

Architecture Program Report- Candidacy

Samford University
Birmingham, Alabama

March 6, 2024

NAAB

National
Architectural
Accrediting
Board, Inc.



Architecture Program Report-Candidacy (APR-C)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	Samford University
Name of Academic Unit	School of the Arts Department of Architecture & Interior Design
Degree(s) (check all that apply) Track(s) (Please include all tracks offered by the program under the respective degree, including total number of credits. Examples: <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)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: 130 undergraduate credit hours conferring a Bachelor of Science in Architecture and matriculating directly into a 38 graduate credit hour Master of Architecture <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuation of Candidacy
Year of Previous Visit	Fall of 2022 Initial Candidacy Virtual Visit
Current Term of Accreditation (refer to most recent decision letter)	Initial Candidacy
Program Administrator	Ryan Misner
Chief Administrator for the academic unit in which the program is located (e.g., dean or department chair)	Lance Beaumont, Dean School of the Arts Larry Thompson, Interim Chair Department of Architecture & Interior Design
Chief Academic Officer of the Institution	Dr. J. Michael Hardin, Provost and Vice President
President of the Institution	Dr. Beck A. Taylor, President
Individual submitting the APR	Ryan Misner
Name and email address of individual to whom questions should be directed	Ryan Misner rmisner@samford.edu

Submission Requirements:

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



INSTRUCTIONS FOR APR-C

Initial Candidacy

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

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

Continuation of Candidacy

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

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

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



INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response:

As a new program in candidacy, our 2022 visit and VTR identified multiple conditions as “Not Yet Met” or “Not Demonstrated.” As the VTR notes, this is largely because the related coursework had not been delivered to the first cohort yet. The preliminary findings of the VTR designated three conditions as “Not Met/Achieved.” They were:

- 5.5 Social Equity, Diversity, and Inclusion
- 5.6 Physical Resources
- 6.4 Public Access to Accreditation Reports and Related Documents

See Appendix A for the 2022 VTR.

The Board of Director's final decision letter granting *Initial Candidacy* cites **6.4 Public Access to Accreditation Reporting** as the only condition “Not Met.”

From the BOD Decision Letter:

This Condition is not met. The program did not provide sufficient information to meet the requirements of this Condition. As the program has enrolled students in an architecture program, the program needs to provide evidence of that has a policy on teaching and learning culture that it has made available to students, faculty and the public via the program's website.

Actions were taken quickly to address this, and the Department of Architecture & Interior Design's webpage now contains a specific button that links the current and required reporting. On the [architecture program's webpage](#) under the Career Preparation section, one will find a direct button link to “Accreditation.” Any information that is currently not applicable or available will be updated as necessary as the program's candidacy and accreditation continues.

From Condition 6.4 of this APR:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit – **N/A**
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit – **N/A**
- c) The most recent decision letter from the NAAB – **2023 NAAB Decision Initial Candidacy Decision Letter is posted at the link above.**
- d) The Architecture Program Report submitted for the last visit – **2022 Samford Architecture Program Report is posted at the link above.**
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda – **2022 Visiting Team Report is posted at the link above.**
- f) The program's optional response to the Visiting Team Report – **2022 Samford Visiting Team Report Response is posted at the link above.**
- g) Plan to Correct (if applicable) – **N/A**
- h) NCARB ARE pass rates – **N/A**



- i) Statements and/or policies on learning and teaching culture – The program/department's [Studio Culture Statement](#) is posted on the department's [main webpage](#) under the Studio Culture, Diversity and Inclusion section with a direct link to the full statement.
- j) Statements and/or policies on diversity, equity, and inclusion – The program/department's [Studio Culture Statement](#) is posted on the department's [main webpage](#) under the Studio Culture, Diversity and Inclusion section with a direct link to the full statement.

The Board of Director's final decision letter granting *Initial Candidacy* also lists 24 Conditions and 2 Shared Values as "Not Yet Met" or "In Progress." This APR outlines all the actions taken and continued rollout of the program to further meet those conditions.

See Appendix B for the BOD final Initial Candidacy decision letter.

Program Changes

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

This section is limited to 5 pages, total.

Program Response:

N/A

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:

Samford University is a leading nationally ranked Christian university. Founded in 1841, Samford is the 87th-oldest institution of higher learning in the United States. Located in Birmingham, Alabama, the university's campus covers approximately 247 acres and is renowned for its beauty and Georgian-Colonial style architecture. The university currently enrolls over 5,790 undergraduate and graduate students from 49 states and 16 countries. In addition to the main campus in Homewood, the university owns a house in Marion, Alabama, used for cultural study and service, and the Daniel House, a study center located in the heart of London, England, near Kensington Park.

Samford offers undergraduate programs grounded in the liberal arts and a distinct blend of graduate and professional schools through 10 academic schools: arts, arts and sciences, business, divinity, education, health professions, law, nursing, pharmacy, and public health. The university has one of three accredited law schools and one of only two accredited pharmacy schools in Alabama. Samford's Beeson Divinity School is the only fully accredited graduate divinity school based in Alabama. The university is classified by the Carnegie Commission on Higher Education as a doctoral/professional institution and the student-to-faculty ratio is 14:1.

Samford's mission to nurture student development intellectually, ethically, and spiritually is fostered through an array of opportunities, including 170 student organizations, global engagement in more than 14 different countries and dozens of courses that incorporate community service. Additionally, undergraduate students complete Samford's core curriculum, providing a well-rounded foundation in the liberal arts. The result is a highly tailored educational experience that results in 97% of undergraduate alumni employed or in further study within six months of graduation.

University Mission

Samford University nurtures persons in their development of intellect, creativity, faith, and personhood. As a Christian university, the community fosters academic, career and ethical competency while encouraging social and civic responsibility, and service to others.

University Vision

Anchored in Christian understanding, Samford University will be a diverse community, stressing vigorous learning and personal faith, in the Baptist tradition. Within that commonality, the community will be innovative in teaching, learning and research; sensitive to global issues; aggressive in self-assessment and continuous improvement. Faithful to its mission, Samford will be known and acknowledged worldwide by holding to its core values. The world will be better for it.



School of the Arts

Samford's new Architecture program is housed within the University's School of the Arts. Established in 1915, the school contains nearly 30 majors, minors, and concentrations across music, theater, dance, studio art, graphic design and interior design and program accreditations from National Association of Schools of Music (NASM), National Association of Schools of Theatre (NAST), and Council for Interior Design Accreditation (CIDA).

The School of the Arts works to prepare today's artist to shape tomorrow's world by inspiring artistry, promoting scholarship, and realizing professionalism as we serve the community in the spirit of Christ. The school wide programs provide a framework of classes that prepare students to pursue their calling and be professionally ready in a collaborative and multi-disciplinary environment.

Architecture Program

Within the School of the Arts, the Architecture program is positioned alongside the Interior Design program in the Department of Architecture & Interior Design. Samford's existing Interiors program is nationally recognized and has been accredited by the Council for Interior Design Accreditation (CIDA) for over 20 years. It is out of this long successful Interiors program the new Architecture program is growing; the collaboration between the two programs is at the heart of each.

The Samford program is designed as an accelerated 5-year, single-institution Master of Architecture professional program. Because of University requirements, students will be conferred a Bachelor of Science in Architecture following 130 credit hours of undergraduate coursework and then matriculate directly into a 38 graduate credit hour Master of Architecture. Total hours for the M.Arch are 168. The awarding of an undergraduate degree in route to the graduate degree also increases individual students access to financial aid and scholarship opportunities.

The program is offered on the existing campus in Birmingham, Alabama. Its instructional delivery method is a traditional on-campus lecture and technical/studio formats. One online course for 3 credits is proposed, and one 3-credit internship experience is required that will occur off-campus in a professional design practice setting. In some instances, hybrid delivery may be integrated because of COVID-19 or similar occurrences.

The Samford Architecture program is distinct in three ways:

- Samford's new program provides an architectural education opportunity for students who attending a Christian university is important. Christian values are at the core of the University and the program. In the United States, there are less than ten religiously affiliated institutions that offer NAAB accredited architecture programs.
- The accelerated 5-year M.Arch program responds to market demands for shorter graduation times and curbing costs in higher education; providing students a financially responsible option for an advanced architectural degree with which to pursue licensure, as well as other opportunities in the built environment. Most other NAAB accredited programs in the southeast follow the more typical 5-year B.Arch or 4+2 M.Arch format.
- The cooperation and intentional integration between the Architecture program and the Interior Design program creates a unique pedagogical approach to studio culture and to the design of a "complete" building, better preparing students to work in a collaborative design environment after graduation. While many schools of architecture or design in the United States also contain interiors programs, few appear to be as closely related as the Samford programs, while still providing two distinct educational opportunities.



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:

Samford began development of a new strategic plan, [Fidelitas](#), in January of 2021. The new plan expresses eight areas of focus: Academic Distinction, Student Engagement, Employee Elevation, Faith Formation, Community Celebration, Athletic Success, Financial Stewardship, and Global Influence.

In support of Samford's strategic plan, the Architecture program:

- Creates and sustains distinctive learning
- Advances excellence in teaching
- Cultivates a climate of research and creative activity in partnership with other SOA programs
- Nurtures a vibrant community of Christian faith and service through the senior project assignment
- Promotes cross-cultural understanding through Christian Service Learning
- Ensures Samford resources are strong for present and future generations by offering distinctive learning opportunities to a diverse population

Architects serve and work to improve the public health, safety, and welfare of the occupants of the built environment and strive for responsible stewardship of all resources. Through design education, design research and best design practices, these professionals may serve God and impact family, one another, and the greater community in the context of real-world design practice. This act of servant leadership is consistent with the mission and vision of Samford University, the School of the Arts, and the Department of Architecture & Interior Design: *Shaping tomorrow's world by inspiring artistry, promoting scholarship, and realizing professionalism as we serve the community in the spirit of Christ.*

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

Program Response:

The program is a student-centered and project-oriented curriculum that will prepare students for a future in architecture. This begins with the University's liberal arts foundation and the first-year fine arts foundation. These two collections of coursework help shape the way Samford students view their ability to impact the world around them and to do so with artistry. We believe a broad knowledge of the world and an artistic base are critical in understanding and solving the complexities of the built environment.

The program's integration with the existing Interior Design program also creates a more collaborative and holistic approach to the built environment; one that many students will experience post-graduation. The two programs share select cross-listed courses, including some design studios and students intentionally share studio space across the two disciplines. This approach allows there to be active and deliberate instances of combined learning, as well as a passive awareness of the other program.



The program allows students to engage in Christian service opportunities – domestic and international – through the built-environment; collaborate with other disciplines within the School of the Arts and University; and expand their experiential learning through domestic and international travel and study programs. A required internship also equips students with tangible, professional experience prior to graduation.

Summary Statement of 1 – Context and Mission

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

Program Response:

Located in Birmingham, Alabama, Samford University is a leading nationally ranked Christian university. Founded in 1841, Samford is the 87th-oldest institution of higher learning in the United States; seeking to nurture persons in their development of intellect, creativity, faith, and personhood.

Samford's new Architecture program is positioned alongside the Interior Design program in the Department of Architecture & Interior Design within the University's School of the Arts. Samford's existing Interiors program is nationally recognized and has been CIDA accredited for over 20 years. The new Architecture program is growing out of the long successful Interiors program; the collaboration between the two programs is at the heart of each.

The Samford program is designed as an accelerated 5-year, single-institution Master of Architecture professional program. Students will be conferred a Bachelor of Science in Architecture following 130 credit hours of undergraduate coursework and matriculate directly into a 38 graduate credit hour Master of Architecture.

The Samford Architecture program is distinct in three ways:

- Provides an architectural education opportunity for students who attending a Christian university is important.
- Responds to market demands for shorter graduation times and curbing costs in higher education; providing students a financially responsible option for an advanced architectural degree to pursue licensure and other opportunities in the built environment.
- The cooperation and intentional integration between the Architecture and Interior Design programs creates a unique pedagogical approach to studio culture and to the design of a “complete” building, better preparing students to work in a collaborative design environment after graduation.



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 Samford Architecture Program is rooted in a holistic and collaborative approach to design based on artistry, Christian values, missional purpose, and practical application. Central to this is the first-year fine arts foundation and the association with the Interior Design program.

For students, this is most often experienced as part of the design studio sequence and studio culture. Students move from their five foundational art courses in the first year to their first built-environment design studio in the fall of the second year. This introductory studio is cross-listed with the Interior Design studio sequence and students in both programs work collaboratively to develop further understanding of design fundamentals. Beginning in the second-year spring semester, the architecture design studios begin a three-studio sequence focused on the development of architectural design principles, impacts on the built environment, application of building materials and construction methods, and structural understandings. Each project in a studio builds on the knowledge and skills of the previous project(s); each studio builds on the successes and explorations of the previous studio(s).

Design studios stress the importance of concept-driven design solutions and user-driven experiences by using an iterative design process. Exploration and entrepreneurial learning are encouraged; technical skills and history/theory from other architecture coursework is integrated as the studio sequence progresses.

In the fourth year of the studio sequence, the architecture design studios again purposefully integrate with the interior design studios, first in ARCH 414 – Architecture Design Studio V: Senior Project and again in the ARCH 422 - Historic Preservation and Adaptive Re-use studio. These studios are essential in working collaboratively with other disciplines and learning a holistic approach to the design of the built environment. The ARCH 414 – Architecture Design Studio V: Senior Project studio is also important in understanding a missional approach and purpose to design.

The final two architecture design studios are in the graduate fifth-year of the program. The fall semester studio focuses specifically on design solutions within the urban fabric, considering spatial and architectural impacts, but also cultural, socio-economic, and ecological influences. The final architecture design studio is the culmination thesis studio, shaped by self-exploration and interests of each individual student.

While the sequencing of design studios is important to the preparation of architecture students, the physical location our program's studio is just as important. The intent of new studio spaces is for students in the Architecture program to be collocated with students in the Interior Design program, and vice-versa. At times students in both programs will work collaboratively on projects, but even when they are not, students will gain a passive exposure to issues and design considerations explored in the adjacent discipline. This is a critical



component of the program's integration with the existing Interior Design program to create a more collaborative and holistic approach to the built environment.

In addition to the design studio sequence and technical integration of related coursework, the program works to prepare students to succeed as a professional. The importance of professional awareness is first introduced in the first year of the program and is bookend with two professional practice courses during the fifth year. While internships are encouraged throughout the entire course of study, a prescribed internship happens between a student's fourth and fifth year. This allows students to apply more fully what they have learned in school as an intern, but also provides an opportunity for students to return and apply their tangible work experience to final year of the program. This internship is also paired with the online course ARCH 507 - Faith & World View of Architecture to allow students the focused opportunity to explore the relationship of the professional work environment and their faith.

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:

As part of a Christian university, the program believes that architects are *biblically* called to be good stewards of our environment, natural and built. Coursework in both technical courses and design studios have this thread woven throughout, exploring both practical and theoretical applications. The program also believes as architects we are *biblically* called to be good citizens in the protection of the health, safety, and welfare of our neighbors. The professional practice sequence of courses will emphasize the ethics and responsibilities associated with this, while technical courses teach their practical application.

The program also believes that as architects we are *biblically* called to not just protect our neighbor's health, safety, and welfare, but to love our neighbor. The value of loving our neighbor is not found in just the Architecture and Interior Design programs, but across the entire campus. Environmental stewardship and professional responsibility are only a portion of personal empowerment, accountability, and responsibility that grows from a service to God, to one another, and to the community. This program works to develop professionals who are called to leave the world a better place than they found it.

These tenants are already a part of the current Interior Design curriculum, pedagogy, and department culture and have been foundational in the establishment of the Architecture program.

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 believes that architects are *biblically* called to seek equity, diversity, and inclusion, along with an appreciation for diverse cultures and convictions. This is a core value of the University and an inherent part of the program's studio and classroom culture. Integrity and honesty are expected of all students and are to be modelled by all faculty and staff.



Feedback and critiques are respectful and constructive, never mean or insulting. Projects and assignments regularly address fairness, equality, and social justice.

The program is also structured in a manner to maximize financial opportunities and reduce the burden of student debt. The accelerated 5-year M.Arch format responds to market demands for shorter graduation times and curbing costs in higher education. It provides students a financially responsible option for an advanced architectural degree with which to pursue licensure, as well as other opportunities in or adjacent to the profession. Conferring a Bachelor of Science degree at the conclusion of the fourth year also opens new financial aid opportunities, scholarships, and grants for students in the graduate fifth year of the program.

Following initial NAAB accreditation, the program plans to implement additional paths for graduates of the Samford Interior Design program, transfer students, or students with an Architectural Studies undergraduate degree. This *could* include transfer agreements with other four-year colleges and universities or with area community college programs.

The program's close connection to professional practitioners and the required internship helps expose students to diverse work opportunities and equip students for success after graduation. This includes participation in local, state, and national design organizations, such as AIA/AIAS, NOMA/NOMAS, NCARB, NCIDQ, ICC, IIDA, ASID, etc. In 2024, the Wall Street Journal named Samford University #10 in the nation for career preparation.

The new program expects to continue the current Interior Design program's commitment to strong alumni connections and continued post-graduation support and involvement. Similar opportunities exist across the entire campus. In 2022, the Wall Street Journal and Times Higher Education ranked Samford University number one the nation in student engagement. This metric assesses the degree to which students feel prepared to use their education in the real world, how they immerse themselves in the intellectual and social life of their college and the quality of students' interactions with faculty.

Finally, our campus location places us geographically in a historical epicenter of the United States Civil Rights Movement. As the program evolves, this sense of "place" will have a presence in the projects, discussions, and curriculum. We are also fortunate to be located less than two hours from Tuskegee University, a NAAB accredited HBCU architecture program; as our program becomes more established, we are interested in connecting with Tuskegee through joint lectures, faculty presentations, studios, or similar learning opportunities. Some of these same opportunities also exist with the local Birmingham design community.

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 believes an architect's ability to have a lasting and positive impact on the world is through understanding, exploration, and an entrepreneurial spirit. Learning and a responsible freedom of inquiry are essential for both the student and the faculty. This idea is woven throughout the program's curriculum but is reinforced in several specific courses.

- **ARCH 311 – Digital Rendering & Presentations:** because of the rapid advancements in digital design application, this course teaches rendering and



presentation through the guided self-exploration of various software and techniques. It also incorporates the emergence of AI capabilities and AR/VR experiences.

- **ARCH 414 – Architecture Design Studio V: Senior Project and ARCH 610 – Architecture Design Studio VII: Thesis Studio:** all the design studios, but specifically these two will focus on the importance of research and innovation, reinforced by the prep courses leading into these studios (ARCH 310 and ARCH 510).
- **ARCH 518 and ARCH 618 – Advanced Architecture Electives:** these graduate level courses will cover topics in architecture or design that are not normally examined in depth in the regular course offerings. These courses are intended to teach students about a special design interest of a faculty member, a newly emerging area in design, or allow for visiting professors.

The current Interior Design program, in conjunction with the School of Arts Graphic Design and Gaming and Animation programs are already beginning to expand their offerings related to digital technology, fabrication, and virtual reality. Laser cutters and 3D-printers are already in use by faculty and students. This will serve as a foundation for a new Digital Fabrication Lab in collaborative development between all these programs. Recent faculty additions in the Department of Architecture & Interior Design have included expertise in these areas and a donor gift was used for the purchase of a CNC milling machine that is installed and operational. Additional wood, welding, and production shops are available to design students and faculty as part of the Studio Art program and the Theater & Dance program.

To secure tenure and promotion, faculty are held accountable to pursue excellence in *teaching, service, and scholarship*. Within the School of the Arts, the area of scholarship focuses on knowledge and innovation in the forms of research and publication and/or creative, project-based scholarship.

The program's depth of professional practitioner involvement helps to ensure practical application in the instruction, as well as opportunities for students to observe first-hand the outcome of evidence-based design processes.

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:

Leadership, collaboration, and community engagement are inherent qualities of the program, the department, and the school. As has been discussed in other areas of this report, one of the foundational tenets of the program is the cooperation and intentional integration between the Architecture program and the Interior Design program. SOA courses expose students to issues common to all areas of the arts. In addition to architecture practitioners and academics, engineers, interior designers, graphic designers, and other disciplines have all been involved in the development of the new program.

As part of the Samford Architecture Program, students have the opportunity to assume leadership roles across the campus (SGA, Greek Life, Cadre, etc.), within the School of the Arts (Arts Ambassadors), and within the program (student studio leaders and student design organizations like AIAS or NOMAS). Within the Department of Architecture & Interior Design, we now offer an elective course related specifically to leadership and development and skills. Practitioner involvement in the program and internships will connect students with leadership opportunities beyond campus and in the community, modeling how professional success is often paired with civic engagement.



Coursework, such as the ARCH 414 – Architecture Design Studio V: Senior Project, ARCH 422 – Historic Preservation and Adaptive Re-use studio, and ARCH 512 – Architecture Design Studio VII: Urban Design, will regularly include projects with tangible clients and communities, as well as opportunities for leadership and engagement. This aspect is critical in helping students realize that collaboration is not just within a design team but within the entire ecosystem of the built environment.

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 introduction to the Samford Architecture Program webpage includes a quote by architect and designer Renzo Piano: "Architecture is science, technology, geography, typography, anthropology, sociology, art and history." This quote is not included simply to gain one's attention as they scroll, but to illustrate to future architects the breadth of knowledge and possibilities that occur within the profession.

The curricular framework for the program addresses the necessary knowledge and skills to begin in the profession. It also achieves the following:

- A fine-art based foundation
- Arts appreciation through School of the Arts courses and cooperative programs
- Liberal arts foundation through general education courses in the areas of *Natural & Computational Science, Social Science, Humanities, Mathematics, and Fine Arts*
- Biblical foundation through University Core Curriculum, undergraduate convocation requirements, and the ARCH 507 – Faith and World View of Architecture course
- Architectural history and theory courses and an internship that strive to establish a balance of understanding and application
- Curricular freedom through electives available in general education and/or art
- Curricular freedom through electives available in architecture and/or interior design

We believe students need to understand the profession for which they are preparing, but also understand how that profession exists in the current world around them and in the future world they will help create. We want students to recognize the unique ways they can excel in the profession. This is established through their academic education, their understanding of faith, and their pursuit of possibilities.

Summary: Through the "development of intellect, creativity, faith, and personhood ..." and as a Christian university, the community of Samford and the Department of Architecture & Interior Design fosters "academic, career, and ethical competency while encouraging social and civic responsibility and service to others" thus connecting our values with the those shared by the discipline and the profession.

The program will continually address the significance of these six Shared Values of the Discipline and Profession as it evolves through its long-range planning.



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.

Program Response:

The program criteria in this area are or will be addressed in several ways during the student's time in the program:

Coursework

- ARCH 101 – Survey of the Profession: This course is taken by architecture and interior design students in their first year. Throughout the semester, students take 12-14 field trips to all types of local Birmingham practices, including architecture firms, A&E firms, interiors-only firms, commercial focus, residential focus, large firm, small firm, sole practitioners, etc. An introduction into the NCARB experience requirements and path to licensure (as well as NCIDQ Certification requirements) is included in this course.
- ARCH 505 – Internship: This course is an independent study in which students gain practical experience while working in an architecture firm or business involved in the lawful practice of architecture, and under the supervision of a registered architect.
- ARCH 515 – Professional Practice I: This is the first course in a two-part graduate level sequence that explores the business practices of the profession of architecture and design. This course occurs curricularly after the student's required internship (ARCH 505).

Additional Means

- Yearly career panels with area practitioners and recent graduates
- Ongoing development of a regular guest lecture series focused on architecture, interiors, and the built environment
 - In the 2021-2022 school year, the Department held its first guest lecture, open to the public, a panel discussion of the all-women design team for the design and construction of Protective Stadium in downtown Birmingham.
 - In the 2022-2021 school year the Department hosted a guest lecture, open to the public, from Stewart McLaurin, president of the White House Historical Association on "The Design, Building, and Rebuilding of the White House."
 - In the 2022-2023 school year, the Department hosted a guest lecture, open to the public, from Marlon Blackwell entitled "Radical Practice."
 - Samford hosted the Region 3 Southern Conference of NCARB Educators & Practitioners conference.
 - In the 2023-2024 school year, the Department hosted a guest lecture by Ana Maria Duran Calisto, Ecuadorian architect and professor at Yale entitled, "Planning and Design in a Fluctuating, Dynamic Environment."
 - In the spring semester of 2021-2022, Samford hosted for students a two-day *Workshop in Classical Architecture*, conducted by the Institute for Classical Architecture & Art (ICCA).



- In Spring 2023, the Program hosted on campus a member of the NCARB outreach team and the Alabama Board of Architects executive director to present the path to licensure. This was open to all architecture majors.
 - This is something the Program is trying to do each year (in-person or virtual), particularly while the program is still young.
- An ongoing relationship with area practitioners and firms who are regularly used as guest studio reviewers, mentors, and topical lecturers.

Assessment and Evaluation of Overall Student Experience related to PC.1

- End of course student evaluations for each Coursework Means to evaluate course's delivery and accomplishment of learning objectives.
 - Only administered to this point for the course ARCH 101 – Survey of the Profession.
 - Will be administered for additional courses once they are delivered.
- Administration of survey to firms that employ program's students as part of ARCH 505 – Internship to evaluate internship program and student's preparedness before and after internship.
- Grading assessments of related coursework.
- Faculty internal evaluation of each academic year's cocurricular and Additional Means opportunities, their effectiveness and application to the program and criteria, and evaluation of new opportunities or ways to modify/expand/adjust.
- End-of-academic-year faculty discussions on overall student engagement and success for this Program Criteria.
- Annual Graduating Student Exit Survey(s) will assess student's perception of preparedness for PC.1. These survey(s) will be administered following undergraduate graduation and again following graduate graduation.

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 criteria in this area are or will be addressed in several ways during the student's time in the program:

Coursework (primarily the design studios)

ARCH 222 – Architecture Design Studio II; ARCH 312 – Architecture Design Studio III; ARCH 322 – Architecture Design Studio IV; ARCH 414 – Architecture Design Studio V: Senior Project; ARCH 422 – Architecture Design Studio VI: Historic Preservation and Adaptive Re-use; ARCH 512 – Architecture Design Studio VII: Urban Design; and ARCH 610 – Architecture Design Studio VII: Thesis Studio

Additional Means

- Yearly career panels with area practitioners and recent graduates
- Ongoing development of a regular guest lecture series focused on architecture, interiors, and the built environment.
 - In the 2021-2022 school year, the Department held its first guest lecture, open to the public, a panel discussion of the all-women design team for the design and construction of Protective Stadium in downtown Birmingham.
 - In the 2022-2021 school year the Department hosted a guest lecture, open to the public, from Stewart McLaurin, president of the White House Historical Association on "The Design, Building, and Rebuilding of the White House."
 - In the 2022-2023 school year, the Department hosted a guest lecture, open to the public, from Marlon Blackwell entitled "Radical Practice."



- Samford hosted the Region 3 Southern Conference of NCARB Educators & Practitioners conference.
- In the spring semester of 2021-2022, Samford hosted for students a two-day *Workshop in Classical Architecture*, conducted by the Institute for Classical Architecture & Art (ICCA).
- An ongoing relationship with area practitioners and firms who are regularly used as guest studio critics, mentors, and topical lecturers
- Travel opportunities – international and domestic – within the program and/or as part of Samford Study Abroad
 - Special Topics courses in the program include domestic travel opportunities – New York, Chicago, and Los Angeles as recent examples.
 - The ARCH 414 – Architecture Design Studio V: Senior Project studio includes international travel opportunities. Recent locations (as part of the Interior Design program) include the Dominican Republic, India, and Ecuador. Cohort 1 will be taking their first trip in May 2024 to the Dominican Republic.

Assessment and Evaluation of Overall Student Experience related to PC.2

- End of course student evaluations for each Coursework Means to evaluate course's delivery and accomplishment of learning objectives.
- Grading assessments of related coursework and projects.
- Faculty internal evaluation of each academic year's cocurricular and Additional Means opportunities, their effectiveness and application to the program and criteria, and evaluation of new opportunities or ways to modify/expand/adjust.
- End-of-academic-year faculty discussions on overall student engagement and success for this Program Criteria.
- Annual Graduating Student Exit Survey(s) will assess student's perception of preparedness for PC.2. These survey(s) will be administered following undergraduate graduation and again following graduate graduation.

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 criteria in this area are or will be addressed in several ways during the student's time in the program:

Coursework

- ARCH 214 – Building Systems I and ARCH 224 – Building Systems II: This two-semester sequence of courses, completed in the second year of the program, contains an emphasis on building systems and their rating/evaluation systems; sustainable principles and their related codes; and thermal and environmental systems.
- ARCH 319 – Materials & Methods and ARCH 419 – Advanced Materials & Methods: This two-semester sequence of courses, completed in the first semester of year two and year three respectively, examines first the design implications of the materials and methods used in the construction of buildings, followed by innovative and emerging building materials with special regard to material and system's impact on sustainable design and building resiliency.
- ARCH 422 – Architecture Design Studio VI: Historic Preservation and Adaptive Reuse: This course incorporates and applies historic preservation and adaptive reuse principles in a final senior-level design studio, working from the principle that the most sustainable building is one that already exists.



- The other design studios will additionally incorporate ecological knowledge, principles, and responsibilities as part of project explorations.

Additional Means

- Various symposiums and Advanced Architecture Electives (ARCH 518 and 618): these graduate level courses will cover topics in architecture or design that are not normally examined in depth in the regular course offerings. These courses are intended to teach students about a special design interest of a faculty member, a newly emerging area in design, or allow for visiting professors. Subjects could include specialized areas within the realm of ecology and resiliency in design.
- Availability and encouragement of various professional and student organizations involved in advocacy
- Ongoing development of a regular guest lecture series focused on architecture, interiors, and the built environment

Assessment and Evaluation of Overall Student Experience related to PC.3

- End of course student evaluations for each Coursework Means to evaluate course's delivery and accomplishment of learning objectives.
- Grading assessments of related coursework and projects.
- Faculty internal evaluation of each academic year's cocurricular and Additional Means opportunities, their effectiveness and application to the program and criteria, and evaluation of new opportunities or ways to modify/expand/adjust.
- End-of-academic-year faculty discussions on overall student engagement and success for this Program Criteria.
- Annual Graduating Student Exit Survey(s) will assess student's perception of preparedness for PC.3. These survey(s) will be administered following undergraduate graduation and again following graduate graduation.

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 criteria in this area are or will be addressed in several ways during the student's time in the program:

Coursework

- ARCH 210 – Movements in Architecture: This course provides a broad overview of the development of architecture around the world from pre-history to the near present, analyzing concurrent developments in different regions and cultural periods; and signifying determinants that shaped each culture's aesthetics and design history.
- ARCH 220 – Architecture History II: This second course in the architecture history sequence builds on ARCH 210's broad scope and focuses on the impact of architecture since the Industrial Revolution. Modernism, post-modernism, and globalization are all examined.
- ARCH 310 – Creative Investigation: This course introduces students to design research and exposes students to ways that knowledge related to the built environment is constructed. Students learn that a body of knowledge will be the basis for theories to be developed, read articles that provide examples from the 2nd half of the 20th century to the present, and discuss this material in class. This includes a survey of community-based projects found in the Americas, Asia, and Africa to highlight the ways that different social, cultural, and political practices influence how the built environment is shaped and used.



- ARCH 414 – Architecture Design Studio V: Senior Project: This design studio, as part of the fourth year of the program, is typically mission based and involves an international based project providing design services for an underserved or marginal population. Recent examples of this (as part of the Interior Design program) is a group home for young, unwed mothers in the Dominican Republic as they go through pregnancy and a medical clinic, also located in the Dominican Republic.
- ARCH 507 – Faith & World of Architecture: In this online course during their internship, students will research and consider the relationship between Christian faith traditions, architecture and design, and their own expressions of faith in the workplace.
- ARCH 512 – Architecture Design Studio VII: Urban Design: This graduate level studio will use emerging urban design theories on mixed-use development, walkability, sustainability, and resiliency, to explore various ways to shape the built environment and impact existing urban fabrics and infrastructures. Design solutions will not only consider spatial and architectural impacts, but also cultural, socio-economic, and ecological influences.
- ARCH 620 – Advanced Arch History/Theory Independent Study: This course will allow students to conduct an independent study on a specific topic of architectural history and/or theory of their interest. Guided by an instructor, students will learn the value of independent investigation and establishing personal theoretical constructs on architecture and design.

Additional Means

- Travel opportunities – international and domestic – within the program and/or as apart of Samford Study Abroad
 - Special Topics courses in the program include domestic travel opportunities – New York, Chicago, and Los Angeles as recent examples.
 - The ARCH 414 – Architecture Design Studio V: Senior Project studio includes international travel opportunities. Recent locations (as part of the Interior Design program) include the Dominican Republic, India, and Ecuador. Cohort 1 will be taking their first trip in May 2024 to the Dominican Republic. While these travel opportunities acknowledge the impact of colonialism, students are taught about indigenous practices that preceded. Students are also exposed to a variety of scenarios that range from informal settlements to modern structures in urban centers.

Assessment and Evaluation of Overall Student Experience related to PC.4

- End of course student evaluations for each Coursework Means to evaluate course's delivery and accomplishment of learning objectives.
- Grading assessments of related coursework and projects.
- Faculty internal evaluation of each academic year's cocurricular and Additional Means opportunities, their effectiveness and application to the program and criteria, and evaluation of new opportunities or ways to modify/expand/adjust.
- End-of-academic-year faculty discussions on overall student engagement and success for this Program Criteria.
- Annual Graduating Student Exit Survey(s) will assess student's perception of preparedness for PC.4. These survey(s) will be administered following undergraduate graduation and again following graduate graduation.



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 criteria in this area are or will be addressed in several ways during the student's time in the program:

Coursework

- ARCH 310 – Creative Investigation: In this course students examine and apply various processes related to architecture and design research, precedents, and evidence-based design by exploring how professionals in their fields develop projects and by developing a unique project proposal to be implemented in ARCH 414 studio. For architecture projects, this includes relevant research and development of the project program and design criteria.
- ARCH 319 – Materials & Methods and ARCH 419 – Advanced Materials & Methods: The first course in this two-semester sequence introduces students to recent developments in material science and construction. ARCH 419 will cover innovative and emerging building materials with special regard to material performance and system's impact on sustainable design and building resiliency.
- ARCH 510 – Thesis Research Prep: This course is a prerequisite to the graduate thesis studio, ARCH 610, in which students select a relevant topic to the field of architecture and design, and through research and analysis develop a project scenario about which this topic can be further studied and explored. Students will establish their thesis advisor(s) and committee and create a comprehensive design program.
- Design studios, specifically ARCH 414 – Architecture Design Studio V: Senior Project and ARCH 610 – Architecture Design Studio VII: Thesis Studio will stress the importance and implementation of research and innovation.
- Various symposiums and Advanced Architecture Electives (ARCH 518 and 618) will likely address this criterion.

Assessment and Evaluation of Overall Student Experience related to PC.5

- End of course student evaluations for each Coursework Means to evaluate course's delivery and accomplishment of learning objectives.
- Grading assessments of related coursework and projects.
- Faculty internal evaluation of each academic year's cocurricular and Additional Means opportunities, their effectiveness and application to the program and criteria, and evaluation of new opportunities or ways to modify/expand/adjust.
- End-of-academic-year faculty discussions on overall student engagement and success for this Program Criteria.
- Annual Graduating Student Exit Survey(s) will assess student's perception of preparedness for PC.5. These survey(s) will be administered following undergraduate graduation and again following graduate graduation.

