status of alternate facility activation/readiness.

The following notification procedures are initiated:

- The Interim Dean (Shari Fox) notifies emergency officials, if appropriate, that relocation of the facility has been ordered and is in progress.
- All designated staff members (see Annex F – Notification Procedures) initiate their respective BCP notification cascades.
- Designated BCP Team members report to an assembly site or deploy to the designated alternate facility to assume essential business functions.

- All staff members who have established Drive-Away Kits ensure that they are complete, with current documents and equipment, and commence movement of the resources.
- As delegated in Annex A, BCP Team members assemble the remaining documents and other assets as required for the performance of essential business functions and begin preparations for the movement of these resources.
- All personnel and sections of the impacted facility or facilities should implement normal security procedures for areas being vacated.
- Security and other designated personnel of the impacted facility should take appropriate measures to ensure security of the facilities and equipment or records remaining in the building.

C. Activation Procedures During Duty Hours

- The Interim Dean (Shari Fox) notifies the BCP Team Chiefs of the event requiring activation of the OCAD BCP.
- The Interim Dean (Shari Fox) activates the BCP and notifies the appropriate alternate Building Coordinator(s).
- Notification procedures identified in Annex F are conducted.
- The Interim Dean (Shari Fox) directs members of the BCP Teams to begin movement to an assembly site or to the designated alternate facility immediately.
- The BCP Teams immediately deploy to an assembly site or a designated alternate facility to assume essential business functions.
- Personnel who do not have active BCP response roles may be instructed to go home or relocate to another specified location pending further guidance.
- Additional tasks identified above in Section V-B that are not yet completed are completed in their entirety.

D. Activation Procedures During Non-Duty Hours

-

- The Interim Dean (Shari Fox) is notified that an event requiring BCP activation is anticipated or underway.
- The Interim Dean (Shari Fox) then notifies the BCP Team Chiefs of the event requiring activation of the OCAD BCP.
- The Interim Dean (Shari Fox) activates the BCP and notifies the appropriate alternate Building Coordinator.
- Notification procedures identified in Annex F are conducted.
- The Interim Dean (Shari Fox) directs members of the BCP Teams to begin immediate movement to an assembly site or to the designated alternate facility.

- The BCP Teams immediately deploy to an assembly site or a designated alternate facility to assume essential business functions.
- Personnel who do not have active BCP response roles are directed to remain at home pending further guidance.
- Additional tasks identified above in Section V-B that are not yet completed are completed in their entirety.

E. Deployment and Departure Procedures

The Interim Dean (Shari Fox) will determine full or partial deployment to the designated alternate facility of any essential business functions that are critical to operations at the time the OCAD BCP activation is ordered. This determination will be based on the severity of the event and the level of threat. The following actions establish general administrative procedures to allow for travel and transportation to the alternate facility. Specific instructions will be provided at the time a deployment is ordered.

BCP Team members will immediately begin deployment, taking with them all office Drive-Away Kits, if applicable, and their personal go-kits. Team members will most likely use privately-owned vehicles for transportation to the designated facility. Specific instructions will be provided at the time of activation.

All other personnel not designated to serve on BCP Teams at the impacted facility at the time of an emergency notification will be directed to proceed to their homes to await further instructions. At the time of notification, any available information will be provided regarding routes that should be used to depart the facility or other appropriate safety precautions. During non-duty hours, these personnel will remain at their homes pending further guidance.

F. Transition to Alternate Operations

Following the activation of the BCP and establishment of communications links with the Interim Dean (Shari Fox) and BCP Teams at an assembly site or the designated alternate facility, the Interim Dean (Shari Fox) orders the cessation of operations at the primary facility.

The Interim Dean (Shari Fox) will then notify emergency officials, as appropriate, that an emergency relocation of the OCAD facility is complete. The Interim Dean (Shari Fox) will then provide information on the alternate facility location, including contact numbers.

As appropriate, media outlets, outside customers, vendors, and other service providers are notified by the OCAD Public Information Officer or other designated person(s) that the OCAD primary facility has been temporarily relocated.

G. Site Support Responsibilities

Following notification that a relocation of the OCAD facility has been ordered or is in progress, the appropriate alternate Building Coordinator will implement the BCP Site support procedures and prepare to receive the BCP Teams within 12 hours.

VI. ALTERNATE OPERATIONS - PHASE II

A. Execution of Essential Business Functions

Upon activation, the BCP Teams will begin providing support for the following functions:

- Ensure that essential business functions (see Annex C) are reestablished as soon as possible.
- Monitor and assess the situation that required the relocation.
- Monitor the status of personnel and resources.
- Establish and maintain contact with emergency officials, as appropriate, or other designated personnel.
- Plan and prepare for the restoration of operations at the impacted facility or other long-term facility.

B. Establishment of Communications

The ability to communicate with internal and external resources during BCP events will be vital to the operations of the OCAD. Internal and external resources could include OCAD staff, partner organizations, emergency responders, vendors, the media, and/or the public.

The Interim Dean (Shari Fox) in coordination with the Information Technology will ensure all necessary and preplanned communications and information systems are established, adequate, and functioning properly. The Information Technology will service and correct any faulty or inadequate communications systems. The Information Technology personnel will ensure connectivity of information systems and will service any faulty or inadequate information systems.

*** *Annex I provides additional information on communications capabilities of the OCAD.*

C. BCP Team Responsibilities

A critical planning component within the OCAD BCP is the development of BCP Teams and team member responsibilities. The BCP Teams can consist of internal staff to the OCAD, as well as external staff, vendors, and/or other organizations that may assist during BCP events. For each BCP Team, team members are appointed and given specific instructions regarding their roles on the team. It's important that BCP Teams are developed prior to a BCP event so BCP Team members have awareness of their roles on these teams and can be trained on their responsibilities in preparation of potential BCPP events.

The following is a list of BCP Teams and their team descriptions for the OCAD BCP:

Continuity Team - In preparation of potential continuity events, Continuity Team members are responsible for attending continuity meetings as scheduled, reviewing and updating organization's essential functions, developing notification cascades for key staff and personnel, participating in continuity training and exercises, and developing a plan and methodology for off-

site storage of data to include essential records and databases.

During a continuity event, members of the Continuity Team are responsible for executing the necessary procedures and responsibilities for re-establishing and recovering the operations of the organization's essential functions as identified in Annex C.

Planning Team - In preparation of potential continuity events, Planning Team members are responsible for scheduling and conducting continuity meetings (minimum of one meeting per year), establishing a framework for the organization's continuity plan design and strategy, reviewing the accuracy of the personnel information contained within the plan, developing an ongoing process for reviewing and updating the plan, and scheduling and participating in continuity trainings and exercises.

**** Annex A provides a complete list of BCP Teams, team descriptions, team members, contact information, and team member roles.*

D. Augmentation of Staff

- If it becomes evident that the BCP Teams cannot adequately ensure the continuation of essential business functions, the Interim Dean (Shari Fox) will determine the additional positions necessary to maintain these functions.
- The Interim Dean (Shari Fox) will identify additional staff, as available, who may be able to provide support.
- The Interim Dean (Shari Fox) will then ensure that the identified positions are staffed with individuals who have the requisite skills to perform the tasks.
- The Interim Dean (Shari Fox) will consider implementing agreements with outside resource support including Memoranda of Understanding/mutual aid agreements with other organizations and contractual agreements with private vendors.

E. Development of Devolution Plans

Devolution is the capability to transfer statutory authority and responsibility for essential business functions from an organization's primary operating staff and facilities to another organization's employees and facilities. Devolution planning supports overall BCP planning and addresses catastrophic or other disasters that render an organization's leadership and staff unavailable or incapable of performing its essential business functions from either its primary or alternate facilities.

If devolution is necessary, prioritized essential business functions are transferred to a pre-identified devolution organization. Direction and control of essential business functions is transferred to the devolution organization site and/or identified personnel.

Devolution planning involves several special issues:

- Personnel at the devolution site must be trained to perform the essential business functions to the same level of proficiency as the OCAD personnel.
- Essential records, documents, and databases must be up to date and available at the devolution site.

- Communications and information management systems must be able to be transferred or accessible at devolution site.
- Delegations of authority planning must include senior personnel at the devolution site.

Should sufficient staff be unavailable to conduct the essential business functions of OCAD, all of the affected operations will initiate the activation of pre-arranged devolution agreements. Devolution will be triggered when available staff determines that there are insufficient resources to maintain and carry out the OCAD's prioritized essential business functions. At that point, the Interim Dean (Shari Fox) or highest ranking OCAD official available will institute devolution through the issuance of the Devolution Activation Memo, provided in Annex L. Available OCAD staff will notify the devolution organization(s) that devolution is being initiated.

The following are pre-identified devolution organization(s) for the OCAD:

O'More College of Architecture and Design

**** Annex C provides essential business functions identified for OCAD. Annex E provides Delegations of Authority. Annex L provides the pre-established Devolution Activation memo and specific guidelines for initiation of devolution of essential business functions.*

F. Development of Plans for Reconstitution and Termination

The Interim Dean (Shari Fox) or designee will develop Reconstitution and Termination Plans that will direct an orderly transition of all essential business functions, personnel, equipment, and records from the devolution organization to a new or restored facility. Plans and Schedules will include:

- Whether the original primary facility is re-inhabitable. If not, the plans will include recommendations of primary facility options.
- Construction needs for the primary facility re-occupancy, including remediation of safety issues.
- Estimated costs associated with construction and occupancy. Plans to include options for funding.
- Notification plans for BCP Teams and staff.
- Timeframe for construction completion and move-in.

The Interim Dean (Shari Fox) will review and formally approve all plans and schedules. Upon approval, the Interim Dean (Shari Fox) will issue a BCP Termination memo to the devolution organization(s) identifying the point of formal BCP Termination. The BCP Teams, as assigned, will oversee the Reconstitution and Termination process.

VII. RECONSTITUTION AND TERMINATION - PHASE III

As soon as possible (within 24 hours) following a BCP relocation, the BCP Teams will initiate operations to salvage, restore, and recover the impacted facility, pending approval from any applicable local, state, and/or federal authorities.

Reconstitution procedures will commence when the Interim Dean (Shari Fox) determines that the emergency situation has ended and is unlikely to reoccur. Once this determination has been made, one or a combination of the following options may be implemented, depending on the situation:

- Continue to perform essential business functions at the alternate facility for up to 30 days.
- Begin an orderly return to the impacted facility and reconstitute full normal operations.
- Begin to establish reconstitution of normal operations at a different primary facility location.

A. Procedures

Upon a decision by the Interim Dean (Shari Fox) that the impacted facility can be reoccupied, or that a different location will be established as a new facility to resume normal operations, the following procedures will be followed:

- The Interim Dean (Shari Fox) or designee will create and submit resumption plans for review and approval.
- Upon approval, the BCP Teams will initiate and oversee the orderly transition of all essential business functions, personnel, equipment, and records from the alternate facility to a new or restored facility.
- Non-assigned BCP Team personnel will be notified using the Alert Notification Procedures provided in Annex F that normal operations of the OCAD are resuming and that they should report back to work.

B. After-Action Review and Remedial Action Plan

An After-Action Review information collection process will be initiated by each BCP Team prior to the cessation of operations at the alternate facility. The information to be collected will, at a minimum, include information from personnel working during the BCP activation and a review of lessons learned to include processes that were effective and less than effective. The After-Action Review should provide recommended actions to improve areas identified as deficient or requiring improvement.

The information should be incorporated into a BCP Remedial Action Plan. Recommendations for changes to the OCAD BCP and any accompanying documents will be developed and brought forth to the Interim Dean (Shari Fox) and BCP Teams for review. The Interim Dean (Shari Fox) and designated BCP planners for the OCAD will review and implement changes to the BCP as required.

ANNEX A
BCP TEAMS AND RESPONSIBILITIES

Continuity Team

In preparation of potential continuity events, Continuity Team members are responsible for attending continuity meetings as scheduled, reviewing and updating organization's essential functions, developing notification cascades for key staff and personnel, participating in continuity training and exercises, and developing a plan and methodology for off-site storage of data to include essential records and databases.

During a continuity event, members of the Continuity Team are responsible for executing the necessary procedures and responsibilities for re-establishing and recovering the operations of the organization's essential functions as identified in Annex C.