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 criteria in this area are or will be addressed in multiple ways during the student's time in the program:



- The close integration with the existing Interior Design program, including cross-listed courses and collaborative design studios.
- Workshops with career development to understand personality types and roles within teams (based on the Myers–Briggs Type Indicator).
- Team-based projects within various design studios and related courses. For example, the ARCH 414 Design Studio will require students in Architecture and Interior Design to define roles and responsibilities in the development of a project.
- Required internship between the fourth and fifth (graduate) year of the program.
- Student leadership opportunities within the program and student organizations.
- An elective special topics course, cross-listed with Interior Design, focusing on Design Leadership. This course explores effective communication strategies, builds appreciation for the value of discipline-specific community engagement, cultivates critical thinking in leadership scenarios, and fosters ethical and responsible behavior.

Assessment and Evaluation of Overall Student Experience related to PC.6

- Faculty internal evaluation of each academic year's cocurricular and Additional Means opportunities, their effectiveness and application to the program and criteria, and evaluation of new opportunities or ways to modify/expand/adjust.
- End-of-academic-year faculty discussions on overall student engagement and success for this Program Criteria.
- Annual Graduating Student Exit Survey(s) will assess student's perception of preparedness for PC.6. These survey(s) will be administered following undergraduate graduation and again following graduate graduation.

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:

This program criteria has been an integral part of the culture of our Interior Design program and is being further sustained and advanced in the Architecture Program. In 2022/2023, it was formalized the creation of an inaugural department [Studio Culture Statement](#). (Also see [Appendix K](#).)

The Studio Culture Statement is organized around four primary principles: Respect, Diversity & Inclusion, Collaboration, and Health & Wellness. The statement is shared annually with current students, faculty, and staff; provided to all incoming students or prospective students; and made available on the Department of Architecture & Interior Design webpage.

This statement was developed by a group of student representatives in each architecture and interior design studio and a faculty adviser during the 2022/2023 academic year. A draft of the statement was reviewed by all current students and faculty before its final acceptance.

A group of student and faculty representatives will review the statement every two years to determine its effectiveness and assure its continued implementation. Revisions to the statement will be discussed by the group to help maintain a healthy studio environment that defines and sustains our shared culture, values, and ideals.

Both the Architecture and Interior Design programs also use a “shared studio” format, allowing students in years 2-4 of the program to share the same studio space. This vertical studio format allows for students to learn from each, both actively and passively. This has proven to be extremely effective for a program/school of our size.



New and future studio spaces for the Architecture program will use a similar format, allowing multiple architecture cohorts to share the same space *OR* allowing cohorts of the same level in interior design and architecture to share the same studio space.

Many of the above are also a part of the Samford University Student [Honor Pledge](#) and the [Honor Code](#).

Assessment and Evaluation of Overall Student Experience related to PC.7

- End of course student evaluations.
- Faculty internal evaluation of each academic year's cocurricular and Additional Means opportunities, their effectiveness and application to the program and criteria, and evaluation of new opportunities or ways to modify/expand/adjust.
- Tracking of any known student violations or complaints related to teaching and learning culture.
- End-of-academic-year faculty discussions on overall student engagement and success for this Program Criteria.
- Annual Graduating Student Exit Survey(s) will assess student's perception of preparedness for PC.7. These survey(s) will be administered following undergraduate graduation and again following graduate graduation.

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 criteria in this area are or will be addressed in several ways during the student's time in the program:

- Travel and Christian service opportunities – international and domestic – within the program.
- Curricularly, in ARCH 214 – Building System I, students engage in an aging simulation, building personal empathy for the aging population while deepening each student understanding specifically related to ADA guidelines and aging in place design solutions. They also participate in ADA simulations to build design empathy for individuals with various physical abilities while dissecting the built environment through the lens of ADA requirements.
- Partnerships with the [Office of Student Success and Diversity](#).
- Miles College and Samford Collaborative ([MISA](#)) programs and opportunities
- University and SOA diversity symposium/listening sessions.
- The Department of Architecture and Interior Design hosted the 73rd Annual Midwest Association for Latin American Studies Conference and students interacted with guests from 10+ countries in 2023.
- In the 2023-2024 school year, the Department hosted a guest lecture by Ana Maria Duran Calisto, Ecuadorian architect and professor at Yale entitled, "Planning and Design in a Fluctuating, Dynamic Environment," which examined the impact of extractivism on indigenous people and their practices in Amazonia.
- *Potential* for future partnerships or initiatives with fellow Alabama NAAB architecture program, Tuskegee University.
- Various Samford student organizations, such as the Black Student Union and Latino Student Organization.



- Samford's [Ragland Scholars](#) program provides academic and social support for students interested in multicultural programs at Samford. The first Architecture student to receive this honor is part of Cohort 3.
- Alabama provides a complex set of conditions to examine segregation and milestones in the Civil Rights movement. Over the past 3 years, architecture faculty have taught interior design studio projects that have been realized with support of the Sloss Furnaces National Historic Landmark, Vulcan Park and Museum, and the Fairfield mayor and this will be an element replicated in the architecture program.

Assessment and Evaluation of Overall Student Experience related to PC.8

- Faculty internal evaluation of each academic year's cocurricular and Additional Means opportunities, their effectiveness and application to the program and criteria, and evaluation of new opportunities or ways to modify/expand/adjust.
- Evaluation of travel and Christian service opportunities offered and student interest and commitment with those opportunities each academic year.
- End-of-academic-year faculty discussions on overall student engagement and success for this Program Criteria.
- Annual Graduating Student Exit Survey(s) will assess student's perception of preparedness for PC.8. These survey(s) will be administered following undergraduate graduation and again following graduate graduation.

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

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

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

Program Response:

The student criteria in this area are or will be *primarily addressed* in the following courses:

- ARCH 214 – Building Systems I
- ARCH 224 – Building Systems II
- ARCH 414 – Architecture Design Studio V: Senior Project
- ARCH 422 – Architecture Design Studio VI: Historic Preservation & Adaptive Re-use
- ARCH 512 – Architecture Design Studio VII: Urban Design
- ARCH 610 – Architecture Design Studio VII: Thesis Studio

In general, design studios are project-based assessments, typically with one to three larger projects in a semester. Some smaller explorations may also be used. Students are provided with clear assessment rubrics at the beginning of each project, which outlines the expectations and criterion for success on each project. Assessment rubrics contain specific criteria related to HSW. Success in this area is student receiving a 7 out of 10 (or 70%) on these specific rubric criteria.

Non-studio courses use a combination of smaller quiz assessments, unit tests/exams, and exploratory assignments or projects. Final grades in these courses of 73% or greater is considered successful in these courses.

“Success” may vary by course or project dependent on level of complexity and required exploration, but in general a score of 73% or greater is deemed positive benchmark.



If more than 10% of a course's enrollment receives a final score of lower than 70% than the course is critically evaluated, and adjustments made prior to its next administration. End-of-course student evaluations also inform the overall impact and success of a course. These are reviewed following each semester, regardless of overall student grades.

ARCH 214 and ARCH 224 – Building Systems I and II explores through course readings, code analysis every element of the built environment. Students engage in exercises related to acoustics and lighting ensuring a student awareness of each's impact upon the human experience.

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 student criteria in this area will be *primarily addressed* in the following courses:

- ARCH 515 – Professional Practice I
- ARCH 615 – Professional Practice II
- ARCH 505 – Internship and the design studios will also *likely address* this student criteria in a “real world” context.

The Professional Practice courses will use a combination of smaller quizzes, unit tests/exams, and exploratory assignments and papers in their assessment. In general, a final score of 73% or greater is deemed positive benchmark for these courses.

If more than 10% of a course's enrollment receives a final score of lower than 70% than the course is critically evaluated, and adjustments made prior to its next administration. End-of-course student evaluations also inform the overall impact and success of a course. These are reviewed following each semester, regardless of overall student grades.

Administration of a survey to firms/employers that employ the program's students as part of ARCH 505 – Internship will also ask specific questions regarding student's exposure to these elements while interning and the student's grasp of these concepts.

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 student criteria in this area will be *primarily addressed* in the following courses:

- ARCH 214 – Building Systems I
- ARCH 224 – Building Systems II
- ARCH 515 – Professional Practice I
- ARCH 615 – Professional Practice II
- ARCH 505 – Internship and the design studios will also *likely address* this student criteria in a “real world” context.



These courses do or will use a combination of smaller quizzes, unit tests/exams, and exploratory assignments or projects and papers in their assessment. In general, a score of 73% or greater is deemed positive.

If more than 10% of a course's enrollment receives a final score of lower than 70% than the course is critically evaluated, and adjustments made prior to its next administration. End-of-course student evaluations also inform the overall impact and success of a course. These are reviewed following each semester, regardless of overall student grades.

In ARCH 214 – Building Systems I, through the course work, students engage in exercises for developing a life-safety plan.

Administration of a survey to firms/employers that employ the program's students as part of ARCH 505 – Internship will also ask specific questions regarding student's exposure to these elements while interning and the student's grasp of these concepts.

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 student criteria in this area will be *primarily addressed* in the following courses:

- ARCH 221 – Architectural Design Drawing II
- ARCH 214 – Building Systems I
- ARCH 224 – Building Systems II
- ARCH 316 – Structural Systems I
- ARCH 326 – Structural Systems II
- ARCH 319 – Materials & Methods
- ARCH 419 – Advanced Materials & Methods

These courses do or will use a combination of smaller quizzes, unit tests/exams, and exploratory assignments or projects and papers in their assessment. In general, a score of 73% or greater is deemed positive.

If more than 10% of a course's enrollment receives a final score of lower than 70% than the course is critically evaluated, and adjustments made prior to its next administration. End-of-course student evaluations also inform the overall impact and success of a course. These are reviewed following each semester, regardless of overall student grades.

The reading and lectures in ARCH 319 exposed students to established systems of construction and emerging construction processes. Students understood principles, standards, and assemblies. On homework and quizzes students labeled materials and assemblies on wall section detail drawings developed digital 3D models. The students drew wall section details and built physical models for projects. Additionally, visits to local construction sites and interviews with architects and contractors helped students bridge classroom content with real world constraints and performance objectives.

In ARCH 221 – Architectural Design Drawing II, students engage in understanding the building envelop through construction documentation, developing systems and coordinating systems digitally with the completion of a set of construction documents.



Also, in ARCH 214 – Building Systems I, students are introduced to basic building systems and their relationship with the natural environment via truly sustainable solutions.

ARCH 419 – Advanced Materials & Methods will continue to provide opportunities for students to strengthen their understanding of materials and construction but will go deeper with high performance materials and for students to understand the criteria to assess material assemblies and ways that advanced technologies can augment the design development and construction process.

Overall evaluation of student's studio projects also looks for the integration of technical knowledge and concepts into the design solutions. However, this varies based on the focus of the studio and the projects overall intent.

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 student criteria in this area will be *addressed* in the following design studio courses:

- ARCH 312 – Architecture Design Studio III
- ARCH 322 – Architecture Design Studio IV
- ARCH 422 – Architecture Design Studio VI: Historic Preservation and Adaptive Re-use
- ARCH 512 – Architecture Design Studio VII: Urban Design

The student criteria in this area will be *most critically addressed* in two specific design studios and their preparatory courses:

- During the 4th year of the undergraduate program, ARCH 414 – Architecture Design Studio V: Senior Project and ARCH 310 – Creative Investigation
- During the 5th year/graduate year of the program, ARCH 610 – Architecture Design Studio VII: Thesis Studio and ARCH 510 – Thesis Research Prep

The third-year studio sequence scaffolds-up students' ability to synthesize design with each project focusing on different aspects of this synthesis. Often this includes students being given programmatic and design requirements for the project.

The ARCH 414 studio, ARCH 610 studio and their corresponding ARCH 310 and ARCH 510 courses, move the students from being given programmatic requirements for synthesis, to the exploration and development of the project requirements, creation of programmatic elements, and establishment of design criteria, which are then synthesized into a cohesive design solution.

Assessment for these two studios and two courses will be wholistic, focusing on the overall course grade. Final grades of 73% or greater is considered successful.

If more than 10% of a course's enrollment receives a final score of lower than 70% than the course is critically evaluated, and adjustments made prior to its next administration. End-of-course student evaluations also inform the overall impact and success of a course. These are reviewed following each semester, regardless of overall student grades.



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 student criteria in this area will be *addressed* in the following design studio courses:

- ARCH 312 – Architecture Design Studio III
- ARCH 322 – Architecture Design Studio IV
- ARCH 422 – Architecture Design Studio VI: Historic Preservation and Adaptive Re-use
- ARCH 512 – Architecture Design Studio VII: Urban Design

The student criteria in this area will also be *informed* by the following courses:

- ARCH 214 – Building Systems I
- ARCH 224 – Building Systems II
- ARCH 316 – Structural Systems I
- ARCH 326 – Structural Systems II
- ARCH 319 – Materials & Methods
- ARCH 419 – Advanced Materials & Methods

The student criteria in this area will be *most critically addressed* in two specific design studios and their preparatory courses:

- During the 4th year of the undergraduate program, ARCH 414 – Architecture Design Studio V: Senior Project and ARCH 310 – Creative Investigation
- During the 5th year/graduate year of the program, ARCH 610 – Architecture Design Studio VII: Thesis Studio and ARCH 510 – Thesis Research Prep

The third-year studio sequence scaffolds-up students' ability to synthesize design with each project focusing on different aspects of this synthesis. Often this includes students being given programmatic and design requirements for the project.

The ARCH 414 studio, ARCH 610 studio and their corresponding ARCH 310 and ARCH 510 courses, move the students from being given programmatic requirements for synthesis, to the exploration and development of the project requirements, creation of programmatic elements, and establishment of design criteria, which are then synthesized into a cohesive design solution.

Assessment for these two studios and two courses will be wholistic, focusing on the overall course grade. Final grades of 73% or greater is considered successful.

If more than 10% of a course's enrollment receives a final score of lower than 70% than the course is critically evaluated, and adjustments made prior to its next administration. End-of-course student evaluations also inform the overall impact and success of a course. These are reviewed following each semester, regardless of overall student grades.

In ARCH 214 and ARCH 224 – Building Systems I and II, students are informed of general building systems and assemblies. Students understanding and awareness are tested through examination.

ARCH 319 – Materials & Methods exposed students to established systems of construction and emerging construction processes regarding principles, standards, and assemblies and how these issues relate to the structural system, interior partitions, and the building envelope.



Lessons highlighted sustainable practices, such as embodied energy and active and passive design strategies, and fire ratings. Assignments required students to understand how material assemblies affect each of these issues.

ARCH 419 – Advanced Materials & Methods will involve simulation and analysis of parts of buildings to be able to measure building performance.

Please see Appendix E for Program and Student Criteria Matrix.

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:

Samford University is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The most recent reaffirmation of accreditation was issued in December 2017 and is effective until 2027.

In addition, the five-year Bachelor of Science (B.S.) and Master of Architecture (M.Arch.) degree program in Architecture, via the Substantive Change Policy, was approved by SACSCOC in March 2021.

Copies of these letters are provided in Appendix F and Appendix G.

4.2 Professional Degrees and Curriculum

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

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

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

Program Response:

The program consists of 168 total credit hours – 130 at the undergraduate level and 38 at the graduate level.

A full Architecture curriculum sequence chart is provided in **Appendix H** and course descriptions are provided in **Appendix I**. An additional chart in **Appendix J** compares the Architecture curriculum sequence to the Interior Design curriculum sequence.

The program provides 98 Professional Studies credit hours

66 – Undergraduate
32 – Graduate

Requirements for the Samford Architecture program can be found in the [University Catalog](#) and on the [Program Course List](#) webpage.



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

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

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

Program Response:

The program provides 56 General Studies credit hours in the following areas:

- 22 – University Core Curriculum
- 19 – University General Education including courses in Natural & Computational Science, Social Science, Humanities, Mathematics, and Fine Arts
- 15 – School of the Arts required or Fine Arts Foundations courses

Samford's University Core requirements and General Education offerings can be found in the [University Catalog](#).

The [SACSCOC 2018 Standard 9.3](#) for General Education requires the following:

- is based on a coherent rationale.
- is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

Samford University and the B.S. in Architecture degree exceeds these requirements.

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

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

Program Response:

The program requires 14 Optional Studies credit hours:

- 8 – Undergraduate electives in either architecture, interior design, art, or general studies
- 6 – Graduate electives in architecture



Additionally, the 4th-year of the undergraduate curriculum sequence allows for additional optional studies courses but is not required.

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 Samford Department of Architecture & Interior Design offers three programs of study:

Bachelor of Science in Architecture (B.S.A.)

A 130-credit hour undergraduate program designed for students to matriculate directly into the Samford M.Arch. program. This degree by itself is ineligible for NAAB accreditation but still provides those students who do not continue a non-professional design education.

Master of Architecture (M.Arch.)

A 38-credit hour graduate program to be entered directly from the Samford B.S.A. program.

Note: The program is not to admitting any students into only the 5th year Master of Architecture portion of the program until after the program has received its initial NAAB Accreditation.

Bachelor of Fine Arts in Interior Design (B.F.A.)

A 128-credit hour undergraduate program in Interior Design. This program is accredited by the Council for Interior Design Accreditation (CIDA).

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:

N/A

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:

General Education: University Core Curriculum		22
UCBF 101	Biblical Foundations	4
UCR 101	University Core Rhetoric	4
UCS 102	University Core Seminar	4
UCT 101	University Core Text I	4
UCT 102	University Core Text II	4
UCHW 120	Concepts of Health & Wellness	2
General Education: Distribution Areas		19
<i>Any Approved Natural & Computational Science Course</i>		4
<i>Any Approved Social Science Course</i>		4
<i>Any Approved Humanities Course</i>		4
MATH 150 or MATH 240		4
<i>Any Approved Fine Arts Course</i>		3
General Studies: SOA Fine Arts Foundation		15
ART 101	Two-dimensional Design	3
ART 102	Three-dimensional Design	3
ART 110	Digital Foundations	3
ART 120	Beginning Drawing	3
ART 222	Intermediate Drawing	3
Professional Studies		66
ARCH 101	Survey of the Profession	1
ARCH 210	Movements in Architecture	3
ARCH 211	Architectural Design Drawing I	3
ARCH 212	Design Fundamentals Studio I	3
ARCH 214	Building Systems I	3
ARCH 220	Architecture History II	3
ARCH 221	Architectural Drawing II	3
ARCH 222	Architecture Design Studio II	3
ARCH 244	Building Systems II	3
ARCH 311	Digital Renderings & Presentation	3
ARCH 310	Creative Investigations	2
ARCH 312	Architecture Design Studio III	6
ARCH 316	Structural Systems I	3
ARCH 319	Materials & Methods	3
ARCH 322	Architecture Design Studio IV	6
ARCH 326	Structural Systems II	3
ARCH 414	Architecture Design Studio V: Senior Project	6
ARCH 419	Advanced Materials & Methods	3
ARCH 422	Architecture Design Studio VI: Historic Preservation and Adaptive Re-use	6
Optional Studies		8
ART, IARC, or General Studies Elective		4
ART, IARC, or General Studies Elective		4
Total Undergraduate Required Credits		130



Professional Studies		32
ARCH 505	Internship	3
ARCH 507	Faith & World View of Architecture	3
ARCH 510	Thesis Research & Prep	4
ARCH 512	Architecture Design Studio VII: Urban Design	6
ARCH 515	Professional Practice I	3
ARCH 610	Architecture Design Studio VIII: Thesis Studio	6
ARCH 615	Professional Practice II	3
ARCH 620	Advanced Arch History/Theory Independent Study	4
Optional Studies		6
ARCH 518	Advanced Architecture Elective I	3
ARCH 618	Advanced Architecture Elective II	3
Total Graduate Required Credits		38
TOTAL PROGRAM CREDITS		168

Per [SACSCOC 2018 Standard 9.2](#) requires at least 120 semester credit hours or the equivalent at the baccalaureate level; and at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

The Samford B.S. in Architecture and M.Arch degrees exceed these requirements.

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

Program Response:

N/A

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5



Program Response:

As noted above, the program is not admitting any students into only the 5th year Master of Architecture portion of the program until after the program has received its initial NAAB Accreditation.

Following initial NAAB accreditation, the program will develop several additional paths for students to join the program:

- **Samford students who have graduated with a B.F.A. in Interior Design:** Because these students are “known” to the program, there will be a two-year Master of Architecture track. This will include one year of the necessary professional studies competency courses to supplement their interiors degree, followed by the full 5th year architecture curriculum. This is approximately 71 total credit hours.
- **Students who have graduated with an Architectural Studies degree or similar from another institution:** Students’ admittance and required coursework will be dependent on the extent of their preparatory coursework. Following admittance to the University, each student’s transcript will be evaluated, as well as a portfolio review for required competencies by a selected architecture faculty panel. To address any deficiencies, students will take the necessary competency course, followed by the full 5th year of the architecture curriculum. This could be *up to* 96 total credit hours.

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:

During the initial accreditation process, the program will also not accept any transfer students or change of major students beyond the first-year coursework (exception is after the first semester of the second year if changing majors from Samford’s Interior Design program only). Students transferring in from another institution, *may* be deemed proficient in all or a portion of the first-year fine art foundation courses. This determination will be made by the Department of Art & Design. Credit or equivalencies for any general education coursework will be determined by the University. All professional studies courses from year two on will be required.

Following initial NAAB accreditation, the program will implement a transfer student admittance policy similar to the Architectural Studies degree listed above. It will consist of the following:

- Admittance to the University and determination of credit or equivalencies for any general education coursework
- Transcript and portfolio review by the Department of Art & Design for proficiency and credit in any fine art foundation courses
- Transcript and portfolio review by a selected architecture faculty panel to determine competencies/deficiencies and establish a curriculum sequence plan for success. The full 5th year of the architecture program curriculum will always be a requirement.

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:

Admittance to Samford University is determined by the institution's [Office of Admissions](#).

Undergraduate Admissions

The initial Bachelor of Science in Architecture degree program will follow Samford's undergraduate policies for admission into Samford's undergraduate programs:

- Online application
- Essay (250 words)
- Academic letter of recommendation
- Official test scores (test scores were optional for the 20-21 academic year)

Once accepted into the program, students must maintain an overall minimum GPA of 2.0, and a minimum GPA of 2.5 in the major to remain in the major. Additionally, as part of ARCH 222 – Architecture Design Studio II, the first architecture specific design studio, students compile a portfolio of their semester work. This portfolio is then reviewed with the instructor and/or the student's academic advisor. This review is summative and separate than assessment and feedback on individual design projects; it is to serve as a diagnostic tool for the student as they progress to upper-level major courses. At this time, it is not intended to be a gating assessment to continue in the program.

Graduate Admissions

Students who have successfully completed the B.S. in Architecture (years 1-4 of the program) from Samford University with an overall minimum GPA of 2.0, and a minimum GPA of 2.5 in the major will be eligible to progress directly into the graduate fifth year of the architecture program.

The application link for the M.Arch will "go live" in Fall of 2024, for Cohort 1 to procedurally apply and progress into the graduate fifth year.

5—Resources

5.1 Structure and Governance

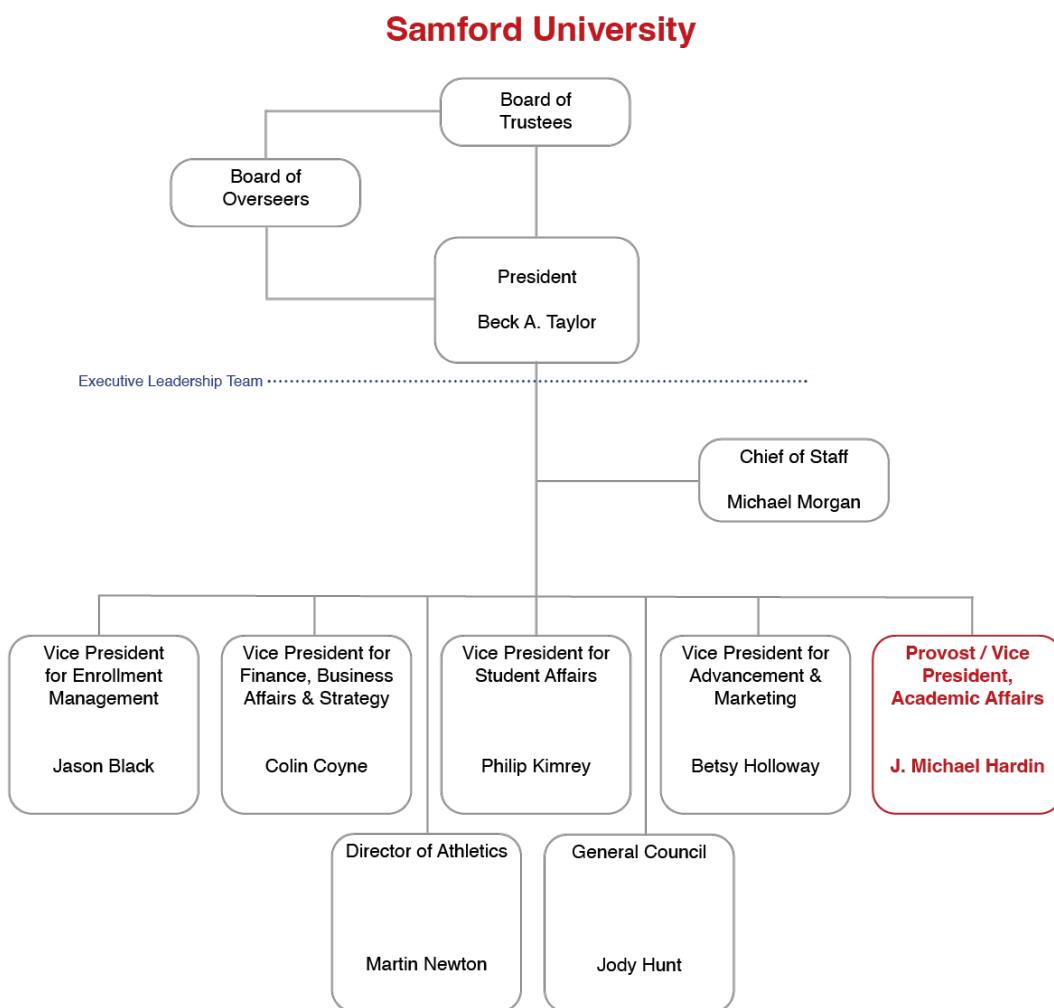
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

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

Program Response:

The ultimate authority for the University rests with the Board of Trustees. The Board appoints the President and holds the President responsible for the operation of the University. The faculty is appointed by the Board of Trustees to conduct the educational program of the University and shares responsibility for shaping and implementing the purposes of the University, especially the academic programs. The faculty acts in a key advisory role to the President.

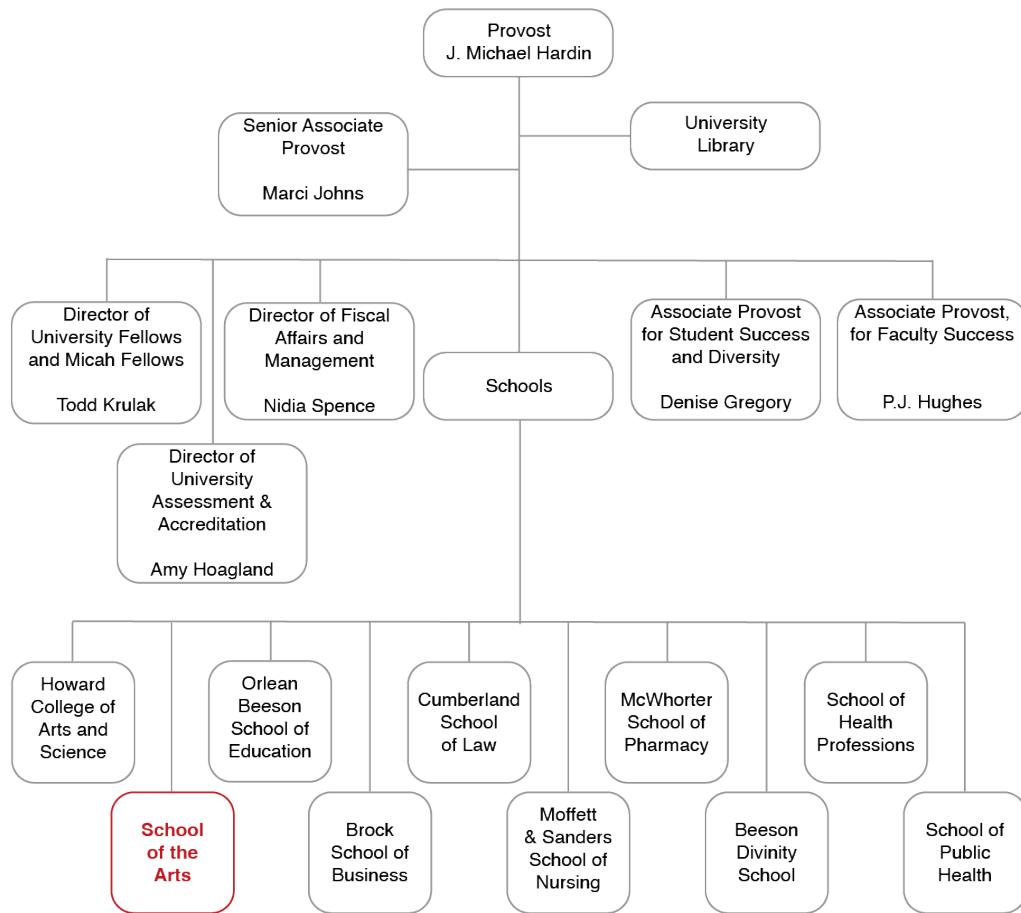
Samford appointed a new President of the University, Dr. Beck A. Taylor, on July 1, 2021.



Samford's chief academic officer (Provost) oversees the ten schools of the University, including 174 combined undergraduate majors, minors, and concentrations; and 66 combined graduate majors or concentrations.

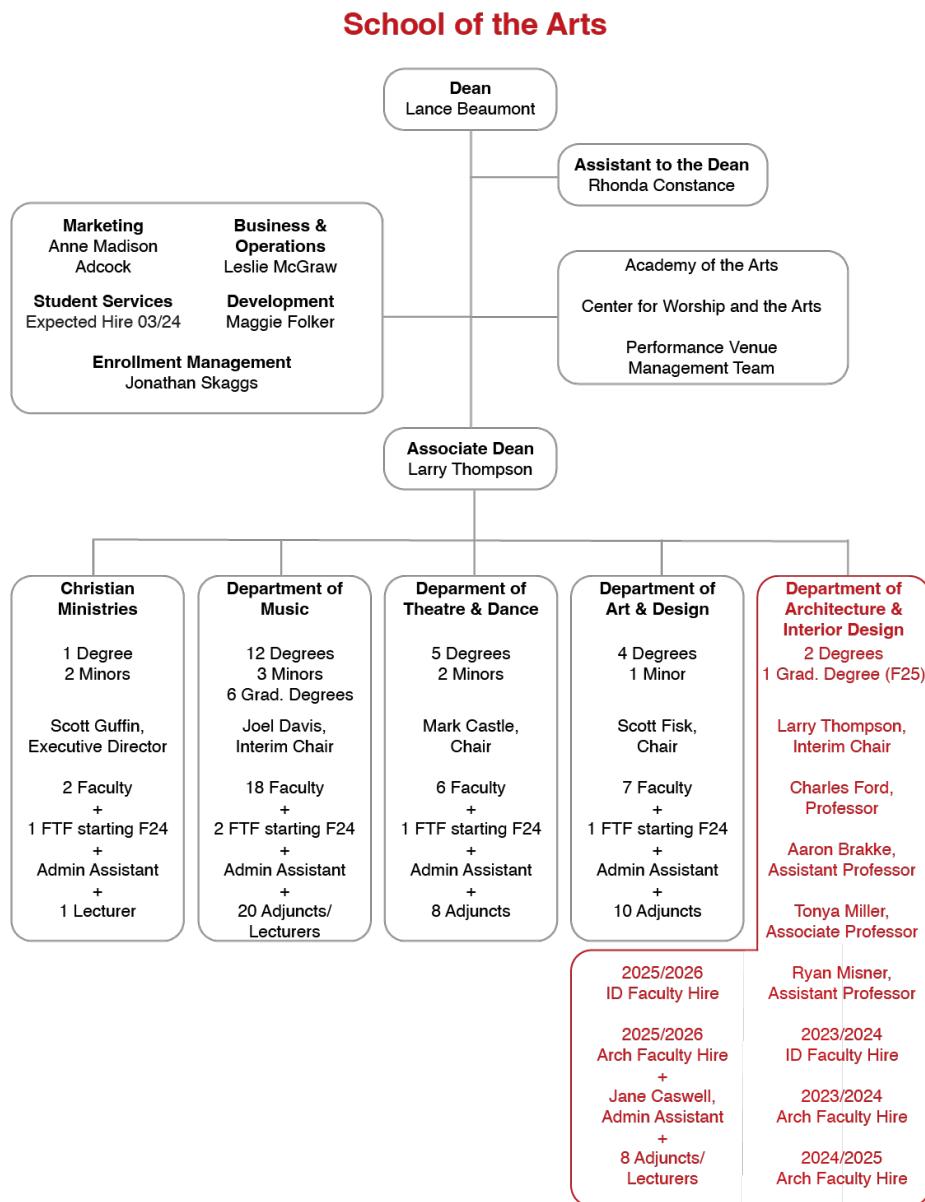
Undergraduate	Graduate
9 distinct degree programs	22 distinct degree programs
78 majors	9 professional/doctoral degree programs
32 major-dependent concentrations	46 majors
64 minors	17 major-dependent concentrations
	3 minors
	Multiple "Fast Track" programs

Academic Affairs





On July 1, 2023, Lance Beaumont, began his role as the new Dean of the School of the Arts. The diagram below shows the school's current organization.





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:

Policies and procedures regarding the responsibilities and authority of the faculty at Samford University in academic and governance matters are found in the Samford University Faculty Handbook. The structure of governance by which the faculty at the University participate in collaboration with the administration is defined by the Samford University Bylaws (Bylaws, A1.5 Faculty Governance Structure).

According to Article II of the Bylaws, the faculty of the University have “the responsibility to convey to the President and the administration its best advice and counsel on matters of importance to the University” and “a duty to provide leadership, initiative, oversight, and stewardship for curricula, academic standards, requirements, grades, admission standards, the academic calendar, and other matters pertaining to the student’s progress toward a degree.”

The faculty of the University exercise their governance roles and oversight of academic decisions through the Faculty Senate, standing University committees, and University Faculty Meetings.

Faculty Senate of Samford University

As stated in the Bylaws, the Faculty Senate functions “as a representative, deliberative, and legislative body, serving the University faculty and acting on behalf of the faculty.” The Senate:

- Recommends policy and procedures to University Administrators by drawing on the work of standing University committees and appointed Ad Hoc Committees of the Faculty.
- Provides a forum where the respective interest of faculty, administration and the various Schools/Colleges of the University can be discussed.
- Identifies and addresses issues of concern to the faculty.
- Maintains an institutional perspective that respects all jurisdictions and responsibilities composing the system of governance of the University.

The Faculty Senate of the University consists of elected Senators apportioned among the academic units as described in the Bylaws. The faculty elect a Chair, a Vice-Chair, and a Secretary to serve as Senate officers. Furthermore, two At Large Senators are elected by the Senate from its membership; the two At Large Senators together with the Faculty Senate officers form a Faculty Executive Council (FEC). The FEC organizes and facilitates the Faculty Senate process as well as developing the agenda for Faculty Senate meetings prepared in consultation with the Provost of the University.

Standing University Committees

Article IX of the Bylaws of the faculty of the University specifies the membership and duties for each Standing University Committees. The Standing University Committees make recommendations to the Faculty Senate on matters of concern either undertaken by their own initiative or brought to their attention either by the Faculty Senate or the administration of the University.

Standing University Committees most vital to the faculty’s responsibility for academic and governance matters include:

- University Curriculum Committee
- Academic Affairs Committee



- Academic Technology and Learning Committee
- Business Affairs and Faculty Welfare Committee
- Athletics Committee
- Campus Life Committee
- Elections Committee
- Diversity Committee
- Enrollment Committee
- Global Engagement Committee
- General Education Committee

The faculty of the University contributes to the governance of the University through the actions of the Faculty Senate and the Standing University Committees. The University publishes and makes available policies and procedures that define the responsibilities and authority of the faculty in academic and governance matters.