Continuity Team Members - O'More College of Architecture and Design

Team Member	Team Responsibility/Role
Shari Mennen Fox - Interim Dean O'More College of Architecture and Design Work: 615-460-5860 x 5860 Home: 615-308-1316 Cell: 615-308-1316 Work Email: shari.fox@belmont.edu	Serves as the Continuity Team Chief and is responsible for deciding if and when to relocate operations to an alternate facility. Serves as the Public Information Officer (PIO) and is responsible for creating and disseminating official statements on behalf of the organization to the media, external partners, and the general public. Responsible for managing human resource related requirements during a continuity event.
Priscilla Gitimu - Associate Dean O'More College of Architecture and Design Work: 615-460-5324 Home: 330-301-3332 Cell: 330-301-3332 Work Email: priscilla.gitimu@belmont.edu Personal Email: priscilla.gitimu@belmont.edu	Serves as the Public Information Officer (PIO) and is responsible for creating and disseminating official statements on behalf of the organization to the media, external partners, and the general public. Serves as the primary point of contact for Facility Management; duties could include assistance in selecting alternate facilities and coordinating relocation efforts of furniture, office equipment, and IT related requirements. Serves as the primary point of contact for Information Technology; duties include managing IT resources and coordinating IT related

Team Member	Team Responsibility/Role
	requirements such as acquiring and installing: computers, telephones, internet/intranet connectivity, etc.
Emily Kynerd - Dean Executive Assistant O'More College of Architecture and Design Work: 615-460-5888 Cell: 615-974-6131 Work Email: emily.kynerd@belmont.edu	Serves as the primary point of contact for Facility Management; duties could include assistance in selecting alternate facilities and coordinating relocation efforts of furniture, office equipment, and IT related requirements. Serves as the primary point of contact for Information Technology; duties include managing IT resources and coordinating IT related requirements such as acquiring and installing: computers, telephones, internet/intranet connectivity, etc.
Jamie Atlas - Fashion - Department Chair O'More College of Architecture and Design Work: 615-460-5862 Cell: 615-429-1200 Work Email: jamie.atlas@belmont.edu	Responsible for communicating with external vendors and partners during a continuity event where relocation to an alternate facility is required, and/or changes are made in standard operating hours. Responsible for managing human resource related requirements during a continuity event.
Kelly Gore - Interior Design - Department Chair O'More College of Architecture and Design Work: 615-460-6579 Cell: 615-838-2936 Work Email: kelly.gore@belmont.edu	Responsible for communicating with external vendors and partners during a continuity event where relocation to an alternate facility is required, and/or changes are made in standard operating hours. Responsible for managing human resource related requirements during a continuity event.
Tom Lowing - Architecture - Founding Chair O'More College of Architecture and Design Work: 615-460-8288 Cell: 616-283-8656	Responsible for communicating with external vendors and partners during a continuity event where relocation to an alternate facility is required, and/or changes are made in standard operating hours. Responsible for managing human resource related requirements during a continuity event.
Amy Hardy - Budget Manager O'More College of Architecture and Design	Responsible for coordinating and managing financial related issues during continuity events including purchases, petty cash and

Team Member	Team Responsibility/Role
Work: 615-460-8499 Cell: 615-480-0171 Work Email: amy.hardy@belmont.edu	reimbursements. Responsible for communicating with external vendors and partners during a continuity event where relocation to an alternate facility is required, and/or changes are made in standard operating hours.

Planning Team

In preparation of potential continuity events, Planning Team members are responsible for scheduling and conducting continuity meetings (minimum of one meeting per year), establishing a framework for the organization's continuity plan design and strategy, reviewing the accuracy of the personnel information contained within the plan, developing an ongoing process for reviewing and updating the plan, and scheduling and participating in continuity trainings and exercises.

Planning Team Members - O'More College of Architecture and Design

Team Member	Team Responsibility/Role
Shari Mennen Fox - Interim Dean O'More College of Architecture and Design Work: 615-460-5860 x 5860 Home: 615-308-1316 Cell: 615-308-1316 Work Email: shari.fox@belmont.edu	Responsible for officially reviewing and formally approving the finalized continuity plan on an annual basis.
Priscilla Gitimu - Associate Dean O'More College of Architecture and Design Work: 615-460-5324 Home: 330-301-3332 Cell: 330-301-3332 Work Email: priscilla.gitimu@belmont.edu Personal Email: priscilla.gitimu@belmont.edu	Serves as the primary point of contact for Facility Management; duties could include assistance in selecting alternate facilities and coordinating relocation efforts of furniture, office equipment, and IT related requirements. Responsible for developing the draft version of the plan and participating in the on-going maintenance of the plan over time. Responsible for officially reviewing and formally approving the finalized continuity plan on an annual basis. Serves as the Planning Team Chief and is the primary point of contact for the development and overall maintenance of the continuity plan. Duties include identifying and managing Planning Team members, scheduling/conducting Planning Team meetings on a regular basis (recommended every 6 months), and scheduling/conducting trainings and exercises on an annual basis.

Team Member	Team Responsibility/Role
Emily Kynerd - Dean Executive Assistant O'More College of Architecture and Design Work: 615-460-5888 Cell: 615-974-6131 Work Email: emily.kynerd@belmont.edu	Responsible for officially reviewing and formally approving the finalized continuity plan on an annual basis. Serves as the primary point of contact for Facility Management; duties could include assistance in selecting alternate facilities and coordinating relocation efforts of furniture, office equipment, and IT related requirements.

ANNEX B FACILITIES

The following are Primary Facilities identified for the OCAD:

Name / Location (Physical Address)	Resources Located at Primary Facility
Primary Facility Gabhart Student Center 1930 Belmont Blvd. Nashville, TN 37212 Number of Staff: 7 <u>Building Coordinator:</u> Priscilla Gitimu priscilla.gitimu@belmont.edu w: 615-460-5324 c: 330-301-3332 Comments: Storm Shelter - Bookstore Manager's office, First floor Security hallway and bathrooms <i>Outside Gathering Point:</i> The Bell Tower/ Kitty West Amphitheater Acronym: GAB	
Primary Facility Hitch Building 1920 Belmont Blvd. Nashville, TN 37212 Number of Staff: 22 <u>Building Coordinator:</u> Emily Kynerd emily.kynerd@belmont.edu	

Name / Location (Physical Address)	Resources Located at Primary Facility
w: 615-460-5888 c: 615-974-6131 Comments: Storm Shelter - First floor hallway, Basement - Men's and Women's bathrooms <i>Outside Gathering Point:</i> The Bell Tower/ Kitty West Amphitheater Acronym: HITC	
Primary Facility Inman Center 1515 Wedgewood Ave Nashville, TN 37212 Number of Staff: - <u><i>Building Coordinator:</i></u> Stephanie Reese stephanie.reese@belmont.edu w: 615-460-8337 Comments: Storm Shelter - Outside elevator lobby of P2, P3, & P4 <i>Outside Gathering Point:</i> The Lawn Acronym: INMN	
Primary Facility O'More Annex 1700 Portland Ave Nashville, TN 37212	

Name / Location (Physical Address)	Resources Located at Primary Facility
Number of Staff: 1 <u>Building Coordinator:</u> Tom Lowing w: 615-460-8288 c: 616-283-8656 Acronym: OMA	

The following are Alternate Facilities identified for the OCAD:

Name / Location (Physical Address)	Resources Required at Alternate Facility
Alternate Facility TBD	

* Identify resources needed to continue the operation of essential business functions that have been pre-positioned at the alternate facility and those that will need to be transported to the facility. Examples of resources include office equipment/supplies, computers, chairs, tables, telephones, printers, and copiers.

Alternate Facility Operations

The alternate facility should have pre-positioned resources to sustain operations for three days without resource support. The alternate facility will require installation of:

- Telephones
- Computers/LAN
- Fax machines
- Copiers
- Furniture

Setup of the alternate facility may require vendor and resource support to provide the labor and equipment to outfit the facility.

Memorandum of Understanding (MOU) Considerations

The Interim Dean (Shari Fox) will establish MOU(s) or pre-arranged contracts with Building Coordinators and other organizations to provide basic support to the O'More College of Architecture and Design during BCP events, including exercises.

Joint Facility Support Requirements

The Interim Dean (Shari Fox) or designee will be responsible for developing a coordinated support plan with the Building Coordinator of the primary alternate facility. At a minimum, the plan will address the following items:

- Receiving, supporting, and relocating personnel at the alternate facility;
- Repositioning supplies and equipment at the alternate facility;
- Adequate logistical support;
- Adequate infrastructure;
- Adequate services;
- Capability of the facility to accept the BCP Teams and operations; and
- Capability of the facility to sustain BCP operations for a minimum of 30 days.

The details of the coordinated support plan will be incorporated as part of this annex.

Review and Update

The Interim Dean (Shari Fox) will conduct an annual review of space allocations at the alternate facility to ensure the adequacy of assigned space and other resources.

Alternate Facility Selection Process

The alternate facilities should be fixed facilities identified from existing city, state, or county facilities, or from leased facilities. The alternate facilities must be capable of supporting emergency operations in a safe environment, as determined by the geographical location of the facility, an assessment of the local threat, and the collective protection characteristics of the facility. The facility requirements, selection, and occupancy planning should be based on a worst-case scenario.

A list cataloging each facility and its capability and capacity will be used to assist in the selection process. The Interim Dean (Shari Fox) is responsible for maintaining the facility list and ensuring the accuracy of the data. The facilities should be located in areas where the ability to initiate, maintain, and terminate operations will not be disrupted. The following considerations will be used in the selection of the alternate facilities:

- The ability to be operational not later than 12 hours after deployment and to sustain operations for up to 30 days.
- Number of personnel per shift required for accomplishing these functions for 30 days or until the emergency ends.
- Minimum amount of space needed to accomplish OCAD functions under emergency conditions.
- Space Allocation Considerations - The following are Primary Facilities for OCAD and their associated staff levels:

Gabhart Student Center - Staff Level: 7
Hitch Building - Staff Level: 22
Inman Center
O'More Annex - Staff Level: 1

- As a guideline, Alternate facility locations should allow an average of 100 Square Feet of space per persons relocated. (Number of relocated people X 100 s.f. = total s.f. recommended at Alternate Facility).
- The distance from the threat area to any other facilities/locations (e.g., hazardous materials/nuclear power plants, areas subject to natural disasters or civil unrest).
- Facility construction must be such that it is uniquely resistant to natural disaster risk factors (e.g., tornadoes, hurricanes, floods).
- Access to essential resources such as food, water, fuel, medical facilities, lodging, and municipal services (e.g., fire, police).
- The availability of transportation and parking.
- Power requirements to support the Alternate Facility.
- Interoperable communications in sufficient quantity, mode, and media to effectively interface with critical customers, and organizations.

- Availability of existing equipment and furniture in the facility that can be used by OCAD staff and BCP Teams.

Alternate Facility Acquisition

It is suggested that a MOU should be established with the owner and/or Building Coordinator of each potential alternate facility. Each MOU should include:

- Time period from notification of requirement to availability of facility for occupancy.
- Space and services to be provided.
- Provision for sole use of allocated space during the period of occupancy.

Alternate Facility Reevaluation

Any Alternate Facility identified and rated by the OCAD will be reevaluated annually for suitability and functionality. The annual review of the OCAD BCP will include a review of the Alternate Facilities to ensure that the facilities still meet the current needs. Recommendations will become part of the remedial action process and any shortfalls in the equipment, maintenance, or improvement and modernization of the facilities will be incorporated into BCP revisions.

Provided below is additional information that can be used to determine alternate relocation capabilities during the planning phase:

- **HOT SITE** - A hot site is a building already equipped with processing capability and other services. Operational standby facilities require a subscription contract and charge various fees. Normally, a three-or five-year contract is negotiated and includes specific hardware configurations with detailed communications requirements, which must be updated when changes occur.
- **COLD SITE** - A cold site is a building for housing processors that can be easily adapted for use. Vendor contracts should be in place to make the facility operational in a short period of time.
- **REDUNDANT SITE** - A redundant site is a site equipped and configured exactly like the primary site.
- **RECIPROCAL AGREEMENT** - A reciprocal agreement is a formal agreement that allows for two organizations to back-up each other. The agreement is usually with an external organization. Although low development and maintenance cost are the principal advantage to this alternative, consideration must be given to establishing an agreement with an organization that will not be affected by the same disaster.
- **HYBRIDS**- Any combination of the above, such as having a hot site as a back-up in case a redundant or reciprocal agreement site is damaged by the same or a separate event.

ANNEX C
ESSENTIAL BUSINESS FUNCTIONS
BUSINESS IMPACT ANALYSIS (BIA)

Essential Business Functions / Business Impact Analysis (BIA)

Essential business functions for the OCAD have been identified and prioritized below. For each essential business function, the OCAD has associated the required personnel resources and the essential record resources needed to carry out each specific function. In addition, each essential business function also includes a Recovery Time Objective (RTO), Recovery Procedures, and an Impact Assessment of failure to complete the function. The strategic analysis of these variables associated with each essential business function defines the overall Business Impact Analysis (BIA) of the OCAD.

Essential Functions for O'More College of Architecture and Design

1. Functions with a Recovery Time Objective of *0-24 hours* (Highest priority to lowest):
 - Educate students in the areas of architecture, and design.
 - Provide students with specialized studio spaces, equipment, and software required for instruction in architecture and design.
 - Provide administrative and staff support to enable institutional processes.
 - Manage faculty and staff; coordinate class offerings and administration
2. Functions with a Recovery Time Objective of *24-48 hours* (Highest priority to lowest):
 - Continuation of functions listed under previous Tier(s) identified above
 - Coordinate facility maintenance.
 - Assist in recruitment efforts such as daily tours and preview days.
3. Functions with a Recovery Time Objective of *48-72 hours* (Highest priority to lowest):
 - Continuation of functions listed under previous Tier(s) identified above
 - Academic policy implementation and enforcement
 - Assess student complaints
 - Maintain accreditation compliance records
 - Supervise testing services and student metrics/assessments
4. Functions with a Recovery Time Objective of *72-96 hours* (Highest priority to lowest):
 - Continuation of functions listed under previous Tier(s) identified above
 - Conflict and complaint resolution between students in academic setting
 - Facilitate student involvement in social organizations

5. Annual Student Shows:

- Continuation of functions listed under previous Tier(s) identified above
- Fashion Show
- Art Crawl Senior Show
- Portfolio Review and VOCO Expo - Career fair

**TIER: 1: Functions with a Recovery Time Objective of 0-24 hours
(Highest priority to lowest)**

FUNCTION: Educate students in the areas of architecture, and design.

PRIORITY: # 1

PMEF: No

TIER: Functions with a Recovery Time Objective of 0-24 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

FUNCTION TYPE: OP

PERSONNEL: Gregory, David - Provost; Hardy, Traci - Executive Assistant; Fox, Shari - Interim Dean; Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Gitimu, Priscilla - Associate Dean; Lima, Fernando - Architecture - Department Chair

ESSENTIAL RECORDS: Adobe Acrobat; External Hard Drive; Flash Drives; Laptops; MS Office/Standard Software; Printers; Scanners

FUNCTION: Provide students with specialized studio spaces, equipment, and software required for instruction in architecture and design.

PRIORITY: # 2

PMEF: No

TIER: Functions with a Recovery Time Objective of 0-24 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

FUNCTION TYPE: OP

PERSONNEL: Fox, Shari - Interim Dean; Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Gitimu, Priscilla - Associate Dean; Lima, Fernando - Architecture - Department Chair; Reese, Stephanie - Helper to chair

ESSENTIAL RECORDS: Adobe Acrobat; Blackboard Learning Management System; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus Wireless Services; Library Collections System

FUNCTION: Provide administrative and staff support to enable institutional processes.

PRIORITY: # 3

PMEF: No

TIER: Functions with a Recovery Time Objective of 0-24 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

FUNCTION TYPE: MGP

PERSONNEL: Gregory, David - Provost; Hardy, Traci - Executive Assistant; Fox, Shari - Interim Dean; Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Augustyn, Sarah - Admissions Coordinator; Gitimu, Priscilla - Associate Dean; Gore, Kelly - Interior Design - Department Chair; Hardy, Amy - Budget Manager; Lima, Fernando - Architecture - Department Chair

ESSENTIAL RECORDS: MS Office/Standard Software; MyBelmont; Printers; Scanners; WWW campus website; Banner Finance; Blackboard Learning Management System; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus Wireless Services

FUNCTION: Manage faculty and staff; coordinate class offerings and administration

PRIORITY: # 4

PMEF: No

TIER: Functions with a Recovery Time Objective of 0-24 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

PERSONNEL: Gregory, David - Provost; Hardy, Traci - Executive Assistant; Fox, Shari - Interim Dean; Atlas, Jamie - Fashion - Department Chair; Gitimu, Priscilla - Associate Dean; Gore, Kelly - Interior Design - Department Chair; Kynerd, Emily - Dean Executive Assistant; Lima, Fernando - Architecture - Department Chair

ESSENTIAL RECORDS: Laptops; MS Office/Standard Software; MyBelmont; Printers; Scanners; WWW campus website; Argos reporting software by Evisions; Blackboard Learning Management System; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus Wireless Services; DegreeWorks by Ellucian

**TIER: 2: Functions with a Recovery Time Objective of 24-48 hours
(Highest priority to lowest)**

FUNCTION: Coordinate facility maintenance.

PRIORITY: # 1

PMEF: No

TIER: Functions with a Recovery Time Objective of 24-48 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

FUNCTION TYPE: OP

PERSONNEL: Chavez, Robert - AVP of Facilities; Fox, Shari - Interim Dean; Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Gitimu, Priscilla - Associate Dean; Hardy, Amy - Budget Manager; Lima, Fernando - Architecture - Department Chair

ESSENTIAL RECORDS: Laptops; MS Office/Standard Software; MyBelmont; Printers; WWW campus website; Argos reporting software by Evisions; Banner Finance; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus website; Campus Wireless Services

FUNCTION: Assist in recruitment efforts such as daily tours and preview days.

PRIORITY: # 2

PMEF: No

TIER: Functions with a Recovery Time Objective of 24-48 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

FUNCTION TYPE: SP

PERSONNEL: Augustyn, Sarah - Admissions Coordinator; Gitimu, Priscilla - Associate Dean; Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Lima, Fernando - Architecture - Department Chair

TIER: 3: Functions with a Recovery Time Objective of 48-72 hours (Highest priority to lowest)

FUNCTION: Academic policy implementation and enforcement

PRIORITY: # 1

PMEF: No

TIER: Functions with a Recovery Time Objective of 48-72 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

PERSONNEL: Atlas, Jamie - Fashion - Department Chair; Fox, Shari - Interim Dean; Gitimu, Priscilla - Associate Dean; Gore, Kelly - Interior Design - Department Chair; Kynerd, Emily - Dean Executive Assistant; Lima, Fernando - Architecture - Department Chair

FUNCTION: Assess student complaints

PRIORITY: # 2

PMEF: No

TIER: Functions with a Recovery Time Objective of 48-72 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

PERSONNEL: Gregory, David - Provost; Hardy, Traci - Executive Assistant; Fox, Shari - Interim Dean; Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Gitimu, Priscilla - Associate Dean; Lima, Fernando - Architecture - Department Chair

ESSENTIAL RECORDS: Laptops; MS Office/Standard Software; MyBelmont; Printers; Scanners; Argos reporting software by Evisions; Blackboard Learning Management System; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus website; Campus Wireless Services

FUNCTION: Maintain accreditation compliance records

PRIORITY: # 3

PMEF: No

TIER: Functions with a Recovery Time Objective of 48-72 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

PERSONNEL: Gregory, David - Provost; Hardy, Traci - Executive Assistant; Fox, Shari - Interim Dean; Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Gitimu, Priscilla - Associate Dean; Lima, Fernando - Architecture - Department Chair; Lowing, Tom - Architecture - Founding Chair

ESSENTIAL RECORDS: External Hard Drive; Flash Drives; Laptops; MS Office/Standard Software; MyBelmont; Printers; Scanners; WWW campus website; Argos reporting software by Evisions; Banner Document Management (BDM) - Imaging/WebX/Xtender; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus website; Campus Wireless Services; DegreeWorks by Ellucian

FUNCTION: Supervise testing services and student metrics/assessments

PRIORITY: # 4

PMEF: No

TIER: Functions with a Recovery Time Objective of 48-72 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

PERSONNEL: Fox, Shari - Interim Dean; Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Gitimu, Priscilla - Associate Dean; Lima, Fernando - Architecture - Department Chair

ESSENTIAL RECORDS: Adobe Acrobat; Flash Drives; Laptops; MS Office/Standard Software; Printers; Scanners; Blackboard Learning Management System; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus website; Campus Wireless Services; DegreeWorks by Ellucian

**TIER: 4: Functions with a Recovery Time Objective of 72-96 hours
(Highest priority to lowest)**

FUNCTION: Conflict and complaint resolution between students in academic setting

PRIORITY: # 1

PMEF: No

TIER: Functions with a Recovery Time Objective of 72-96 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

PERSONNEL: Gregory, David - Provost; Hardy, Traci - Executive Assistant; Fox, Shari - Interim Dean; Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Gitimu, Priscilla - Associate Dean; Lima, Fernando - Architecture - Department Chair

ESSENTIAL RECORDS: Adobe Acrobat; Flash Drives; Laptops; MS Office/Standard Software; MyBelmont; Printers; Scanners; WWW campus website; Argos reporting software by Evisions; Blackboard Learning Management System; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus website; Campus Wireless Services; DegreeWorks by Ellucian

FUNCTION: Facilitate student involvement in social organizations

PRIORITY: # 2

PMEF: No

TIER: Functions with a Recovery Time Objective of 72-96 hours (Highest priority to lowest)

DIVISION: O'More College of Architecture and Design

PERSONNEL: Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Lima, Fernando - Architecture - Department Chair

ESSENTIAL RECORDS: Laptops; MS Office/Standard Software; MyBelmont; Printers; Scanners; WWW campus website; Blackboard Learning Management System; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus website; Campus Wireless Services; DegreeWorks by Ellucian

TIER: 5: Annual Student Shows

FUNCTION: Fashion Show

PRIORITY: # 1

PMEF: No

TIER: Annual Student Shows

DIVISION: O'More College of Architecture and Design

FUNCTION TYPE: SP

PERSONNEL: Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Hardy, Amy - Budget Manager; Reese, Stephanie - Helper to chair

ESSENTIAL RECORDS: Adobe Acrobat; Flash Drives; Laptops; MS Office/Standard Software; MyBelmont; Printers; Scanners; WWW campus website; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus website; Campus Wireless Services; EMS Event Management Software

FUNCTION: Art Crawl Senior Show

PRIORITY: # 2

PMEF: No

TIER: Annual Student Shows

DIVISION: O'More College of Architecture and Design

FUNCTION TYPE: OP

PERSONNEL: Gore, Kelly - Interior Design - Department Chair; Lima, Fernando - Architecture - Department Chair; Lowing, Tom - Architecture - Founding Chair; Moore, Rebecca - Helper to Chair

ESSENTIAL RECORDS: Adobe Acrobat; Flash Drives; Laptops; MS Office/Standard Software; MyBelmont; Printers; Scanners; WWW campus website; Blackboard Learning Management System; Campus EMAIL Fac/Staff; Campus EMAIL students; Campus Telephone Systems; Campus website; Campus Wireless Services; EMS Event Management Software

FUNCTION: Portfolio Review and VOCO Expo - Career fair

PRIORITY: # 3

PMEF: No

TIER: Annual Student Shows

DIVISION: O'More College of Architecture and Design

FUNCTION TYPE: SP

PERSONNEL: Kynerd, Emily - Dean Executive Assistant; Atlas, Jamie - Fashion - Department Chair; Gore, Kelly - Interior Design - Department Chair; Gitimu, Priscilla - Associate Dean; Lima, Fernando - Architecture - Department Chair

ESSENTIAL RECORDS: Adobe Acrobat; Flash Drives; Laptops; MS Office/Standard Software; MyBelmont; Printers; Scanners; WWW campus website; Argos reporting software by Evisions; Blackboard Learning Management System; Campus EMAIL Fac/Staff; Campus Telephone Systems; Campus website; Campus Wireless Services; DegreeWorks by Ellucian; EMS Event Management Software

ANNEX D
ORDERS OF SUCCESSION

Orders of Succession for O'More College of Architecture and Design

The OCAD has developed an Orders of Succession for all key positions held within the organization. Provided below is the title and name of each primary person currently holding each key position, followed by a list of designated successors. The successors are listed by title in order of precedence.

Interim Dean - Order of Succession:

Primary: Interim Dean - Shari Mennen Fox - O'More College of Architecture and Design

1. Associate Dean - Priscilla Gitimu - O'More College of Architecture and Design
2. Dean Executive Assistant - Emily Kynerd - O'More College of Architecture and Design

Primary Continuity Planner - Order of Succession:

Primary: Unassigned Person

1. Dean Executive Assistant - Emily Kynerd - O'More College of Architecture and Design
2. Interim Dean - Shari Mennen Fox - O'More College of Architecture and Design

ANNEX E
DELEGATIONS OF AUTHORITY

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT: Delegation of Authority

ALL AUTHORITY HEREBY DELEGATED SHALL BE EXERCISED IN ACCORDANCE WITH APPLICABLE LAWS, RULES, BUDGET ALLOCATIONS AND ADMINISTRATIVE DIRECTIVES. THIS AUTHORITY CANNOT BE RE-DELEGATED.

To ensure business continuity for the OCAD during continuity events, the following personnel are hereby delegated the authority to conduct the following assignments provided below.

Travel Authorization

Triggering Conditions: If the Dean is unavailable, the two delegated agents may authorize travel.

Limitations: Travel without Dean approval is limited to travel less than \$500.

Acting Agents:

Shari Fox / Interim Dean

Delegated Agents:

Amy Hardy / Budget Manager

Leave Authorization

Acting Agents:

Shari Fox / Interim Dean

Delegated Agents:

Emily Kynerd / Dean Executive Assistant

Purchase Requisitions/Spending Authority

Acting Agents:

Shari Fox / Interim Dean

Delegated Agents:

Amy Hardy / Budget Manager

Execution of Contractual Agreements

Acting Agents:

Shari Fox / Interim Dean

Delegated Agents:

Emily Kynerd / Dean Executive Assistant

Architecture Department

Acting Agents:

Fernando Lima / Architecture - Department Chair

Delegated Agents:

Tom Lowing / Architecture - Founding Chair

Fashion Department

Acting Agents:

Jamie Atlas / Fashion - Department Chair

Delegated Agents:

Stephanie Reese / Helper to chair

Interior Design

Acting Agents:

Kelly Gore / Interior Design - Department Chair

Delegated Agents:

Rebecca Moore / Helper to Chair

Authorized Signature:

O'More College of Architecture and Design

ANNEX F

ALERT NOTIFICATION PROCEDURES

Alert Notification Procedures

Belmont Alerts Emergency Notification System

As part of Belmont University's ongoing effort to safeguard students, faculty and staff, the University implemented a new emergency communications system in February 2014. Known as **Belmont Alerts**, the system provides time-sensitive emergency messages in the form of text, voice and e-mail messages.