Staff Advisory Council

In the spirit of community, the Staff Advisory Council (SAC) is the organization of the University representing the views and concerns of exempt and non-exempt, full-time staff of the University. They work to:

- Increase communication among the operating divisions and departments of the University and the Administration.
- Provide a forum where staff issues and concerns about University policy, procedures, and issues can be addressed.
- Recommend to the Administration, through the President and Vice Presidents, proposed changes in policy and procedures.
- Sponsor campus community-building activities and programs.
- Work jointly with other campus groups to reflect concerns of mutual interest to staff and other campus constituencies.
- Contribute to the improvement and fulfillment of the mission of the University.

School of the Arts

Four faculty members from the School of the Arts serve on the University Faculty Senate for three-year terms. Other faculty members actively serve on school and university committees across campus.

Within the SOA, the Dean, Associate Dean, and the five divisional chairs (Music, Theatre & Dance, Art & Design, Christian Ministry, Architecture & Interior Design) lead the academic endeavors of the School of the Arts. The Dean also leads an operational team (Business & Operations Manager, Marketing & Communication, Development, Student Services), which intersects with academic operations.

The Dean holds consistent meetings with the academic and operational leadership throughout the academic year. Faculty are engaged in informing and shaping the direction of the School of the Arts through monthly all-in meetings and standing school committees. School-based committees are in addition to University level committees.

School-based committees include:

- Curriculum Committee
- Faculty Development and Evaluation
- Graduate Studies
- Learning Resources
- Advancement
- Faculty Nominating Committee
- Various Ad-hoc and Faculty Searches



The School of the Arts meets monthly for all-faculty and staff meetings.

The Department of Architecture & Interior Design meets bi-monthly, as well as periodically each semester with the Department of Art & Design. In Fall of 2022, the department also began a Studio Reps leadership initiative. This leadership team consists of student representatives from each year/cohort in both the Architecture and Interior Design programs. Studio Reps are voted in by their cohort and serve a two-year term to provide a rolling number of new and experienced reps. These student leaders met with faculty and provide valuable guidance, perspective, and feedback as the department and programs continue to grow. This group of students was also the primary authors of the department's [Studio Culture Statement](#).



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:

Timeline for Achieving Initial Accreditation

The following timeline outlines the important dates and markers for achieving initial accreditation, along with the academic progress of the first cohort.

December 2019	Development of Architecture Program Approved by Samford Board of Trustee	Completed
November 2020	SACSCOC New Program Substantive Change Packet Submitted	Completed
March 2021	SACSCOC New Program Approval	Completed
May 2021	Eligibility Application and Plan for Achieving Initial Accreditation Submitted to NAAB	Completed
August 2021	Program Launch	Cohort ONE Begins
Fall 2021	Eligibility Visit by NAAB	Completed
March 2022	NAAB Eligibility Decision by NAAB	Completed
April 2022	Initial Candidacy APR Submitted to NAAB	Completed
August 2022		Cohort ONE – Year Two Cohort TWO Begins
Fall 2022	Initial Candidacy Visit by NAAB	Completed
March 2023	Initial Candidacy Decision by NAAB	Completed
August 2023		Cohort ONE – Year Three Cohort TWO Continues Cohort THREE Begins
March 2024	Continued Candidacy APR Submitted to NAAB	Current
August 2024		Cohort ONE – Year Four Cohorts TWO and THREE Continue Cohort FOUR Begins
Fall 2024	Continuance of Candidacy Visit by NAAB	
March 2025	Continuance of Candidacy Decision by NAAB	
August 2025		Cohort ONE – Year Five Cohorts TWO, THREE and FOUR Continue Cohort FIVE Begins
September 2025	Application for Initial Accreditation Submitted to NAAB	
March 2026	Initial Accreditation APR Submitted to NAAB	
May 2026		Cohort ONE Graduates
August 2026		Cohorts TWO, THREE, FOUR and FIVE Continue Cohort SIX Begins
Fall 2026	Initial Accreditation Visit by NAAB	
May 2027	Initial Accreditation Decision by NAAB	

Institutional Assessment

All of Samford's academic programs align student learning outcomes to institutional learning outcomes. Institutional learning outcomes were developed by faculty and are reviewed and revised by faculty through the institution's Accreditation and Assessment Committee (AAC), as well as the Faculty Senate. Institutional learning outcomes are designed to help guide individual schools, departments, and disciplines in the development of student learning outcomes for programs and courses and services, and to help shape the decision-making processes of the university.



The institution recognizes the need for flexibility among a variety of academic programs and therefore encourages the assessment committee within each school or academic program to ensure the quality of the annual assessment plans and the use of the findings for continuous improvement while also tailoring the process to specific needs. Student learning outcomes are identified as such in the annual academic assessment reports. In some cases, for programs that do not include program goals in the annual academic assessment report, they are reported in a separate template including the strategic plan for the department or school and/or are included in the Dean's Annual Assessment Report. These goals typically focus on recruitment and retention, teaching evaluations, scholarly activity, service, professional development, online course development, alumni outreach, as well as professional, industry, and community partnerships.

More information on university assessment can be found [here](#).

SOA Assessment

The School of the Arts assessment is led by the leadership team of the Associate Dean, department chairs, and assessment coordinators with guidance from the AAC. Assessment coordinators and department chairs gather data from faculty throughout the academic year. This data is then compiled into the assessment report in coordination with Associate Dean. The Dean's leadership team, consisting of the five department chairs (Music, Theatre & Dance, Art & Design, Christian Ministry, and Architecture & Interior Design) informs the assessment process throughout the academic year. The Associate Dean and Dean for the school approve reports prior to review and feedback provided by the AAC. Once the assessment cycle is completed, the Associate Dean and department chairs discuss any findings that generate needed changes prior to the next academic year and include in department meetings as agenda items.

Program Assessment

The Architecture program has been added to the annual assessment cycle with other programs within the School of the Arts. This includes gathering Student Learning Outcomes (SLO) data and reporting on the achievement of outcomes once the minimum threshold of 10 unique undergraduate or 5 unique graduate students is met.

As part of the regional accreditation submission to SACSCOC, the following program goals and assessments and student learning objectives and assessments have been created.

Program Goal	Assessment
Deliver a holistic approach to design taking into account broad aspects such as site considerations down to the intricacies of the interior environments.	Provide a minimum of three collaborative opportunities between undergraduate students during the third and fourth year of curriculum sequence in both interior design and architecture.
Deliver a curriculum that prepares its graduates to continue progress towards Samford's fifth-year Master of Architecture program.	100% of graduates matriculate to a fifth year of Samford's Master of Architecture program.
Achieve NAAB accreditation within the required National Architecture Accreditation Board timeline.	NAAB Initial Accreditation site visit in Fall 2026 with accreditation decision awarded in Spring 2027.
Produce employable graduates in the field of architecture or a design-related field.	90% of graduates employed in the field within 6 months of graduation.



Prepare graduates to successfully achieve architecture licensure. <i>This includes completion of NCARB's Examination (ARE); and Architectural Experience Program (AXP.)</i>	75% of graduates will successfully complete the Architectural Registration Examination (ARE) within 6 years of program completion.
---	--

Student Learning Outcomes	Assessment
Students will integrate aesthetic values and practical needs and realities of the built environment.	75% of students score a min of 8 out of 10 on the rubric that measures overall success in creatively solving programmatic needs in the final project for ARCH 322 - Architecture Design Studio IV.
Students will create design solutions that express social and cultural awareness within the built environment.	75% of students score a min of 8 out of 10 on the rubric content measuring design specific to socio-economic and cultural sensitivity in the SOA 460 - Senior Project.
Students will develop design solutions that protect public health, safety, and welfare and to enhance the quality of life of the users.	80% of students score 8 out of 10 on the rubric content measuring adherence to applicable building and life-safety codes on the final project for ARCH 422 - Architecture Design Studio VI.
Students will exhibit responsible stewardship of resources in their design solutions.	80% of students score 80% on the final exam in ARCH 214 - Building Systems I regarding the concepts and theories of sustainable design.
Students will communicate graphically according to industry-specific standards.	80% of students score 80% or higher on the final project in ARCH 221 - Architecture Drawing II.
Students will develop a complex design scenario based on the application of the design methodology process.	80% of students score 8 out of 10 on the rubric measuring thesis topic development for the Research Paper in ARCH 510 - Thesis Research and Prep.
Students will articulate the relationship between Christian faith traditions, architecture and design, and their own expressions of faith in the workplace.	80% of students will score 80% or higher on the Final Paper Assignment for ARCH 507 - Faith & World View of Architecture.
Students will plan strategies to shape the built environment and impact existing urban fabrics and infrastructures.	80% of students score 8 of 10 on the rubric measuring the application of emerging urban design theories in the Mixed-Use Project for ARCH 512 - Architecture Design Studio VII: Urban Design

The program will continue to hire additional faculty members each year for the first few years of the program. As these new faculty are obtained, and as curriculum development continues to evolve, the department will further evaluate, establish, and refine program assessments and benchmarks.



5.2.2 Key performance indicators used by the unit and the institution

Program Response:

To fulfill its mission, Samford University monitors student achievement and success in multiple ways during the time students are enrolled and once they have graduated. Examples of Samford's key indicators for student achievement and the success of students include:

- student retention rates
- graduation rates
- outcomes for licensing examinations
- success in securing jobs post-graduation
- internships
- continuing education after graduation
- participation in selected high impact practices

The most recent University student achievement metrics/key performance indicators can be found [here](#).

The program will use the same key performance indicators. Others may be added as the program matures.

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

Program Response:

Using the key performance indicators stated above, only two are currently able to be evaluated: Student Retention Rates and Internships.

Student Retention Rates – As other areas of this report outline, our actual enrollment in the program has far exceeded our initial projections. In addition, we have retained nearly all of these students.

- As of the submission of this report, the entire program (Cohorts 1-3) has only lost 1 student to a major transfer outside the SOA, 0 students to academic performance, and 4 students to a change of major within the department or SOA.
 - Some movement between architecture and interior design, studio art, graphic design, and game design is expected prior to spring semester of the 2nd-year. This is easily facilitated because of the shared art-based foundation 1st-year and the shared built environment curriculum the fall semester of the 2nd-year.

Internships – The program's required internship for Cohort 1 will not take place until the summer of 2025. However, some students have already sought internships on their own.

- All students in Cohort 1 that have sought architectural internship/employment to this point have secured a position(s).
- Three students of Cohort 1 did so for academic credit in the ARCH 405 – Internship Elective.
- Many expect to do the same as part of summer 2024.

Anecdotally, within the department, the Interior Design program, between 2018 – 2022:

- 82% of students who declared their major as interior design within the freshman year proceeded to graduate in the major.
- 96% of the interior design graduates secured job placement or grad school acceptance within 6 months of graduation.
 - 88% of the interior design graduates have secured positions within the design field.
 - 100% of those who have applied to graduate schools have been accepted.



- 96% of those graduating in spring 2022 secured positions before graduation or within 2 months of graduation.

The additional key performance indicators provided above will be fully assessed upon graduation of the initial cohorts. In the meantime, program and student criteria efforts outlined elsewhere in this report – both curricular and non – continue to push our students towards preparation for licensure, the importance of continuing education and life-long learning, importance of high-impact practices within the discipline, and overall job readiness.

In our Program Assessment and Goals, we state the goal: *Deliver a holistic approach to design taking into account broad aspects such as site considerations down to the intricacies of the interior environments.* The Assessment of this goal is: *Provide a minimum of three collaborative opportunities between undergraduate students during the third and fourth year of curriculum sequence in both interior design and architecture.*

- The program offers ARCH/IARC 311 and ARCH/IARC 310 in the third year of the program. In the fourth year, both design studios, ARCH 414 and ARCH 422 will be collaborative studios with interior design.

Two of our Student Learning Outcomes have also been assessed. We state the outcome: *Students will exhibit responsible stewardship of resources in their design solutions.* The Assessment of this outcome is: *80% of students score 80% on the final exam in ARCH 214 - Building Systems I regarding the concepts and theories of sustainable design.*

Robust data on these courses is not available yet, however for their initial offerings:

- Fall 2023 Building Systems ARCH 214 – 83.3% was the average score on the final exam.
- Fall 2022 Building Systems ARCH 214 – 74.3% was the average score on the final exam.

We also state the outcome: *Students will communicate graphically according to industry-specific standards.* The Assessment of this outcome is: *80% of students score 80% or higher on the final project in ARCH 221 - Architecture Drawing II.*

Robust data on these courses is not available yet, however for their initial offerings:

- Spring 2023 Arch Drawing II 221 = 78.2% was the average score on the final exam.

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

Program Response:

Because the Architecture program is entirely new but is also growing out of a CIDA accredited Interior Design program, it possesses a distinct set of strengths, challenges, and opportunities related to learning outcomes, assessment methods, and appropriate benchmarks.

Strengths

- The strongest asset of the new program is the full support of the University.
- The first four years of the curriculum sequence includes 11 courses which are cross-listed between the Interior Design program and the Architecture program.
- Other courses, including electives, are being adapted or expanded from existing interiors courses, which provides established insight on assessment methods and appropriate benchmarks.



- All courses already have been established with course descriptions, course objectives, potential texts, course content outlines, and often course evaluations.
- Rapid growth and enrollment across the first three cohorts. The initial projections estimated Cohort 1 of 5-8 students, Cohort 2 of 8-10 students, and Cohort 3 of 10-12 students. The actual enrollment is Cohort 1 of 16 students, Cohort 2 of 24 students and Cohort 3 of 21 students.

Challenges

- Using the above strengths, new curriculum is being developed each year as Cohort 1 continues to advance through the program.
- Assuring new curriculum further establishes an identity to the program and achieves necessary learning objectives and accreditation standards.
- The ability to hire new faculty and staff to support the rate at which the program is growing.
- Current space availability for teaching, studio, and additional program support.

Opportunities

- New courses that are phased in each year as the Cohort 1 progresses forward, gives the program time to adjust based on observations from the previous years.
- Because many courses are starting new, assessment methods and benchmarks can be established as part of the initial development.
- The hiring of additional full-time faculty to help develop curriculum and shape the new program.
- The development of new space specific to the discipline.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

Birmingham, Alabama has a large and very active architecture and interior design community. Practitioners from firms around the area regularly take a valuable part in both our Architecture and Interior Design programs through career panels, office visits, guest lectures, and studio critiques. The local design community also helps to guide the program based on their observations and needs as practitioners. This has been an important part of the sustained success of our Interiors program and has already been an active component of the Architecture program.

Advisory boards by department or program are not commonplace at Samford. However, the School of the Arts Advisory Board also helps to provide guidance on the success and future planning for all SOA programs. The current board includes graduates of the Samford Interior Design program and local architecture 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.

Program Response:

Students in all courses within the Department of Architecture & Interior Design complete an end-of-semester course evaluation. These evaluations ask questions related to stated course goals, teaching methodologies, student perceptions, and instructor effectiveness. These anonymous evaluations are then provided to course instructors following the completion of semester grades. Instructors are expected to review the evaluations and adjust as necessary. In addition, student evaluations are considered as part of Tenure and Promotion and yearly faculty evaluations.



Each year, faculty also complete self-assessments as part of the annual review process. These assessments ask faculty to reflect on their accomplishments in the areas of scholarship, service, and teaching. Faculty are asked to provide goals and expectations in the same areas for the upcoming year and review previous goals and expectations.

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:

Because the program is new, many of the courses and curriculum were developed for the first time and have only been taught one or two cycles thus far. Some courses were/are being adapted or expanded from existing interiors courses, which provides established insight on assessment methods. Additionally, as part of the university program development, all courses already have been created with course descriptions, course objectives, potential texts, course content outlines, and often course evaluations. As the development of specific courses continues, the NAAB program and student criteria are explicitly considered. As additional cycles these courses are taught, refinement of the course objectives and assessments will occur, to properly focus on accreditation requirements.

Faculty – current and those to be hired – play an important role in evaluating the critical knowledge and skills for each course, tying specific learning outcomes to exercises, assignments, and projects. Methods of instruction are continually evaluated, but all the design studios and many of the other courses use project-based learning. Course evaluations completed by students are a part of the evaluation process, as well as practitioner evaluations connected to internships. A student portfolio review may become a necessary summative evaluation, but this is not currently done. The current size of our program does not currently necessitate, but it is being continually determined as our program increases in number of students, faculty, and cohorts. If it were to be implemented it would likely as part of the third year of the program.

The intent of the course assessment and curricular development is a continuous annual cycle of evaluation and improvement each time a course is taught. More strategic reviews of the entire curriculum are taking place in each course during these first years of the program as they relate to NAAB accreditation visits. Following accreditation, in addition to the University driven annual Academic Program Reviews (APR), it is expected a holistic curricular review will occur on a three-year cycle within the program.

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

Program Response:

The development of all curricula and the related course assessments within the program are established to achieve the following:

- Cultivate a well-rounded individual within a faith-based, liberal arts, art foundation education
- Cultivate an individual prepared to become a professional
- Cultivate an individual who balances artistic expression with the protection of public, healthy, safety, and wellbeing through their design thinking



Assessment of NAAB Program Criteria and Student Criteria leads all curricular development to achieve these three objectives.

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

Program Response:

The Department of Architecture & Interior Design faculty are responsible for the development of curriculum to support the degrees awarded within the department. This includes development of:

- course content supporting accreditation content standards and faculty strengths and specializations
- evaluation criteria for course content
- delivery format determined by content and appropriate delivery methodology and application
- contact hours required to deliver and apply content, associated credit assignment
- course offering sequence within the curriculum

The Department Chair, along with experienced full-time faculty from the department, collaborate in this process. New curriculum development or significant changes are voted on by the general School of the Arts faculty, after being reviewed and approved by the School of the Arts Curriculum Committee.

Finally, all new courses or significant changes to an existing course or program are reviewed and approved by the University Curriculum Committee (UCC). The UCC is comprised of representatives from Samford's eleven different colleges/schools, Office of the Provost, University Registrar, Assessment Committee, Academic Affairs Committee, and a student representative.

This process was followed for the development of all new courses for the architecture program and will continue to be used for additional new courses or significant changes to the already approved courses.

Typical Curriculum Development Process

Action	Responsible
Course proposal or major revisions	Faculty (<i>sometimes at the recommendation of students</i>)
Reviewed for program alignment, resources, and impact	Department Chair and Department Faculty
Reviewed and Approved for academic rigor and pedagogy	SOA Curriculum Committee
Reviewed and Approved for SOA mission and appropriateness	SOA Faculty
Reviewed and Approved for University requirements	University Curriculum Committee

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:

Because Samford is primarily a teaching-focused institution, faculty teach 24 course credits per academic year, 12 per semester. Most lecture-based courses within the School of the Arts are 3 credit courses, however studio or lab-based courses are calculated in faculty loads at higher rate. Course releases may be granted at the discretion of the Dean to assist faculty with specific university related tasks or special projects, such as program or curricular development.

Acknowledging that one of the distinctive advantages of Samford is a close working relationship between individual students and their professors, faculty members are to be accessible to their students and are to foster a climate in which students and professors develop as fellow learners. It is expected that full-time teachers will spend a minimum of 30 hours per week on campus. In addition to the hours spent in classroom instruction, the remainder of the minimum weekly hours will be divided between such responsibilities as student counseling and advising, committee assignments, teaching preparation, writing and research.

After six academic years of teaching, a faculty member holding the rank of assistant professor or higher is entitled to consideration for a sabbatical leave of absence for one academic year at one-half pay or for one semester with full pay. Sabbatical leaves are not considered a reward for past service to which an individual faculty member is entitled, but an investment in more effective future service for the benefit of the individual and the institution alike. Nor are sabbatical leaves viewed as a remedial means of stimulating the kind of professional growth that should characterize faculty development on a continuous basis.

Faculty resumes for the program can be found in Appendix L.

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

Program Response:

The program has established current faculty member Ryan Misner as the Architect Licensing Advisor for the program. Misner is a registered architect in the state of Alabama and District of Columbia, was previously employed by NCARB, worked on the Internship Development Program and Architecture Experience Program, and has previously participated in the NCARB Licensing Advisor Summit.

Samford has also sent other faculty to the NCARB Licensing Advisor Summit and had the NCARB outreach team to campus and virtual presentations to discuss the path(s) to licensure.

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

Each faculty member is to determine an agenda of professional growth and development with specific plans for at least one year and general plans for at least two additional years into the future. This agenda should be updated annually in consultation with one's supervisor (school dean, library director, or department chair). The projected goals for growth and the report of progress achieved should be part of an annual academic performance review, the findings of which are filed with the faculty member, department chair, school dean, and Provost.

The plan is to be relevant to one's teaching assignment and may involve further graduate training, creative production, research and monograph publication, teaching/learning experiments, or other professionally oriented activities related to the discipline.

The Samford University [Faculty Success Collaborative](#) (FSC) is an advisory board convened by the Provost representing all academic units Samford University that advises the Provost on topics relating to faculty development and success.

The Mission Statement of the Samford University FSC is *to enhance the educational mission of Samford University through professional development experiences that encourage excellence in teaching, scholarship, and service.* The FSC accomplishes this mission through the following goals:

- Promoting evidence-based activities that help faculty improve student learning, engagement, and success
- Initiating and sustaining a collegial conversation about all aspects of teaching service, scholarship, and learning at Samford
- Fostering a culture of reflective practice that values quality, innovation, and inclusiveness in teaching
- Cultivating an institutional climate that values and supports teaching and learning
- Developing and supporting faculty through all stages of their academic careers

The FSC works to collect, curate, and connect faculty to professional development opportunities and resources. The composition of the FSC is diverse in terms of academic discipline/unit and can holistically represent the views and opinions of all faculty.

A full list of the resources, assistance, and development opportunities available to all faculty on campus, can be found on the [FCS webpage](#). Highlights include:

- INNOVATE/RENOVATE course development intensive workshop
- [Quality Matters](#) training workshop
- Monday Morning Mentor communications
- Writing retreats
- New faculty orientation and mentoring
- Early career faculty teaching and learning seminars
- Faculty Connect
- Course development and Canvas (learning management system) support

Outside of the FCS, an additional professional development benefit available to employees and faculty is the Employee Tuition Benefit. This benefit applies to full-time and part-time undergraduate studies through the attainment of one bachelor's degree, and part-time graduate studies deemed beneficial to the employee's job at Samford, through the attainment of one master's degree.



The Provost has an allotment of annual funds available to help fund faculty for conferences and presentations. The Dean of the School of Arts has similar and separate allotment. Additionally, each faculty member within the School of the Arts has an allowance of funds to apply towards professional development opportunities and an allowance of funds to cover the costs of professional memberships and organizations.

There are at present four budgeted sources of assistance to faculty in supporting developmental activities:

- Each departmental and/or school budget includes an allocation for travel by full-time faculty to professional society meetings or other scholarly conferences and workshops
- The *Faculty Enrichment Fund* provides a supplementary travel allowance beyond the regular allocation to assist faculty presenting a major paper or presiding over a major session of a professional society. In addition, it may be used to underwrite specialized travel, such as in connection with curriculum review or teacher training. These funds are approved by the Provost on application from a faculty member with the recommendation of the school dean
- The *Academic Fund* functions as a research endowment, the earnings from which are used to underwrite faculty development grants evaluated and recommended by the Academic Affairs Committee of the faculty and approved by the Provost
- From time to time, designated gifts are solicited and received to fund various types of faculty development, often innovative or experimental in nature. Such funds are placed in restricted budgets and administered by the Provost if University-wide, or by the deans if school-specific

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:

Samford University provides a wide variety of activities, events, programs, and services that are designed to enhance the social and education development of students consistent with the mission and vision of the institution. The mission of Samford University is to nurture persons in their development of intellect, faith, creativity, and personhood. As a Christian institution, the community fosters academic, career, and ethical competency while encouraging social and civic responsibility, and service to others.

For students in the program, academic advising occurs each semester within the School of the Arts. Freshman and sophomores are advised on an individual basis by the school's Student Services Director, as well as generally by faculty. Upperclassmen are then assigned faculty members for individual advising during their junior, senior, and graduate years. Advising includes development and review of each student's plan to graduation, scheduling of courses for the following semester, and general career guidance. Faculty members and adjuncts also play an important role in connecting students to internship and networking opportunities.

The support services offered through the institution serve to support the campus community by connecting to the mission and promoting student learning and development. From the freshmen orientation program to the financial aid to the alumni program, the institutional maxim of nurturing persons for God, for learning, forever is evident. Numerous programs and services are centered in the Division of Student Affairs and Enrollment Management, but other programs, initiatives and efforts exist in academic units throughout the institutional community.



The Academic Success Center

The Academic Success Center (ASC) was established in 2009 as a reorganization and expansion of the Office of Freshman Life and is a resource designed to facilitate students' successful transition through the institution. Specific services include individual academic consultations, assistance in identifying a major, tutoring assistance, and referral to other student support services. Information related to the ASC is distributed at Admission and Recruiting Events, as well as Orientations; it is also displayed on a Bulletin Board near the ASC's office. The ASC seeks to promote its services and solicit referrals through campus presentations, collaboration with other offices on print materials that are distributed in multiple venues (i.e., Residence Life, Admissions, academic departments) and social media.

Career Development Center

The Career Development Center (CDC) provides support for students of all majors and classifications. Their services are advertised through flyers and brochures each of which is available in campus displays and is circulated at recruitment and orientation events. Individual sessions provide students the opportunity to meet with a career counselor to discuss career aspirations. Students can take a battery of major- and career-related assessments through the CDC. Career counselors meet with students to interpret their results and share information about recommended majors and occupations. Through this process, career counselors work with students to help develop a plan to reach their career goals. Additionally, the CDC works with the ASC and academic departments to support students who are ineligible to continue in their major; they can either help develop a plan to get back on track or assist in choosing a new major.

Communication Resource Center

The Communication Resource Center (CRC) offers free peer-to-peer tutoring for students in oral and written communication as well as support for developing and improving critical reading skills. They publish instructional materials related to public speaking and writing on the website. These resources provide reference for students in first year writing and speaking courses (UCCA 101 and 102) but are also helpful as refreshers for all students. Drop-ins are welcome, but students may also schedule appointments; support is also available to evening and online students. Additionally, the CRC provides workshops on topics related to oral and written communication and offers support for faculty through dedicated resources available for faculty use.

Technology Services

Technology Services provides technologies to support students, faculty, and staff. Services include classroom technology, wireless, administrative systems, e-mail, and support. Their mission is to enable and promote the effective use of technology in support of the institution. The Technology Services help desk is located in the University Library and is available for drop-in assistance as well as remote sessions via computer or by phone 24/5.

Global Engagement

Global Engagement assists students who are interested in a number of study-abroad opportunities available with the institution, during a semester or mini-terms. The office specifically works with the Daniel House in London, an institution-owned property for students and faculty to have an immersion experience abroad. The office also helps students discover the many options that will enhance their educational experiences, both at the institution and in collaboration with other programs and institutions around the world.

Global Engagement assists students from around the world who come to the Samford to pursue their educational goals. New international students are provided with a specialized comprehensive orientation program, offered at the beginning of both fall and spring semester. While the student rights and responsibilities are the same for international students as well, these students also are subject to immigration, visa, and other state and federal



requirements. Orientation and specific academic program information for international students is provided on an ongoing basis, and individual or group programs regarding immigration-related topics are offered throughout the year.

Spiritual Life

The institution seeks to develop the whole person- body, mind, and spirit. The office of Spiritual Life is charged with the introduction and cultivation of the spiritual life of the campus community, our students, employees, and visitors. The department provides opportunities in three areas for this exploration: worship, spiritual formation, and service.

The purpose of Convocation is to nurture students in faith, learning, and values from a distinctly Christian perspective. Students are made aware of the Christian worldview and are encouraged to develop sympathy with the Christian mission in the world. Students are provided with opportunities to grow toward spiritual maturity. Convocation events help cultivate the climate within which transcendent and teachable moments can occur in both formal and informal contexts at the institution. Students are notified weekly of their status regarding the number of convocations attended.

Spiritual Formation

Student Ministries exists to nurture persons through a holistic ministry, facilitating the spiritual development of students through an inclusive fellowship, which provides opportunities for worship, spiritual formation, and service in the global and local community. Both individually and corporately, Student Ministries strives to engage heart, mind, soul, and strength in the pursuit of knowing God and making Him known.

Cadres are small groups of students who meet weekly with a professor, staff member or upperclassman to discuss a book, engage in a particular course of study, or participate in a service project. Students receive Convocation credit for their participation. Home Groups consist of about twelve students who meet one night per week in the home of a faculty or staff member for a meal, Bible study, prayer, and spiritual conversation. The hosts are arranged and funded by the office of Spiritual Life and sessions are facilitated by trained students who lead the meetings.

The Care Team is a multi-disciplinary team of faculty and staff from across the institution that exists to identify students at risk of failure: academically, emotionally, financially, or socially. The Care Team meets twice per month to review referrals and formulate care plans to contact students in need, directing them to available resources.

Campus Recreation

Campus Recreation provides recreational programs and outdoor adventure activities that enhance the social, spiritual, emotional, intellectual, physical, and vocational needs of students, faculty, staff, and their spouses in an environment of Christian values. Campus Recreation strives to promote learning, fun, friendship, leadership development and sportsmanship in a Christian environment by offering quality competitive and non-competitive programs and activities.

Counseling Services

The mission of Counseling Services is to meet the developmental and emotional needs of students. Counseling Services provides a comprehensive guidance and counseling program to assist students to define and accomplish personal and academic goals. Counseling Services produces and provides brochures announcing events, sessions and opportunities related to services at recruitment and orientation events, as well as for referrals. They also do outreach with various campus constituencies to educate faculty and staff, as well as students, on available services. Student Affairs periodically will also highlight Counseling Services in special events during the semester.



Services Include:

- Providing short term, goal-oriented counseling for students on an as needed basis
- With written consent from the student, coordinating care and consultation with faculty, staff, and parents
- Referring students to community providers to address specific needs
- Conducting guidance workshops and training on topics central to student growth and development. Recent Counseling Services Wellness Programs: Eating Disorder Awareness, Healthy Lifestyles, and Suicide and Depression Support
- Responding promptly to crisis situations involving the institutional community
- Serving as a resource on issues critical to emotional well-being and developmental growth
- Planning and implementation of programs that model the institutional mission and goals

Greek Life

The Office of Greek Life is committed to a quality fraternal experience encompassing service, leadership, scholarship, and personal development within a Christian values collegiate community. The Office of Greek Life provides support and advisement to the three Greek Councils that govern 15 current active Greek organizations.

Residence Life

Housing and Residence Life promote personal growth for students who live in campus residence halls. On-campus living provides the student with an opportunity to develop human relations and leadership skills through community living. A variety of residence arrangements are available to student who are either required to reside on campus or prefer to live on campus. Staff in each residence hall assists students in creating an environment conducive to study, planning programs and social events, and by serving as peer advisors and resources for college life.

Student Leadership and Involvement

The Office of Student Leadership and Involvement seeks to transform students and communities by promoting and practicing the thoughtful integration of faith, learning, leadership, and service. The office provides support for Samford's Student Government Association and over 100 undergraduate student organizations, offers leadership programming and resources, and coordinates the institution's annual leadership and service convocation and annual student organizations awards. The Office of Student Leadership and Involvement utilizes the Social Change Model of Leadership to guide its programs. Following this model, programs will contribute to students' leadership development in one of the following areas: consciousness of self, congruence, commitment, collaboration, common purpose, and controversy with civility, citizenship.

The institution offers an opportunity for students to develop their leadership skills with the Francis Marlin Mann Center for Ethics and Leadership. This center provides collaboration within the academic, social, and service arena by providing discussions, lectures, dialogue, and hands-on experiences in ethical decision making and action projects.

Student Activities and Events

The Office of Student Activities and Events is dedicated to providing a diverse calendar of campus activities and programs to provide all students with opportunities to engage in socially fulfilling experiences that offer opportunities for leadership, campus involvement, and personal development that ultimately result in a sense of value and belonging within the institutional community.



Student Services and Values Advocacy

The Office of Student Services and Values Advocacy seeks to enhance the student experience by providing structure with a comprehensive student handbook, which outlines the expectations for conduct in a safe living and learning community. This office also oversees the functions of counseling services and health care for the campus.

The Values Advocate is the institutional representative who oversees the judicial process of student life. The Advocate selects, trains, coordinates meetings and communications of the Values Council, which is comprised of faculty, staff, and students. The Council oversees the values process for the campus by presiding over sessions to review any reported violations.

University Health Services

University Health Services seeks to address the medical needs of our campus community and provides a full-time physician during normal operating hours. University Health Services is provided by the St. Vincent's Hospital (Ascension Health) on a contract basis. The clinic provides primary medical care services, including acute care for illness and injuries, health maintenance, and management of stable chronic conditions to students and employees.

The institution provides a wide variety of student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. These programs, services, and activities are appropriate for all students, including undergraduate, graduate, professional, and on-line.

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 most effective demonstration of Samford University's commitment to social equity, diversity, and inclusion is the recent work by the Task Force on Racial Justice. Comprised of 39 faculty, staff, students, parents, alumni, and trustees, the primary goal of the Task Force was to assist the University in fostering positive, enduring changes in campus culture and existing systems so that racial justice may become a known attribute of the institution. Their final report provides an overview of the findings and recommendations for Samford University concerning racial justice. Samford is a Christian university whose faculty and staff advocate that all people be treated as Jesus, his prophets and apostles instruct us in the Bible: with divine justice and love. We are not advocating racial justice out of allegiance to any secular ideology or political party platform, but out of allegiance to God and his Word.

Recommendations were developed by ten subcommittees: Historical, Definition of Justice, Definition of Culture, Athletics, Curriculum, Diversity Education, Hiring, Personal Responsibility, Scholarship/Financial Aid, and Spiritual Formation. All recommendations include a proposed timeline for implementation and areas of responsibility. The timeline is a suggestion; recognizing there are often additional components that may affect the implementation of the recommendations.

The final report of the Task Force, which includes its complete findings and recommendations for new and enhanced diversity initiatives on campus, was affirmed by a resolution adopted Samford's Board of Trustees in April of 2021.



The complete Task Force on Racial Justice report can be found [HERE](#). The University has since created a [Diversity Action Plan](#) as we “actively strive to advance racial diversity on campus and work toward reconciliation.” This action plan addresses items across eight primary areas: Athletics; History and Culture; Curriculum; Diversity Education; Hiring and Promotion; Personal Responsibility and Honor Code; Enrollment and Retention; and Accountability. Action items in the plan are also categorized by Top 20 Priority Action Items; Middle 20 Action Items, and Bottom Action Items.

The initial report and the resulting action plan will have a lasting impact across the campus, including within the School of the Arts and the Department of Architecture & Interior Design.

In April of 2023, a Diversity Action Plan Progress Update was reported. At that time, of the *Top 20 Priority Action Plan Initiatives*:

- 14.8% have been completed
- 77.8% are in progress
- 7.4% have not started

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 current faculty of the School of the Arts and the Department of Architecture & Interior Design is representative of the student population, but not diverse overall. An intentional diversity hiring agenda is being led by the Provost’s office and the individual schools. Members of any search committee across campus must receive university-led biases training before reviewing candidate applications.

For all the current and recent faculty hiring within the department, advertisements were specifically placed with minority organizations, but this still has not resulted in an overly diverse applicant pool. A continued greater focus on this will need to be made for future hires, including The department is actively working to hire more women and more BIPOC faculty and staff. Open-position announcements continue to be listed on outlets that specifically target a diverse applicant audience (e.g. ACSA, NOMA, etc.).