Belmont Alerts is a mass notification system comprised of e-mail, voice and text messaging that is designed to send emergency messages to thousands of individuals in minutes. Everyone who has a Belmont University e-mail address (@belmont.edu or @bruins.belmont.edu) will automatically receive emergency alerts to their campus e-mail address. In order to also receive text and voice message alerts, members of the campus community will be asked to provide phone contact information.

The system is only be used to distribute information regarding emergencies that dictate immediate action. Examples of alerts include severe weather, building evacuations, dangers requiring lock-down or shelter-in-place, or other emergencies requiring immediate action. Following a warning, the alert system will be used to provide additional messages or an "all-clear" announcement. The Belmont Alerts notification system is tested on a routine basis to ensure that we are able to effectively reach all participants in the event of an emergency.

The Department Head will notify the BCP Relocation Team Chief to activate the Business Continuity Plan.

Upon notification to activate the BCP, the BCP Relocation Team Chief will perform the following duties:

1. Contact the key staff members identified within this annex, informing them of the current situation and that the BCP is being activated.
 2. Notify the Alternate Facility Manager of the appropriate alternate facility regarding the activation of the BCP.
 3. As needed, notify appropriate emergency officials and/or local Emergency Operations Center that an emergency activation or anticipated activation of the BCP is expected or in progress.
 4. Notify the appropriate Emergency Support Function Emergency Coordinating Officer that an emergency relocation of the primary facility is anticipated or is in progress.
 5. Report the progress of the notification process to the Department Head.
-

Once the BCP is activated, the key staff members will contact their staffs - (Relocation Team Members and Non-Relocation Team Members) using the following procedures:

1. Attempt to call each person in his or her chain-of-command and relay the information and guidance provided by the BCP Relocation Team Chief.
2. Make a second attempt to contact those individuals who were not initially available. If this attempt is unsuccessful, the key staff members will leave a message, send a page, or use any other method of communications available to make contact.
3. Report status of cascade, including names of personnel not contacted, to the BCP Relocation Team Chief.

KEY STAFF NOTIFICATION LIST

NAME / DIVISION	PHONE NUMBERS	EMAIL ADDRESS
Harry Allen Financial Excellence	Work: 615-460-8175 x 8175	harry.allen@belmont.edu
Meg Arnold Human Resources	Work: 615-460-6172	meg.arnold@belmont.edu
Jamie Atlas O'More College of Architecture and Design	Work: 615-460-5862 Cell Number: 615-429-1200	jamie.atlas@belmont.edu
Brooke Brannin Academic Excellence	Work: 615-460-6364 x 6364 Cell Number: 972-333-9560	brooke.brannin@belmont.edu
Robert Chavez Facilities Management Services	Work: 615-460-5589 x 5589 Cell Number: 615-425-9489	robert.chavez@belmont.edu
Katherine Cornelius Student Formation	Work: 615-460-6856 x 6856	katherine.cornelius@belmont.edu
Shari Mennen Fox O'More College of Architecture and Design	Work: 615-460-5860 x 5860 Home: 615-308-1316 Cell Number: 615-308-1316	shari.fox@belmont.edu
Priscilla Gitimu O'More College of Architecture and Design	Work: 615-460-5324 Home: 330-301-3332 Cell Number: 330-301-3332	priscilla.gitimu@belmont.edu priscilla.gitimu@belmont.edu
Kelly Gore O'More College of Architecture and Design	Work: 615-460-6579 Cell Number: 615-838-2936	kelly.gore@belmont.edu
David Gregory Office of the Provost	Work: 615-460-6400 x 6339	david.gregory@belmont.edu
Traci Hardy Office of the Provost	Work: 615-460-6400 x 6400	traci.hardy@belmont.edu
Krystal Huesmann Student Formation	Work: 615-460-5506 x 5534	krystal.huesmann@belmont.edu
Mark Labbe Campus Security	Work: 615-460-6617 x 6617	mark.labbe@belmont.edu
Fernando Lima O'More College of Architecture and Design	Work: 615-460-8668 Cell Number: 814-699-0270	fernando.lima@belmont.edu
Tom Lowing O'More College of Architecture and Design	Work: 615-460-8288 Cell Number: 616-283-8656	
Lou Mills Campus Security	Work: 615-460-5674 x 5674	louis.mills@belmont.edu
Michael Moultry Campus Security	Work: 615-460-6617 x 6617	michael.moultry@belmont.edu
Jerry Perkins Financial Excellence	Work: 615-460-6788 x 6788	jerry.perkins@belmont.edu
Jason Rogers Partnership Excellence	Work: 615-460-6611 x 6611 Cell Number: 615-491-6611	jason.rogers@belmont.edu

NAME / DIVISION	PHONE NUMBERS	EMAIL ADDRESS
Corey Thompson Campus Security	Work: 615-460-6617 x 6617	corey.thompson@belmont.edu

ANNEX G

ESSENTIAL RECORDS

Essential Records

The following checklist can be used when determining which essential records are critical to ensure continuation of essential business functions.

- Storage of duplicate records off-site.
- Back-up off-site of electronic records and databases.
- Pre-position essential records and databases at the alternate facility prior to deployment.
- The BCP should describe a maintenance program to assure the records are accurate, current, and frequently updated.
- Identifying essential records, systems, and data (hard copy and electronic) critical to performing functions.
- Assuring availability of emergency operating records.
- Ensuring back-up for legal and financial records.

Additional Recommendations

Ensure backup copies of essential records and databases, both paper and electronic, are maintained, updated, and stored in a secure off-site location. The BCP identifies essential records, systems, and data (hard copy and electronic) critical to performing essential business functions. The BCP provides for ensuring availability of emergency operating records and ensuring back-up for legal and financial records. The OCAD will maintain current copies of essential records essential to the continued functioning or reconstitution in a secure off-site location.

Included within the BCP are records having such value that their loss would significantly impair the OCAD of conducting essential business functions, to the detriment of the legal or financial rights or entitlements of the organization or of the affected individuals. Examples of this category of essential records are:

- Accounts receivable
- Contracting and acquisition files
- Official personnel files
- Social security documentation
- Payroll
- Retirement
- Insurance records
- Property management and inventory records

The following table identifies Essential Records required by OCAD to complete essential business functions:

Essential Record: Adobe Acrobat

Type: Software

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

This software is installed and maintained by the IT department.

Location and Accessibility of Essential Records:

Primary Location: To Be Provided

Format: Electronic - File Server/LAN

Backup Location: To be Provided

Format: Electronic - File Server/LAN

Remote Accessible: Yes

Accuracy and Currency of Records

Review/Update Date: 08/01/2020

Maintained and Protected by Service Desk

Essential Record: External Hard Drive

Type: Hardware / infrastructure

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

When needed, external hard drives are used by staff and faculty to handle data.

Location and Accessibility of Essential Records:

Primary Location: To Be Provided

Format: Electronic - Other

Backup Location: To be Provided

Format: Electronic - Other

Remote Accessible: No

Essential Record: Flash Drives

Type: Hardware / infrastructure

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

Items are maintained by the office manager.

Location and Accessibility of Essential Records:

Primary Location: To Be Provided

Format: Electronic - Other

Backup Location: To be Provided

Format: Electronic - Other

Remote Accessible: No

Accuracy and Currency of Records

Review/Update Date: 08/01/2020

Essential Record: Laptops

Type: Hardware / infrastructure

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

Laptops are provided to staff and faculty as well as stationed on podiums in the large studios in Hitch. Each individual is responsible for securing their laptops. They are maintained by IT.

Location and Accessibility of Essential Records:

Primary Location: To Be Provided

Format: Other

Backup Location: To be Provided
Format: Other

Remote Accessible: Yes

Accuracy and Currency of Records

Review/Update Date: 08/01/2019

Maintained and Protected by User Services

Essential Record: MS Office/Standard Software

Type: Software

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

This software is provided and maintained by IT.

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: Yes

Accuracy and Currency of Records

Review/Update Date: 08/01/2020

Maintained and Protected by User Services

Essential Record: MyBelmont

Type: Web Based

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: Yes

Accuracy and Currency of Records

Administrative Technology

Essential Record: Printers

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Maintained and Protected by Service Desk

Essential Record: Scanners

Type: Hardware / infrastructure

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

This equipment is provided and maintained by IT.

Location and Accessibility of Essential Records:

Primary Location: To Be Provided

Format: Other

Backup Location: To be Provided

Remote Accessible: No

Accuracy and Currency of Records

Review/Update Date: 08/01/2020

Essential Record: WWW campus website

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Administrative Technology

Essential Record: Argos reporting software by Evisions

Type: Software

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

This program is provided and maintained by OAIR.

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: Yes

Accuracy and Currency of Records

Administrative Technology

Essential Record: Banner Advancement

Type: Software

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Administrative Technology

Essential Record: Banner Document Management (BDM) - Imaging/WebX/Xtender

Type: Software

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Administrative Technology

Essential Record: Banner Finance

Type: Software

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Administrative Technology

Essential Record: Blackboard Learning Management System

Type: Software

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Instructional Technology

Essential Record: Campus EMAIL Fac/Staff

Type: Software

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

Email is maintained by IT.

Remote Accessible: Yes

Accuracy and Currency of Records

Review/Update Date: 08/01/2019

Network Services

Essential Record: Campus EMAIL students

Type: Software

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Network Services

Essential Record: Campus Telephone Systems

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Network Services

Essential Record: Campus website**Description:**

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Administrative Technology

Essential Record: Campus Wireless Services

Type: Web Based

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: Yes

Accuracy and Currency of Records

Network Services

Essential Record: DegreeWorks by Ellucian

Type: Software

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Administrative Technology

Essential Record: EMS Event Management Software

Type: Software

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Administrative Technology

Essential Record: Library Collections System

Type: Software

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

The library provides and maintains the collections.

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: Yes

Accuracy and Currency of Records

Review/Update Date: 08/01/2019

Library IT services

Essential Record: Papercut Student Printing

Type: Software

Description:

Daily business function

Plans for Protection, Duplication, and Movement of Records:

IT maintains printing services.

Remote Accessible: No

Accuracy and Currency of Records

Review/Update Date: 08/001/2019

Maintained by Service Desk

Essential Record: Cornerstone Human Resources

Type: Software

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Human Resources

Essential Record: Computers

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Maintained and Protected by Service Desk

Essential Record: Sharepoint - Microsoft 365

Type: Software

Description:

Daily business function

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Accuracy and Currency of Records

Maintained byt Service Desk

Essential Record: VPN Services

Type: Software

Description:

Daily business funtion

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: Yes

Accuracy and Currency of Records

Network Services

Essential Record: Achievelt

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Adobe Acrobat Pro

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Adobe Acrobat Sign

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Adobe Creative Cloud

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: AEFIS/Heliocampus

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: AutoCAD

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Canva

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Canvas

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Canvas Catalog

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Canvas Commons

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Canvas Student

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Canvas Teacher

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: ChatGPT

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Google Docs

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Google Suite

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Illustrator 2024

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: InDesign 2024

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Instagram

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Microsoft 365

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Microsoft Copilot

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Microsoft Project

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Microsoft Team

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Nelnet

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Photoshop

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Photoshop 2024

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Photoshop Express

Type: Software

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: SmugMug

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Essential Record: Zoom

Type: Web Based

Location and Accessibility of Essential Records:

Primary Location: Other - Specify Location in Comments

Backup Location: Other - Specify Location in Comments

Remote Accessible: No

Legend

Essential records, systems, and data - Information, records, databases, procedures, and other information necessary to support essential business functions and sustain operations.

Protection, duplication, and movement - Identify policies in place to restrict how the information is guarded, procedures for duplication, how the information is backed-up and stored, and how the material is distributed.

Location - Where are the essential records/systems/data currently located? Where are the back-up records/systems/data located? Are records in electronic or hard copy format? Can records be accessed from an alternate site if the primary site is inaccessible?

Accuracy and currency of records - Are records up to date? On what date was the records/systems/data last reviewed/updated?

ANNEX I COMMUNICATIONS

Communications

The ability to communicate with internal and external resources during BCP events will be vital to the operations of the OCAD. Internal and external resources could include OCAD staff, partner organizations, emergency responders, vendors, the media, and/or the public.

The OCAD has identified below the various modes of communication that currently exist and/or communications that must be arranged at an Alternate Facility. The communications are listed in order of priority and include a written description for each. Also, each communication item identifies whether the communication is for internal/external use, mobile, or if it requires any level of security measures.

Communications

ANNEX J
SECURITY AND ACCESS CONTROLS

Security and Access Controls for O'More College of Architecture and Design

SECURITY & ACCESS CONTROLS

The following security and access control measures are in place to restrict access to the facility to employees and critical customers:

- Primary Facility
 - Gabhart Student Center - ProWatch Access Control System:
 - Syncs with the University's Event Management System to align building access with scheduled events.
 - Enables remote locking/unlocking of academic and administrative buildings.
 - Supports manual locking with traditional keys as a backup.

Card Reader Access:

- University ID cards allow pre-approved access for students, faculty, and staff.
- Entry usage is monitored by OCS when buildings are locked.

Emergency Lockdown Enhancements:

- Safebolt™ locks installed in designated classrooms, study areas, and conference rooms for use during active aggressor events.
- Reinforced window film installed in potential safe spaces to enhance protection.

Surveillance (CCTV):

- Over 400 cameras installed in campus buildings, garages, and outdoor areas.
- Used for real-time monitoring and investigative review.
- Camera placement and maintenance managed by Campus Security, Network Services, and building administrators.

- Hitch Building - ProWatch Access Control System:
 - Syncs with the University's Event Management System to align building access with scheduled events.
 - Enables remote locking/unlocking of academic and administrative buildings.
 - Supports manual locking with traditional keys as a backup.

Card Reader Access:

- University ID cards allow pre-approved access for students, faculty, and staff.

- Entry usage is monitored by OCS when buildings are locked.

Emergency Lockdown Enhancements:

- Safebolt™ locks installed in designated classrooms, study areas, and conference rooms for use during active aggressor events.
- Reinforced window film installed in potential safe spaces to enhance protection.

Surveillance (CCTV):

- Over 400 cameras installed in campus buildings, garages, and outdoor areas.
- Used for real-time monitoring and investigative review.
- Camera placement and maintenance managed by Campus Security, Network Services, and building administrators.

○ Inman Center - ProWatch Access Control System:

- Syncs with the University's Event Management System to align building access with scheduled events.
- Enables remote locking/unlocking of academic and administrative buildings.
- Supports manual locking with traditional keys as a backup.

Card Reader Access:

- University ID cards allow pre-approved access for students, faculty, and staff.
- Entry usage is monitored by OCS when buildings are locked.

Emergency Lockdown Enhancements:

- Safebolt™ locks installed in designated classrooms, study areas, and conference rooms for use during active aggressor events.
- Reinforced window film installed in potential safe spaces to enhance protection.

Surveillance (CCTV):

- Over 400 cameras installed in campus buildings, garages, and outdoor areas.
- Used for real-time monitoring and investigative review.
- Camera placement and maintenance managed by Campus Security, Network Services, and building administrators.

○ O'More Annex - ProWatch Access Control System:

- Syncs with the University's Event Management System to align building access with scheduled events.
- Enables remote locking/unlocking of academic and administrative buildings.

- Supports manual locking with traditional keys as a backup.

Card Reader Access:

- University ID cards allow pre-approved access for students, faculty, and staff.
- Entry usage is monitored by OCS when buildings are locked.

Emergency Lockdown Enhancements:

- Safebolt™ locks installed in designated classrooms, study areas, and conference rooms for use during active aggressor events.
- Reinforced window film installed in potential safe spaces to enhance protection.

Surveillance (CCTV):

- Over 400 cameras installed in campus buildings, garages, and outdoor areas.
- Used for real-time monitoring and investigative review.
- Camera placement and maintenance managed by Campus Security, Network Services, and building administrators.

- Alternate Facility

- TBD -

COMMUNICATIONS AND INFORMATION SYSTEMS / CYBER SECURITY

The following measures are in place to send and receive secure communications from the facility, as well as information systems and cyber security measures:

- Primary Facility

- Gabhart Student Center -

- The Office of Information Security will collaborate with the Department of Network Infrastructure and Enterprise and Endpoint Systems Management Department, under the guidance of the CIO, to maintain or restore secure system access.
 - Information Security will provide needed communication to the campus, students, partners, and alumni.
 - Information Security will seek guidance from the CIO and university leadership to restore and/or maintain secure Belmont network and systems access.
 - Individual and institutional data will be restored as quickly as possible.
 - Access control to data will be monitored and maintained.

- Information Security will collaborate with Belmont legal authorities to determine procedures to adhere to all relevant regulations.
- Documentation of actions taken to maintain business continuity will be created and communicated to university leadership.
- Hitch Building -
 - The Office of Information Security will collaborate with the Department of Network Infrastructure and Enterprise and Endpoint Systems Management Department, under the guidance of the CIO, to maintain or restore secure system access.
 - Information Security will provide needed communication to the campus, students, partners, and alumni.
 - Information Security will seek guidance from the CIO and university leadership to restore and/or maintain secure Belmont network and systems access.
 - Individual and institutional data will be restored as quickly as possible.
 - Access control to data will be monitored and maintained.
 - Information Security will collaborate with Belmont legal authorities to determine procedures to adhere to all relevant regulations.
 - Documentation of actions taken to maintain business continuity will be created and communicated to university leadership.
- Inman Center -
 - The Office of Information Security will collaborate with the Department of Network Infrastructure and Enterprise and Endpoint Systems Management Department, under the guidance of the CIO, to maintain or restore secure system access.
 - Information Security will provide needed communication to the campus, students, partners, and alumni.
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 - Documentation of actions taken to maintain business continuity will be created and communicated to university leadership.
- O'More Annex -

- The Office of Information Security will collaborate with the Department of Network Infrastructure and Enterprise and Endpoint Systems Management Department, under the guidance of the CIO, to maintain or restore secure system access.
 - Information Security will provide needed communication to the campus, students, partners, and alumni.
 - Information Security will seek guidance from the CIO and university leadership to restore and/or maintain secure Belmont network and systems access.
 - Individual and institutional data will be restored as quickly as possible.
 - Access control to data will be monitored and maintained.
 - Information Security will collaborate with Belmont legal authorities to determine procedures to adhere to all relevant regulations.
 - Documentation of actions taken to maintain business continuity will be created and communicated to university leadership.
- Alternate Facility
 - TBD -

ANNEX K
FAMILY DISASTER PLAN

Family Disaster Planning for O'More College of Architecture and Design

The OCAD understands the importance of personnel preparing their families for disaster events. The information below provides assistance to OCAD personnel for developing Family Disaster Plans and encourages them to learn more about how to be prepared.

Disaster can strike quickly and without warning. It can force you to evacuate your neighborhood or confine you to your home. What would you do if basic services -- water, gas, electricity or telephones -- were cut off? Local officials and relief workers will be on the scene after a disaster, but they cannot reach everyone right away. Families can -- and do -- cope with disasters by preparing in advance and working together as a team. Follow the steps listed below to create your family's disaster plan. Knowing what to do is your responsibility for your best protection.

FOUR STEPS TO SAFETY

1. Find Out What Could Happen to You

- Contact your local Red Cross chapter or emergency management office -- be prepared to take notes.
- Ask what types of disasters are most likely to happen. Request information on how to prepare for each.
- Learn about your community's warning signals: what they sound like and what you should do when you hear them.
- Ask about animal care after disaster. Animals may not be allowed inside emergency shelters due to health regulations.
- Find out how to help elderly or disabled persons, if needed.
- Find out about the disaster plans at your workplace, your children's school or day-care center, and other places where your family spends time.

2. Create a Disaster Plan

- Meet with your family and discuss why you need to prepare for disasters. Explain the dangers of fire, severe weather, and earthquakes to children. Plan to share responsibilities and work together as a team.
- Discuss the types of disasters that are most likely to happen. Explain what to do in each case.
- Pick two places to meet: 1. Right outside your home in case of a sudden emergency, like a fire. 2. Outside your neighborhood in case you can't return home. Everyone must know the locations address and phone number.
- Ask an out-of-state friend to be your "family contact." After a disaster, it's often easier to call long distance. Other family members should call this person and tell them where they are. Everyone must know your contact's phone number.

- Discuss what to do in an evacuation. Plan how to take care of your pets.

3. Complete this Checklist

- Post emergency telephone numbers by phones (fire, police, ambulance, etc.).
- Teach children how and when to call 9-1-1 or your local Emergency Medical Services number for emergency help.
- Show each family member how and when to turn off the water, gas, and electricity at the main switches.
- Check if you have adequate insurance coverage.
- Teach each family member how to use the fire extinguisher and show them where it's kept.
- Install smoke detectors on each level of your home, especially near bedrooms.
- Conduct a home hazard hunt.
- Stock emergency supplies and assemble a Disaster Supplies Kit.
- Take a Red Cross first aid and CPR class.
- Determine the best escape routes from your home. Find two ways out of each room.
- Find the safe spots in your home for each type of disaster.

4. Practice and Maintain Your Plan

- Quiz your children every six months so they remember what to do.
- Conduct fire and emergency evacuation.
- Replace stored water every three months and stored food every six months.
- Test and recharge your fire extinguisher(s) according to manufacturer's instructions.
- Test your smoke detectors monthly and charge the batteries at least once a year.

For more information on Family Disaster Planning, visit the Federal Emergency Management Agency's (FEMA) website for family disaster planning at www.READY.gov.

ANNEX L DEVOLUTION

Devolution for O'More College of Architecture and Design

PURPOSE

This annex outlines the procedures for transferring responsibility for critical business functions from O'More College of Architecture and Design to a designated alternate entity, the devolution organization, in the event that O'More College of Architecture and Design's leadership or staff become unable to perform those functions due to a disruptive event. Devolution ensures operational resilience during incidents that severely impact personnel, infrastructure, or decision-making capacity.

DEFINITION

Devolution, in the context of business continuity, is the planned and strategic transfer of responsibility for maintaining critical functions from one business unit or facility to another, including external or partner organizations. This transfer enables the continued delivery of essential products or services during a prolonged disruption.

SCOPE AND APPLICABILITY

This plan applies when:

- Key decision-makers and personnel are unavailable for an extended period
- Business-critical functions cannot be performed at the primary or alternate site
- A disruption requires full or partial transfer of responsibilities to the devolution organization

Devolution may be temporary or long-term, depending on the scope of the incident and the recovery timeframe.

KEY COMPONENTS OF DEVOLUTION PLANNING

To support a successful devolution of operations:

- **Personnel Readiness:** The devolution organization must have trained personnel who can assume critical functions with minimal disruption.
- **Access to Information:** All essential records, systems, and operational data must be accessible to the devolution organization.
- **Communication Capability:** Systems used for communication and collaboration must be transferable and functional at the alternate site.
- **Delegated Responsibility:** Roles and responsibilities must be clearly defined and delegated to enable effective decision-making by the devolution organization.
- **Critical Functions:** O'More College of Architecture and Design's prioritized business functions subject to devolution are identified in Annex C of this Business Continuity Plan.

OCAD's prioritized critical business functions which must be carried out in its devolution of authority are identified in Annex C of the OCAD BCP.

DEVOLUTION TRIGGERS

Devolution planning begins when staffing levels in any critical function area are reduced by 40%. Critical areas include:

1. Executive leadership
2. Communication and IT support
3. Operations or customer support
4. Owners of business-critical functions

Pre-Devolution Actions Include:

- Assessing the operational readiness of the devolution organization
- Verifying availability of key data, systems, and documentation
- Providing supplemental training or orientation (if needed)
- Initiating resource transfers and communications handoffs

Once this assessment is complete, the devolution organization should be notified that devolution is anticipated, and preparations for the transition should begin.

Devolution organization personnel should also be briefed on accessing OCAD BCP content within www.Belmont.edu/BCP.

Full Devolution is initiated when staffing levels drop below 60% in one or more critical areas, and must be authorized through a formal Devolution Memorandum issued by the Interim Dean (Shari Fox).

DEVOLUTION PROCESS

The Interim Dean (Shari Fox) or designated continuity lead is responsible for:

- Monitoring conditions and identifying devolution triggers
- Authorizing and initiating the devolution process
- Issuing the formal Devolution Memorandum
- Coordinating the handoff of responsibilities to the devolution organization

Remaining OCAD business continuity teams will support the devolution organization in maintaining operations, tracking critical deliverables, and initiating reconstitution when appropriate.

RESOURCES AND AVAILABILITY

All resources and documentation necessary to support devolution—including process guides,

vendor contacts, customer information, and recovery procedures—are maintained in OCAD’s online continuity platform and accessible via www.Belmont.edu/BCP. Access credentials will be provided to designated individuals at the devolution organization and updated as needed.

RESTORATION AND RETURN TO NORMAL OPERATIONS

Given the variability of disruption scenarios, restoration planning cannot be fully prescriptive. However, the devolution organization will collaborate with O'More College of Architecture and Design stakeholders to:

- Identify gaps and unmet obligations
- Coordinate a safe and efficient return of functions to O'More College of Architecture and Design
- Implement the reconstitution strategies described in the main BCP

Transition back to O'More College of Architecture and Design should follow standard re-entry protocols and business unit-specific recovery objectives outlined elsewhere in this plan.

M E M O R A N D U M

TO: Highest Ranking Official(s) / Provost Office

FROM: Interim Dean (Shari Fox);
O'More College of Architecture and Design

DATE: 08/22/2025

SUBJECT: Devolution of Critical Business Functions / O'More College of Architecture and Design

As of (TIME) 12:09 PM on (DATE) 08/22/2025 an incident has occurred that has significantly disrupted our operations and impacted our ability to carry out critical business functions. Due to staffing and resource limitations, O'More College of Architecture and Design is no longer able to maintain these operations at the required level.