The most recent faculty search in architecture resulted in an applicant pool that was:

- 20% female – 80% male
- 40% non-white – 60% white

While room for significant improvement remains, this was an increase in both metrics from the previous architecture faculty search.

Upcoming faculty searches will continue to:

- reach out to specific outlets to increase position announcements among a diverse population
- Reexamine position announcements and language to ensure they appeal to a diverse population
- Explore potential faculty sharing or exchange opportunities with organizations and institutions that currently serve a more diverse population



Within the program, the majority of current students are female, aligned to the rest of campus. Full-time faculty within the department is *currently* more male than female, but this is balanced by a higher number of female adjunct professors being utilized.

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:

Samford University has not historically attracted a diverse student population, approximately 82% white. This is also the case within the School of the Arts. Gender diversity across campus tends to be stronger in female representation, approximately 67% female. Female representation is slightly higher within the School of the Arts and the Department of Architecture & Interior Design.

As the program continues to grow, specific efforts will be sought to increase racial, ethnic, and gender diversity within the program. This will be done in conjunction with University efforts and School of the Arts recruitment efforts, including the opportunity of specific scholarship opportunities and rewards.

The School of the Arts and the Department of Architecture & Interior Design have focused their efforts around increasing the diversity of our student body in the following areas:

- Regularly auditing printed and digital recruitment and admissions materials to ensure all content is welcoming and accessible to first generation students.
- Partnering with the central admissions team to regularly contact and work with high school educators and college consolers with diverse student populations.
- Working closely with students and the office of financial aid to ensure that students are applying for appropriate scholarships to incentivize students to decide on Samford by offsetting the cost of enrollment.

The SOA as a whole is working to increase scholarship values for students of opportunity, but the current procedures make this a longer effort. The University's [Ragland Scholars](#) program is a specific effort to increase and equip a more diverse and changing student population, by focusing on students of opportunity. This program is open to students from any area on campus and the architecture program currently has one student who is a Ragland Scholar.

With the installment of the new dean, there is a plan to expand the staffing of SOA Enrollment Management. This increased capacity, the Director has the following goals:

- Cultivate strong relationships with 2-5 high schools that offer moderate to strong arts training to a diverse student population and work to create a consistent pathway between those schools and Samford SOA.
 - This would include SOA faculty and staff regularly making trips to these schools to educate both on our program as well as the industry.
- Launch a Summer Architecture Camp where we can waive fees for students of opportunity to make them aware of opportunities in the profession and at Samford.
- Create a better pathway for community college transfer students.
 - This is actively being worked on at the University level, with a specific task force.
 - The architecture (and interior design) program recognizes the pragmatic difficulties of this because of our full and set curriculum sequence.



The Department of Architecture & Interior Design is unable to completely address some of the above changes and opportunities outside of the SOA or the University and that many will extend beyond initial accreditation.

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:

Samford University's Nondiscrimination Statement:

In accordance with applicable federal and state laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act and ADA Amendments, the University does not unlawfully discriminate on the basis of sex, gender, race, color, national origin, age, disability, genetic information, veteran status, religion, or any other protected status under federal, state or local law applicable to the University, in its education policies, programs, and activities, in its admissions policies, in employment policies and practices, and all other areas of the University. As a faith-based institution, the University is exempted from certain laws and regulations concerning discrimination.

In addition to compliance with federal and state regulations, Samford's Office of Student Success and Diversity facilitates programs and initiatives across campus for students, staff, faculty, and the community. A current summary of these initiatives and trainings can be found [here](#).

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:

Disability Resources

Samford University maintains a full-time [Accessibility & Accommodations](#) team to serve as the central campus resource for students with disabilities. Working in partnership with faculty, staff, and administration, the goal of Disability Resources is to promote an accessible and inclusive environment for all students. Disability Resources works individually with each student to determine appropriate accommodations to ensure access to programs, activities, and services.

In addition to the support of students, Accessibility & Accommodations also provides resources and training for faculty in the creation of adaptive environments, assistance with implementing student accommodations, and Support of Assistive Technology.

ADA Compliance Council

In accordance with Title II and Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, Samford University has organized a compliance council to build greater awareness of the university's efforts to provide accessible programs, activities, and facilities.

The charge of the council is to promote an inclusive campus environment that facilitates equal opportunities and access for individuals with disabilities at Samford University. Through the work of the council, Samford will endeavor to either eliminate or prevent physical,



programmatic, policy, informational and attitudinal barriers or implement reasonable accommodations to mitigate those challenges in a manner that enables Samford to satisfy its compliance obligations under federal and state mandates.

The council serves in an advisory capacity and makes recommendations to administrators to facilitate the university's efforts to provide accessible programs, activities and facilities.

Functions of the council include the following:

- Review programs, services, activities, policies, and facilities for ADA/504 compliance and accessibility.
- Review issues reported to the council via barrier reporting. Inform appropriate campus personnel of any issues requiring action. Provide information, support, and follow-up as needed to ensure appropriate and timely resolution.
- Provide input to help facilitate accessibility consideration for proposed building construction and remodeling projects, and the purchase of software, technology, or other products.
- Support faculty and staff education and awareness of ADA/504 requirements.
- Disseminate ADA and accessibility information to departments across campus.

CARE Team

The [CARE Team](#) (Communicate, Assess, Resource, Educate) is a group of faculty and staff members from across campus that exists to help students of concern remain successful in and out of the classroom. The CARE Team connects students that are experiencing unusual stress or challenges with a variety of resources to help address their concerns. These resources include, but are not limited to: University Counseling Services, Academic Success Center, Disability Resources, Public Safety, Residence Life, Title IX Officer, Student Involvement and Office of Spiritual Life.

The CARE Team sends regular surveys/queries to faculty throughout each semester to identify any student that may benefit from additional support. These surveys/queries are very easy to complete, which increases their use by faculty.

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.



Program Response:

The School of the Arts currently occupies all or portions of four different facilities on campus: Buchanan Hall, Swearingen Hall, Dwight Beeson Hall, and the Art Lofts. With the appointment of the new Dean, Lance Beaumont, in July 2023, the current SOA spaces are being critically assessed. A building optimization evaluation effort is currently in-process with both internal resources and outside consultants. This effort is providing a more exact understanding of all spaces currently available within the SOA and their percentage of daily/weekly use and type of use across the entire school. Physical as well as instructional aspects of each space is being documented and included in the evaluation. For example, the type and needs for an architecture design student are different than a theater stage combat course or a private rehearsal room.

Using this data, a relocation of spaces for each department within the SOA is expected for Fall of 2024. What may have been a general classroom space could become a design studio for next academic year. This initial one-year reallocation of spaces allows the University, the SOA, and the Department to allocate and renovate additional space on campus specifically for the Department. This space will be a three-to-five-year space allocation, allowing the Department and program to have more consistent data on enrollment levels for the program(s). It also moves the program past our anticipated initial NAAB Accreditation and the opportunity to adjust to any "bumps" in enrollment or other needs because of being fully accredited.

Following that, new (or significantly renovated) long-term permanent space is slated to be designed and constructed specifically designed for the needs and size of the program. This phased approach will at times be uncomfortable but allows for a more judicious and fiscally responsible approach to growth and spatial needs. Design and construction of those spaces will raise the academic profile of the institution and advance student excellence, not just meet current needs for any space.

The progression above also allows the University complete or nearer completion of currently under-construction \$65 million renovation to our Seibert Recreation Complex, and the \$188 million under-construction/commitment to three new student residence halls and parking facilities.

In 2019, in anticipation of several new program launching within the School of the Arts, including Architecture, a space study was conducted to determine physical facility needs for the Department of Architecture & Interior Design, as well as Department of Art & Design. Since then, the study has been updated to reflect increases in enrollment, faculty, and overall changes in needs, and provides a basis for all future space criteria.

Current and new studio spaces for students in the Architecture program are collocated with students in the Interior Design program, and vice-versa. At times students in both programs work work collaboratively on projects, but even when they are not, students gain a passive exposure to issues and design considerations explored in the adjacent discipline. This is a critical component of the program's integration with the existing Interior Design program to create a more collaborative and holistic approach to the built environment. Studio spaces provide individual workstations for each student in years two, three, and four of both programs. The 5th-year graduate studio will also have individual workstations but will be their own dedicated studio area for just that cohort.

Additional current support areas and to be included in all new/expanded space include offices for existing and projected faculty, adjuncts, and support staff; presentation areas; classrooms/lecture halls; print/reproduction facilities; maker spaces; gallery space, student lounge, design library, and others.



Current and new facilities do/will encourage and support collaborative efforts and interaction amongst students and faculty from Architecture, Interior Design, Graphic Design, Studio Art, Gaming Design, and other areas of study. Shared makerspaces do or will include computer /print labs with large format printing, 3-D printing and laser cutting capabilities, and VR technology (all currently existing equipment). The existing Art Lofts on campus is the current location for all Studio Art foundation courses, as well as shops for both woodworking and welding.

All first-year students take their art-based foundation courses in the aforementioned Art Lofts. Over the last two years, both the Architecture and Interior Design programs have expanded into additional space in the current building. Shifts in studio spaces have allowed cohorts of architecture and interior design students to remain together. This is essential to both programs' pedagogy and will continue. Current priority is to keep cohorts aligned across disciplines, rather than years within either program.

In addition to studio spaces, the Department has primary access and use of a dedicated gallery/presentation space, lecture hall for approximately 50, multiple seminar rooms, and informal gallery/pin-up space. Both programs have accreditation storage spaces. Printing and plotting rooms, 3D printers and laser cutting are in a provisional but dedicated makerspace. Rendering and animation computers available to students are also located within the studio spaces. Some material samples, codes books and resources, and magazines/journals are also located within the studio spaces.

All full-time faculty have dedicated individual offices to be used for teaching preparation, research and scholarship, student meetings, and academic advising.

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:

Then Dean of the School of the Arts, in collaboration with the Department of Architecture & Interior Design Chair, assigned projected enrollment data to the financial model suggested by the Office of the Provost to create a financial analysis and plan for the new Architecture program. This plan, applying both the minimum and maximum range of expected enrollment, revealed a positive cash flow during the first year of implementation. This is due highly to existing and shared curriculum and faculty with the existing Interior Design program, during the initial two years of offering and therefore a lack of additional significant expenses associated with the Architecture program.

Considerations in budgeting included projected enrollment; revenues (tuition and fees); expenditures (full and part-time faculty and staff salaries and benefits, materials, supplies, travel, development funds, space-related costs); and resulting net profit/loss.

- In addition to the normal revenue streams and budgets, \$25,000 in seed monies has been donated to the Department by an outside donor in support of the new program.
- Overall management of the program's budget is the responsibility of the Chair for the Department of Architecture & Interior Design. This person reports directly to the Assistant Dean and is led by the Dean of the School of the Arts.
- Due to COVID-19, Samford University developed strategies for hybrid/blended delivery of courses along with what was termed a *Hyflex Instructional* approach. This mode includes components of the hybrid/blended course design within a flexible course structure that provides students with the choice of attending sessions in the face-to-face classroom,



remotely or completing asynchronous activities provided within Canvas. In addition, *Flipped* learning allows faculty members to deliver lectures digitally while face-to-face time supports rich classroom discussion, application, project critique and practice. In each instructional mode, classroom space has been maximized allowing for course delivery should the program demand create initial space issues. It should be the hybrid and hyflex instructional models are currently not in use but are available should the need arise.

Proposed 5-year Architecture Program -- Revenues and Expenditures												
Revenues	Prep Year (FY20/21)	Cohort 1 (FY 21/22)		Cohorts 1-2 (FY 22/23)		Cohorts 1-3 (FY 23/24)		Cohorts 1-4 (FY 24/25)		Cohorts 2-5 (FY 25/26)		Note: Tuition difference as cohort 1 enters 5th year
		Low estimate	High	Low estimate	High	Low estimate	High	Low estimate	High	Low estimate	High	
Proposed # of New Students	0	5	8	12	18	21	30	30	42	34	46	
Per Student Tuition - net revenue	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	
Total Tuition - net revenue	\$0	\$75,000	\$120,000	\$180,000	\$270,000	\$315,000	\$450,000	\$450,000	\$630,000	\$510,000	\$690,000	
Per Student Fees	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	
Total Fees	\$0	\$2,500	\$4,000	\$6,000	\$9,000	\$10,500	\$15,000	\$15,000	\$21,000	\$17,000	\$23,000	
Total Revenue (Total Tuition and Fees)	\$0	\$77,500	\$124,000	\$186,000	\$279,000	\$325,500	\$465,000	\$465,000	\$651,000	\$527,000	\$713,000	
Proposed # of New Students										5	8	
Per Student Tuition - net revenue										\$25,000	\$25,000	
Total Tuition - net revenue										\$125,000	\$200,000	
Per Student Fees										\$500	\$500	
Total Fees										\$2,500	\$4,000	
Total Revenue (Total Tuition and Fees)										\$127,500	\$204,000	
Expenditures	Prep Year (FY20/21)	First Year (FY 21/22)		Second Year (FY 22/23)		Third Year (FY 23/24)		Fourth Year (FY 24/25)		Fifth Year (FY 25/26)		
New Faculty and Staff Salary	\$0	\$0	\$0	\$0	\$0	\$85,000	\$85,000	\$85,000	\$85,000	\$170,000	\$170,000	
Fringe @ 39%	\$0	\$0	\$0	\$0	\$0	\$33,150	\$33,150	\$33,150	\$33,150	\$66,300	\$66,300	
Part-time Faculty Salary	\$0	\$3,000	\$3,000	\$11,700	\$11,700	\$17,400	\$17,400	\$12,000	\$12,000	\$17,400	\$17,400	
Part-time Fringe@ 7.65%	\$0	\$230	\$230	\$895	\$895	\$1,331	\$1,331	\$918	\$918	\$1,331	\$1,331	
Total Salaries and Fringe	\$0	\$3,230	\$3,230	\$12,595	\$12,595	\$136,881	\$136,881	\$131,068	\$131,068	\$255,031	\$255,031	
Materials/Supplies	\$5,000	\$10,000	\$10,000	\$20,000	\$20,000	\$30,000	\$40,000	\$40,000	\$50,000	\$60,000	\$60,000	
Travel, development, tools	\$10,000	\$10,000	\$10,000	\$6,000	\$6,000	\$6,000	\$10,000	\$12,000	\$12,000	\$12,000	\$12,000	
Space / Office-related Costs	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000	
Total Expenditures	\$16,500	\$24,730	\$24,730	\$40,095	\$40,095	\$174,381	\$184,381	\$184,068	\$196,068	\$330,031	\$330,031	
Internal Realocation (adjunct replacement)												
Part-time Faculty Salary savings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,500	\$4,500	
Part-time Fringe savings 7.65%	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$344	\$344	
Reallocation savings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,844	\$4,844	
Program "Profit"	-\$16,500	\$52,771	\$99,271	\$145,905	\$238,905	\$151,119	\$280,619	\$280,932	\$454,932	\$329,313	\$591,813	

The original estimated enrollment projections for the first three cohorts have proven to be significantly underestimated. See the table below for projected vs. actual.

	Projected		Actual	
	Individual Cohort	Program Total	Individual Cohort	Program Total
Cohort 1 (F21)	5 – 8	5 – 8	16	16
Cohort 2 (F22)	7 – 10	12 – 18	21	37
Cohort 3 (F23)	9 – 12	21 – 30	22	59
Cohort 4 (F24)	9 – 12	30 – 42	TBD **	TBD
Cohort 5 (F25)	9 – 12	39 – 54 *	TBD	TBD

* This assumes all students in Cohort 1 matriculate into the 5th year graduate portion of the program. It also assumes no students entering the 5th year graduate portion from outside institutions or from the Samford Interior Design Program. The program is not pursing these paths until after initial accreditation.

** As of the authoring of this APR, Cohort 4 student to enter the program in Fall of 2024 are currently in the admissions process. Enrollment data, including deposits received thus far, suggest that cohort will be approximately 25+ students added to the program.



The increased program enrollment vs. projected is a wonderful position to be in. Most of the students above are new students to the University, with very few being major changes from Interior Design or elsewhere on campus.

In addition to the student tuition collected and other University funds distributed to the SOA and the Department, the Department has several additional revenues. The first is a specific direct donation fund, *Friends of Architecture & Interior Design*. This fund collects contributions from donors and organizations that go directly to the Department and are used for special projects or needs based on the discretion of the Dean, Chair, and department faculty. This fund does not have specific use criteria per donation beyond department needs. Some charitable giving is also received with stipulations for specific use, e.g. lectures, exhibits, equipment, etc.

The second additional funding sources are student program fees. This fee is collected from every student in the department (architecture and interiors). The current fee is \$250 per semester, per student at the undergraduate level and is expected to increase to \$300 per semester, per student in Fall of 2024. When students move from the undergraduate B.S. Architecture to the 5th-year M.Arch, the program fee will increase to \$1000-\$1500 per semester, per semester.

At the undergraduate level, student program fees are used primarily at the department level and minimal distinction is used for architecture majors vs. interiors majors. The funds in this account are specifically used to benefit students directly and most often this is for the entire department, not just one program. At least a portion of graduate level student fees will be allocated specifically to graduate student needs.

The undergraduate tuition rate per year is set at the University level. The graduate tuition rate is set by the program. Architecture will be set at \$938 per credit hour, a rate consistent with the School of the Arts and many other programs across the University.

The increased enrollment and cohort size has directly impacted the need for additional faculty hires and additional space. The original estimates for phased hires and space were rather accurately estimated based on enrollment, but the timetable for these needs has been moved forward.

With the appointment of the new School of the Arts Dean, Lance Beaumont, in July 2023, the current SOA budget is also being critically evaluated and adjusted based on each department's changed and changing needs. Revised department budgets are to take effect in July 2024 and currently represents an increase for the Department of Architecture & Interior Design. Budgets will continue to be evaluated each year for appropriate adjustments up or down.

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:

Samford University provides and supports access to sufficient library collections for students, faculty, and staff in various ways via multiple access points. [The University Library](#) is the main center of learning and information resources for the institution and is open 96.5 hours a week. Assistance is provided by qualified library faculty and staff during all hours of operation at the Ask Us desk, circulation desk and the computer help desk with the support of 14 librarians, 13.5 staff and 4.3 full time equivalent student assistants. A reference librarian is available 60.5 hours per week in person or virtually and students and faculty can request a consultation.



As of July 2023, the Samford Library collection includes 596,438 total volumes, including 116,638 e-books; 31,195 periodical subscriptions; and 201,008 government documents volumes. The library provides access to over 253 databases; over 105,868 print and electronic journals; 663,833 microform reels; and 185,675 multimedia items. The library also 6,128 linear feet of Special Collections.

Currently the University collection provides over 760 print books, 600 e-books/online, 170 journals (historic and present), 20 microfilms, 35 government documents, and 28 other resources in the areas of architecture, interior design, landscape, urban design, and the built environment. New additions are made each year, based on input and requests of faculty.

- Students and Faculty members access information through electronic databases, journals, and e-books that are available on- or off-campus to all students and are authenticated through EZProxy for log in using the student's Samford ID and password. This enables 24/7 access for electronic resources. Print resources in the library may be shared at the entry or chapter level via interlibrary loan request for distance students and are easily accessible on campus if students are residential or visiting.
- Students and faculty may access information electronically through the library's web site. The library site provides access to the libraries' catalog (e-books and journals) as well as to library databases. Librarians have also prepared research guides for the disciplines, and often at the course level, detailing the most applicable resources in a discipline for its students and faculty members. Research guides are hosted on the Springshare LibGuides platform and are available with internet access.
- In addition to the in-text instruction found on the research guides, librarians also offer in-person and online instruction in the use of library resources and effective research. Online library modules offering guidance for information literacy skills as well as applicable resources can be created in Canvas as well; and faculty can add librarians to their Canvas courses in the Librarian role. In-person classes may be held at the library or in an instructor's classroom. Librarians also offer in-person instruction on the individual level via reference consultations which may be requested on the *Ask Us* research guide on the Samford Library website. Online instruction as well as aids to faculty for instruction are offered on the Library Instruction and Assessment research guide also available on the Samford Library website. Using this guide faculty may request instruction, get assistance with Canvas, and find out ways to create and maximize powerful assignments. Librarians are also of course happy to meet with faculty to discuss instruction and information literacy best practices.
- Through Canvas, the Samford Portal, and its web site to help enable access to learning resources. In addition, the University Library operates the Sierra Integrated Library System as well as EZProxy, EBSCO EDS discovery platform, the ILLiad interlibrary loan system and document delivery service, and EBSCO's link resolver to facilitate online access to resources and access into the library's catalog for viewing of print and media resource records.



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:

Only the Samford Cumberland School of Law maintains a separate library on campus. However, the School of the Arts has a specific Library Liaison, who focuses on arts related materials, including architecture and interior design.

The program currently provides code books, reference manuals and standards, common resources, and select magazines/journals, as well as some material samples, within the student's studio spaces for immediate access and use. A small collection (approximately 633 volumes) of architecture and design specific books that have been donated to or purchased directly for the program is also maintained within the studio spaces. These volumes are outside of the University Library system.

The program is also continuing to assess and evaluate our longer-term goals and needs information resources. This includes additional methods to provide discipline-related library resources within the context of the university library system and from an external source. It also includes discipline adjacent resources, such as art, fabrication, technology, etc.



6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

Because the program is currently in "Initial Candidacy" status, the program has been very intentional to be clear on current the accreditation status and intent. This has included an abbreviated version of the language in the catalog, website, and promotional material.

Since the program is now in Initial Candidacy status, the exact language of what to include was coordinated with NAAB staff and has been updated as the program progresses through the accreditation process.

An initial statement of accreditation through NAAB is found on the department's [main webpage](#) with a direct button link to "Learn More."

The full statement is found on the [architecture program's webpage](#) under Career Preparation section and direct button link to "Accreditation."

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:

The program has made available the Conditions for Accreditation - 2020 Edition and Procedures for Accreditation - 2020 Edition on the [architecture program's webpage](#) under Career Preparation section and direct button link to "Accreditation."



6.3 Access to Career Development Information

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

Program Response:

Students will have access to several career development resources. The first is the [Samford University Career Development Center](#), which provides training and instruction, as well as access to the institution's robust alumni network.

Second, the program's NCARB Licensing Advisor and internship coordination aids students with job placement, internships, and licensing direction. As discussed previously, the program's close relationship with local design community provides many internship and employment opportunities for students. A posting of these opportunities is regularly distributed to students and posted in the studio space(s).

The program also hosted the NCARB outreach team in Spring 2023 to present on the path to licensure and AXP. It is actively trying to have NCARB back once each academic year while the program is still young.

6.4 Public Access to Accreditation Reports and Related Documents

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

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

Program Response:

The program provides most of the relevant and available information listed above on the [architecture program's webpage](#) under Career Preparation section and direct button link to "Accreditation." Any information that is currently not applicable will be updated as necessary.

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit – **N/A**
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit – **N/A**
- c) The most recent decision letter from the NAAB – **2023 NAAB Decision Initial Candidacy Decision Letter is posted at the link above.**
- d) The Architecture Program Report submitted for the last visit – **2022 Samford Architecture Program Report is posted at the link above.**



- e) The final edition of the most recent Visiting Team Report, including attachments and addenda – **2022 Visiting Team Report is posted at the link above.**
- f) The program's optional response to the Visiting Team Report – **2022 Samford Visiting Team Report Response is posted at the link above.**
- g) Plan to Correct (if applicable) – **N/A**
- h) NCARB ARE pass rates – **N/A**
- i) Statements and/or policies on learning and teaching culture – **The program/department's Studio Culture Statement is posted on the department's main webpage under the Studio Culture, Diversity and Inclusion section with a direct link to the full statement.**
- j) Statements and/or policies on diversity, equity, and inclusion – **The program/department's Studio Culture Statement is posted on the department's main webpage under the Studio Culture, Diversity and Inclusion section with a direct link to the full statement.**

6.5 Admissions and Advising

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

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

Program Response:

- a) Samford University application forms and instructions can be found here: <https://www.samford.edu/admission/>
- 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 will be made available via the program's website. *This will not be used until after initial accreditation is achieved.*
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees will be made available via the program's website. *This will not be used until after initial accreditation is achieved.*
- d) Requirements and forms for applying for financial aid and scholarships can be found here for the university: <https://www.samford.edu/admission/scholarships> and here for the department: <https://www.samford.edu/arts/visual-arts/admission>
- e) Explanation of how student diversity goals affect admission procedures can be found here: <https://www.samford.edu/departments/diversity/>



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:

Students have access to information on scholarships and financial aid and assistance in making decisions through the university's [Samford One Stop](https://www.samford.edu/admission/financial-aid), and online resources found here: <https://www.samford.edu/admission/financial-aid> and here: <https://www.samford.edu/admission/scholarships>

Additionally, the SOA Director of Enrollment Management and SOA Director of Student Services will assist students with school specific scholarship and financial aid opportunities.

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:

Students are able to estimate tuition and fees here:
<https://www.samford.edu/admission/tuition-and-fees>

Additionally, the SOA Director of Enrollment Management and SOA Director of Student Services will assist students with estimating any additional specific costs for the program.



APPENDICES

A	Initial Candidacy Visit Visiting Team Report	<i>Visit November 10-11, 2022</i>
B	BOD Initial Candidacy Decision Letter	<i>Received May 2023</i>
C	Plan for Achieving Initial Accreditation	<i>Submitted May 201</i>
D	Eligibility Memorandum	<i>Received February 2022</i>
E	Program and Student Criteria Matrix	
F	SACSCOC Institutional Accreditation Reaffirmed	<i>Received January 2020</i>
G	SACSCOC Substantive Change Approval	<i>Received March 2021</i>
H	Curriculum Sequence Chart	
I	Course Descriptions	
J	Architecture & Interior Design Comparative Curriculum Sequence Chart	
K	Studio Culture Statement	
L	Faculty Resumes	



APPENDIX A

Initial Candidacy Visit Visiting Team Report

2022 Visiting Team Report

Samford University
School of Architecture

M.Arch.

Initial Candidacy Visit
November 10-11, 2022

NAAB

National
Architectural
Accrediting

Contents

<u>Section</u>	<u>Page</u>
I. Summary of Visit	3
II. Progress Since the Previous Site Visit	3
III. Program Changes	3
IV. Compliance with the 2020 Conditions for Accreditation	4
1. Context and Mission	
2. Shared Values of the Discipline and Profession	
3. Program and Student Criteria	
4. Curricular Framework	
5. Resources	
6. Public Information	
V. Appendices	19
1. Conditions Met with Distinction	
2. Team SPC Matrix	
3. The Visiting Team	
VI. Report Signatures	22

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank the School of the Arts Department Chair Jeannie Krumdieck; Assistant Professor Ryan Misner; the university administration; faculty; staff; and students for their enormous efforts in preparing for the accreditation visit. We appreciate your gracious hospitality during our virtual visit.

The M.Arch. program is still in the early stage of developing its curriculum and assessment for the M.Arch. architecture program. The program met with Interim Dean of the School of the Arts, Larry Thompson, who shared the importance of the architecture program in the context of the performing and visual arts programs within the school. The hiring of a new dean of the School of the Arts will provide an opportunity for continued support and development of the program. The program is strengthened by opportunities to implement the comprehensive nature of the University, the high number of nonprofits that have expressed interest in working with students within the program, and the institutional focus on service learning that was expressed multiple times during our visit.

The team observed a need for the program to address facility and resource needs to accommodate enrollment of students as the program grows to include all five years of the intended M.Arch. degree program. Planning and support at the institutional level is needed to ensure the program is adequately supported to meet its enrollment and growth projections as development of the program proceeds. The strength of the interior design program provides an important resource as development of the M.Arch. program proceeds. The opportunity to share faculty, staff, and program resources among the two programs presents a unique opportunity for the M.Arch. program. The team also observed that it will be important for the architecture program to develop its own identity, particularly as the later years of the curriculum are developed.

The program shared that it intends to implement plans to increase equity and diversity within the program. Potential for adding a new architecture faculty position(s) will present an opportunity to include diverse voices in the faculty while maintaining the student teacher ratio.

On behalf of the National Architectural Accrediting Board, the members of the visiting team extend appreciation to the program faculty, staff, students, and institutional leadership for their kind hospitality and cooperation in this accreditation visit.

b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

5.5 Social Equity, Diversity, and Inclusion

5.6 Physical Resources

6.4 Public Access to Accreditation Reports and Related Documents

II. Progress Since the Previous Site Visit

This section is not applicable for a program seeking initial candidacy.

III. Program Changes

This section is not applicable for a program seeking initial candidacy.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)

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).

Described

2022 Team Analysis: The APR-C pp.5-8 contains evidence of the program's context and mission. Samford University is a faith-based program as shared by administrators, students, and faculty. The program also strives to provide an accelerated program to reduce costs, to cooperate and collaborate with the interior design program to create "complete" buildings, and to prepare students for collaboration after graduation.

The Strategic Plan for the University is being updated and focuses on four areas:

- student success
- community enhancement
- extending the program's reach
- financial strength

The school has a strong relationship with the School of Arts interior design program, including the sharing of spaces, courses, and faculty in the first two years of the program. Scheduled visits to local architectural firms and a commitment to establishing an AIAS chapter in coming years shows a commitment to community and professional involvement.

2—Shared Values of the Discipline and Profession (*Guidelines*, p. 6)

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. (p.7)

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. (p.7)

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. (p.7)

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. (p.8)

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. (p.8)

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. (p.8)

In Progress

2022 Team Analysis:

Design: As described in the APR-C pp.16-17, the program draws design influence from its close association with the existing interior design program. The accredited architecture program is intended to follow a studio sequence that aligns with the interior design program during the initial years of study, with shared experiences in the later years.

Environmental Stewardship and Professional Responsibility: As described in the APR-C p.17, the program draws on its identity as a faith-based institution for values related to environmental stewardship.

Equity, Diversity, and Inclusion: As described in the APR-C pp.17-18, the program's faith-based identity provides background for inclusive values. The development of the 5-year M.Arch. program provides opportunities to reach underserved communities.

Knowledge and Innovation: As described in the APR-C p.18, the program's close association with allied fields in the School of the Arts provides unique opportunities for students to explore interdisciplinary knowledge.

Leadership, Collaboration, and Community Engagement: As described in the APR-C pp.18-19, the program intends to develop connections within the School of the Arts and to the broader design community.

Lifelong Learning: As described in the APR-C p.19, the program intends to develop resources based on the institutional framework and its faith-based mission to support lifelong learning.

3—Program and Student Criteria (Guidelines, p. 9)

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) (Guidelines, p. 9)

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. (p.9)

Not Yet Met

2022 Team Analysis: Career Paths are supported throughout coursework and additional methods.

Coursework includes SOA 101 - Purpose and Professional is an introductory course in the first year in the School of the Arts and is an introduction into the roles and responsibilities of artists and designers. ARCH 101 - Survey of the Profession involves field trips to local offices and a discussion of NCARB experience requirements and the path to licensure.

ARCH 505 – Internship: this course will involve an internship in an architectural practice under the supervision of a licensed architect. Evidence is not found of a discussion of the AXP requirements or ARE requirements for licensure.

ARCH 515 - Professional Practice: will occur after the internship course (ARCH 505- Internship) and cover the business practices of architecture.

Lecture series and hosted NCARB events also expose the students to practitioners and the profession.

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. (p.9)

2022 Team Analysis: The APR-C p.20 describes courses that will address this criterion in the future. Most of these courses have not yet been developed, so the team was not able to observe evidence of this criterion or its assessment during the visit.

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. (p.9)

Not Yet Met

2022 Team Analysis: The APR-C pp. 15-16 describes courses that will address this criterion in the future. These courses have not yet been developed, so the team was not able to observe evidence of this criterion or its assessment during the visit.

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. (p.9)

Not Yet Met

2022 Team Analysis: The APR-C p. 21 describes courses that will address this criterion in the future. These courses have not yet been developed, so the team was not able to observe evidence of this criterion or its assessment during the visit.

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. [\(p.9\)](#)

Not Yet Met

2022 Team Analysis: The courses covering this PC have not been offered yet, but are intended to have students examine and apply processes related to the development of a project and then implementing a specific proposal in SOA 460 - Senior Project. Programming is intended to be considered a research activity.

ARCH 510 - Thesis Research Prep is to be the development and research related to a program for a thesis project.

ARCH 610 - Architecture Design Studio VII: Thesis Studio will implement this research in a final project.

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. [\(p.9\)](#)

Not Yet Met

2022 Team Analysis: The APR-C p. 17 describes the program's intent to meet this criterion in the future. The team observed a strong connection between the new architecture program and the established interior design program that can serve as the basis for collaborative design opportunities in the future. Additionally, other related programs within the School of the Arts related to graphic design, gaming design, and animation provide potential for collaboration within the visual arts. The program has plans to establish an internship opportunity for students between the fourth and fifth year of the program, but no evidence of these plans was available for the team to review. The program intends to provide student leadership opportunities within student organizations, but the organizations are not yet established or active. The team observed the program's commitment to service learning and the opportunities this presents to provide students with exposure to social context within the community.

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. [\(p.9\)](#)

Not Yet Met

2022 Team Analysis: Evidence of progress toward this criterion was observed in the APR-C on page 21 and through discussions with the program representatives during the visit. Additional development is needed to meet the requirements of this criterion.

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. [\(p.9\)](#)

Not Yet Met

2022 Team Analysis: Evidence of progress toward this criterion was observed in the APR-C on page 18 and through discussions with the program representatives during the visit. There are some resources available at the institutional level through the Samford Office of Diversity and Intercultural Initiatives. The APR-C referred to potential partnerships with Tuskegee University and student organizations like the Black Student Union, but the team did not observe progress toward establishing these partnerships.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines, p. 10*)

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. (*p.10*)

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 214 - Building Systems I
- ARCH 224 - Building Systems II
- ARCH 222 - Architecture Design Studio II
- ARCH 312 - Architecture Design Studio III
- ARCH 322 - Architecture Design Studio IV
- SOA 460 - Senior Project Art & Design
- ARCH 422 - Architecture Design Studio VI: Historic Preservation and Adaptive Reuse
- ARCH 512 - Architecture Design Studio VII: Urban Design
- ARCH 610 - Architecture Design Studio VII: Thesis Studio

The internship between 4th and 5th year is expected to address HSW as well. (ARCH 505 - Internship)

Assessment will be accomplished through clear goals provided at the beginning of each project, as well as quizzes, tests and exams, and other projects to provide positive evidence.

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. (*p.10*)

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 101 - Survey of the Profession
- ARCH 515 - Professional Practice I
- ARCH 615 - Professional Practice II

The internship between 4th and 5th year is expected to address HSW as well. (ARCH 505 - Internship)

Assessment will be accomplished through quizzes, tests and exams, and other projects to provide positive evidence.

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. (*p.10*)

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 214 - Building Systems I
- ARCH 224 - Building Systems II
- ARCH 515 - Professional Practice I
- ARCH 615 - Professional Practice II

The internship between 4th and 5th year is expected to address HSW as well. (ARCH 505 - Internship)

Assessment will be accomplished through quizzes, tests and exams, and other projects to provide positive evidence.

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. [\(p.10\)](#)

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 211 - Architectural Design Drawing I
- ARCH 212—Architectural Design Drawing II
- ARCH 214—Building Systems I
- ARCH 224—Building Systems II
- ARCH 316—Structural Systems I
- ARCH 326—Structural Systems II
- ARCH 319—Materials & Methods
- ARCH 419—Advanced Materials & Methods

Assessment will be accomplished through quizzes, tests and exams, and other projects to provide positive evidence.

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. [\(p. 12\)](#)

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 312—Architecture Design Studio III
- ARCH 322—Architecture Design Studio IV
- ARCH 422—Architecture Design Studio VI: Historic Preservation and Adaptive Re-use
- ARCH 512—Architecture Design Studio VII: Urban Design
- ARCH 610—Architecture Design Studio VII: Thesis Studio

Assessment will be accomplished through project-based learning with goals stated at the beginning of each project to provide evidence.

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. [\(p. 12\)](#)

Not Yet Met

2022 Team Analysis: The courses covering this SC have not been fully offered yet, but are intended to be primarily addressed in:

- ARCH 312 –Architecture Design Studio III
- ARCH 322 –Architecture Design Studio IV
- ARCH 422 –Architecture Design Studio VI: Historic Preservation and Adaptive Re-use
- ARCH 512 –Architecture Design Studio VII: Urban Design
- ARCH 610 –Architecture Design Studio VII: Thesis Studio

Assessment will be accomplished through project-based learning with goals stated at the beginning of each project to provide evidence.

4—Curricular Framework [\(Guidelines, p. 13\)](#)

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 [\(Guidelines, p. 13\)](#)

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)

Not Yet Met

2022 Team Analysis: The APR-C Appendix D provides evidence of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) effective until 2027.

4.2 Professional Degrees and Curriculum [\(Guidelines, p. 13\)](#)

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. [\(p.13\)](#)
- 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. [\(p.14\)](#)
- 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. [\(p.14\)](#)

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.

Not Yet Met

2022 Team Analysis:

4.2.1 Professional Studies: The APR-C p. 23 provides links to documentation of professional courses required for students in the M.Arch program. The required courses have not yet been offered, but the program indicated its intent to develop the courses.

4.2.2 General Studies: The APR-C p. 24 provides links to documentation of the minimum number of credits for general education required by the institution and the minimum number of credits for general education required by their institutional regional accreditor. The required courses have not yet been offered, but the program indicated its intent to develop the courses.

4.2.3 Optional Studies: The APR-C p. 24 describes optional studies opportunities available to students within and outside of the program. The required courses have not yet been offered, but the program indicated its intent to develop the courses.

4.2.4 Bachelor of Architecture: Not Applicable.

4.2.5 Master of Architecture: The APR-C pp.25-27 provides credit hours required for the M.Arch degree sufficient to meet the requirement.

4.2.6 Doctor of Architecture: Not Applicable.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)

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.

Not Yet Met

2022 Team Analysis:

4.3.1 The evaluation process for admissions to the M.Arch. degree is described in the APR-C pp. 27-28. The program does not intend to admit students to the M.Arch. program unless they have completed the initial four-year course of study within the program.

4.3.2 The standards and process of evaluating past educational experiences for M.Arch. degree-seeking students is described in the APR-C p. 28. The program has indicated it does not intend to admit transfer

students until it has received NAAB accreditation. At that time, the program indicated it would intend to develop criteria to meet this requirement.

4.3.3 The length of the M.Arch. professional program and admissions criteria is described in the APR-C pp. 28-29. The program relies on the institution admission process.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)

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.

☒ In Progress

2022 Team Analysis: Evidence of the program's structure and governance was found in the APR-C in organizational charts and a narrative on pp. 30-34.

The School of Architecture is one of five departments within the School of the Arts at Samford (with Christian Ministries, Music, Theatre and Dance, and Art & Design).

The dean of the School of the Arts is appointed by the Board of Trustees and is under the oversight of the provost. A nationwide search is underway for a new dean, as the previous dean departed Samford in February 2022. The Department of Architecture & Interior Design is headed by a chair.

The Faculty Handbook covers the policies and procedures and responsibilities and authority of the faculty at Samford in academic and governance matters.

The Samford University Bylaws (Bylaws, A1.5 Faculty Governance Structure) covers the governance framework. There is a functioning faculty senate, standing university committees, and staff advisory council.

Four faculty members from the School of the Arts serve on the university faculty senate for three-year terms.

Regular scheduled meetings of these bodies are conducted to oversee and guide the School of the Arts.

5.2 Planning and Assessment (*Guidelines*, p. 18)

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.

In Progress

2022 Team Analysis: The APR-C pp. 31-35 describes resources available at the institutional level. The program indicated in meetings that there are plans to further develop resources to meet this criterion.

5.3 Curricular Development (*Guidelines, p. 19*)

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.

In Progress

2022 Team Analysis: The APR-C pp. 35-36 describes progress made toward development of the curriculum. Additional evidence of progress was shared through meetings with faculty and the program director during the visit.

5.4 Human Resources and Human Resource Development (*Guidelines, p. 19*)

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.

In Progress

2022 Team Analysis: The APR-C pp. 41-47 provides evidence of adequate human resources to support student learning and achievement consistent with the program's mission.

5.4.1 The program's faculty teach 24 course credits per academic year. The faculty must spend a minimum of 30 hours per week on campus with responsibilities for counseling, advising, committee assignments, teaching preparation, writing and research.

5.4.2 An Architect Licensing Advisor has been identified. The school has hosted NCARB Education/Practitioners events on campus and intends to advise students on joining the AXP program as soon as practicable.

5.4.3 The Samford University Faculty Success Collaborative is established to advise the provost on matters related to faculty development and success, and encourages excellence in teaching, scholarship and service. Evidence of the FSC can be found on the FCS webpage. The provost has funds allotted annually to fund faculty conferences and presentations. The dean of the School of Arts had similar funds available. Travel by full time faculty to conferences is provided, as well as a Faculty Enrichment Fund and an Academic Fund (endowed) for research.

5.4.4 Samford provides several programs to assist and support students:

- Academic Success Center
- Career Development Center
- Communications Resource Center
- Technology Services
- Global Engagement
- Spiritual Life and Formation
- Counseling Services
- Student Activities, Services, Values Advocacy

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)

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.

☒ Not Demonstrated

2022 Team Analysis: The APR-C pp. 42-44 describes resources available at the institutional level. The program indicated in meetings that there are plans to further develop resources to meet this criterion.

5.6 Physical Resources (*Guidelines*, p. 21)

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.

Not Demonstrated

2022 Team Analysis: The school believes that the space needs for 2023 will be adequate, but that 2024 could provide space constraints for the program. The school's identity at present is concentrated at the rear of a performing arts building (Swearingen Hall) and would benefit from a defined building or part of a building that can clearly be identified as the Department of Architecture (& Interior Design).

Planning should be in place now for these future needs to accommodate the growing success of the program. Failure to accommodate these space needs when they are needed could hinder the learning experience for students and impair the collaborative nature of the current program with first year and later year students.

5.7 Financial Resources (*Guidelines*, p. 21)

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.

Demonstrated

2022 Team Analysis: The APR-C pp. 52-53 demonstrates that the school has adequate resources to support its mission. The cohort of students is exceeding expectations. 12-18 students were projected for the first two years of the program, which now stands at 34 students (almost double). The program shows profitability after two years.

5.8 Information Resources (*Guidelines*, p. 22)

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.

In Progress

2022 Team Analysis: The APR-C pp. 46-47 describes resources available at the institutional level for information resources. Faculty and staff shared plans during the visit for providing increased resources to support the accredited program as the curriculum is developed.

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 (*Guidelines*, p. 23)

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.

Met

2022 Team Analysis: The Statement on NAAB-Accredited Degrees with the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 is found at the program's website:

<https://www.samford.edu/arts/visual-arts/accelerated-master-of-architecture>

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)

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)

Met

2022 Team Analysis: The Conditions for Accreditation - 2020 Editions and Procedures for Accreditation - 22- Edition are on the program website:

<https://www.samford.edu/arts/files/NAAB-Conditions-for-Accreditation.pdf>
<https://www.samford.edu/arts/files/NAAB-Procedures-for-Accreditation.pdf>

6.3 Access to Career Development Information (*Guidelines*, p. 23)

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.

Met

2022 Team Analysis:

Team Assessment: Students have access to career development resources through the Samford University Career Development Center:

<https://www.samford.edu/departments/career-development-center/>

Also, the NCARB required Licensing Advisor and Internship Coordinator will assist with job placement, internships, and licensing direction. The school has a robust relationship with local architectural firms and schedules field trips to offices throughout the semester.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)

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

Not Met

2022 Team Analysis:

- (a-h) The Interim Progress Reports and Program Annual Reports since the last team visit, the Program Annual Reports, the most recent NAAB decision letter, the previous Architecture Program Report, the most recent Visiting Team Report and the response, a Plan to Correct, and NCARB pass rates are not yet available to the program and are not posted.
- (i) The program states a policy on learning and teaching culture and will post that in Fall or 2022.
- (j) A Diversity Statement is to be posted by summer of 2022.

6.5 Admissions and Advising (*Guidelines*, p. 24)

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

Not Yet Met

2022 Team Analysis:

- a) The Application forms for the accredited degree program are not yet available.
- b) Admissions requirements for the accredited degree program are not yet available.
- c) Forms and descriptions for the accredited degree program are not yet available.
- d) Requirements and forms for applying for financial aid and scholarships for the accredited degree program are not yet available.

6.6 Student Financial Information (*Guidelines*, p. 24)

- 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.

Met

2022 Team Analysis: Evidence for student financial information was found on the university website at <https://www.samford.edu/admission/financial-aid>, including types of financial aid available and how to apply. There is also a scholarship webpage at <https://www.samford.edu/admission/scholarships> that lists scholarships available to students. Financial information specific to graduate

school was found on the university website at <https://www.samford.edu/admission/tuition-and-fees>.

V. Appendices

Appendix 1. Conditions Met with Distinction

None.

Appendix 2. Team SPC Matrix

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

Courses have not yet been developed, so the team was not able to complete an SPC matrix.

Appendix 3. The Visiting Team

Team Chair, Representing the NCARB

Josh Flowers, FAIA

Gresham Smith

222 Second Avenue South, Suite 1400

Nashville, TN 37201

615.770.8395

josh.flowers@greshamsmith.com

Educator Representative

Representing the ACSA

Elizabeth Martin-Malikian

Professor

College of Architecture and Construction Management

Kennesaw State University

1000 Chastain Rd NW

Kennesaw, GA 30144

678.915.7253 emarti95@kennesaw.edu

Representing the AIA, Past NAAB Board Member Representative

Ron Blitch, FAIA, FACHA, Hon. FCARM

President

Blitch Knevel Architects

736 East Boston St.

Covington, LA 70433

504.452.1738 ronblitch@msn.com

VI. Report Signatures

Respectfully Submitted,



Josh Flowers, FAIA
Team Chair



Elizabeth Martin-Malikian, NOMA, AIA-Assoc
Team Member



Ronald B. Blitch, FAIA, FACHA, Hon. FCARM
Team Member



APPENDIX B

BOD Initial Candidacy Decision Letter



NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

107 S West St, Suite 707 | Alexandria, VA 22314

info@naab.org | 202.783.2007 | www.naab.org

May 19, 2023

Dr. J. Michael Hardin
Provost and Vice President
Samford University
800 Lakeshore Drive
Birmingham, AL 35229

Via Email

Dear Dr. Hardin:

The Master of Architecture program at Samford University's application for initial candidacy, including the Visiting Team Report (VTR), was reviewed during the April 2023 Board of Directors meeting of the National Architectural Accrediting Board (NAAB).

Based on the following review of the program, the NAAB Directors voted to grant the Master of Architecture program a two-year term of initial candidacy effective January 1, 2022, and require the program to address the following:

Conditions not yet met or in progress:

- 2 Shared Values
- PC.1 Career Paths
- PC.2 Design
- PC.3 Eco. 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 Building Integration
- 4.2 Professional Degrees and Curriculum
- 5.1 Structure and Governance
- 5.2 Planning and Assessment
- 5.3 Curriculum Development
- 5.4 Human Resources and Human Resource Development
- 5.5 Social Equity, Diversity, and Inclusion
- 5.6 Physical Resources
- 5.8 Information Resources
- 6.5 Admissions and Advising
- 6.6 Student Financial Reporting

Conditions not met:

- 6.4 Public Access to Accreditation Reporting

These conditions will be addressed in the next APR. The program is required to apply for continuation of candidacy or initial accreditation and host a visit in 2024. The program must achieve initial accreditation within six



years of the effective date of the term of initial candidacy. Subsequent visits will be conducted under the Conditions and Procedures in effect at the time of the visit.

Program Review

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).

This Condition is met. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its context and strong relationship with the Interior Design program along with its mission to strive for an accelerated program to reduce cost and prepare students for collaboration after graduation.

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.

This Condition is not yet met. The program provided evidence of the outlined six shared values, including: design influence from the Interior Design program, values related to environmental stewardship, development for underserved communities' outreach, opportunities for interdisciplinary knowledge with allied fields, intentions to develop connections with the School of Arts, and intentions to support lifelong learning, but needs to provide evidence of how its plans are implemented and are part of its long range planning.

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.

This criterion is not yet met. The program provided evidence of [two intro classes that have been offered, SOA 101 & ARCH 101], but needs to provide evidence of [how the program ensures that students understand professional licensure requirements, such as AXP and ARE requirements as well as other available career paths].

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.

This criterion is not yet met. The program provided evidence of its plans for future coursework but needs to provide evidence of how those planned courses are finalized, as well as the results of the assessment of student learning and continuous improvement plans related to the assessment results.

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.

This criterion is not yet met. The program provided evidence of some aspects of SC.3 but needs to provide evidence of outcomes-based assessments for life safety, land use, and US building and site laws and regulation.

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.



This criterion is not yet met. The program provided evidence of its plans for future coursework but needs to provide evidence of how those planned courses are finalized, as well as the results of the assessment of student learning and continuous improvement plans related to the assessment results.

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.

This criterion is not yet met. The program provided evidence of future courses (SOA 460, ARCH 510 & ARCH 610) intended to research programing and research in preparation for thesis but needs to provide evidence of how the program prepares students for research and innovation once courses are offered.

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.

This criterion is not yet met. The program provided evidence of its plans for future coursework but needs to provide evidence of how those planned courses are finalized, as well as the results of the assessment of student learning and continuous improvement plans related to the assessment results.

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.

This criterion is not yet met. The program provided evidence of plans to create a Learning and Teaching Culture policy during the AY 2022-23 but needs to provide evidence of implementation of the planned policy including how the program fosters and ensures a positive and respectful environment among its faculty, students, administration, and staff.

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.

This criterion is not yet met. The program provided evidence of its plans for future coursework but needs to provide evidence of how those planned courses are finalized, as well as the results of the assessment of student learning and continuous improvement plans related to the assessment results.

3.2 Student Criteria (SC)

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.

This criterion is not yet met. The program provided evidence of course descriptions of building systems, design studio and a senior project but needs to provide evidence of the program's approach to ensure student's understanding of the impact of the built environment in human health, safety and welfare; along with, the assessment methods, benchmarks to assess criterion achievement and examples of changes implemented in response to the assessment.

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.

This criterion is not yet met. The program provided evidence of a series of three professional practice courses but needs to provide evidence of the courses' implementation and how the program ensures students' understanding of professional ethics, regulatory requirements and the business practice along with the assessment methods, benchmarks to assess criterion achievement and examples of changes implemented in response to the assessment.

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.

This criterion is not yet met. The program provided evidence of future course descriptions including ARCH 505 – Internship but needs to provide evidence of [the implementation of described courses and how the program ensures student's understanding of life safety, land use, laws and regulations and how the process to comply; along with the assessment methods, benchmarks to assess criterion achievement and examples of changes implemented in response to the assessment.

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.

This criterion is not met. The program provided evidence of future course descriptions; including drawing, building systems, structures, and materials & methods but needs to provide evidence of implementation of described courses and student's understanding of how architects use this condition against the design, economics and performance objectives; along with the assessment methods, benchmarks to assess criterion achievement and examples of changes implemented in response to the assessment.

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.

This criterion is not yet met. The program provided evidence of course descriptions to be offered in the future but needs to provide evidence of implementation of said courses and student's ability to make decisions while synthesizing; user and regulatory requirements, site conditions, accessible design, and consideration of the measurable environment impacts of their design decisions along with the assessment methods, benchmarks to assess criterion achievement and examples of changes implemented in response to the assessment.

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.

This criterion is not yet met. The program provided evidence of course descriptions to be offered in the future but needs to provide evidence of [implementation of said courses and students' ability to make decisions while demonstrating integration of building systems and assemblies, structural, environmental control, life safety systems and the measurable outcome of the building performance along with the assessment methods, benchmarks to assess criterion achievement and examples of changes implemented in response to the assessment.

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)

This Condition is met. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of its accreditation through SACSCOC, verified on the program's website.

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.

- 4.2.1 **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.
- 4.2.2 **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.
- 4.2.3 **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.

This Condition is not yet met. The program provided evidence of course descriptions but needs to provide evidence of the implementation of said courses.

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.

This Condition is met. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of that it does not accept transfer students in the M.Arch. program. Should the program change the policy, additional evidence will be 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.

This Condition is not yet met. The program provided evidence of its administrative and governance structures but needs to provide evidence of the role of students in program and institutional governance structures and how these structures relate to the governance structures of the academic unit.

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.

This Condition is not yet met. The program provided evidence of 13 program goals and assessments to which SLOs have been mapped. The program also provided evidence of its KPIs, its strengths, opportunities, and challenges as well as plans for advisory board and local practitioner involvement with the program. The program must also provide updates related to progress to the mission, (5.2.3). In addition, the program is missing evidence that its long-multi-year objectives relate to the requirement to meet the NAAB conditions as part of larger planning and assessment efforts (5.2.1).

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.

This Condition is not yet met. The program provided evidence of course assessment and a collaborative process for setting the curriculum among the faculty and the university wide curriculum committee but needs to provide evidence of curriculum implementation.

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.

This Condition is not yet met. The program provided evidence of a process to manage and develop its human resources and human resource development but needs to provide evidence of its implementation.

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.

This Condition is not yet met. The program provided evidence of 5.5.1 in institutional policies and procedures as well as an institutional commitment to diversity and inclusion. The program must provide evidence of the program's commitment to the same. In addition, the program must provide evidence of a program level plan addressing faculty and staff diversity for the next accreditation cycle, as well as results from current plan (5.5.2). Finally, the program must provide a described plan for maintaining or increasing diversity of students for next accreditation cycle and results from current plan (5.5.3)

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.

This Condition is not yet met. The program provided evidence of space to support the program's pedagogical approach at the current student population. The program must provide evidence of spaces that will support student and faculty achievement that are responsive to the forecasted population growth for the next year.

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.

This Condition is met. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of institutional financial resources to support the program. The program should reference the guidelines to ensure the evidence provided covers all expected elements.

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.

This Condition is not yet met. The program provided evidence of its current collection and plans to increase the information resources to meet the needs of the program. The program must also provide evidence of the implementation of these plans.

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.

This Condition is met. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of the required statement on the website.



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)

This Condition is met. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of access to the required documents on the program website.

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.

This Condition is met. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence of access to career development and placement services including the ALA and internship coordinator.

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

This Condition is not met. The program did not provide sufficient information to meet the requirements of this Condition. As the program has enrolled students in an architecture program, the program needs to provide evidence of that has a policy on teaching and learning culture that it has made available to students, faculty and the public via the program's website.



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

This Condition is not yet met. The program provided evidence of overall admissions requirements but needs to provide evidence of application forms and instructions, admissions decisions and procedures, forms and a description of the process for evaluating the content of a non-accredited degree (BS from Sanford), requirements, and an explanation of how student diversity goals affect admission procedures.

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.

This Condition is not yet met. The program provided evidence that students have access to resources and advice regarding financial aid and some costs. The program needs to provide evidence that students have access to an initial estimate for books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Listed below are the required program documents and due dates:

Document Due	Date Due
Program Annual Report	Does not apply for programs in candidacy.
APR	180 days prior to fall 2024 site visit

Please note public dissemination of the Architecture Program Report (APR) and the Visiting Team Report (VTR) is a condition of accreditation. These documents must be made public on the program's website in their entirety (Condition 6.4, 2020 *Conditions for Accreditation* and pp.15-16 of the 2020 *Procedures for Accreditation*).

Please feel free to contact us with any questions at accreditation@naab.org.



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

Sincerely,

A handwritten signature in black ink, appearing to read "David L. Hoffman".

David L. Hoffman, FAIA, NCARB
President

cc: Ryan Misner, Assistant Professor, Department of Architecture & Interior Design
Josh Flowers, FAIA, Team Chair
Elizabeth Martin-Malikian, Assoc. AIA, NOMA, Team Member
Ron Blitch, FAIA, FACHA, Hon. FCARM, NCARB, Team Member



APPENDIX C

Plan for Achieving Initial Accreditation



PART ONE – Analysis of Proposed Program’s 2020 Conditions for Accreditation Current Compliance

1 – Context and Mission

Samford University is a leading nationally ranked Christian university. Founded in 1841, Samford is the 87th-oldest institution of higher learning in the United States. Located in Birmingham, Alabama, the university’s campus covers approximately 247 acres and is renowned for its beauty and Georgian-Colonial style architecture. The university currently enrolls over 5,700 undergraduate and graduate students from 47 states and 30 countries. In addition to the main campus, the university owns a house in Marion, Alabama, used for cultural study and service, and the Daniel House, a study center located in the heart of London, England, near Kensington Park.

Samford is regularly recognized as one of the best Christian universities in the United States, receiving high marks for academic quality and value. Samford is the top-ranked university in Alabama in national rankings published by *The Wall Street Journal*. Additionally, *The Wall Street Journal/Times Higher Education* ranks Samford 2nd in the nation for student engagement. Samford is ranked 86th nationally for best value by *U.S. News & World Report* and is the only Alabama university included in the list. According to *The Wall Street Journal/Times Higher Education*, Samford students are more likely to recommend their university than students at any other college or university in the country.

Samford offers undergraduate programs grounded in the liberal arts and a distinct blend of graduate and professional schools through 10 academic schools: arts, arts and sciences, business, divinity, education, health professions, law, nursing, pharmacy, and public health. The university has one of three accredited law schools and one of only two accredited pharmacy schools in Alabama. Samford’s Beeson Divinity School is the only fully accredited graduate divinity school based in Alabama. The university is classified by the Carnegie Commission on Higher Education as a doctoral/professional institution and the student-to-faculty ratio is 14:1.

Samford’s mission to nurture student development intellectually, ethically, and spiritually is fostered through an array of opportunities, including 166 student organizations, global engagement in more than 19 different countries and nearly 300 courses that incorporate community service. Additionally, undergraduate students complete Samford’s core curriculum, providing a well-rounded foundation in the liberal arts. The result is a highly tailored educational experience that results in 97% of undergraduate alumni employed or in further study within six months of graduation.

University Mission

Samford University nurtures persons in their development of intellect, creativity, faith, and personhood. As a Christian university, the community fosters academic, career and ethical competency while encouraging social and civic responsibility, and service to others.

University Core Values

The Samford community values lifelong:

- belief in God, the Creator of the heaven and earth, and in Jesus Christ, his only Son, our Lord
- engagement with the life and teachings of Jesus
- learning and responsible freedom of inquiry
- personal empowerment, accountability, and responsibility
- vocational success and civic engagement
- spiritual growth and cultivation of physical well-being
- integrity, honesty, and justice



- appreciation for diverse cultures and convictions
- stewardship of all resources
- service to God, to family, to one another and to the community

University Vision

Anchored in Christian understanding, Samford University will be a diverse community, stressing vigorous learning and personal faith, in the Baptist tradition. Within that commonality, the community will be innovative in teaching, learning and research; sensitive to global issues; aggressive in self-assessment and continuous improvement. Faithful to its mission, Samford will be known and acknowledged worldwide by holding to its core values. The world will be better for it.

School of the Arts

Samford's new Architecture program is housed within the university's School of the Arts. Established in 1915, the school contains nearly 30 majors, minors, and concentrations across music, theater, dance, studio art, graphic design and interior design and program accreditations from National Association of Schools of Music (NASM), National Association of Schools of Theatre (NAST), and Council for Interior Design Accreditation (CIDA).

The School of the Arts works to prepare today's artist to shape tomorrow's world by inspiring artistry, promoting scholarship, and realizing professionalism as we serve the community in the spirit of Christ. The school wide Catalyst Program provides a framework of classes that prepare students to pursue their calling and be professionally ready in a collaborative and multi-disciplinary environment.

Architecture Program

Within the School of the Arts, the Architecture program is positioned alongside the Interior Design program in the Department of Architecture & Interior Design. Samford's existing Interiors program is nationally recognized and has been accredited by the Council for Interior Design Accreditation (CIDA) for over 20 years. It is out of this long successful Interiors program the new Architecture program is growing; the collaboration between the two programs is at the heart of each.

The Samford program is designed as an accelerated 5-year, single-institution Master of Architecture professional program. However, because of University requirements, students will be conferred a Bachelor of Science in Architecture following 130 credit hours of undergraduate coursework and then matriculate directly into a 38 graduate credit hour Master of Architecture. Total hours for the M.Arch are 168. The awarding of an undergraduate degree in route to the graduate degree also increases individual students access to financial aid and scholarship opportunities.

The program will be offered on the existing campus in Birmingham, Alabama. Its instructional delivery method will be traditional on-campus lecture and technical/studio formats. One online course for 3 credits is proposed, and one 3-credit internship experience is required that will occur off-campus in a professional design practice setting. In some instances, hybrid delivery may be integrated as a result of COVID-19 or similar occurrences.

The Samford Architecture program is distinct in three ways:

- In the United States, there are currently only seven religiously affiliated institutions that offer NAAB accredited architecture programs. Samford's new program provides an architectural education opportunity for students who attending a Christian university is important. Christian values are at the core of the University and the program.
- The accelerated 5-year M.Arch program responds to market demands for shorter graduation times and curbing costs in higher education; providing students a financially responsible option for an advanced architectural degree with which to pursue licensure, as well as other opportunities in the built environment. Most other NAAB accredited programs in the southeast follow a more typical 5-year B.Arch or 4+2 M.Arch format.
- The cooperation and intentional integration between the Architecture program and the Interior Design program creates a unique pedagogical approach to studio culture and to the design of



a “complete” building, better preparing students to work in a collaborative design environment after graduation. While many schools of architecture or design in the United States also contain interiors programs, few are as closely related as the Samford programs, while still providing two distinct educational opportunities.

The program is a student-centered and project-oriented curriculum that will prepare students for a future in architecture. This begins with the University’s liberal arts foundation and the first-year fine art foundation. These two collections of coursework help shape the way Samford students view their ability to impact the world around them and to do so with artistry. We believe a broad knowledge of the world and an artistic base are critical in understanding and solving the complexities of the built environment.

The program’s integration with the existing Interior Design program also creates a more collaborative and holistic approach to the built environment; one that many students will experience post-graduation. The two programs share select cross-listed courses, including some design studios and students intentionally share studio space across the two disciplines. This approach allows there to be active and deliberate instances of combined learning, as well as a passive awareness of the other program.

The program allows students to engage in Christian service opportunities – domestic and international – through the built-environment; collaborate with other disciplines within the School of the Arts and University; and expand their experiential learning through domestic and international travel and study programs. A required internship also equips students with tangible, “real-world” experience prior to graduation.

Samford’s strategic plan expresses four focus areas: emphasize student success, enhance our community, extend our reach, and ensure financial strength. In support of Samford’s strategic plan, the Architecture program will:

- Create and sustain distinctive learning
- Advance excellence in teaching
- Cultivate a climate of research and creative activity in partnership with other SOA programs
- Nurture a vibrant community of Christian faith and service through the senior project assignment
- Promote cross-cultural understanding through Christian Service Learning
- Ensure Samford resources are strong for present and future generations by offering distinctive learning opportunities to a diverse population

Architects serve and work to improve the public health, safety, and welfare of the occupants of the built environment and strive for responsible stewardship of all resources. Through design education, design research and best design practices, these professionals may serve God and impact family, one another, and the greater community in the context of real-world design practice. This act of servant leadership is consistent with the mission and vision of Samford University, the School of the Arts, and the Department of Architecture & Interior Design:

Shaping tomorrow’s world by inspiring artistry, promoting scholarship, and realizing professionalism as we serve the community in the spirit of Christ.



2 – Shared Values of the Discipline and Profession

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.*

The Samford Architecture Program is rooted in a holistic and collaborative approach to design based on artistry, Christian values, missional purpose, and practical application. Central to this is the first-year fine arts foundation and the integration with the Interior Design program.

For students, this is most often experienced as part of the design studio sequence and culture. Students move from their five foundational art courses in the first year to their first built-environment design studio in the fall of the second year. This introductory studio is cross-listed with the Interior Design studio sequence and students in both programs work collaboratively to develop an understanding of design fundamentals. Beginning in the second-year spring semester, the architecture design studios begin a three-studio sequence focused on the development of architectural design principles, impacts on the built environment, application of building materials and construction methods, and structural understandings. Each project in a studio builds on the knowledge and skills of the previous project(s); each studio builds on the successes and explorations of the previous studio(s).

Design studios stress the importance of concept-driven design solutions and user-driven experiences by using an iterative design process. Exploration and entrepreneurial learning are encouraged; technical skills and history/theory from other architecture coursework is integrated as the studio sequence progresses.

In the fourth year of the studio sequence, the architecture design studios again purposefully integrate with the interior design studios, first in the SOA 460 - Senior Project and again in the ARCH 422 - Historic Preservation and Adaptive Re-use studio. These studios are essential in working collaboratively with other disciplines and learning a holistic approach to the design of the built environment. The SOA 460 - Senior Project studio is also important in understanding a missional approach and purpose to design.

The final two architecture design studios are in the fifth year of the program. The fall semester studio focuses specifically on design solutions within the urban fabric, considering spatial and architectural impacts, but also cultural, socio-economic, and ecological influences. The final architecture design studio is the culmination thesis studio, shaped by self-exploration and interests of each individual student.

While the sequencing of design studios is important to the preparation of architecture students, the physical location our program's studio is just as important. The intent of new studio spaces is for students in the Interior Design program to be located directly next to and with students in the Architecture program, and vice-versa. At times students in both programs will work collaboratively on projects, but even when they are not, students will gain a passive exposure to issues and design considerations explored in the adjacent discipline. This is a critical component of the program's integration with the existing Interior Design program to create a more collaborative and holistic approach to the built environment.

In addition to the design studio sequence and technical integration of related coursework, the program works to prepare students to succeed as a professional. The importance of professional awareness is first introduced in the first year of the program and is bookend with two professional practice courses during the fifth year. While internships are encouraged throughout the entire course of study, the prescribed internship happens between a student's fourth and fifth year. This allows students to apply more fully what they have learned in school as an intern, but also provides an opportunity for students to return and apply their tangible work experience to final year of the



program. This internship is also paired with the online course ARCH 507 - Faith & World View of Architecture to guide students through the relationship of the professional work environment and their faith.

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.*

As part of a Christian university, the program believes that architects are *biblically* called to be good stewards of our environment, natural and built. Coursework in both technical courses and design studios will have this thread woven throughout, exploring both practical and theoretical applications. The program also believes as architects we are *biblically* called to be good citizens in the protection of the health, safety, and welfare of our neighbors. The professional practice sequence of courses will emphasize the ethics and responsibilities associated with this, while technical courses will teach their practical application.

The program also believes that as architects we are *biblically* called to not just protect our neighbor's health, safety, and welfare, but to love our neighbor. The value of loving our neighbor is not found in just the Architecture and Interior Design programs, but across the entire campus. Environmental stewardship and professional responsibility are only a portion of personal empowerment, accountability, and responsibility that grows from a service to God, to one another, and to the community. This program will work to develop professionals who are called to leave the world a better place than they found it.

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.*

The program believes that architects are *biblically* called to seek equity, diversity, and inclusion, along with an appreciation for diverse cultures and convictions. This is a core value of the University and an inherent part of the program's studio and classroom culture. Integrity and honesty are expected of all students and are to be modelled by all faculty and staff. Feedback and critiques are to be respectful and constructive, never mean or insulting. Projects and assignments are to regularly address fairness, equality, and social justice.

The program is also structured in a manner to maximize financial opportunities and reduce the burden of student debt. The accelerated 5-year M.Arch format responds to market demands for shorter graduation times and curbing costs in higher education. It provides students a financially responsible option for an advanced architectural degree with which to pursue licensure, as well as other opportunities in or adjacent to the profession. Conferring a Bachelor of Science degree at the conclusion of the fourth year also opens new financial aid opportunities, scholarships, and grants for students in the graduate fifth year of the program.

Following initial NAAB accreditation, the program will implement additional paths for graduates of the Samford Interior Design program, transfer students, or students with an Architectural Studies undergraduate degree. This could include transfer agreements with other four-year colleges and universities or with area community college programs.

The program's close connection to professional practitioners and the required internship helps to expose students to diverse work opportunities and equip students for success after graduation. This



includes participation in local, state, and national design organizations, such as AIA/AIAS, NOMA/NOMAS, NCARB, NCIDQ, ICC, IIDA, ASID, etc.

Finally, the new program expects to continue the current Interior Design program's commitment to strong alumni connections and continued post-graduation support and involvement.

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.*

The program believes an architect's ability to have a lasting and positive impact on the world is through understanding, exploration, and an entrepreneurial spirit. Learning and a responsible freedom of inquiry are essential for both the student and the faculty. This idea is woven throughout the program's curriculum but is reinforced in several specific courses.

Because of the rapid advancements in digital design application, ARCH 311 – Digital Rendering & Presentations is a course that teaches rendering and presentation through the guided self-exploration of various software and techniques. All the design studios, but specifically the SOA 460 – Senior Project and ARCH 610 – Architecture Design Studio VII: Thesis Studio will focus on the importance of research and innovation, reinforced by the prep courses leading into these studios (SOA 301 and ARCH 510). Additionally, Advanced Architecture Electives (ARCH 518 and 618) will cover a particular topic in architecture or design that is not normally examined in depth in the regular course offerings. These courses are designed to teach students about a special design interest of a faculty member, a newly emerging area in design, or allow for a visiting professor.

The current Interior Design program, in conjunction with the School of Arts Graphic Design and Gaming and Animation programs are already beginning to expand their offerings related to digital technology, fabrication, and virtual reality. Laser cutters and 3D-printers are already in use by faculty and students. This will serve as a foundation for a new Digital Fabrication Lab in collaborative development between all the programs. Wood, welding, and production shops are available to all as part of the Fine Arts program and the Theater & Dance program.

To secure tenure and promotion, faculty are held accountable to pursue excellence in Teaching, Service, and Scholarship. Within the School of the Arts, the area of scholarship often focuses on knowledge and innovation in the forms of research and publication and/or creative, project-based scholarship. The program's depth of professional practitioner involvement helps to ensure practical application in the instruction, as well as opportunities for students to observe first-hand the outcome of evidence-based design processes.

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.*

Leadership, collaboration, and community engagement are the very nature of the program, the department, and the school. As has been discussed in other areas of this report, one of the foundational tenets of the program is the cooperation and intentional integration between the Architecture program and the Interior Design program. SOA courses expose students to issues common to the arts; professional engineers, interior designers, graphic designers, and other disciplines have all been involved in the development of the program.

As part of the Samford Architecture Program, students will have the opportunity to assume leadership roles across the campus (SGA, Greek Life, etc.), within the School of the Arts (Arts Ambassadors), and within the program (student studio leaders and student design organizations like AIAS or



NOMAS). Practitioner involvement in the program and internships will connect students with leadership opportunities beyond campus and in the community, modeling how professional success is often paired with civic engagement.

Coursework, such as the SOA 460 - Senior Project, ARCH 422 - Historic Preservation and Adaptive Re-use studio, and ARCH 512 – Architecture Design Studio VII: Urban Design, will often include projects with real-world clients, communities, and opportunities for leadership and engagement. This aspect is critical in helping students to realize that collaboration is not just within a design team but within the entire ecosystem of the built environment.

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.

The introduction to the Samford Architecture Program webpage includes a quote by architect and designer Renzo Piano: "Architecture is science, technology, geography, typography, anthropology, sociology, art and history." This quote is not included simply to gain one's attention as they scroll, but to illustrate the breadth of knowledge and possibilities that occur within the profession of architecture.