To ensure service continuity, I am formally transferring responsibility for the prioritized business functions listed in OCAD's Business Continuity Plan to Provost Office, effective immediately. This includes access to critical systems, data, communication tools, and decision-making responsibilities as outlined in the plan.

Thank you for your support in helping O'More College of Architecture and Design maintain its essential operations and obligations. You may access relevant continuity documentation and resources at www.Belmont.edu/BCP. Credentials will be shared separately and securely.

Interim Dean (Shari Fox)

ANNEX M
TESTING, TRAINING, AND EXERCISING /
PLAN MAINTENANCE

Testing, Training, and Exercising / Plan Maintenance

- This plan will be reviewed annually by all BCP Team members and approved by the Interim Dean (Shari Fox).
- The Interim Dean (Shari Fox) will ensure training of all OCAD employees on the key aspects of this plan. This training will be conducted at new employee orientation and quarterly staff meetings.
- This BCP will be practiced annually by use of a tabletop exercise or a field exercise.
- Support plans and communications equipment at the Alternate Facility will be tested annually as part of the Test, Training, and Exercise (TT&E).
- Equipment pre-positioned at the Alternate Facility will be tested annually as part of the TT&E program.
- The exercise will include a test of the alert and notification procedures within this BCP, with and without warning, during duty and non-duty hours.
- The Interim Dean (Shari Fox) or designee will identify and incorporate lessons learned and remedial actions from exercises into annual revisions of the BCP.

The OCAD documents the past, present, and future events that support their Test, Training, and Exercise program for their BCP. These events are documented below in chronological order starting with the most recent:

Event Title: Continuity plan training

Event Date: 5/13/2025

Event Type: Training

Event Status: Completed

Description:

Priscilla attended

Event Title: Building Coordinators training

Event Date: 8/30/2024

Event Type: Training

Event Status: Completed

Description:

Priscilla and Emily completed

Event Title: Building Coordinators training
Event Date: 6/29/2023
Event Type: Training
Event Status: Completed

Description:
Priscilla and Emily attended

Event Title: Refresher Training
Event Date: 10/29/2019
Event Type: Training
Event Status: Completed

Description:
Refresher training for all campus departments
Tuesday, October 29 8:30 am to 11:30 am

Event Title: Refresher Training
Event Date: 10/15/2019
Event Type: Training
Event Status: Completed

Description:
Refresher training for all campus departments
Tuesday, October 15 1:00 pm to 4:00 pm
[See Presentation](#)

Event Title: Refresher Training
Event Date: 10/14/2019
Event Type: Training
Event Status: Completed

Description:
Refresher training for all campus departments
Monday, October 14 1:00 pm to 4:00 pm
[See Presentation](#)

Event Title: Refresher Training
Event Date: 10/01/2019
Event Type: Training
Event Status: Completed

Description:

Refresher training for all campus departments

Tuesday, October 1 8:30 am to 11:30 am

[See Presentation](#)

Event Title: Refresher Training
Event Date: 10/17/2017
Event Type: Training
Event Status: Scheduled

Description:

Monday, October 16 or Tuesday, October 17

8:30AM – 11:30AM or 1:30 PM – 4:30 PM

4 different sessions

Massey Computer Lab 314

Four sessions will be conducted in order to accommodate your schedules. Departments are encouraged to send those who will directly be in charge of the continuity plan to the same session.

Each training session will provide a Business Continuity Planning (BCP) overview, in-depth guidance in the use of the system, plan development assistance, and time to make updates to the existing plans.

The agenda includes:

- Overview of BCP basics and emergency planning principles
- Hands-on training with Belmont University's custom system – www.Belmont.edu/BCP
- Time for actual plan development and refinement

Whether you are brand new to BCP, or you're a seasoned veteran, you'll find these trainings to be extremely valuable in the use of the web-based system and updating your continuity plans.

The interactive sessions are designed to benefit users of all knowledge levels.

For more information or to RSVP for this BCP training event, please contact April Khoury april.khoury@belmont.edu or (615) 460-6766.

Event Title: Refresher Training
Event Date: 10/16/2017
Event Type: Training
Event Status: Scheduled

Description:

Monday, October 16 or Tuesday, October 17

8:30AM – 11:30AM or 1:30 PM – 4:30 PM

4 different sessions

Massey Computer Lab 314

Four sessions will be conducted in order to accommodate your schedules. Departments are encouraged to send those who will directly be in charge of the continuity plan to the same session.

Each training session will provide a Business Continuity Planning (BCP) overview, in-depth guidance in the use of the system, plan development assistance, and time to make updates to the existing plans.

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The interactive sessions are designed to benefit users of all knowledge levels.

For more information or to RSVP for this BCP training event, please contact April Khoury april.khoury@belmont.edu or (615) 460-6766.

Event Title: Plan Maintenance - Test, Training & Exercises
Event Date: 10/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Maintenance - Security, Access & Evacuation
Event Date: 9/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Maintenance - Alert Notifications
Event Date: 8/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Maintenance - Delegations of Authority
Event Date: 7/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Maintenance - Orders of Succession
Event Date: 6/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Maintenance - Teams
Event Date: 5/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Maintenance - Business Impact Analysis
Event Date: 4/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Maintenance - Essential Records
Event Date: 3/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Maintenance - Facilities
Event Date: 2/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Maintenance - Contacts
Event Date: 1/01/2016
Event Type: Plan Maintenance
Event Status: Scheduled

Description:

Event Title: Plan Evaluations by Risk Management
Event Date: 12/01/2015
Event Type: Other
Event Status: Completed

Description:

Risk Management will review all plans starting December 1, 2015 and provide written feedback.

Event Title: Annual Tabletop Exercise
Event Date: 7/15/2015
Event Type: Table Top Exercise

Event Status: Completed

Description:

Annual Tabletop Exercise

Vince Gill Room in Curb Event Center

Event Title: Initial BCP training

Event Date: 5/14/2015

Event Type: Training

Event Status: Completed

Description:

Two separate days of training will be conducted in order to accommodate your schedules. Departments are encouraged to send the individual who will directly be in charge of the continuity plan. Lunch will be on your own.

Each training session will provide a Business Continuity Planning (BCP) overview, in-depth guidance in the use of the system, and plan development assistance.

The agenda includes:

- Overview of BCP basics and emergency planning principles
- Hands-on training with Belmont University's custom system
- Significant time for actual plan development and refinement
- Best practices for the engagement of leadership and staff
- Next steps for testing and exercising your plan

Whether you are brand new to BCP, or you're a seasoned veteran, you'll find these trainings to be interesting and extremely valuable in the use of the web-based system and developing your continuity plans. The interactive sessions are designed to benefit users of all knowledge levels.

This is a web-based training. McWhorter Room 114 will be equipped with computers.

For more information or to RSVP for this BCP training event, please contact April Khoury april.khoury@belmont.edu (615) 460-6766

Event Title: Initial BCP Training

Event Date: 5/13/2015

Event Type: Training

Event Status: Completed

Description:

Two separate days of training will be conducted in order to accommodate your schedules.

Departments are encouraged to send the individual who will directly be in charge of the continuity plan. Lunch will be on your own.

Each training session will provide a Business Continuity Planning (BCP) overview, in-depth guidance in the use of the system, and plan development assistance.

The agenda includes:

- Overview of BCP basics and emergency planning principles
- Hands-on training with Belmont University's custom system
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Whether you are brand new to BCP, or you're a seasoned veteran, you'll find these trainings to be interesting and extremely valuable in the use of the web-based system and developing your continuity plans. The interactive sessions are designed to benefit users of all knowledge levels.

This is a web-based training. McWhorter Room 110 will be equipped with computers.

For more information or to RSVP for this BCP training event, please contact April Khoury april.khoury@belmont.edu (615) 460-6766

ANNEX N

FACILITY EVACUATION

Facility Evacuation

The purpose of this section is to provide specific directions to all staff in the event of an emergency requiring the evacuation of the following facilities.

Responsibilities

The Interim Dean (Shari Fox) shall identify a line of succession, and recognize a "Safe Room" for sheltering in place in the event that this becomes necessary.

The Interim Dean (Shari Fox) shall be responsible for the following:

- Monitor the evacuation procedures and ensure that all employees are participating.
- Identify themselves to responding emergency personnel and provide any information or assistance, as requested.
- Station themselves outside the facility to receive employee check-off lists from Division Heads/Delegates and to coordinate with emergency personnel as necessary.

The Division Heads/Delegates shall be responsible for monitoring their sections as follows:

- Know the status of all assigned staff, (e.g. are they on site, in the field, or on annual leave).
- Ensure staff are trained in the evacuation procedures and in dealing with clients and staff who may become confused or panic in an emergency situation.
- Assign at least two alternate Division Head delegates and keep this assignment list current.
- Ensure all delegates are properly trained in their duties.
- Obtain checklists of staff accounted for and unaccounted for and report status to the Interim Dean (Shari Fox) after evacuation.

Staff are responsible for the following:

- Ensuring handicapped employees and visitors are assisted from the facility.
- Staff with public visitors should exit the facility with the visitors.
- Staff must search for and insure that any clients who are in private rooms, restrooms, etc. evacuate with the staff immediately.

Evacuation Procedures

Specific evacuation procedures for each of the facilities identified within this BCP are as follows:

- Primary Facility

○ Gabhart Student Center -

- In the event of a fire alarm or if instructed by emergency personnel to evacuate, EVACUATE IMMEDIATELY using the nearest emergency exit.
- Do not use elevators unless directed to do so. Never use elevators during a fire evacuation.
- Once outdoors, head to the outside gathering location. Check-in and report missing persons, injuries, damages and/or potentially hazardous conditions to your supervisor or Building Coordinator. Keep streets, fire lanes, and walkways clear for emergency vehicles and personnel.
- Supervisors, Building Coordinators and designated points of contact should call Belmont Campus Security to report any immediate emergencies.
- Do not re-enter the building until authorized to do so by Campus Security or Building Coordinator.

○ Hitch Building -

- In the event of a fire alarm or if instructed by emergency personnel to evacuate, EVACUATE IMMEDIATELY using the nearest emergency exit.
- Do not use elevators unless directed to do so. Never use elevators during a fire evacuation.
- Once outdoors, head to the outside gathering location. Check-in and report missing persons, injuries, damages and/or potentially hazardous conditions to your supervisor or Building Coordinator. Keep streets, fire lanes, and walkways clear for emergency vehicles and personnel.
- Supervisors, Building Coordinators and designated points of contact should call Belmont Campus Security to report any immediate emergencies.
- Do not re-enter the building until authorized to do so by Campus Security or Building Coordinator.

○ Inman Center -

- In the event of a fire alarm or if instructed by emergency personnel to evacuate, EVACUATE IMMEDIATELY using the nearest emergency exit.
- Do not use elevators unless directed to do so. Never use elevators during a fire evacuation.
- Once outdoors, head to the outside gathering location. Check-in and report missing persons, injuries, damages and/or potentially hazardous conditions to your supervisor or Building Coordinator. Keep streets, fire lanes, and walkways clear for emergency vehicles and personnel.
- Supervisors, Building Coordinators and designated points of contact should call Belmont Campus Security to report any immediate emergencies.