The curricular framework for the program first addresses the necessary knowledge and skills to begin in the profession. It also achieves the following:

- A fine-art based foundation
- Arts appreciation through School of the Arts courses and Catalyst Program
- Liberal arts foundation through general education courses in the areas of Natural & Computational Science, Social Science, Humanities, Mathematics, and Fine Arts
- Biblical foundation through university core curriculum, undergraduate convocation requirements, and ARCH 507 – Faith and World View of Architecture course
- Architectural history and theory courses and the internship that strive to establish a balance of understanding and application
- Curricular freedom through electives available in general education and/or art
- Curricular freedom through electives available in architecture and/or interior design

We believe students need to understand the profession for which they are preparing, but to also understand how that profession exists in the world around them (currently and in the future), and the unique ways they can excel in the profession. This is established through their academic education, their understanding of faith, and their pursuit of possibilities.

Summary: Through the "development of intellect, creativity, faith, and personhood ..." and as a Christian university, the community of Samford and the Department of Architecture & Interior Design fosters "academic, career, and ethical competency while encouraging social and civic responsibility and service to others" thus connecting our values with the those shared by the discipline and the profession.



3 – Program and Student Criteria

3.1 Program Criteria (PC)

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.*

The program criteria in this area will be addressed in several ways during the student's time in the program:

- Coursework – SOA 101 – Purpose and Professionalism; ARCH 101 – Survey of the Profession; ARCH 515 – Professional Practice I; and the ARCH 505 - Internship
- Yearly career panels with area practitioners and recent graduates
- Development of a regular guest lecture series focused on architecture, interiors, and the built environment
- An ongoing relationship with area practitioners and firms who are regularly used as guest studio critics, mentors, and topical lecturers

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.*

The program criteria in this area will be addressed in several ways during the student's time in the program:

- Coursework (primarily the design studios) – ARCH 222 – Architecture Design Studio II; ARCH 312 – Architecture Design Studio III; ARCH 322 – Architecture Design Studio IV; SOA 460 – Senior Project Art & Design; ARCH 422 – Architecture Design Studio VI: Historic Preservation and Adaptive Re-use; ARCH 512 – Architecture Design Studio VII: Urban Design; and ARCH 610 – Architecture Design Studio VII: Thesis Studio
- Yearly career panels with area practitioners and recent graduates
- Development of a regular guest lecture series focused on architecture, interiors, and the built environment
- An ongoing relationship with area practitioners and firms who are regularly used as guest studio critics, mentors, and topical lecturers
- Travel opportunities – international and domestic – within the program and/or as part of Samford Study Abroad

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.*

The program criteria in this area will be addressed in several ways during the student's time in the program:

- Coursework – ARCH 214 – Building Systems I; ARCH 224 – Building Systems II; ARCH 319 – Materials & Methods; ARCH 419 – Advanced Materials & Methods; and the design studio sequence, including ARCH 422 – Architecture Design Studio VI: Historic Preservation and Adaptive Re-use
- Various symposiums and Advanced Architecture Electives (ARCH 518 and 618)
- Availability and encouragement of various professional and student organizations
- Development of a regular guest lecture series focused on architecture, interiors, and the built environment



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.*

The program criteria in this area will be addressed in several ways during the student's time in the program:

- Coursework – ARCH 210 – Movements in Architecture; ARCH 220 – Architecture History II; SOA 460 – Senior Project Art & Design; ARCH 507 – Faith & World and the ARCH 620 – Advanced Arch History/Theory Independent Study
- Travel opportunities – international and domestic – within the program and/or as part of Samford Study Abroad

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.*

The program criteria in this area will be addressed in several ways during the student's time in the program:

- Coursework – SOA 101 – Purpose and Professionalism; SOA 301 - Creative Investigation in Practice; ARCH 510 – Thesis Research Prep
- Design studios, specifically the SOA 460 – Senior Project and ARCH 610 – Architecture Design Studio VII: Thesis Studio will stress the importance of research and innovation
- Various symposiums and Advanced Architecture Electives (ARCH 518 and 618) will also likely address this criterion

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.*

The program criteria in this area will be addressed in several ways during the student's time in the program:

- The close integration with the existing Interior Design program and collaborative design studios
- Required internship
- Student leadership opportunities within the program and student organizations

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.*

This program criteria is an integral part of the culture of our Interior Design program. It will be formalized with student leaders in both programs and faculty through the creation of a Studio Culture Policy.

The Interior Design program also uses a “shared studio” format, allowing students in years 2-4 of the program to share the same studio space. This vertical studio format allows for students to learn from each, both actively and passively. The new studio spaces for the Architecture program will use a similar format, allowing multiple architecture cohorts to share the same space *OR* allowing cohorts of the same level in interior design and architecture to share the same studio space.

Many of the above are also a part of the Samford University Student [Honor Pledge](#) and the [Honor Code](#).



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.*

The program criteria in this area will be addressed in several ways during the student's time in the program:

- Travel and Christian service opportunities and – international and domestic – within the program
- Partnerships with the Samford Office of Diversity and Intercultural Initiatives
- SOA Arts program with Miles College (MISA)
- University and SOA diversity symposium/listening sessions
- Potential for future partnerships or initiatives with fellow Alabama NAAB architecture program, Tuskegee University
- Various Samford student organizations

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

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.*

The student criteria in this area will be *primarily* addressed in the following courses: ARCH 214 – Building Systems I; ARCH 224 – Building Systems II; ARCH 222 – Architecture Design Studio II; ARCH 312 – Architecture Design Studio III; ARCH 322 – Architecture Design Studio IV; SOA 460 – Senior Project Art & Design; ARCH 422 – Architecture Design Studio VI: Historic Preservation and Adaptive Re-use; ARCH 512 – Architecture Design Studio VII: Urban Design; and ARCH 610 – Architecture Design Studio VII: Thesis Studio. ARCH 505 – Internship will also likely address this student criteria.

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.*

The student criteria in this area will be *primarily* addressed in the following courses: ARCH 101 – Survey of the Profession; ARCH 515 – Professional Practice I; and ARCH 615 – Professional Practice II. ARCH 505 – Internship will also likely address this student criteria, as will the design studios.

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.*

The student criteria in this area will be *primarily* addressed in the following courses: ARCH 101 – Survey of the Profession; ARCH 214 – Building Systems I; ARCH 224 – Building Systems II; ARCH 515 – Professional Practice I; and ARCH 615 – Professional Practice II. ARCH 505 – Internship will also likely address this student criteria, as will the design studios.

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.*



The student criteria in this area will be *primarily* addressed in the following courses: ARCH 211 – Architectural Design Drawing I; ARCH 212 – Architectural Design Drawing II; ARCH 214 – Building Systems I; ARCH 224 – Building Systems II; ARCH 316 – Structural Systems I; ARCH 326 – Structural Systems II; ARCH 319 – Materials & Methods; and ARCH 419 – Advanced Materials & Methods. The design studios will also address this student criteria.

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.*

The student criteria in this area will be addressed in the following design studio courses: ARCH 222 – Architecture Design Studio II; ARCH 312 – Architecture Design Studio III; ARCH 322 – Architecture Design Studio IV; ARCH 422 – Architecture Design Studio VI: Historic Preservation and Adaptive Re-use; ARCH 512 – Architecture Design Studio VII: Urban Design; and ARCH 610 – Architecture Design Studio VII: Thesis Studio.

The student criteria in this area will be most critically addressed in two specific design studios and their preparatory courses:

- During the 4th year of the undergraduate program - SOA 460 – Senior Project Art & Design and SOA 301 – Creative Investigation in Practice
- During the 5th year/graduate year of the program - ARCH 610 – Architecture Design Studio VII: Thesis Studio and ARCH 510 – Thesis Research Prep

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.*

The student criteria in this area will be addressed in the following design studio courses: ARCH 312 – Architecture Design Studio III; ARCH 322 – Architecture Design Studio IV; ARCH 422 – Architecture Design Studio VI: Historic Preservation and Adaptive Re-use; ARCH 512 – Architecture Design Studio VII: Urban Design; and ARCH 610 – Architecture Design Studio VII: Thesis Studio.

The student criteria in this area will also be informed by the following courses: ARCH 214 – Building Systems I; ARCH 224 – Building Systems II; ARCH 316 – Structural Systems I; ARCH 326 – Structural Systems II; ARCH 319 – Materials & Methods; and ARCH 419 – Advanced Materials & Methods.

The student criteria in this area will be most critically addressed in two specific design studios and their preparatory courses:

- During the 4th year of the undergraduate program - SOA 460 – Senior Project Art & Design and SOA 301 – Creative Investigation in Practice
- During the 5th year/graduate year of the program - ARCH 610 – Architecture Design Studio VII: Thesis Studio and ARCH 510 – Thesis Research Prep

PROGRAM AND STUDENT CRITERIA MATRIX



4 – Curricular Framework

4.1 Institutional Accreditation

Samford University is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The most recent reaffirmation of accreditation was issued in December 2017 and is effective until 2027.

In addition, the five-year Bachelor of Science (B.S.) and Master of Architecture (M.Arch.) degree program in Architecture, via the Substantive Change Policy, was approved by SACSCOC in March 2021.

Copies of these approval letters are provided at the beginning of this application.

4.2 Professional Degrees and Curriculum

The program consists of 168 total credit hours – 130 at the undergraduate level and 38 at the graduate level.

4.2.1 Professional Studies

The program provides 96 Professional Studies credit hours

64 – Undergraduate
32 – Graduate

4.2.2 General Studies

The program provides 60 General Studies credit hours in the following areas:

22 – University Core Curriculum
19 – University General Education including courses in Natural & Computational Science, Social Science, Humanities, Mathematics, and Fine Arts
19 – School of the Arts required or Fine Arts Foundations

4.2.3 Optional Studies

The program provides 12 Optional Studies credit hours:

6 – Undergraduate electives in either architecture, interior design, art, or general studies
6 – Graduate electives in architecture

4.3 Evaluation of Preparatory Education

The program does not intend to admit any students into only the 5th year Master of Architecture portion of the program *until after the program has received its initial NAAB Accreditation*.

Following initial NAAB accreditation, the program will implement several additional paths for students to join the program:

- **Samford students who have graduated with a B.F.A. in Interior Design.** Because these students are “known” to the program, there will be a two-year Master of Architecture track that includes the necessary professional studies competency courses to supplement their interiors degree and the full 5th year architecture curriculum. This is approximately 71 total credit hours.
- **Students who have graduated with an Architectural Studies degree or similar from another institution.** Students’ admittance and required coursework will be dependent on the extent of their preparatory coursework. Following admittance to the University, each student’s transcript will be evaluated, as well as a portfolio review for required competencies by a selected architecture faculty panel. To address any deficiencies, students will take the necessary competency course, followed by the full 5th year of the architecture curriculum. This could be *up to* 96 total credit hours.



During the initial accreditation process, the program will also not accept any transfer students or change of major students beyond the first-year coursework (exception is after the first semester of the second year if changing majors from Samford's Interior Design program only). Students transferring in from another institution, *may* be deemed proficient in all or a portion of the first-year fine art foundation courses. This determination will be made by the Fine Art Department. Credit or equivalencies for any general education coursework will be determined by the University. All professional studies courses from year two on will be required.

Following initial NAAB accreditation, the program will implement a transfer student admittance policy similar to the Architectural Studies degree listed above. It will consist of the following:

- Admittance to the University and determination of credit or equivalencies for any general education coursework
- Transcript and portfolio review by the Fine Art Department for proficiency and credit in any fine art foundation courses
- Transcript and portfolio review by a selected architecture faculty panel to determine competencies/deficiencies and establish a curriculum sequence plan for success. The full 5th year of the architecture program curriculum will always be a requirement

Admissions

Admittance to Samford University is determined by the institution's Office of Admissions.

Undergraduate Admissions

The initial Bachelor of Science in Architecture degree program will follow Samford's undergraduate policies for admission into Samford's undergraduate programs:

- Online application
- Essay (250 words)
- Academic letter of recommendation
- Official test scores (test scores are optional for the 20-21 academic year)

Once accepted into the program, students must maintain an overall minimum GPA of 2.0, and a minimum GPA of 2.5 in the major to remain in the major. Additionally, students must pass a successful portfolio review following year two to progress to upper-level major courses.

Graduate Admissions

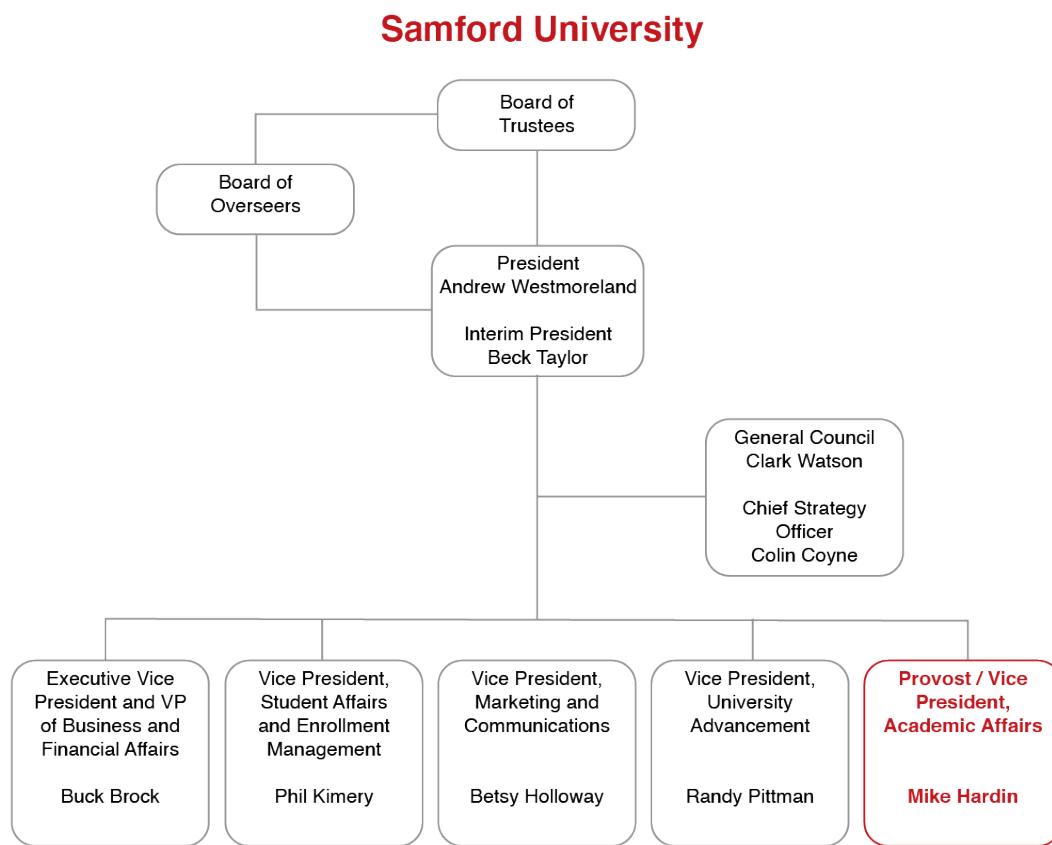
Students who have successfully completed the B.S. in Architecture (years 1-4 of the program) from Samford University with an overall minimum GPA of 2.0, and a minimum GPA of 2.5 in the major will be eligible to progress directly into the fifth year of the architecture program.

5 – Resources

5.1 Structure and Governance

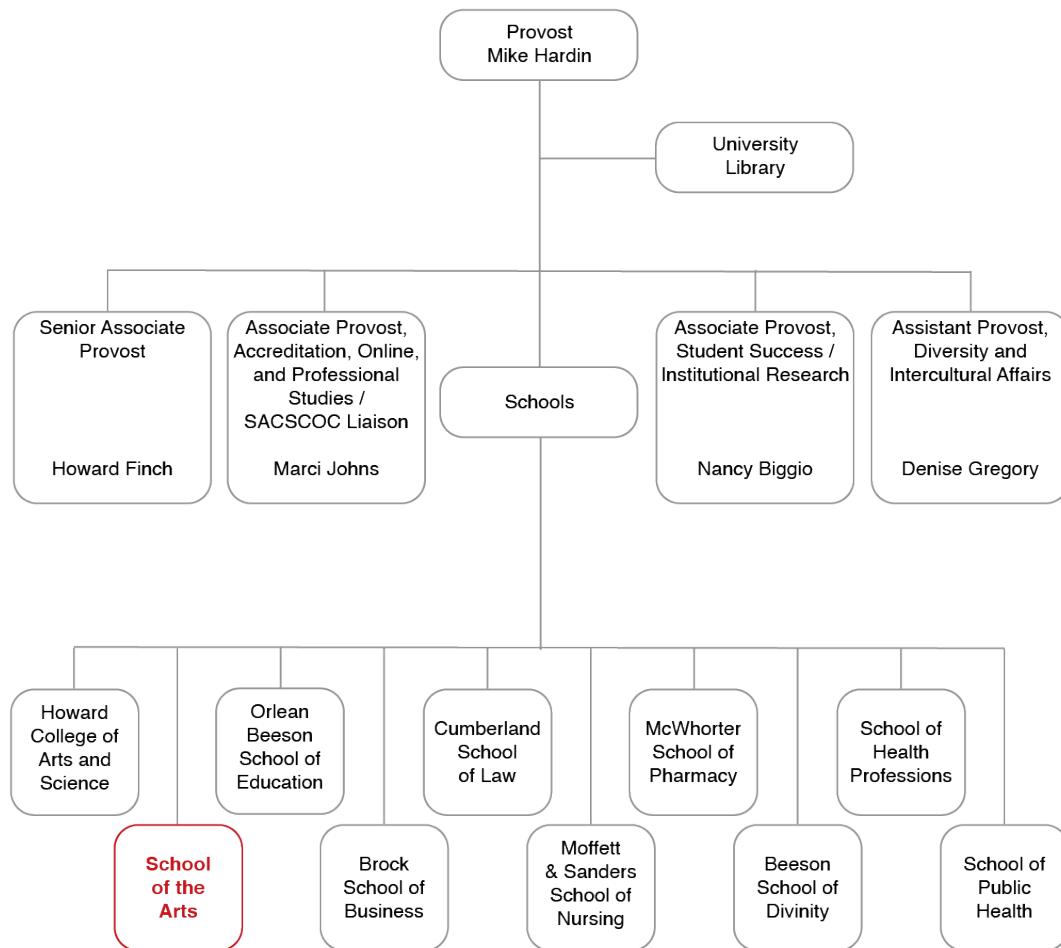
5.1.1 Administrative Structure: *Describe the administrative structure and identify key personnel in the program and school, college, and institution.*

The ultimate authority for the University rests with the Board of Trustees. The Board appoints the President and holds the President responsible for the operation of the University. The Faculty is appointed by the Board of Trustees to conduct the educational program of the University and shares responsibility for shaping and implementing the purposes of the University, especially the academic programs. The Faculty acts in a key advisory role to the President.

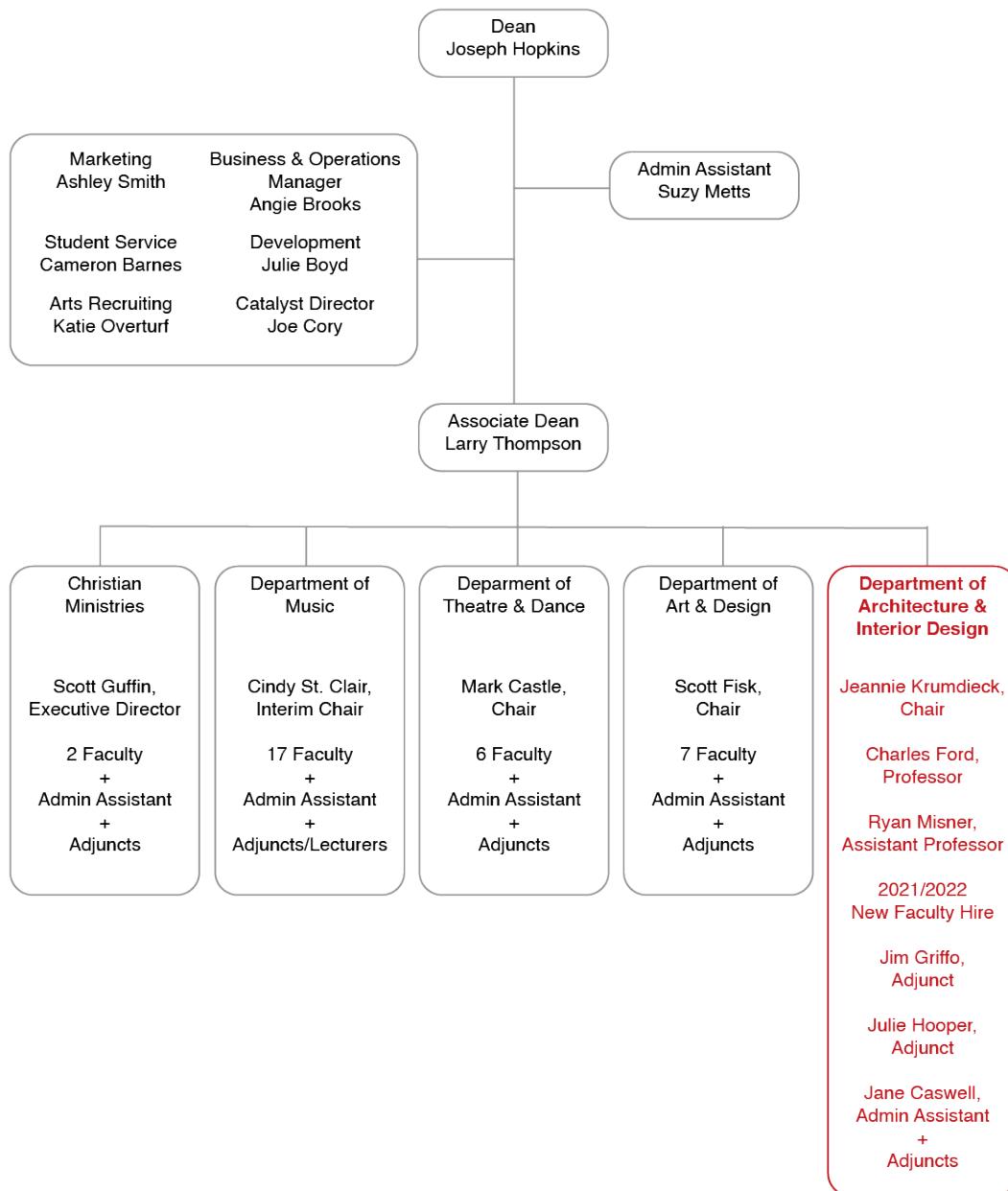


Samford's chief academic officer (Provost) oversees the ten schools of the University, including 106 undergraduate and 77 graduate degree programs; 184 undergraduate majors, minors, and concentrations; and 66 graduate majors or concentrations.

Academic Affairs



School of the Arts





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.*

Policies and procedures regarding the responsibilities and authority of the Faculty at Samford University in academic and governance matters are found in the Samford University Faculty Handbook. The structure of governance by which the faculty at the University participate in collaboration with the administration is defined by the Samford University Bylaws (Bylaws, A1.5 Faculty Governance Structure).

According to Article II of the Bylaws, the faculty of the University have “the responsibility to convey to the President and the administration its best advice and counsel on matters of importance to the University” and “a duty to provide leadership, initiative, oversight, and stewardship for curricula, academic standards, requirements, grades, admission standards, the academic calendar, and other matters pertaining to the student's progress toward a degree.”

The faculty of the University exercise their governance roles and oversight of academic decisions through the Faculty Senate, standing University committees, and University Faculty Meetings.

Faculty Senate of Samford University

As stated in the Bylaws, the Faculty Senate functions “as a representative, deliberative, and legislative body, serving the University faculty and acting on behalf of the faculty.” The Senate:

- Recommends policy and procedures to University Administrators by drawing on the work of standing University committees and appointed Ad Hoc Committees of the Faculty.
- Provides a forum where the respective interest of faculty, administration and the various Schools/Colleges of the University can be discussed.
- Identifies and addresses issues of concern to the faculty.
- Maintains an institutional perspective that respects all jurisdictions and responsibilities composing the system of governance of the University.

The Faculty Senate of the University consists of elected Senators apportioned among the academic units as described in the Bylaws. The faculty elect a Chair, a Vice-Chair, and a Secretary to serve as Senate officers. Furthermore, two At Large Senators are elected by the Senate from its membership; the two At Large Senators together with the Faculty Senate officers form a Faculty Executive Council (FEC). The FEC organizes and facilitates the Faculty Senate process as well as developing the agenda for Faculty Senate meetings prepared in consultation with the Provost of the University.

Standing University Committees

Article IX of the Bylaws of the faculty of the University specifies the membership and duties for each Standing University Committees. The Standing University Committees make recommendations to the Faculty Senate on matters of concern either undertaken by their own initiative or brought to their attention either by the Faculty Senate or the administration of the University.

Standing University Committees most vital to the faculty's responsibility for academic and governance matters include:

- University Curriculum Committee
- General Education Committee
- Academic Affairs Committee
- Business Affairs and Faculty Welfare Committee
- Enrollment Committee



The faculty of the University contributes to the governance of the University through the actions of the Faculty Senate and the Standing University Committees. The University publishes and makes available policies and procedures that define the responsibilities and authority of the faculty in academic and governance matters.

Staff Advisory Council

In the spirit of community, the Staff Advisory Council (SAC) is the organization of the University representing the views and concerns of exempt and non-exempt, full-time staff of the University. They work to:

- Increase communication among the operating divisions and departments of the University and the Administration.
- Provide a forum where staff issues and concerns about University policy, procedures, and issues can be addressed.
- Recommend to the Administration, through the President and Vice Presidents, proposed changes in policy and procedures.
- Sponsor campus community-building activities and programs.
- Work jointly with other campus groups to reflect concerns of mutual interest to staff and other campus constituencies.
- Contribute to the improvement and fulfillment of the mission of the University.

School of the Arts

Four faculty members from the School of the Arts serve on the University Faculty Senate for three-year terms. Other faculty members actively serve on university committees across campus.

Within the SOA, the Dean, Associate Dean, and Dean's Cabinet (comprised of department chairs, Business and Operations Manager, Marketing, Student Services, Arts Recruiting, Development, and Catalyst Director) are responsible for direction and leadership of the school. The Dean's Cabinet meets weekly throughout the academic year. They are informed by a dynamic faculty culture and by standing school committees. These committees include:

- Curriculum Committee
- Faculty Development and Evaluation
- Graduate Studies
- Learning Resources
- Advancement
- Various Ad-hoc and Faculty Searches

The School of the Arts meets monthly for all-faculty and staff meetings. The Department of Architecture & Interior Design meets bi-monthly, as well as periodically each semester with the Department of Art & Design.

5.2 Planning and Assessment

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.*

Institutional Assessment

All of Samford's academic programs align student learning outcomes to institutional learning outcomes. Institutional learning outcomes were developed by faculty and are reviewed and revised by faculty through the institution's Accreditation and Assessment Committee (AAC), as well as the Faculty Senate. Institutional learning outcomes are designed to help guide individual schools, departments, and disciplines in the development of student learning outcomes for programs and courses and services, and to help shape the decision-making processes of the college.



The institution recognizes the need for flexibility among a variety of academic programs and therefore encourages the assessment committee within each school or academic program to ensure the quality of the annual assessment plans and the use of the findings for continuous improvement while also tailoring the process to specific needs. Student learning outcomes are identified as such in the annual academic assessment reports. In some cases, for programs that do not include program goals in the annual academic assessment report, they are reported in a separate template including the strategic plan for the department or school and/or are included in the Dean's Annual Assessment Report. These goals typically focus on recruitment and retention, teaching evaluations, scholarly activity, service, professional development, online course development, alumni outreach, as well as professional, industry, and community partnerships.

More information on University assessment can be found [here](#).

SOA Assessment

The School of the Arts assessment is led by the leadership team of the associate dean, department chairs, and assessment coordinators with guidance from the AAC. Assessment coordinators and department chairs gather data from faculty throughout the academic year. This data is then compiled into the assessment report in coordination with associate deans. The Dean's Council, consisting of leadership of all areas of the School of the Arts, including Christian Ministry, Music, Theatre and Dance, Art, and Architecture/Interior Design informs the assessment process throughout the academic year. The associate dean and dean for the school approve reports prior to review and feedback provided by the AAC. Once the assessment cycle is completed, the associate dean and department chairs discuss any findings that generate needed changes prior to the next academic year and include in department and/or division meetings as agenda items.

Program Assessment

Once the new Architecture program begins teaching courses, it will be added to the annual assessment cycle with other programs within the School of the Arts. This includes gathering SLO data and reporting on the achievement of outcomes once the minimum threshold of 10 unique undergraduate or 5 unique graduate students is met.

As part of the regional accreditation submission to SACSCOC, the following program goals and assessments and student learning objectives and assessments have been created.

Program Goal	Assessment
Deliver a holistic approach to design taking into account broad aspects such as site considerations down to the intricacies of the interior environments.	Provide a minimum of three collaborative opportunities between undergraduate students during the third and fourth year of curriculum sequence in both interior design and architecture.
Deliver a curriculum that prepares its graduates to continue progress towards Samford's fifth-year Master of Architecture program.	100% of graduates matriculate to a fifth year of Samford's Master of Architecture program.
Achieve NAAB accreditation within the required National Architecture Accreditation Board timeline.	NAAB Initial Accreditation site visit in Fall 2026 with accreditation decision awarded in Spring 2027.
Produce employable graduates in the field of architecture or a design-related field.	90% of graduates employed in the field within 6 months of graduation.
Prepare graduates to successfully achieve architecture licensure. <i>This includes completion of NCARB's Examination (ARE); and Architectural Experience Program (AXP.)</i>	75% of graduates will successfully complete the Architectural Registration Examination (ARE) within 6 years of program completion.



Student Learning Outcomes	Assessment
Students will integrate aesthetic values and practical needs and realities of the built environment.	75% of students score a min of 8 out of 10 on the rubric that measures overall success in creatively solving programmatic needs in the final project for ARCH 322 - Architecture Design Studio IV.
Students will create design solutions that express social and cultural awareness within the built environment.	75% of students score a min of 8 out of 10 on the rubric content measuring design specific to socio-economic and cultural sensitivity in the SOA 460 - Senior Project.
Students will develop design solutions that protect public health, safety, and welfare and to enhance the quality of life of the users.	80% of students score 8 out of 10 on the rubric content measuring adherence to applicable building and life-safety codes on the final project for ARCH 422 - Architecture Design Studio VI.
Students will exhibit responsible stewardship of resources in their design solutions.	80% of students score 80% on the final exam in ARCH 215 - Building Systems I regarding the concepts and theories of sustainable design.
Students will communicate graphically according to industry-specific standards.	80% of students score 80% or higher on the final project in ARCH 221 - Architecture Drawing II.
Students will develop a complex design scenario based on the application of the design methodology process.	80% of students score 8 out of 10 on the rubric measuring thesis topic development for the Research Paper in ARCH 510 - Thesis Research and Prep.
Students will articulate the relationship between Christian faith traditions, architecture and design, and their own expressions of faith in the workplace.	80% of students will score 80% or higher on the Final Paper Assignment for ARCH 507 - Faith & World View of Architecture.
Students will plan strategies to shape the built environment and impact existing urban fabrics and infrastructures.	80% of students score 8 of 10 on the rubric measuring the application of emerging urban design theories in the Mixed-Use Project for ARCH 512 - Architecture Design Studio VII: Urban Design

The program is currently in the process of hiring additional faculty member(s). Once these faculty are obtained, and as curriculum development continues to evolve, the department will further evaluate, establish, and refine program assessments and benchmarks.

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

To fulfill its mission, Samford University monitors student achievement and success in multiple ways during the time students are enrolled and once they have graduated. Examples of Samford's key indicators for student achievement and the success of students include:

- student retention rates
- graduation rates
- outcomes for licensing examinations
- success in securing jobs post-graduation
- internships
- continuing education after graduation
- participation in selected high impact practices



The most recent student achievement metrics/key performance indicators can be found [here](#).

The program will use the same key performance indicators. Others may be added as the program matures.

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

The program will be better able to assess this following the launch of the program, teaching of program content, and establishment of assessment criteria and benchmarks for each of the PCs and SCs.

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

Because this Architecture program is entirely new, but also growing out of a CIDA accredited Interior Design program, it possesses a distinct set of strengths, challenges, and opportunities related to learning outcomes, assessment methods, and appropriate benchmarks.

Strengths

- The first four years of the curriculum sequence includes 11 courses which are cross-listed between the Interior Design program and the Architecture program.
- Other courses are being adapted or expanded from existing interiors courses, which provides established insight on assessment methods and appropriate benchmarks.
- All courses already have been established with course descriptions, course objectives, potential texts, course content outlines, and often course evaluations.

Challenges

- Using the above strengths, curriculum will still need to be developed for years two through five of the program.
- Continued development of new curriculum that further establishes an identity to the program and achieves necessary learning objectives and accreditation standards.

Opportunities

- Because of the art-based first-year sequence and the cross-listed fall semester courses in the second year, truly new courses will not be offered until spring semester of the second year.
- New courses will be phased in each year as the First Cohort progresses forward, giving time to develop these and adjust based on observations from the previous years.
- Because many courses are starting new, assessment methods and benchmarks can be established as part of the initial development.
- The hiring of additional full-time faculty to help develop curriculum and shape the new program.

5.2.5 Ongoing outside input from others, including practitioners.

Birmingham, Alabama has a large and very active interior design and architecture community. Practitioners from firms around the area regularly take a valuable part in our current Interior Design program through career panels, office visits, guest lectures, and studio critiques. The local design community also helps to guide the program based on the observations and needs as practitioners. This will also be an active component of the Architecture program.



Advisory boards by department or program are not commonplace at Samford. However, the School of the Arts Advisory Board also helps to provide guidance on the success and future planning for all SOA programs.

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.

Students in all courses within the Department of Architecture & Interior Design complete an end-of-semester course evaluation. These evaluations ask questions related to stated course goals, teaching methodologies, student perceptions, and instructor effectiveness. These anonymous evaluations are then provided to course instructors following the completion of semester grades. Instructors are expected to review the evaluations and make adjustments as necessary. In addition, student evaluations are considered as part of Tenure and Promotion and yearly faculty evaluations.

Each year, faculty also complete self-assessments as part of the annual review process. These assessments ask faculty to reflect on their accomplishments in the areas of scholarship, service, teaching, and collegiality. Faculty are then asked to provide goals and expectations in the same areas for the upcoming year.

5.3 Curricular Development

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

Because the program is new, many of the courses and curriculum are being developed for the first time. Some courses are being adapted or expanded from existing interiors courses, which provides established insight on assessment methods. Additionally, as part of the university program development, all courses already have been created with course descriptions, course objectives, potential texts, course content outlines, and often course evaluations. As the development of specific courses continues, the NAAB program and student criteria will be explicitly considered. Once these courses are taught, refinement of the course objectives and assessments will occur, to properly focus on accreditation requirements.

Faculty – current and those to be hired – will play an important role in evaluating the critical knowledge and skills for each course, tying specific learning outcomes to exercises, assignments, and projects. Methods of instruction will also be continually evaluated. Evaluations by students will be a part of the evaluation process, as will practitioner evaluations connected to internships. A student portfolio review may also be a necessary summative evaluation, likely as part of the third year of the program.

The intent of the course assessment and curricular development will be a continuous cycle of evaluation and improvement.

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.*

The Department of Architecture & Interior Design faculty are responsible for the development of curriculum to support the degrees awarded within the department. This includes development of:

- course content supporting accreditation content standards and faculty strengths and specializations



- evaluation criteria for course content
- delivery format determined by content and appropriate delivery methodology and application
- contact hours required to deliver and apply content, associated credit assignment
- course offering sequence within the curriculum

The Department Chair, along with experienced full-time faculty from the department, collaborate in this process. New curriculum development or significant changes are voted on by the general School of the Arts faculty, after being reviewed and approved by the School of the Arts Curriculum Committee.