- Do not re-enter the building until authorized to do so by Campus Security or Building Coordinator.
- O'More Annex -
 - In the event of a fire alarm or if instructed by emergency personnel to evacuate, EVACUATE IMMEDIATELY using the nearest emergency exit.
 - Do not use elevators unless directed to do so. Never use elevators during a fire evacuation.
 - Once outdoors, head to the outside gathering location. Check-in and report missing persons, injuries, damages and/or potentially hazardous conditions to your supervisor or Building Coordinator. Keep streets, fire lanes, and walkways clear for emergency vehicles and personnel.
 - Supervisors, Building Coordinators and designated points of contact should call Belmont Campus Security to report any immediate emergencies.
 - Do not re-enter the building until authorized to do so by Campus Security or Building Coordinator.
- Alternate Facility
 - TBD -

ANNEX O
CONTACTS ROSTER

O'More College of Architecture and Design Contacts

KEY STAFF	ADDRESS	PHONE NUMBERS / EMAIL	TEAM ROLES / COMMENTS
Harry Allen EVP of Finance & Operations Financial Excellence	1900 Belmont Blvd. Room 213 Nashville, TN 37212	Work: 615-460-8175 x 8175 Work Email: harry.allen@belmont.edu	
Meg Arnold Director of Human Resources Human Resources		Work: 615-460-6172 Work Email: meg.arnold@belmont.edu	
Jamie Atlas Fashion - Department Chair O'More College of Architecture and Design	1928 Belmont Boulevard Nashville, TN 37212	Work: 615-460-5862 Cell: 615-429-1200 Work Email: jamie.atlas@belmont.edu	Continuity Team
Brooke Brannin Director of University Admissions Academic Excellence Enrollment Admissions	1905 15th Ave South Nashville, TN 37212	Work: 615-460-6364 x 6364 Cell: 972-333-9560 Work Email: brooke.brannin@belmont.edu	
Robert Chavez AVP of Facilities Facilities Management Services Facilities Management Services	1508 Delmar Ave. Nashville, TN 37212	Work: 615-460-5589 x 5589 Cell: 615-425-9489 Work Email: robert.chavez@belmont.edu	
Katherine Cornelius Director of Counseling Student Formation Counseling Services	1930 Belmont Blvd. Nashville, TN 37212	Work: 615-460-6856 x 6856 Work Email: katherine.cornelius@belmont.edu	
Shari Mennen Fox Interim Dean O'More College of Architecture and Design	1928 Belmont Boulevard Nashville, TN 37212	Work: 615-460-5860 x 5860 Home: 615-308-1316 Cell: 615-308-1316 Work Email: shari.fox@belmont.edu	Emergency Number: 615-308-1316 Continuity Team Planning Team
Priscilla Gitimu Associate Dean O'More College of Architecture and Design	1928 Belmont Boulevard Nashville, TN 37212	Work: 615-460-5324 Home: 330-301-3332 Cell: 330-301-3332 Work Email: priscilla.gitimu@belmont.edu Personal Email: priscilla.gitimu@belmont.edu	Continuity Team Planning Team

KEY STAFF	ADDRESS	PHONE NUMBERS / EMAIL	TEAM ROLES / COMMENTS
Kelly Gore Interior Design - Department Chair O'More College of Architecture and Design	1928 Belmont Boulevard Nashville, TN 37212	Work: 615-460-6579 Cell: 615-838-2936 Work Email: kelly.gore@belmont.edu	Continuity Team
David Gregory Provost Office of the Provost	1601 Wedgewood Ave. Nashville, TN 37212	Work: 615-460-6400 x 6339 Work Email: david.gregory@belmont.edu	
Traci Hardy Executive Assistant Office of the Provost		Work: 615-460-6400 x 6400 Work Email: traci.hardy@belmont.edu	
Krystal Huesmann Director of Health Services Student Formation Health Services	1510 Ackeln Ave. Nashville, TN 37212	Work: 615-460-5506 x 5534 Work Email: krystal.huesmann@belmont.edu	
Mark Labbe Chief of Campus Security Campus Security	1930 Belmont Blvd. Nashville, TN 37212	Work: 615-460-6617 x 6617 Work Email: mark.labbe@belmont.edu	
Fernando Lima Architecture - Department Chair O'More College of Architecture and Design	1928 Belmont Boulevard Nashville, TN 37212	Work: 615-460-8668 Cell: 814-699-0270 Work Email: fernando.lima@belmont.edu	
Tom Lowing Architecture - Founding Chair O'More College of Architecture and Design	1930 Belmont Blvd. Nashville, TN 37212	Work: 615-460-8288 Cell: 616-283-8656	Continuity Team
Lou Mills Administrative Captain Campus Security	1930 Belmont Blvd. Nashville, TN 37212	Work: 615-460-5674 x 5674 Work Email: louis.mills@belmont.edu	
Michael Moultry Assistant Chief Campus Security	1930 Belmont Blvd. Nashville, TN 37212	Work: 615-460-6617 x 6617 Work Email: michael.moultry@belmont.edu	
Jerry Perkins Assistant Controller Financial Excellence Finance & Accounting	1609 Wedgewood Ave. Nashville, TN 37212	Work: 615-460-6788 x 6788 Work Email: jerry.perkins@belmont.edu	
Jason Rogers Executive Vice President for External Engagement and University Counsel Partnership Excellence External Engagement	1605 Wedgewood Ave Nashville, TN 37212	Work: 615-460-6611 x 6611 Cell: 615-491-6611 Work Email: jason.rogers@belmont.edu	

KEY STAFF	ADDRESS	PHONE NUMBERS / EMAIL	TEAM ROLES / COMMENTS
Corey Thompson Captain Campus Security	1930 Belmont Blvd. Nashville, TN 37212	Work: 615-460-6617 x 6617 Work Email: corey.thompson@belmont.edu	

STAFF	ADDRESS	PHONE NUMBERS / EMAIL	TEAM ROLES / COMMENTS
Sarah Augustyn Admissions Coordinator O'More College of Architecture and Design	1928 Belmont Boulevard Nashville, TN 37212	Work: 615-460-5329 Cell: 215-817-8127 Work Email: sarah.augustyn@belmont.edu	
Amy Hardy Budget Manager O'More College of Architecture and Design	1928 Belmont Boulevard Nashville, TN 37212	Work: 615-460-8499 Cell: 615-480-0171 Work Email: amy.hardy@belmont.edu	Continuity Team
Emma Johansson Communications Coordinator University Marketing & Public Relations	1605 Wedgewood Ave Nashville, TN 37212	Work: 615-460-6650 Work Email: emma.johansson@belmont.edu	
Emily Kynerd Dean Executive Assistant O'More College of Architecture and Design	1928 Belmont Boulevard Nashville, TN 37212	Work: 615-460-5888 Cell: 615-974-6131 Work Email: emily.kynerd@belmont.edu	Continuity Team Planning Team
Rebecca Moore Helper to Chair O'More College of Architecture and Design	1920 Belmont Blvd. Nashville, TN 37212	Cell: 615-460-5861 Work Email: rebecca.moore@belmont.edu	
Margaret Quigley Director of Development Development	1900 Belmont Boulevard Nashville, TN 37212	Work: 615-460-6001 Work Email: margaret.quigley@belmont.edu	
Stephanie Reese Helper to chair O'More College of Architecture and Design	1920 Belmont Blvd. Nashville, TN 37212	Work: 615-460-8337 Work Email: stephanie.reese@belmont.edu	
Rachel Walden Assistant Director Career and Professional Development	1905 15th Ave South Nashville, TN 37212	Work: 615-460-6384 Work Email: rachel.walden@belmont.edu	

VENDOR/OTHER	ADDRESS	PHONE NUMBERS / EMAIL	TEAM ROLES / COMMENTS
Dynamism, Inc.- 3D Printers, laser cutters, Fab lab supplies 3D Printers, laser cutters, filament for Fab Lab	2950 W Chicago Ave, Suite 308 Chicago, IL 60622-43	Work: 312-281-5305	
ProGraphics- Fashion show banners, post cards Print materials (banners, post cards, fashion show)	680 Rundle Ave Nashville, TN 37210		Contact – Luke Primm
RJ Young - Plotter svc, copy machine needs Plotter svc, copy machine needs	PO Box 306412 Nashville, TN 37230-6412	Work: 615-515-7595	Contact – Ab Brumfield
AMAZON Office supplies, instructional supplies, etc.	PO BOX 035184 Seattle, WA 98124-5184 Seattle, 98124-518	Work: 206-266-8734	
Creation Engine, Inc- Computer software, Sketch-up license Computer software, Sketch-up license	425 N. Whisman Rd Suite 300 Mountain View, CA 9404	Work: 650-934-3234	
Pro Stitch - Sewing machine repair Sewing machine repair and maintenance	3429 Sumner Drive Westmoreland, TN 37186, TN 37186	Cell: 615-294-3724	Jay “Joe” Reed
EFI Optitex North America pattern making software provider	P.O. Box 809066 Chicago, IL 60680-9066 Chicago, IL 60680-9066	Home: 614-395-3084	
Plaza Art Materials Art/studio supplies	1205 2nd Avenue North Nashville, TN 37208	Work: 615-254-3368 x 0403 Home: 615-254-3368	Contact – Robert Booker
Chaos- Computer software - Enscape license Computer software, Enscape license	145 Tsarigradsko shose Blvd Sofia Office Center Floor 12 1784 Sofia, Bulgaria,	Work Email: nadezhda.gerova@chaos.com	Nadia Gerova

Supporting Documentation
APPENDIX

Supporting Documentation

The OCAD has access to a file library feature within the <https://belmont.boldplanning.com> system. The Supporting Documentation area allows the OCAD to upload files to the system and provides the OCAD with access to these files from remote locations, as needed, during continuity events or disruptions. Provided below is a list of files that have been uploaded by the OCAD to the <https://belmont.boldplanning.com> system. Each file listed below includes the name of the file, a description of the file (when provided), and the most recent date the file was uploaded.

Facilities

BCP LCVA Equipment Inventory.xlsx - LCVA - Date Uploaded: 1/14/2020

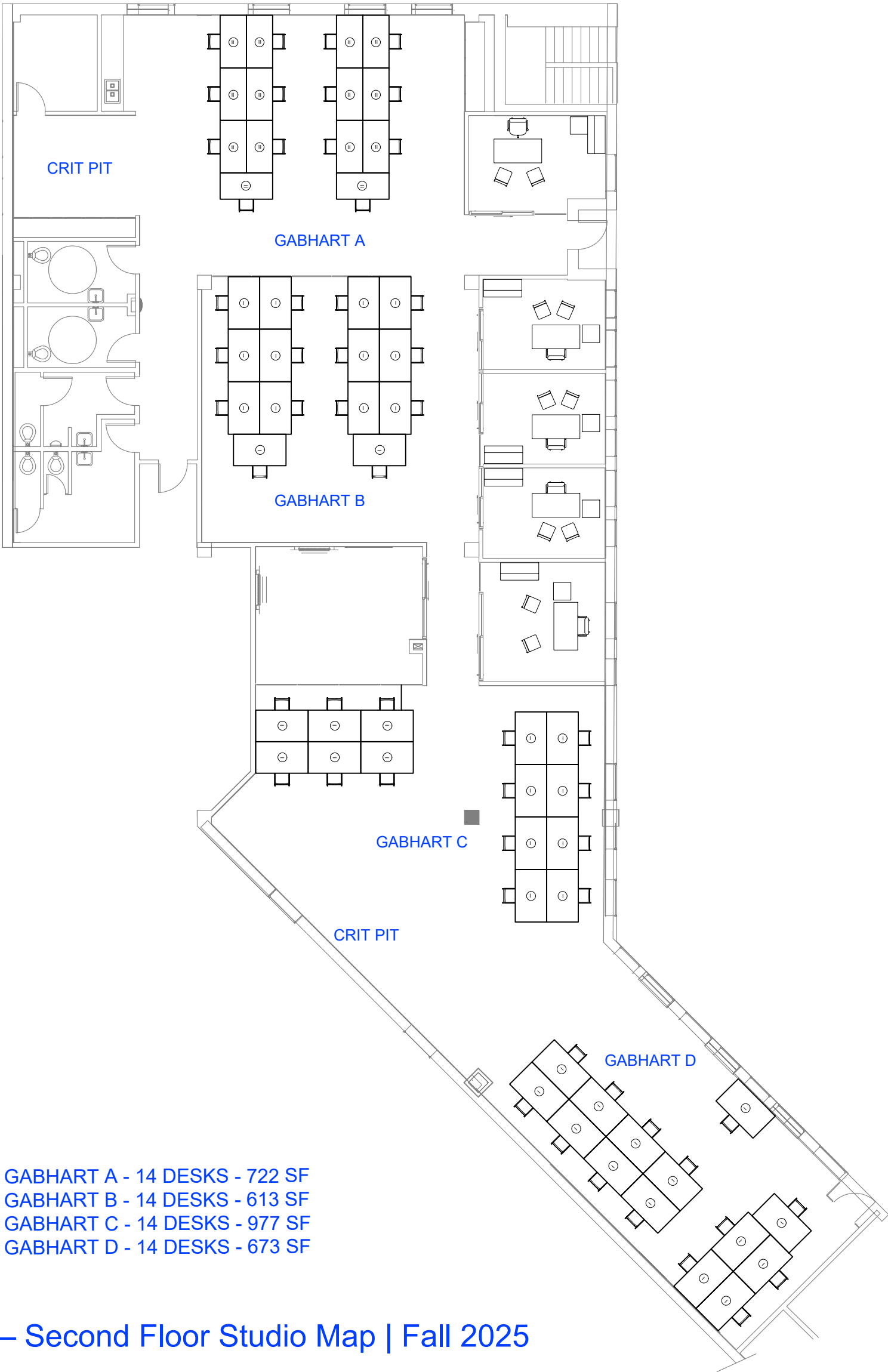
BCP O'More Tech Inventory 1.29.19.xlsx - Hitch - Date Uploaded: 1/14/2020