Finally, all new courses are reviewed and approved by the University Curriculum Committee (UCC). The UCC is comprised of representatives from Samford's eleven different colleges/schools, Office of the Provost, University Registrar, Assessment Committee, Academic Affairs Committee, and a student representative.

This process was followed for the development of all new courses for the architecture program and will continue to be used for additional new courses or significant changes to the already approved courses.

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.

Because Samford is primarily a teaching-focused institution, faculty teach 24 course credits per academic year, 12 per semester. Most lecture-based courses within the School of the Arts are 3 credit courses, however studio or lab-based courses are calculated in faculty loads at higher rate. Courses releases may be granted at the discretion of the Dean to assist faculty with specific university related tasks or special projects, such as program or curricular development.

Acknowledging that one of the distinctive advantages of Samford is a close working relationship between individual students and their professors, faculty members are to be accessible to their students and are to foster a climate in which students and professors develop as fellow learners. It is expected that full-time teachers will spend a minimum of 30 hours per week on campus. In addition to the hours spent in classroom instruction, the remainder of the minimum weekly hours will be divided between such responsibilities as student counseling and advising, committee assignments, teaching preparation, writing and research.

After six academic years of teaching, a faculty member holding the rank of assistant professor or higher is entitled to consideration for a sabbatical leave of absence for one academic year at one-half pay or for one semester with full pay. Sabbatical leaves are not considered a reward for past service to which an individual faculty member is entitled, but an investment in more effective future service for the benefit of the individual and the institution alike. Nor are they viewed as a remedial means of stimulating the kind of professional growth that should characterize faculty development on a continuous basis.



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.

The program will establish an Architect Licensing Advisor in the first academic year of the program. Current faculty member Ryan Misner is a registered architect in the state of Alabama and District of Columbia, was previously employed by NCARB, worked on the Internship Development Program, and has participated in the NCARB Licensing Advisor Summit.

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

Each faculty member is to determine a program of professional growth and development with specific projections for at least one year and general projections for at least two additional years into the future. This program should be updated annually in consultation with one's supervisor (school dean, library director, or department chair). The projected goals for growth and the report of progress achieved should be part of an annual academic performance review, the findings of which are filed with the faculty member, department chair, school dean, and Provost.

The plan is to be relevant to one's teaching assignment and may involve further graduate training, creative production, research and monograph publication, teaching/learning experiments, or other professionally oriented activities related to the discipline.

The [Samford University Faculty Success Collaborative](#) (FSC) is an advisory board convened by the provost representing all academic units Samford University that advises the provost on topics relating to faculty development and success.

The Mission Statement of the Samford University FSC is to enhance the educational mission of Samford University through professional development experiences that encourage excellence in teaching, scholarship, and service. The FSC accomplishes this mission through the following goals:

- Promoting evidence-based activities that help faculty improve student learning, engagement, and success
- Initiating and sustaining a collegial conversation about all aspects of teaching service, scholarship, and learning at Samford
- Fostering a culture of reflective practice that values quality, innovation, and inclusiveness in teaching
- Cultivating an institutional climate that values and supports teaching and learning
- Developing and supporting faculty through all stages of their academic careers

The FSC works to collect, curate, and connect faculty to professional development opportunities and resources. The composition of the FSC is diverse in terms of academic discipline/unit and can holistically represent the views and opinions of all faculty.

A full list of the resources, assistance, and development opportunities available to all faculty on campus, can be found on the [FCS webpage](#). Highlights include:

- INNOVATE course development intensive workshop
- Quality Matters training workshop
- Monday Morning Mentor communications
- Writing retreats



- New faculty orientation and mentoring
- Early career faculty teaching and learning seminars
- Faculty Connect
- Course development and Canvas (learning management system) support

Outside of the FCS, an additional professional development benefit available to employees and faculty is the Employee Tuition Benefit. This benefit applies to full-time and part-time undergraduate studies through the attainment of one bachelor's degree, and part-time graduate studies deemed beneficial to the employee's job at Samford, through the attainment of one master's degree.

The Provost has an allotment of annual funds available to help fund faculty for conferences and presentations. The Dean of the School of Arts has similar and separate allotment. Additionally, each faculty member within the School of the Arts has an allowance of funds to apply towards professional development opportunities and an allowance of funds to cover the costs of professional memberships and organizations.

There are at present four budgeted sources of assistance to faculty in supporting developmental activities:

- Each departmental and/or school budget includes an allocation for travel by full-time faculty to professional society meetings or other scholarly conferences and workshops
- The *Faculty Enrichment Fund* provides a supplementary travel allowance beyond the regular allocation to assist faculty presenting a major paper or presiding over a major session of a professional society. In addition, it may be used to underwrite specialized travel, such as in connection with curriculum review or teacher training. These funds are approved by the Provost on application from a faculty member with the recommendation of the school dean
- The *Academic Fund* functions as a research endowment, the earnings from which are used to underwrite faculty development grants evaluated and recommended by the Academic Affairs Committee of the faculty and approved by the Provost
- From time to time, designated gifts are solicited and received to fund various types of faculty development, often innovative or experimental in nature. Such funds are placed in restricted budgets and administered by the Provost if University-wide, or by the deans if school-specific

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.*

Samford University provides a wide variety of activities, events, programs, and services that are designed to enhance the social and education development of students consistent with the mission and vision of the institution. The mission of Samford University is to nurture persons in their development of intellect, faith, creativity, and personhood. As a Christian institution, the community fosters academic, career, and ethical competency while encouraging social and civic responsibility, and service to others.

The support services offered through the institution serve to support the campus community by connecting to the mission and promoting student learning and development. From the freshmen orientation program to the financial aid to the alumni program, the institutional maxim of nurturing persons for God, for learning, forever is evident. Numerous programs and services are centered in the Division of Student Affairs and Enrollment Management, but other programs, initiatives and efforts exist in academic units throughout the institutional community.



The Academic Success Center

The Academic Success Center (ASC) was established in 2009 as a reorganization and expansion of the Office of Freshman Life and is a resource designed to facilitate students' successful transition through the institution. Specific services include individual academic consultations, assistance in identifying a major, tutoring assistance, and referral to other student support services. Information related to the ASC is distributed at Admission and Recruiting Events, as well as Orientations; it is also displayed on a Bulletin Board near the ASC's office. The ASC seeks to promote its services and solicit referrals through campus presentations, collaboration with other offices on print materials that are distributed in multiple venues (i.e., Residence Life, Admissions, academic departments) and social media.

Career Development Center

The Career Development Center (CDC) provides support for students of all majors and classifications. Their services are advertised through flyers and brochures each of which is available in campus displays and is circulated at recruitment and orientation events. Individual sessions provide students the opportunity to meet with a career counselor to discuss career aspirations. Students can take a battery of major- and career-related assessments through the CDC. Career counselors meet with students to interpret their results and share information about recommended majors and occupations. Through this process, career counselors work with students to help develop a plan to reach their career goals. Additionally, the CDC works with the ASC and academic departments to support students who are ineligible to continue in their major; they can either help develop a plan to get back on track or assist in choosing a new major.

Communication Resource Center

The Communication Resource Center (CRC) offers free peer-to-peer tutoring for students in oral and written communication as well as support for developing and improving critical reading skills. They publish instructional materials related to public speaking and writing on the website. These resources provide reference for students in first year writing and speaking courses (UCCA 101 and 102) but are also helpful as refreshers for all students. Drop-ins are welcome, but students may also schedule appointments; support is also available to evening and online students. Additionally, the CRC provides workshops on topics related to oral and written communication and offers support for faculty through dedicated resources available for faculty use.

Technology Services

Technology Services provides technologies to support students, faculty, and staff. Services include classroom technology, wireless, administrative systems, e-mail, and support. Their mission is to enable and promote the effective use of technology in support of the institution. The Technology Services help desk is located in the Library and is available for drop-in assistance as well as remote sessions via computer or by phone 24/5.

Global Engagement

Global Engagement assists students who are interested in a number of study-abroad opportunities available with the institution, during a semester or mini-terms. The office specifically works with the Daniel House in London, an institution-owned property for students and faculty to have an immersion experience abroad. The office also helps students discover the many options that will enhance their educational experiences, both at the institution and in collaboration with other programs and institutions around the world.

Global Engagement assists students from around the world who come to the Samford to pursue their educational goals. New international students are provided with a specialized comprehensive orientation program, offered at the beginning of both fall and spring semester. While the student rights and responsibilities are the same for international students as well, these students also are subject to immigration, visa, and other state and federal



requirements. Orientation and specific academic program information for international students is provided on an ongoing basis, and individual or group programs regarding immigration-related topics are offered throughout the year.

Spiritual Life

The institution seeks to develop the whole person- body, mind, and spirit. The office of Spiritual Life is charged with the introduction and cultivation of the spiritual life of the campus community, our students, employees, and visitors. The department provides opportunities in three areas for this exploration: worship, spiritual formation, and service.

The purpose of Convocation is to nurture students in faith, learning, and values from a distinctly Christian perspective. Students are made aware of the Christian worldview and are encouraged to develop sympathy with the Christian mission in the world. Students are provided with opportunities to grow toward spiritual maturity. Convocation events help cultivate the climate within which transcendent and teachable moments can occur in both formal and informal contexts at the institution. Students are notified weekly of their status with regard to the number of convocations attended.

Spiritual Formation

Student Ministries exists to nurture persons through a holistic ministry, facilitating the spiritual development of students through an inclusive fellowship, which provides opportunities for worship, spiritual formation, and service in the global and local community. Both individually and corporately, Student Ministries strives to engage heart, mind, soul, and strength in the pursuit of knowing God and making Him known.

Cadres are small groups of students who meet weekly with a professor, staff member or upperclassman to discuss a book, engage in a particular course of study, or participate in a service project. Students receive Convocation credit for their participation. Home Groups consist of about twelve students who meet one night per week in the home of a faculty or staff member for a meal, Bible study, prayer, and spiritual conversation. The hosts are arranged and funded by the office of Spiritual Life and sessions are facilitated by trained students who lead the meetings.

The Care Team is a multi-disciplinary team of faculty and staff from across the institution that exists to identify students at risk of failure: academically, emotionally, financially, or socially. The Care Team meets twice per month to review referrals and formulate care plans to contact students in need, directing them to available resources.

Campus Recreation

Campus Recreation provides recreational programs and outdoor adventure activities that enhance the social, spiritual, emotional, intellectual, physical, and vocational needs of students, faculty, staff, and their spouses in an environment of Christian values. Campus Recreation strives to promote learning, fun, friendship, leadership development and sportsmanship in a Christian environment by offering quality competitive and non-competitive programs and activities.

Counseling Services

The mission of Counseling Services is to meet the developmental and emotional needs of students. Counseling Services provides a comprehensive guidance and counseling program to assist students to define and accomplish personal and academic goals. Counseling Services produces and provides brochures announcing events, sessions and opportunities related to services at recruitment and orientation events, as well as for referrals. They also do outreach with various campus constituencies to educate faculty and staff, as well as students, on available services. Student Affairs periodically will also highlight Counseling Services in special events during the semester.



Services Include:

- Providing short term, goal-oriented counseling for students on an as needed basis
- With written consent from the student, coordinating care and consultation with faculty, staff, and parents
- Referring students to community providers to address specific needs
- Conducting guidance workshops and training on topics central to student growth and development. Recent Counseling Services Wellness Programs: Eating Disorder Awareness, Healthy Lifestyles, and Suicide and Depression Support
- Responding promptly to crisis situations involving the institutional community
- Serving as a resource on issues critical to emotional well-being and developmental growth
- Planning and implementation of programs that model the institutional mission and goals

Greek Life

The Office of Greek Life is committed to a quality fraternal experience encompassing service, leadership, scholarship, and personal development within a Christian values collegiate community. The Office of Greek Life provides support and advisement to the three Greek Councils that govern 15 current active Greek organizations.

Residence Life

Housing and Residence Life promote personal growth for students who live in campus residence halls. On-campus living provides the student with an opportunity to develop human relations and leadership skills through community living. A variety of residence arrangements are available to student who are either required to reside on campus or prefer to live on campus. Staff in each residence hall assists students in creating an environment conducive to study, planning programs and social events, and by serving as peer advisors and resources for college life.

Student Leadership and Involvement

The Office of Student Leadership and Involvement seeks to transform students and communities by promoting and practicing the thoughtful integration of faith, learning, leadership, and service. The office provides support for Samford's Student Government Association and over 100 undergraduate student organizations, offers leadership programming and resources, and coordinates the institution's annual leadership and service convocation and annual student organizations awards. The Office of Student Leadership and Involvement utilizes the Social Change Model of Leadership to guide its programs. Following this model, programs will contribute to students' leadership development in one of the following areas: consciousness of self, congruence, commitment, collaboration, common purpose, and controversy with civility, citizenship.

The institution offers an opportunity for students to develop their leadership skills with the Francis Marlin Mann Center for Ethics and Leadership. This center provides collaboration within the academic, social, and service arena by providing discussions, lectures, dialogue, and hands-on experiences in ethical decision making and action projects.

Student Activities and Events

The Office of Student Activities and Events is dedicated to providing a diverse calendar of campus activities and programs to provide all students with opportunities to engage in socially fulfilling experiences that offer opportunities for leadership, campus involvement, and personal development that ultimately result in a sense of value and belonging within the institutional community.



Student Services and Values Advocacy

The Office of Student Services and Values Advocacy seeks to enhance the student experience by providing structure with a comprehensive student handbook, which outlines the expectations for conduct in a safe living and learning community. This office also oversees the functions of counseling services and health care for the campus.

The Values Advocate is the institutional representative who oversees the judicial process of student life. The Advocate selects, trains, coordinates meetings and communications of the Values Council, which is comprised of faculty, staff, and students. The Council oversees the values process for the campus by presiding over sessions to review any reported violations.

University Health Services

University Health Services seeks to address the medical needs of our campus community and provides a full-time physician during normal operating hours. University Health Services is provided by the St. Vincent's Hospital (Ascension Health) on a contract basis. The clinic provides primary medical care services, including acute care for illness and injuries, health maintenance, and management of stable chronic conditions to students and employees.

The institution provides a wide variety of student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. These programs, services, and activities are appropriate for all students, including undergraduate, graduate, professional, and on-line.

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.*

The most effective demonstration of Samford University's commitment to social equity, diversity, and inclusion is the recent work by the Task Force on Racial Justice. Comprised of 39 faculty, staff, students, parents, alumni, and trustees, the primary goal of the Task Force was to assist the University in fostering positive, enduring changes in campus culture and existing systems so that racial justice may become a known attribute of the institution. Their final report provides an overview of the findings and recommendations for Samford University concerning racial justice. Samford is a Christian university whose faculty and staff advocate that all people be treated as Jesus, his prophets and apostles instruct us in the Bible: with divine justice and love. We are not advocating racial justice out of allegiance to any secular ideology or political party platform, but out of allegiance to God and his Word.

Recommendations were developed by ten subcommittees: Historical, Definition of Justice, Definition of Culture, Athletics, Curriculum, Diversity Education, Hiring, Personal Responsibility, Scholarship/Financial Aid, and Spiritual Formation. All recommendations include a proposed timeline for implementation and areas of responsibility. The timeline is a suggestion; recognizing there are often additional components that may affect the implementation of the recommendations.

The final report of the Task Force, which includes its complete findings and recommendations for new and enhanced diversity initiatives on campus, was affirmed by a resolution adopted Samford's Board of Trustees in April of 2021.

The complete Task Force on Racial Justice report can be found [here](#). Its findings and recommendations will have a lasting impact across the campus, including within the School of the Arts and the Department of Architecture & Interior Design.



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.*

The current faculty of the School of the Arts and the Department of Architecture & Interior Design is representative of the student population, but not diverse overall. An intentional diversity hiring agenda is being led by the Provosts office and the individual schools.

For the most recent faculty hiring within the department, advertisements were specifically placed with minority organizations, but this still did not result in an overly diverse applicant pool. A greater focus on this will need to be made for future hires.

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.*

Samford University has not historically attracted a diverse student population, approximately 82% white. This is also the case within the School of the Arts. Gender diversity across campus tends to be stronger in female representation, approximately 67% female. Female representation is slightly higher within the School of the Arts and the Department of Architecture & Interior Design.

As the program begins to grow, specific efforts will be sought to increase racial, ethnic, and gender diversity within the program. This will be done in conjunction with university efforts and School of the Arts efforts, including specific scholarship opportunities and rewards.

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.*

Samford University's Nondiscrimination Statement:

In accordance with applicable federal and state laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act and ADA Amendments, the University does not unlawfully discriminate on the basis of sex, gender, race, color, national origin, age, disability, genetic information, veteran status, religion, or any other protected status under federal, state or local law applicable to the University, in its education policies, programs, and activities, in its admissions policies, in employment policies and practices, and all other areas of the University. As a faith-based institution, the University is exempted from certain laws and regulations concerning discrimination.

In addition to compliance with federal and state regulations, Samford's Office of Diversity and Intercultural Initiatives facilitates programs and initiatives across campus for students, staff, faculty, and the community. A current summary of these initiatives and trainings can be found [here](#).

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.*



Disability Resources

Samford University maintains a full-time [Disability Resources](#) team to serve as the central campus resource for students with disabilities. Working in partnership with faculty, staff, and administration, the goal of Disability Resources is to promote an accessible and inclusive environment for all students. Disability Resources works individually with each student to determine appropriate accommodations to ensure access to programs, activities, and services.

In addition to the support of students, Disability Resources also provides resources and training for faculty in the creation of adaptive environments, assistance with implementing student accommodations, and Support of Assistive Technology.

ADA Compliance Council

In accordance with Title II and Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, Samford University has organized a compliance council to build greater awareness of the university's efforts to provide accessible programs, activities, and facilities.

The charge of the council is to promote an inclusive campus environment that facilitates equal opportunities and access for individuals with disabilities at Samford University. Through the work of the council, Samford will endeavor to either eliminate or prevent physical, programmatic, policy, informational and attitudinal barriers or implement reasonable accommodations to mitigate those challenges in a manner that enables Samford to satisfy its compliance obligations under federal and state mandates.

The council serves in an advisory capacity and makes recommendations to administrators in order to facilitate the university's efforts to provide accessible programs, activities and facilities. Functions of the council include the following:

- Review programs, services, activities, policies, and facilities for ADA/504 compliance and accessibility.
- Review issues reported to the council via barrier reporting. Inform appropriate campus personnel of any issues requiring action. Provide information, support, and follow-up as needed to ensure appropriate and timely resolution.
- Provide input to help facilitate accessibility consideration for proposed building construction and remodeling projects, and the purchase of software, technology, or other products.
- Support faculty and staff education and awareness of ADA/504 requirements.
- Disseminate ADA and accessibility information to departments across campus.

CARE Team

The [CARE Team](#) (Communicate, Assess, Resource, Educate) is a group of faculty and staff members from across campus that exists to help students of concern remain successful in and out of the classroom. The CARE Team connects students that are experiencing unusual stress or challenges with a variety of resources to help address their concerns. These resources include, but are not limited to: University Counseling Services, Academic Success Center, Disability Resources, Public Safety, Residence Life, Title IX Officer, Student Involvement and Office of Spiritual Life.

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.

The School of the Arts is currently undergoing a renovation of existing space and expansion. A space study was conducted to determine physical facility needs for the Department of Architecture & Interior Design, as well as Department of Art & Design. The impact of the new program was considered in these projections. The results of this study indicated a total of 7,500 sf of flexible studio space would be required to house the current and projected enrollment of the Department of Architecture & Interior Design, including both the Interior Design and Architecture programs. This facility is proposed to house studio workstations for all second-year undergraduate thru fifth-year graduate students in the two programs.

The intent of the new studio spaces is for students in the Interior Design program to be located directly next to and with students in the Architecture program, and vice-versa. At times students in both programs will work collaboratively on projects, but even when they are not, students will gain a passive exposure to issues and design considerations explored in the adjacent discipline. This is a critical component of the program's integration with the existing Interior Design program to create a more collaborative and holistic approach to the built environment.

Additional support areas in the expansion include offices for existing and projected faculty and support staff; presentation areas; classrooms/lecture halls; print/reproduction facilities; maker spaces; gallery space, student lounge, design library, and others.

The plan includes multiple phases, Phase One of which has been approved by the Samford University Board of Trustees. Commencement date for this plan has been deferred due to COVID-19. In total, the new space will support Architecture, Interior Design, Graphic Design, and Gaming and Animation. The new facility will encourage and support collaborative efforts and synergy amongst students and faculty of all these areas of study. Shared maker- spaces will include computer /print labs with large format printing, 3-D printing and laser cutting capabilities, and VR technology (all currently existing equipment). The existing Art Loft on campus is the location for all Fine Art foundation courses, as well as shops for both woodworking and welding. This facility will serve all first-year Architecture students as they enter and progress through the curriculum.

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.

The Dean of the School of the Arts, in collaboration with the Department of Architecture & Interior Design Chair, assigned projected enrollment data to the financial model suggested by the Office of the Provost to create a financial analysis and plan for the new Architecture program. This plan, applying both the minimum and maximum range of expected enrollment, revealed a positive cash flow during the first year of implementation. This is due highly to existing and shared curriculum and faculty with the existing Interior Design program, during the initial two years of offering and therefore a lack of additional expenses associated with the Architecture program.



Considerations in budgeting included projected enrollment; revenues (tuition and fees); expenditures (full and part-time faculty and staff salaries and benefits, materials, supplies, travel, development funds, space-related costs); and resulting net profit/loss.

- The amount of resources going to contracted/support services is limited to an accreditation consultant whose entire costs are covered by \$25,000 in seed monies donated to the Department by an outside donor in support of the new program.
- The budget for operating expenses is reflected above. Management of the program will be the responsibility of the current Chair for the Department of Architecture & Interior Design. This person reports directly to the Assistant Dean and is led by the Dean of the School of the Arts.
- Due to COVID-19, Samford University has developed strategies for hybrid/blended delivery of courses along with what has been termed a *Hyflex Instructional* approach. This mode includes components of the hybrid/blended course design within a flexible course structure that provides students with the choice of attending sessions in the face-to-face classroom, remotely or completing asynchronous activities provided within Canvas. In addition, *Flipped* learning allows faculty members to deliver lectures digitally while face-to-face time supports rich classroom discussion, application, project critique and practice. In each instructional mode, classroom space has been maximized allowing for course delivery should the program demand create initial space issues.

Proposed 5-year Architecture Program -- Revenues and Expenditures											
Revenues	Prep Year (FY20/21)	Cohort 1 (FY 21/22)		Cohorts 1-2 (FY 22/23)		Cohorts 1-3 (FY 23/24)		Cohorts 1-4 (FY 24/25)		Cohorts 2-5 (FY 25/26)	
		Low estimate	High	Low estimate	High	Low estimate	High	Low estimate	High	Low estimate	High
Proposed # of New Students	0	5	8	12	18	21	30	30	42	34	46
Per Student Tuition - net revenue	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Total Tuition - net revenue	\$0	\$75,000	\$120,000	\$180,000	\$270,000	\$315,000	\$450,000	\$450,000	\$630,000	\$510,000	\$690,000
Per Student Fees	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Total Fees	\$0	\$2,500	\$4,000	\$6,000	\$9,000	\$10,500	\$15,000	\$15,000	\$21,000	\$17,000	\$23,000
Total Revenue (Total Tuition and Fees)	\$0	\$77,500	\$124,000	\$186,000	\$279,000	\$325,500	\$465,000	\$465,000	\$651,000	\$527,000	\$713,000
Proposed # of New Students											Cohort 1 (FY 25/26)
											5
											8
Per Student Tuition - net revenue											Note: Tuition difference as cohort 1 enters 5th year
Total Tuition - net revenue											\$25,000
Per Student Fees											\$125,000
Total Fees											\$500
Total Revenue (Total Tuition and Fees)											\$2,500
Expenditures											Fourth Year (FY 24/25)
	Prep Year (FY20/21)	First Year (FY 21/22)		Second Year (FY 22/23)		Third Year (FY 23/24)		Fourth Year (FY 24/25)		Fifth Year (FY 25/26)	
New Faculty and Staff Salary	\$0	\$0	\$0	\$0	\$0	\$85,000	\$85,000	\$85,000	\$85,000	\$170,000	\$170,000
Fringe @ 39%	\$0	\$0	\$0	\$0	\$0	\$33,150	\$33,150	\$33,150	\$33,150	\$66,300	\$66,300
Part-time Faculty Salary	\$0	\$3,000	\$3,000	\$11,700	\$11,700	\$17,400	\$17,400	\$12,000	\$12,000	\$17,400	\$17,400
Part-time Fringe@ 7.65%	\$0	\$230	\$230	\$895	\$895	\$1,331	\$1,331	\$918	\$918	\$1,331	\$1,331
Total Salaries and Fringe	\$0	\$3,230	\$3,230	\$12,595	\$12,595	\$136,881	\$136,881	\$131,068	\$131,068	\$255,031	\$255,031
Materials/Supplies	\$5,000	\$10,000	\$10,000	\$20,000	\$20,000	\$30,000	\$40,000	\$40,000	\$50,000	\$60,000	\$60,000
Travel, development, tools	\$10,000	\$10,000	\$10,000	\$6,000	\$6,000	\$6,000	\$6,000	\$10,000	\$12,000	\$12,000	\$12,000
Space / Office-related Costs	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000
Total Expenditures	\$16,500	\$24,730	\$24,730	\$40,095	\$40,095	\$174,381	\$184,381	\$184,068	\$196,068	\$330,031	\$330,031
Internal Reallocation (adjunct replacement)											
Part-time Faculty Salary savings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,500	\$4,500
Part-time Fringe savings 7.65%	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$344	\$344
Reallocation savings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,844	\$4,844
Program "Profit"	-\$16,500	\$52,771	\$99,271	\$145,905	\$238,905	\$151,119	\$280,619	\$280,932	\$454,932	\$329,313	\$591,813

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.



Samford University provides and supports access to adequate library collections for students, faculty, and staff in various ways via multiple access points. The University Library is the main center of learning and information resources for the institution and is open 93.5 hours a week. Assistance is provided by qualified library faculty and staff during all hours of operation at the *Ask Us* desk, circulation desk and the computer help desk with the support of 14 librarians, 13.5 staff and an FTE of six student assistants. A reference librarian is available 60.5 hours per week in person or virtually and students and faculty can request a consultation.

The Samford library collection includes 585,916 volumes including 121,058 e-books; 92,516 periodical subscriptions; and 191,768 government documents volumes. The library provides access to over 90 databases; over 109,000 print and electronic journals; 663,706 microforms; and 153,676 multimedia items. Currently the collection provides 745 print books and 454 e-books in architecture.

- Students and Faculty members will access information through electronic databases, journals, and e-books that are available on- or off-campus to all students and are authenticated through EZProxy for log in using the student's Samford ID and password. This enables 24/7 access for electronic resources. Print resources in the library may be shared at the entry or chapter level via interlibrary loan request for distance students and are easily accessible on campus if students are residential or visiting.
- Students and faculty may access information electronically through the library's web site. The library site provides access to the libraries' catalog (e-books and journals) as well as to library databases. Librarians have also prepared research guides for the disciplines, and often at the course level, detailing the most applicable resources in a discipline for its students and faculty members. Research guides are hosted on the Springshare LibGuides platform and are available with internet access.
- In addition to the in-text instruction found on the research guides, librarians also offer in-person and online instruction in the use of library resources and effective research. Online library modules offering guidance for information literacy skills as well as applicable resources can be created in Canvas as well; and faculty have the ability to add librarians to their Canvas courses in the Librarian role. In-person classes may be held at the library or in an instructor's classroom. Librarians also offer in-person instruction on the individual level via reference consultations which may be requested on the *Ask Us* research guide on the Samford Library website. Online instruction as well as aids to faculty for instruction are offered on the Library Instruction and Assessment research guide also available on the Samford Library website. Using this guide faculty may request instruction, get assistance with Canvas, and find out ways to create and maximize powerful assignments. Librarians are also of course happy to meet with faculty to discuss instruction and information literacy best practices.
- Through Canvas, the Samford Portal, and its web site to help enable access to learning resources. In addition, the University Library operates the Sierra Integrated Library System as well as EZProxy, EBSCO EDS discovery platform, the ILLiad interlibrary loan system and document delivery service, and EBSCO's link resolver to facilitate online access to resources and access into the library's catalog for viewing of print and media resource records.



6 – Public Information

6.1 Statement on NAAB-Accredited Degrees

Prior to initial candidacy, all material has included an abridged version of the *Statement on NAAB-Accredited Degrees* in order to indicate the program will be seeking NAAB Accreditation.

Upon candidacy, the program will provide the full and exact *Statement on NAAB-Accredited Degrees* as found in Appendix 2 of the *NAAB Conditions for Accreditation, 2020 Edition*, in all catalogs and promotional media, including the program's website.

6.2 Access to NAAB Conditions and Procedures

Upon candidacy, the program will make the *Conditions for Accreditation, 2020 Edition* and the *Procedures for Accreditation, 2020 Edition*, available to the public via the program website.

6.3 Access to Career Development Information

Students will have access to several career development resources. The first is the Samford University Career Development Center, which provides training and instruction, as well as access to the institution's robust alumni network.

Second, the program's NCARB Licensing Advisor/Internship Coordinator will aid students with job placement, internships, and licensing direction.

6.4 Public Access to Accreditation Reports and Related Documents

The program will provide all relevant APRs, VTRs, decision letters, responses, ARE pass rates, statement on learning and teaching culture, and statement on diversity, equity, and inclusion, available to the public via the program's website.

6.5. Admissions and Advising

- a) Samford University application forms and instructions can be found here:
<https://www.samford.edu/admission/>
- 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 will be finalized and made available via the program's website.
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees will be finalized and made available via the program's website.
- d) Requirements and forms for applying for financial aid and scholarships can be found here:
<https://www.samford.edu/admission/scholarships>
- e) Explanation of how student diversity goals affect admission procedures can be found here:
<https://www.samford.edu/departments/diversity/>



6.6. Student Financial Information

6.6.1 Students have access to information on scholarships and financial aid, found here: <https://www.samford.edu/admission/financial-aid> and here: <https://www.samford.edu/admission/scholarships>

Additionally, the School of the Arts Recruiter will assist students with SOA specific scholarship and financial aid opportunities.

6.6.2 Students are able to estimate tuition here: <https://www.samford.edu/admission/tuition-and-fees>

Additionally, the School of the Arts Recruiter will assist students with estimating any additional specific costs for the program.



PART TWO – Timeline for Achieving Initial Accreditation

The following timeline outlines the important dates and markers for achieving initial accreditation, along with the academic progress of the first cohort.

December 2019	Development of Architecture Program Approved by Samford Board of Trustee	
November 2020	SACSCOC New Program Substantive Change Packet Submitted	
March 2021	SACSCOC New Program Approval	
May 2021	Eligibility Application and Plan for Achieving Initial Accreditation Submitted to NAAB	
August 2021	Program Launch	Cohort ONE Begins
Fall 2021	Eligibility Visit by NAAB	
March 2022	NAAB Eligibility Decision by NAAB	
March 2022	Initial Candidacy APR Submitted to NAAB	
August 2022		Cohort ONE – Year Two Cohort TWO Begins
Fall 2022	Initial Candidacy Visit by NAAB	
March 2023	Initial Candidacy Decision by NAAB	
August 2023		Cohort ONE – Year Three Cohort TWO Continues Cohort THREE Begins
March 2024	Continued Candidacy APR Submitted to NAAB	
August 2024		Cohort ONE – Year Four Cohorts TWO and THREE Continue Cohort FOUR Begins
Fall 2024	Continuance of Candidacy Visit by NAAB	
March 2025	Continuance of Candidacy Decision by NAAB	
August 2025		Cohort ONE – Year Five Cohorts TWO, THREE and FOUR Continue Cohort FIVE Begins
September 2025	Application for Initial Accreditation Submitted to NAAB	
March 2026	Initial Accreditation APR Submitted to NAAB	
May 2026		Cohort ONE Graduates
August 2026		Cohorts TWO, THREE, FOUR and FIVE Continue Cohort SIX Begins
Fall 2026	Initial Accreditation Visit by NAAB	
May 2027	Initial Accreditation Decision by NAAB	



APPENDIX D

Eligibility Memorandum



NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

107 S West St, Suite 707 | Alexandria, VA 22314

info@naab.org | 202.783.2007 | www.naab.org

February 25, 2022

Dr. J. Michael Hardin
Provost and Vice President
Samford University
217 Samford Hall
800 Lakeshore Drive
Birmingham, AL 35229

SENT VIA EMAIL AT mhardin@samford.edu

Dear Dr. Hardin:

At their February 2022 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the application for candidacy for the Samford University School of the Arts.

Based on the NAAB review, the proposed professional architecture degree program, **Master of Architecture**, has been accepted as eligible for candidacy. A virtual visit for initial candidacy will be scheduled in the fall 2022. This visit will be conducted under the provisions of the [2020 NAAB 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](#).

If you have any questions, please contact the NAAB office at accreditation@naab.org.

Sincerely,

Rebecca O'Neal
President

cc: Dr. Joseph Hopkins, Dean
Ryan L. Misner, AIA, Program Administrator



APPENDIX E

Program and Student Criteria Matrix

PROGRAM AND STUDENT CRITERIA MATRIX



APPENDIX F

SACSCOC Institutional Accreditation Reaffirmed



RECEIVED

JAN 19 2018

January 12, 2018

OFFICE OF THE PRESIDENT

Dr. T. Andrew Westmoreland
President
Samford University
800 Lakeshore Drive
Birmingham, AL 35229

Dear Dr. Westmoreland:

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 3, 2017:

The SACSCOC Board of Trustees reaffirmed accreditation with a request for a Monitoring Report due **September 7, 2018**. Your institution's next reaffirmation will take place in 2027 unless otherwise notified. The Monitoring Report should address the visiting committee's recommendations applicable to the following referenced standards of the *Principles of Accreditation*:

**CS 3.3.1.1 (Institutional effectiveness: educational programs),
Recommendation 2**

This standard expects an institution to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results in its educational programs, including student learning outcomes.

An outcome monitoring system, Taskstream, has been implemented; but, outcome data are not yet available. As a result, evidence of improvement based on analysis of results for student learning outcomes was insufficient to determine compliance. The institution must provide evidence that it has established outcomes in its educational programs, assesses the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of results.

**CS 3.3.1.2 (Institutional effectiveness: administrative support services),
Recommendation 3**

This standard expects an institution to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results in its administrative support services.

An outcome monitoring system, Taskstream, has been implemented; but, outcome data are not yet available. As a result, evidence of improvement based on analysis of results for program outcomes was insufficient to determine compliance. The institution must provide evidence that it has established outcomes in its administrative support areas, assesses the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of results.



Dr. T. Andrew Westmoreland
January 12, 2018
Page Two

**CS 3.3.1.3 (Institutional effectiveness: academic and student support services),
Recommendation 4**

This standard expects an institution to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results in its academic and student support services.

The number of units having no documentation for assessing/evaluating outcomes was numerous; therefore, systematic measurement of outcomes and evidence of improvement based on analysis of results was insufficient to determine compliance. The institution must provide documentation that systematic measurement is occurring in all its units to assure that assessment and evaluation outcomes are established for academic and student support services, and that results are used for improvement.

CS 3.3.1.5 (Institutional effectiveness: public service), Recommendation 5

This standard expects an institution to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results in community/public service within its mission, if appropriate.

The institution has identified outcomes related to community engagement; however, evidence of assessment and use of results for improvement was not provided. The institution should provide evidence of assessments and use of results for improvement of community engagement.

While the College Delegate Assembly adopted revised *Principles of Accreditation* in December, the Board's actions were determined based on the previous edition as noted above. Your institution may respond to **either** the corresponding revised standard(s) **or** the old standard(s) as cited. Please work with your assigned SACSCOC staff member regarding your choice for responding to the 2012 *Principles* or the 2018 *Principles*. Once selected, your choice applies to **all** the responses requested above. ***Institutions are not expected to respond to those standards that were deleted in the 2018 Principles, although they may have been cited above.***

Also, please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2018**, 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 Dr. T.