General Documents/Other

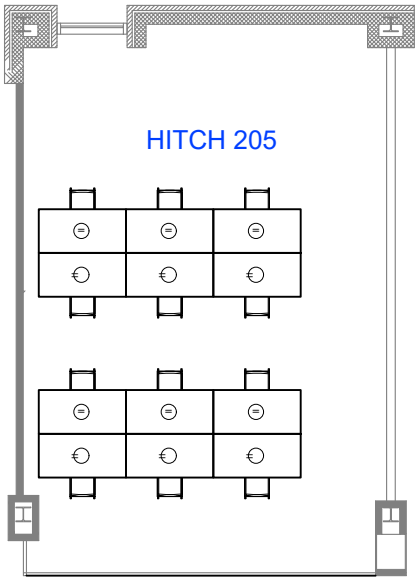
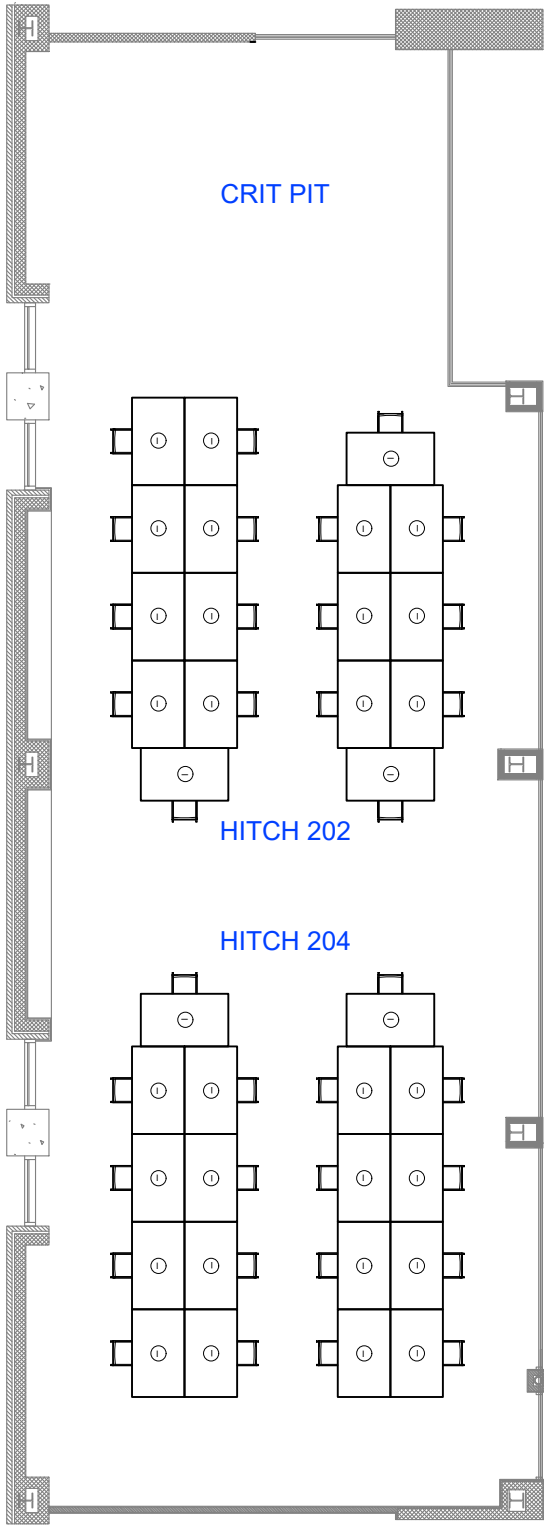
BelmontBCPintro.pptx - Business Continuity Introduction - Date Uploaded: 5/14/2015

Test, Training, and Exercise

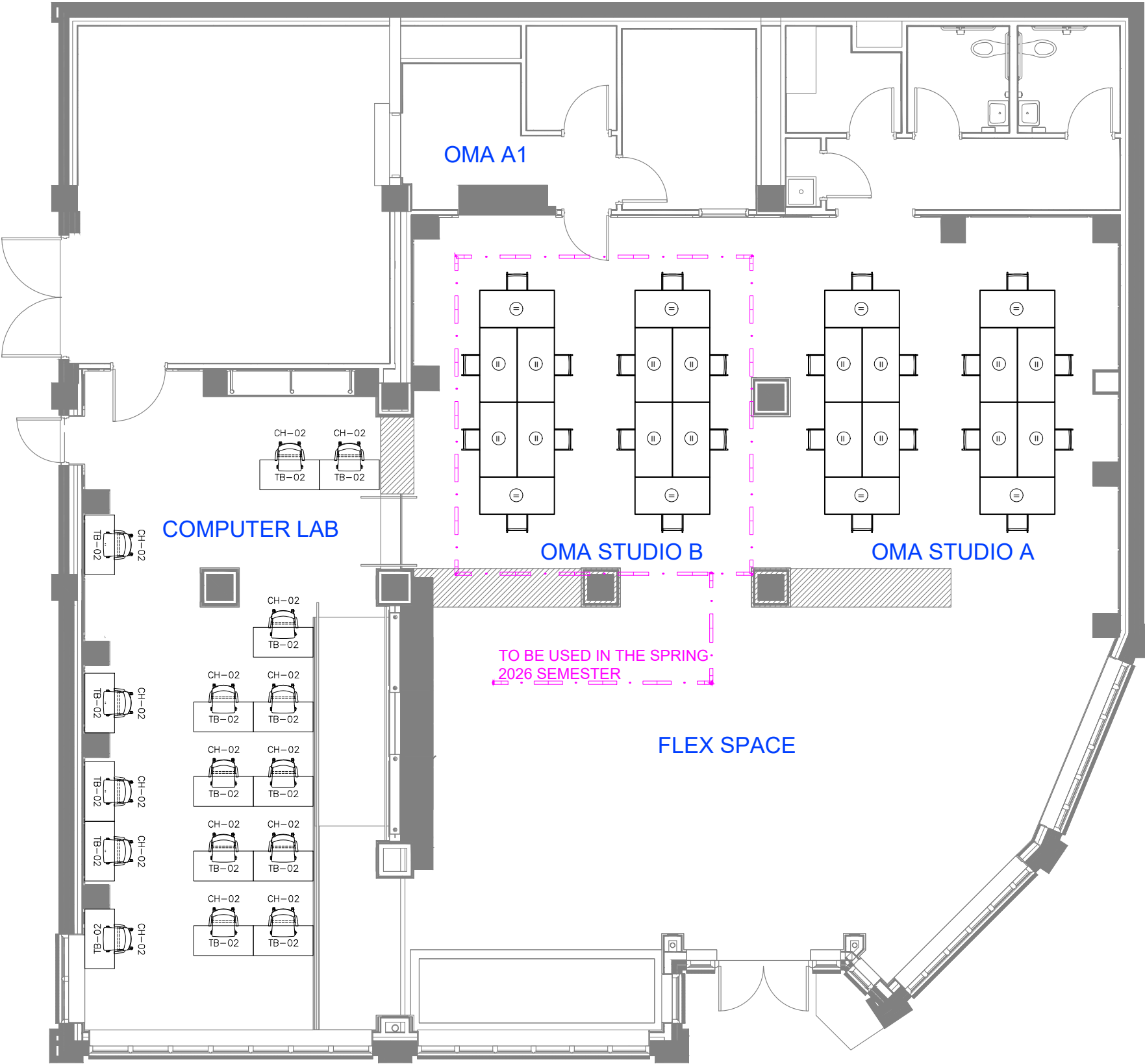
2019-10-01_BelmontBCP_Refresh.pptx - 2019 BCP Refresher Workshop Presentation - Date Uploaded: 9/30/2019



Gabhart Building – Second Floor Studio Map | Fall 2025



HITCH 202 - 18 DESKS - 1,268 SF
HITCH 204 - 17 DESKS - 952 SF
HITCH 204 - 13 DESKS - 630 SF *** Temporally in a studio setting



OMA A - 12 DESKS - 570 SF
OMA B - 12 DESKS - 570 SF
COMPUTER LAB - 16 SEATS - 891 SF
FLEX SPACE - 1,068 SF



2024-2025 Architecture Student Cost Breakdown

Below are program-specific items and estimated costs to the student in addition to the University’s financial calculator.

It is our general policy to provide basic tools and supplies needed for instruction within our departmental budget line. This includes some supplies for students such as plotter ink and paper for large format printing, along with with other media available for use in-class. Student provide supplies and materials used for their individual projects based on assignment parameters and personal preference.

Laptop Computer	\$1,650 to meet software requirements*

A basic laptop with internet connectivity and standard office document processing is sufficient for the first two years. Students are advised of discipline-specific software requirements that dictate the laptop technical requirements needed for typical third-year courses and above.

All costs below are estimates **per semester** in addition to the University costs.

Textbooks	\$330 (about \$110 per course)*

Digital versions of textbooks can cost up to 50% less

Drawing/Modeling Supplies	\$40

Project Supplies/Printing	\$295*

Travel Costs	\$55*

Total Estimated Costs per Semester	\$720-880

*Variable Expense



2024-2025 UNDERGRADUATE COST ESTIMATOR

*Tuition and fee cost are effective for Maymester 2024,
Summer 2024, Fall 2024 and Spring 2025*

UNDERGRADUATE TUITION

- 12 – 18 hours 20,280/semester
- Part-Time (1 – 11 hours) 1,530/hour
- Overload (19+ hours) 1,530/hour
- Adult Degree Program 865/hour

ROOM CHARGES PER SEMESTER

- **Hail/Heron/Maddox/Pembroke/Wright** 3,625/person per semester
- **Kennedy/Patton/Bear House/Potter/
Russell Suite/Thrailkill** 4,085/person per semester
- **Tall Hall**
 - Double Suite 4,085/person per semester
 - Single Suite 5,340/person per semester
 - 4/5 BR Apt 5,765/person per semester
 - 2 BR Apt 6,135/person per semester
 - 1 BR Apt 6,415/person per semester
 - Top Floor – 1 Unit 6,675/person per semester
- **Caldwell Hall**
 - 4/5 BR Apt 5,765/person per semester
 - 3 BR Apt & Prem 6 BR Apt 5,825/person per semester
 - 1 BR Studio & Prem 4 BR Apt 5,875/person per semester
 - Premium 5 BR Apt 5,930/person per semester
 - Premium 3BR Apt 6,080/person per semester
 - 2 BR Apt 6,135/person per semester
 - 1 BR Apt 6,415/person per semester
- **Belmont Commons** 5,580/person per semester
- **Dickens/Horrell/Russell Apartment** 5,765/person per semester
- **The Hillside**
 - 4 BR 5,765/person per semester
 - 2 BR 5,930/person per semester
- **Kenect**
 - 3 BR 7,060/person per semester
 - 1 BR 7,325/person per semester
- **Summer Double Suite** 535/person/Summer term
- **Summer Single Suite** 800/person/Summer term
- **Summer 4/5 BR Apt** 990/person/Summer term

ESTIMATE YOUR CHARGES FOR ONE SEMESTER

- TUITION RATE _____
- STUDENT FEE _____
- HOUSING _____
- MEAL PLAN _____

TOTAL _____

UNDERGRAD STUDENT FEES

- 0-3 hours \$275/semester
- 4-11 hours \$675/semester
- 12+ hours \$990/semester
- Summer Term \$275/term

MEAL PLAN CHARGES

- **All Access \$3,420/semester**
 - Unlimited Meals, \$150 Declining Dollars
- **Anytime Plan 15 \$3,165/semester**
 - 15 Meals/week, \$325 Declining Dollars
- **Block 125 \$1,915/semester**
 - Block of 125 meals/semester, \$475 Declining Dollars
- **Block 75 \$975/semester**
 - Commuter Plan - Block of 75 meals, \$100 Declining Dollars
- ALL RESIDENTIAL STUDENTS MUST HAVE A MEAL PLAN. FRESHMEN ARE ASSIGNED TO AN ANYTIME PLAN AND MAY INCREASE TO THE ALL ACCESS PLAN. SOPHOMORES, JUNIORS AND SENIORS LIVING ON CAMPUS ARE ASSIGNED TO A BLOCK 125 PLAN AND MAY INCREASE TO AN ANYTIME OR ALL ACCESS 14 PLAN. ALL MEAL PLANS ARE FOR THE ENTIRE ACADEMIC YEAR AND MAY NOT BE CHANGED MID-YEAR.
- SEE BELMONT WEBSITE FOR DEFINITION OF MEAL PLAN "EQUIVALENCIES" AND "GUEST PASSES"

>>Summer prices are per person and per Summer term. This includes Maymester, Summer 1 & Summer 2 terms.

>>Estimated costs do not include course fees or books.

4.3 Neighborhoods

ARTS CORRIDOR

The Arts Corridor is an area along West Belmont Blvd populated by a series of 1960s and 1970s buildings. Although the structures themselves are somewhat uninspiring, the work that occurs within is some of the most creative work on campus. It is the home to music, performing arts, visual arts, architecture, interior design and fashion design. These programs are clustered around a privatized street, which, if fully closed, can become a wonderfully activated and landscaped pedestrian zone, allowing the somewhat non-descript buildings to provide a backdrop for the creative work happening inside. Additions to these buildings will allow for growth of programs, as well as the flourishing of collaboration and creativity. By moving the library functions out to a new building in the center of the Academic Excellence Neighborhood, music and performing arts can expand into the sturdy Bunch Center, which has become a haven for all sorts of arts already. This area has been a food desert and a parking desert. The creation of a neighborhood will allow for these amenities to be designed into the area to support the great work and learning that already occurs.

COMPLETE CAMPUS VISION PLAN

PHASE 1:

- 2. CMPA Addition to Bunch Center
- 4. Design Center Addition to Leu Center

BEYOND 2035:

- 11. Hitch O'More Addition
- 12. Gabhart Plaza & Arts Corridor
- 13. Gabhart Garage
- 19. Bunch repurpose for CMPA