Andrew Westmoreland
January 12, 2018
Page Three

SACSCOC regarding its specific due date. Directions for completion of the report will be included.

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If there are any questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send **five copies** to your SACSCOC staff member.

Please note that Federal regulations and SACSCOC's policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation* within two years following the SACSCOC Board of Trustees' initial action on the institution. At the end of that two-year period, if the institution does not comply with all standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Board, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Board of Trustees determines Good Cause at that time and the institution has not been on Probation for both years during the two-year monitoring period, the Board may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. An institution may be on Probation for a maximum of two years. If the Board does not determine Good Cause or if the institution does not come into compliance within the specified period of time while on Probation, the institution must be removed from membership. (See enclosed SACSCOC's policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")

If you have questions, please contact the SACSCOC staff member assigned to your institution.

Sincerely,

A handwritten signature in black ink that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW:lbw

Enclosures

cc: Dr. Denise Y. Young, Vice President, SACSCOC



RECEIVED

JAN 16 2020

OFFICE OF THE PRESIDENT

Dr. Andrew Westmoreland
President
Samford University
800 Lakeshore Drive
Birmingham, AL 35229

Dear Dr. Westmoreland:

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 8, 2019:

The SACSCOC Board of Trustees reviewed the institution's Second Monitoring Report following action on reaffirmation of accreditation in 2017. No additional report was requested.

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:rg

cc: Dr. Denise Y. Young, Vice President, SACSCOC

02/02/2020

0500 21 700

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

www.sacscoc.org



APPENDIX G

SACSCOC Substantive Change Approval

PDF to:

Dr. Hardin

Dr. Hopkins



March 12, 2021

Dr. Andrew Westmoreland
President
Samford University
800 Lakeshore Drive
Birmingham, AL 35229

Dear Dr. Westmoreland:

Thank you for submitting the following substantive change:

Substantive change:

Significant Departure Program

Bachelor of Science (B.S.) in Architecture

Master of Architecture (M.Arch.) in Architecture

Submission date:

11/2/2020

Intended Implementation date:

8/2/2021

Case ID:

SC012158

Samford University plans to implement a new Bachelor of Science (B.S.) and Master of Architecture (M.Arch.) five-year degree program. The need for the new program is consistent with the Samford University mission *encouraging social and civic responsibility and service to others* along with *stewardship of all resources*. Design practitioners serve and work to improve public health, safety, and welfare of persons in the built environment. The new program is also supported by the workforce need for architects and by a growing number of student inquiries from potential students who are interested in such a program. These factors, along with a well-established Council for Interior Design Accreditation (CIDA) accredited interior architecture program already in place, make architecture a logical area for program expansion.

The target audience for the programs is entering freshmen or undergraduate transfer students who are interested in a career in architecture. The program will be ongoing with an initial enrollment of five to eight students, growing to a total of 54 students at the end of the five-year cycle. The program will be offered on the main campus using the traditional on-campus lecture and technical/studio formats. Development and approval for the program followed the established faculty and administrative processes, and the Samford University Board of Trustees approved the program on December 3, 2019. Based on the success of the current interior



Dr. Andrew Westmoreland

March 12, 2021

Page 2

architecture program, strong support from the local architectural community, and qualified faculty and other resources, the institution believes it is well positioned to offer the new program.

The five-year architecture program requires completion of 130 credit hours at the bachelor's level and 38 credit hours at the master's level. Students completing the required hours for the bachelor's degree will receive the B.S. in Architecture before advancing to the fifth year of the program. Along with the general education courses required, the undergraduate program includes 26 credit hours in existing courses in the School of the Arts (art and design), 15 credit hours in revised courses in architecture, and 45 credit hours in new architecture courses. Ten courses are cross-listed courses with interior architecture. The graduate program requires completion of ten new courses consisting of 38 credit hours. A course sequence and course descriptions for the program were provided.

The program has two programmatic goals and five student learning outcomes (SLOs) at the bachelor's level and four programmatic goals and three SLOs at the master's level. The programmatic goals and (SLOs) for the undergraduate and graduate program were described, along with the assessments used for each goal and outcome. The goals and outcomes will be assessed using a variety of direct measures including student artifacts, projects, exams, and student achievement data. Admission and graduation requirements at both levels were described. Samford University uses the standard definition for the awarding of the credit hour. Administrative oversight for the program will reside with the Department Chair of the Department of Interior Architecture, in which the Architecture program will reside. The Department Chair reports to an Associate Dean in the Division of Art and Design, who reports to the Dean of the School of the Arts.

The Faculty Roster Form describes the qualifications of seven full-time and five part-time faculty members teaching in the undergraduate program. They all appear to have the qualifications and experience to teach the coursework assigned. The master's program has three full-time faculty members teaching in the program. In 2018, a new faculty member was employed to develop and teach in the master's program. He holds the B.S. in Environmental Design, the BArch, and the Master of Urban and Regional Planning. He has significant work experience, is a Registered Architect, and is National Council of Architectural Registration Boards Certified. A review of the MURP degree (design and organization of urban space and activities) indicates that since it is cognate related when coupled with a B.Arch degree, is considered a terminal degree in the field. Thus, the three faculty members teaching in the master's level of the five-year program appear to be qualified to teach the coursework assigned. Plans are to employ three additional faculty members with appropriate qualifications to teach in the undergraduate program and one additional faculty member with appropriate qualifications to teach in the graduate program. Faculty workloads appear to be



Dr. Andrew Westmoreland

March 12, 2021

Page 3

appropriate. Keep in mind that the ultimate determination of faculty qualifications is the responsibility of the peer review team who will assess the program as part of the institution's next SACSCOC accreditation review.

Library and learning resources appear to be adequate for the program. Standard library resources include adequate library staff, print and electronic materials, computer equipment, and instructional services. A detailed list of the databases, journals, and primary resources for the study of architecture was provided.

Student support services also appear to be adequate. Along with standard academic support services, for example, financial aid, advisement, student records, admissions, and so on, other support provided to students includes disability services, counseling, health services, activities and events, spiritual life and formation, technology resources, tutoring, resident and Greek life, a Career Development Center, and an Academic Success Center.

Physical resources appear to be adequate. A space study was conducted to determine the additional facility needs for the Division of Art and Design. The planned facility for the architecture and interior architecture programs will include studio workstations for second year and graduate students, offices for faculty and support staff, presentation areas, classrooms/lecture halls, print/production facilities, and so on. Shared maker-spaces will include computer/print labs, 3-D printing and laser cutting capabilities, all of which includes existing equipment.

Financial resources also appear to be adequate. The proposed Five-Year Budget of Revenues and Expenditures projects a positive net revenue in each of the first five years of the degree program. A contingency plan was described in the case that enrollment should not meet expectations. The University also has developed strategies for hybrid/blended delivery of courses (Hyflex) to address issues related to COVID-19.

Evaluation and assessment at Samford University resides primarily with the faculty and administration of each academic program. Each college or school has at least one representative on the Accreditation and Assessment Committee (AAC). The assessment responsibilities of the faculty are supported by the Director of University Assessment. Each academic program, as well as the general education core, is required to have an outcomes assessment plan that includes the following: mission statement aligned to school, college, and university mission statements; student learning outcomes; direct and indirect assessment measures; a process by which data from assessment is examined; and a method for providing evidence of use of data for continuous improvement. Assessment plans are housed in the Accountability Management System (AMS) of Taskstream. Each academic program undergoes an Academic Program Review every seven years which consists of a full self-study and feedback from an external reviewer.



Dr. Andrew Westmoreland
March 12, 2021
Page 4

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the five-year Bachelor of Science (B.S.) and Master of Architecture (M.Arch.) degree program in Architecture. It was the decision of the Board to approve the program and include it in the scope of the current accreditation.

Should you need assistance, please contact Dr. Denise Y. Young at 404-679-4501 or via email at dyoung@sacscoc.org.

Please include the Case ID number above in all submissions or correspondence about this substantive change.

Note: The SACSCOC substantive change policy was revised in 2020. It includes many new requirements and changes to previous requirements. The Substantive Change Policy and Procedures and learning resources are available on the substantive change webpage at www.sacscoc.org.

Sincerely,

A handwritten signature in black ink that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW/LCS:lp

cc: Dr. Marci S. Johns, Associate Provost for Accreditation, Online and Professional Studies and SACSCOC Liaison
Dr. Denise Y. Young



APPENDIX H

Curriculum Sequence Chart

ARCHITECTURE PROGRAM
NOTES:

Courses with an * will be cross-listed with IARC courses

General Education and Elective course selections should be made with the help of an academic advisor

Curriculum Sequence

 Credits to Graduate: 168
 Undergraduate Credits: 130
 Graduate Credits: 38

YEAR ONE - 32 Credits

FALL		SPRING
ART 101	Two-dimensional Design	3
ART 120	Beginning Drawing	3
UCR 101	Core Rhetoric	4
UCT 101	Core Text I	4
ART 110	Digital Foundations	
*ARCH 101	Survey of the Profession	
		14
		18

YEAR TWO - 32 Credits

FALL		SPRING
*ARCH 210	Movements in Architecture	3
*ARCH 211	Architectural Drawing I	3
*ARCH 212	Design Fundamentals Studio I	3
*ARCH 214	Building Systems I	3
	MATHEMATICS	4
		16
		16

MAY/SUMMER

OPTION - STUDY ABROAD (Fine Arts, Humanities, or Social Sciences) 3 or 4

OPTION - ART or IARC or General Studies Elective or ARCH 455

Internship Elective 4

YEAR THREE - 36 Credits

FALL		SPRING
ARCH 316	Structural Systems I	3
ARCH 312	Architecture Design Studio III	6
*ARCH 311	Digital Renderings & Presentation	3
ARCH 319	Materials & Methods	3
		15
		17

MAY/SUMMER

ART or IARC or General Studies Elective or ARCH 455 Internship Elective 4

4

YEAR FOUR - 30 Credits

FALL		SPRING
*ARCH 414	Architecture Design Studio V: Senior Project	6
ARCH 419	Advanced Materials & Methods	3
	SOCIAL SCIENCES	4
	FINE ARTS	3
		16
		14

Program Completion of Bachelor of Science in Architecture

Program Beginning for Accredited Master of Architecture

MAY/SUMMER		
ARCH 505	Internship	3
ARCH 507	Faith & World View of Architecture (Online)	3
		6

YEAR FIVE - 38 Credits

FALL			SPRING		
ARCH 510	Thesis Research and Prep	4	ARCH 610	Architecture Design Studio VIII: Thesis Studio	6 /12
ARCH 512	Architecture Design Studio VII: Urban Design	6 /12	ARCH 620	Advanced Arch History/Theory Independent Study	4
ARCH 515	Professional Practice I	3	ARCH 615	Professional Practice II	3
ARCH 518	Advanced Architecture Elective I	3	ARCH 618	Advanced Architecture Elective II	3
		16			16

Updated: 02/13/2023



APPENDIX I

Course Descriptions



Course Descriptions

The following list of courses and their descriptions make-up the Professional Studies curriculum of the new program. The courses listed include:

- Art based foundational courses (ART prefix)
- Architecture specific courses (ARCH prefix)
 - Any courses that also include a (*) are cross listed with existing Interior Design program

ART 101 – Two-dimensional Design (3-credits)

Study of the elements of design through introduction to art materials and processes with art principles as a basis. Emphasis placed on a series of problem-solving projects and experimental 2-D studio work, primarily in black and white.

ART 102 – Three-dimensional Design (3-credits)

Study of the elements of design transitioning from 2-D to 3-D. Emphasis placed on a series of problem-solving projects dealing with both 2-D and 3-D concepts that explore design elements and principles in black and white and color.

ART 110 – Digital Foundations (3-credits)

This course is an introduction to the theory and practice of digital media in the visual arts. Laptop and Creative Cloud software required.

ART 120 – Beginning Drawing (3-credits)

Introduction to a variety of traditional drawing materials and techniques with emphasis on shape, line, perspective, value, and objective rendering.

ART 222 – Intermediate Drawing (3-credits)

Further exploration of drawing materials and techniques, with emphasis on rendering value, texture, advanced perspective, color, and personal expression. Includes research into historical and contemporary precedents.

***ARCH 101 – Survey of the Profession (1-credit)**

Introduction to the professions of architecture and interior design. Topics of discussion will include: development of the professions, educational requirements, professional practice, and current works. Discussions will be led by instructors and professional practitioners. Open to non-majors.

***ARCH 210 – Movements in Architecture (3-credits)**

Study of the development of architecture around the world from pre-history to the present, analyzing concurrent developments in different regions, grounding students in each cultural period, and hallmarking determinants that shaped each culture's aesthetics and design history. For majors in architecture or interior design.

***ARCH 211 – Architectural Design Drawing (3-credits)**

Designing for the built environment requires cultivating the ability to compose form simultaneously in both two- and three-dimensional space. In this course we explore architectural language and graphical standards of two-dimensional graphic composition as a foundation for three-dimensional graphic compositions. Our goals are to develop formal technical drawing skills that lead to understanding the relationship between two-dimensional design and three-dimensional design; to cultivate the ability to encode and decode abstract representations in the field of design/architecture; and to enhance the ability to visually and graphically communicate design intent. For majors in architecture or interior design only. Technical/studio format.



***ARCH 212 – Design Fundamentals Studio I (3-credits)**

A transitional design studio course that builds upon the fundamental elements and principles of design introduced in ART 101 and 102. This course explores three-dimensional design composition generated from two-dimensional expressions. Initially conceptual and abstract in nature, the process moves the student toward a rational design solution as it relates to space design and the habitable environment; exploring spatial composition and transformation; progression; perception and sequence; light; color; and materiality. For majors in architecture or interior design only.

Technical/studio format.

***ARCH 214 – Building Systems I (3-credits)**

This course is intended for those who are new to building design and looking to learn the basics of building systems and building rating systems such as LEED. The course offers an introduction to sustainable building principles and practices as each relates to components of the building construction and building code regulations. For majors in architecture or interior design only.

ARCH 220 – Architecture History II (3-credits)

This course builds on the development of architecture around the world from pre-history to the present that was analyzed in ARCH 210 and focuses on the impact of architecture since the Industrial Revolution. Modernism, post-modernism, and globalization are examined as part of this study of design history. For majors in architecture.

***ARCH 221 – Architectural Drawing II (3-credits)**

Study of design exploration, visualization, and documentation using building information modeling (BIM) processes, and of custom model element creation using common industry software applications. Course builds on concepts learned in ARCH 211 and parallels the design efforts in ARCH 222. For majors in architecture or interior design only. Technical/studio format.

ARCH 222 – Architecture Design Studio II (3-credits)

This is a studio course in which the concepts of architecture and the built environment are introduced and developed. It follows and applies knowledge developed in ARCH 212 and draws its foundation from the elements and principles of design that were introduced in fine art foundation courses. Those abstract principles will be applied to spatial problem-solving as the design methodology process is further explored. This course also begins to integrate an understanding of building systems and constructability. For majors in architecture only. Technical/studio format.

***ARCH 224 – Building Systems II (3-credits)**

This course builds on the principles learned in ARCH 214 to establish a deeper understanding of building systems, life safety requirements, and thermal and environmental systems. The course does this through a continued understanding of sustainable building principles, building construction, and building code regulations. For majors in architecture or interior design only.

ARCH 310 – Creative Investigation in Practice (2-credits)

Through analysis, students will examine and apply various processes related to creative work in the arts by exploring how professionals in their field develop design work and by developing a unique project proposal to be implemented in ARCH 414.

***ARCH 311 – Digital Renderings & Presentations (3-credits)**

This course presents contemporary methods of digital representation as both a communicative device and conceptual tool for architecture and interior architecture. The course will explore appropriate computer graphics techniques and three-dimensional modeling and compositing software in order to expand our ability to communicate architectonically. This course will simultaneously guide students through the development of a design portfolio for job interviews, graduate school applications, design grants, or competitions. For majors in architecture or interior design only. Technical/studio format.

**ARCH 312 – Architecture Design Studio III (6-credits)**

This course expands the student's application of integrated design by further examining site selection, urban context, and impact on the built environment. The course with a heavier emphasis and application of building materials and construction methods. For majors in architecture only. Technical/studio format.

ARCH 316 – Structural Systems I (3-credits)

In this course, students will learn the design of basic structural systems: arches, vaults, domes, trusses, suspended and stayed structures, moment frame, braced frame, shear wall, framed tube, bundled tube, and suspended high-rise. Students will also explore how the design of various structural systems accounts lateral loads, seismic loads, design loads, live loads, and stress/strain. The course will include an analysis of forces using and creating shear and moment diagrams. Students will design structures and build structural models including small, medium, and large spaces.

ARCH 319 – Materials & Methods (3-credits)

This course provides students an understanding of the basic selection and design implications for the materials and methods used in the construction of buildings. It will examine specific materials – masonry, concrete, steel, wood, and glass – for their qualities and characteristics, design advantages and constraints. Students will also explore ways materials can be combined in various construction and building system methods.

ARCH 322 – Architecture Design Studio IV (6-credits)

This course continues the design studio sequence, using integrative design to further explore site selection and solar orientation, and selection and specification of structural systems, exterior envelope and basic interior materials; and construction documentation of project. For majors in architecture only. Technical/studio format.

ARCH 326 – Structural Systems II (3-credits)

This course integrates the structural theories and knowledge from ARCH 316, as well as ARCH 319 to establish practical structural design solutions and systems. The specific structural properties of steel, wood, concrete, and masonry will all be examined in this course, in order to explain and interpret structural needs in the built environment. This course will also refine the use of computerized tools to assist with consideration and selection of structural systems and to perform necessary calculations to approximate member sizes and connection solutions for gravity and lateral loads. The final project for this course is a structural design of a current studio project.

***ARCH 414 – Architecture Design Studio V: Senior Project (6-credits)**

Senior Capstone design studio that incorporates components from all previously studied interior design courses. Students design a project traditionally located in an international, developing-world setting or in a domestic setting that embraces cultural challenges different from their own. Building on research and analysis, along with interaction with the client(s), students utilize the project scenario and program developed in the prerequisite class, ARCH 310, to further study and explore design solutions for this project, intended to be built by the client.

ARCH 419 – Advanced Materials & Methods (3-credits)

This course will analyze and evaluate innovative and emerging building materials, including both traditional and progressive building envelope systems. Students will cultivate an understanding of various building envelope systems' impacts on building performance, aesthetics, moisture transfer, durability, and energy and material resources. Special regard will be paid to material and system's impact on sustainable design and building resiliency.

**ARCH 422 – Architecture Design Studio VI: Historic Preservation & Adaptive Re-use (6-credits)**

This course will incorporate and apply historic preservation and adaptive reuse principles in a final senior-level design studio. Students will incorporate components from all previously studied interior and architecture design courses, applying the design methodology process to create a project scenario, and to research and develop an appropriate design solution utilizing a documented historic structure as a basis of form. Architecture and interior students will work together in this collaborative studio. For majors in architecture or interior design only. Technical/studio format.

ARCH 455 – Internship Elective (3-credits)

This course is an elective independent study in which the student gains practical experience while working in an architecture firm or business involved in the lawful practice of architecture, and under the supervision of a registered architect. This experience requires a minimum of 200 contact hours.

ARCH 505 – Internship (3-credits)

This course is an elective independent study in which the student gains practical experience while working in an architecture firm or business involved in the lawful practice of architecture, and under the supervision of a registered architect. This experience requires a minimum of 250 contact hours.

ARCH 507 – Faith & World View of Architecture (3-credits)

In this online course, students will research and consider the relationship between Christian faith traditions, architecture and design, and their own expressions of faith in the workplace. This course is taken in conjunction with the ARCH 505 Internship and students will complete the online coursework at their own pace.

ARCH 510 – Thesis Research Prep (4-credits)

This course is a prerequisite to the Master of Architecture graduate thesis studio, ARCH 522. Students select a relevant topic to the field of architecture and design, and through research and analysis develop a project scenario about which this topic can be further studied and explored. Students will establish their thesis advisor(s) and committee and create a comprehensive design program.

ARCH 512 – Architecture Design Studio VII: Urban Design (6-credits)

This graduate level studio course focuses on the impact of design at the urban scale. Using emerging urban design theories on mixed-use development, walkability, sustainability, and resiliency, students will explore various ways to shape the built environment and impact existing urban fabrics and infrastructures. Design solutions will not only consider spatial and architectural impacts, but also cultural, socio-economic, and ecological influences. For majors in architecture. Technical/studio format.

ARCH 515 – Professional Practice I (3-credits)

Following a student's internship experience in ARCH 505, this course further explores the business practices of the profession of architecture and design. Topics include professional requirements and licensure, marketing, compensation, business structures, responsible control, and ethics.

ARCH 518 – Advanced Architecture Elective I (3-credits)

This course will cover a particular topic in architecture or design that is not normally examined in depth in the regular course offerings. This course is designed to teach students about a special design interest of a faculty member, a newly emerging area in design, or allow for a visiting professor. The exact topic will vary according to the instructor.

ARCH 610 – Architecture Design Studio VII: Thesis Studio (6-credits)

In this final design studio, students will use the research and design parameters they established in ARCH 510 to create a terminal design project. Based on the criteria identified in their thesis proposal, students will incorporate components from all previously studied design courses, including design iterations, structural design, materials, and building envelope strategies. For majors in architecture. Technical/studio format.



ARCH 615 – Professional Practice II (3-credits)

Paired with the practical experience of the ARCH 505 internship, this course moves students from understanding firm management in ARCH 515, to understanding the delivery of design services and project management. Students will learn about the different project delivery methods, contractual requirements and agreements, project phases, the development and management of project schedules, and additional design services. Students will also be introduced to the primary AIA Contract Documents and their content.

ARCH 618 – Advanced Architecture Elective II (3-credits)

This course will cover a particular topic in architecture or design that is not normally examined in depth in the regular course offerings. This course is designed to teach students about a special design interest of a faculty member, a newly emerging area in design, or allow for a visiting professor. The exact topic will vary according to the instructor.

ARCH 620 – Advanced Arch History/Theory Independent Study (4-credits)

This course will allow students to conduct an independent study on a specific topic of architectural history and/or theory of their interest. Student's topics must be approved and exploration into the topic will be guided by the instructor. Students will learn the value of independent investigation and establishing personal theoretical constructs on architecture and design.



APPENDIX J

Architecture & Interior Design Comparative Curriculum Sequence Chart

School of the Arts
Architecture & Interior Design Curriculum Sequences

Updated 02/09/24

<> Indicates courses are cross-listed or jointly taught
 Indicates course is an ART course taken by both majors

ARCHITECTURE

INTERIOR DESIGN

YEAR ONE	ARCHITECTURE				INTERIOR DESIGN			
	FALL				INTERIOR DESIGN			
	ART 101	Two-dimensional Design	3		ART 101	Two-dimensional Design	3	
	ART 120	Beginning Drawing	3		ART 120	Beginning Drawing	3	
	UCR 101	Core Rehtoric	4		UCR 101	Core Rehtoric	4	
	UCT 101	Core Texts I	4		UCT 101	Core Texts I	4	
	ARCH 101	Survey of the Profession	1	<>	IARC 101	Survey of the Profession	1	
			15				15	
	SPRING				INTERIOR DESIGN			
ART 102	Three-dimensional Design	3		ART 102	Three-dimensional Design	3		
ART 222	Intermediate Drawing	3		ART 222	Intermediate Drawing	3		
UCS 102	Core Seminar	4		UCS 102	Core Seminar	4		
UCT 102	Core Texts II	4		UCT 102	Core Texts II	4		
ART 110	Digital Foundations	3		ART 110	Digital Foundations	3		
ARCH 101	Survey of the Profession		<>	IARC 101	Survey of the Profession			
		17					17	

YEAR TWO	ARCHITECTURE				INTERIOR DESIGN			
	FALL				INTERIOR DESIGN			
	ARCH 210	Movements in Architecture	3	<>	IARC 210	Movements in Architecture	3	
	ARCH 211	Architectural Drawing I	3	<>	IARC 211	Architectural Drawing I	3	
	ARCH 212	Design Fundamentals Studio I	3	<>	IARC 212	Design Fundamentals Studio I	3	
	ARCH 214	Building Systems I	3	<>	IARC 214	Building Systems I	3	
	General Education		4		UCBF 101	Biblical Foundations	4	
			16				16	
	SPRING				INTERIOR DESIGN			
General Education		4		General Education		3		
ARCH 220	Architecture History II	3		General Education		4		
ARCH 221	Architectural Drawing II	3	<>	IARC 232	Architectural Drawing II	3		
ARCH 222	Architecture Design Studio II	3		IARC 242	Interior Design Studio II	3		
ARCH 224	Building Systems II	3	<>	IARC 225	Building Systems II	3		
		16					16	
MAY/SUMMER								
UCBF 101	Biblical Foundations (or General Education)	4		IARC 455	Internship	2		
		4						

YEAR THREE	FALL							
	ARCH 316	Structural Systems I	3	General Education	4			
	ARCH 319	Materials & Methods	3	ART or IARC Elective	3			
	ARCH 312	Architecture Design Studio III	6	IARC 343	Interior Design Studio III			
	ARCH 311	Digital Renderings & Presentation	3	<> IARC 311	Digital Renderings & Presentation			
			15		16			
	SPRING							
	ARCH 326	Structural Systems II	3	IARC 321	Furniture & Millwork			
	ARCH 322	Architecture Design Studio IV	6	IARC 322	Interior Design Studio IV			
	ARCH 310	Creative Investigation in Practice	2	<> IARC 310	Creative Investigation in Practice			
	General Education (or Biblical Foundations)		4	General Education				
	UCHW 120	Concepts of Health & Wellness	2	UCFW 120	Concepts of Health & Wellness			
			17		17			
	MAY/SUMMER							
	ART or IARC or General Studies Elective or ARCH 455 Internship Elective		4	IARC 455	Internship			
					2			
					2			
YEAR FOUR	FALL							
	ARCH 414	Architecture Studio V: Senior Project	6	<> IARC 414	Interior Design Studio V: Senior Project			
	ARCH 419	Advanced Materials & Methods	3	ART or IARC Elective	3			
	General Education		4	General Education				
	General Education		3	General Elective				
			16		16			
	SPRING							
	ARCH 422	Architecture Design Studio VI: Historic Preservation and Adaptive Re-use	6	<> IARC 422	Interior Design Studio VI: Historic Preservation and Adaptive Reuse			
	ART or IARC or General Studies Elective		4	IARC 421	Professional Practice			
	UCBF 101	Biblical Foundations	4	General Education				
	Recommend General Studies Elective (4)				13			
Total Credits			130	Total Credits		128		
Program Completion of Bachelor of Science in Architecture			Program Completion of Bachelor of Fine Arts in Interior Design					

YEAR FIVE**Program Beginning for Accredited Master of Architecture****MAY/SUMMER**

ARCH 505	Internship	3
ARCH 507	Faith & World View of Architecture (Online)	3
		6

FALL

ARCH 510	Thesis Research and Prep	4
ARCH 512	Architecture Design Studio VII: Urban Design	6
ARCH 515	Professional Practice I	3
ARCH 518	Advanced Architecture Elective I	3
		16

SPRING

ARCH 610	Architecture Design Studio VIII: Thesis Studio	6
ARCH 620	Advanced Arch History/Theory Independent Study	4
ARCH 615	Professional Practice II	3
ARCH 618	Advanced Architecture Elective II	3
		16

Total Credits **38****Program Completion of Master of Architecture**



APPENDIX K

Studio Culture Statement



800 Lakeshore Dr,
Homewood, AL
35229

Department of Architecture & Interior Design STUDIO CULTURE STATEMENT

The **Studio Culture Statement** of the Samford University Department of Architecture & Interior Design is intended to provide students, faculty, staff, and guests of our programs a shared understanding of the values and ideals we find essential. This statement has been developed alongside the [Samford University Mission](#) and the [Samford University Student Honor Pledge](#).

The mission of the Department of Architecture & Interior Design is *to foster a collaborative culture integrating aesthetic values with a responsible design approach to the built environment which shapes and influences society for good.*

We strive for all members of our community to share fundamental values of respect, inclusivity, engagement, optimism, creativity, innovation, and collaboration. The design studio is at the core of the Architecture and Interior Design education at Samford. We foster both faculty and student growth through an active learning environment that engages interior design, architecture, and the built environment. Studio instruction uses open-ended questions and an iterative process that encourages students to develop ideas that address ethical and aesthetic considerations. Faculty promotes a design process that involves research, ideation, exploration, drawing, and making in parallel with courses that help students engage the historical, cultural, and technical dimensions of our disciplines. Our faculty, students, and staff work together to pursue a shared goal of excellence in our department by establishing a positive and productive educational environment.

The **Studio Culture Statement** is organized around four primary principles: RESPECT – DIVERSITY & INCLUSION – COLLABORATION – HEALTH & WELLNESS.

RESPECT

We require respect among all members of the Department of Architecture & Interior Design community. Respecting others is a vital component of Samford's core values, and our department strives to uphold this.

Our department supports open and honest communication for the betterment of students and their education. Constructive feedback plays an important role in propelling students towards future success and is a commonly used practice within our major. It is critical for respect to be mutual from both faculty and students during classes and design reviews. Respect should also carry into the studio environment in peer-to-peer interactions. Respect is displayed by how we treat, speak, and interact with each other, including the timeliness of our responses.

Having design professionals review student work is a key component in the design process of our programs; their perspective and expertise provides insight for students on their projects and design thinking. The meaningful aim of design reviews is to support student dialogue and learning, so it is important that visiting reviewers appreciate their role as mentors and experts in the field. To the extent possible, it is the primary faculty's responsibility to ensure productive and respectful conversations in design reviews, even when not the primary critic.

Our studios should cultivate a welcoming atmosphere to guests. All visitors are welcome but are expected to reciprocate the same level of respect towards others. Guests should be accompanied by a student or faculty member host to provide access to the department spaces without compromising the safety of the secure design studios. It is the responsibility of each host to ensure their guests are aware and acknowledge our Studio Culture Statement.

To help keep the learning and work environment of our department creative and productive, students and faculty should maintain clean spaces within the studios, labs, and other shared spaces. Because the design studios are collaborative spaces, boundaries should be maintained to encourage a healthy respect of fellow students and their possessions. This respect also extends to maintaining a healthy stewardship of our studio and department resources. As a studio, the sharing of materials and supplies is encouraged, but should be done with permission.

DIVERSITY & INCLUSION

The Samford University Department of Architecture & Interior Design values diversity. Diversity of culture, intellect, and perspectives, as well as race, nationality, gender, and beliefs. We encourage diversity throughout our students, faculty, and staff to gain knowledge and widen our perspective of design. Different viewpoints and open discussion are to be an active part of our studio culture and curriculum.

Inclusion allows people of diverse viewpoints and backgrounds to respectfully engage with each other. It does not require one to agree or disagree with other's beliefs but allows the opportunity to respectfully express your beliefs without persecution. As a university founded on Christian values, safeguarding a culture of diversity and inclusion is an expression of Biblical love and helps to create designers equipped to make an impact in the world.

COLLABORATION

The architecture and interior design industry often centers around an energetic and collaborative studio environment. Our department seeks to train our students to value that shared studio environment. In the studio, we benefit from the opportunity to continuously exchange ideas with each other because our own design inspirations can be sparked as we see what others are working on.

Collaboration results in stronger, more thoughtful design solutions. We encourage and facilitate collaboration between students within a studio; between professors and students; between students in different academic years; and between students across each discipline. When possible, we encourage and facilitate student collaboration within the School of the Arts, across the Samford campus, and beyond.

Listening to others and being willing to share our own work enhances quality of design, productivity, and relationships. Professors should model this spirit of collaboration, being willing to collaborate upon

request and remaining approachable throughout the process. Great design happens in a collaborative atmosphere, not in isolation.

HEALTH & WELLNESS

Personal wellness is essential for any sustained success, including academics. Our department strives to promote a healthy and encouraging workplace environment, while also recognizing the intensity of the workload in the Architecture and Interior Design majors. The department encourages students and faculty to live a balanced life to help maintain their physical health and a positive mindset towards their work.

The proper management of time is a key factor in maintaining a balanced life. The design process is likely different for each student and work habits and times vary among creative thinkers. Because of this, the department maintains a 24-hour access policy to the studio spaces. This is not to encourage an unhealthy culture of all/late-nighters, but to accommodate each student's design methods and schedules.

In design, there is often "a little more" to do on a project or "a little more" to develop, but learning and practicing good time management techniques promotes a more balanced life. Samford University provides many outstanding extracurricular activities and events for all students. We encourage everyone to set reasonable expectations for themselves and others, to prioritize academic success when needed, and to hold others in the department accountable to a balanced life.

The Department of Architecture & Interior Design is committed to supporting the health & wellness of our students and faculty – physically, mentally, emotionally, and spiritually. [Counseling Services](#) and other [Wellness Resources](#) are available on campus.

"Come, all of you who are gifted craftsmen. Construct everything that the LORD has commanded."
– Exodus 35:10

This statement was developed by a group of student representatives in each architecture and interior design studio and a faculty adviser during the 2022/2023 academic year. A draft of the statement was reviewed by all current students and faculty before its final acceptance.

The statement is shared annually with current students, faculty, and staff; provided to all incoming students or prospective students; and made available on the Department of Architecture & Interior Design webpage.

A group of student and faculty representatives will review the statement every two years to determine its effectiveness and assure its continued implementation. Revisions to the statement will be discussed by the group to help maintain a healthy studio environment that defines and sustains our shared culture, values, and ideals.

Updated 04/2023



APPENDIX L

Faculty Resumes

Name: AARON BRAKKE

Courses Taught:

Samford: ART 110: Digital Foundations, IARC 214: Building Systems I, IARC 343: Small Scale Commercial Design Studio, IARC 400: Independent Study, IARC 422: Historic Preservation and Adaptive Reuse Studio, IARC 455: Internship, ARCH 222: Design Studio II, IARC & ARCH 310: Creative Investigations, ARCH 319: Materials and Methods, SOA 301: Creative Investigation, SOA 460: Senior Project. Previous Teaching at UIUC: ARCH 172: Drawing and Modeling in Architecture, ARCH 473: Architectural Design and Performance Studio, ARCH 571: Design: Detail & Architectonics, ARCH 576: Architectural Drawing Machines

Educational Credentials:

Master of Architecture II, Ball State University, Muncie, Indiana, 2009
Bachelor of Architecture, Ball State University, Muncie, Indiana, 2002
Bachelor of Science in Environmental Design, Ball State University, Muncie, Indiana, 2002
Certificate in Regenerative Ecological Design, Ecosa Institute, (Now a Program of Prescott College), 2000

Teaching Experience:

Assistant Professor, Department of Architecture & Interior Design, Samford University, 2021 - present Assistant Professor, School of Architecture, University of Illinois Urbana-Champaign, 2016 to 2021
Faculty Affiliate of Center for Latin American and Caribbean Studies, UIUC, 2019-21 Faculty Affiliate, Department of Illinois Informatics, UIUC, 2018 to 2021
Professor – Level III, Department of Architecture, Piloto University, Bogota, Colombia, 2012 to 2016 Adjunct Professor – Arts and Architecture Faculty, Piloto University, Bogota, Colombia, 2009 to 2012

Professional Experience:

Alternative Futures, LLC: President, 2023 - present
Whiteknee Architecture and Design: Principal and Director of Design, 2009- present
Tekten Ltda.: Principal 2010-present, Project Manager 2008-2010
Visualeyes Architecture + Design: Co-founder 2006-2008
Joseph Giovannini Architects: Intern Architect, 2002-2003
Archi-tectonics: Intern Architect, 2001

Licenses/Registration:

Registered Architect in Colombia, 2015-present

Selected Publications and Recent Research:

"Peacebuilding and Placemaking: Studying Collective Actions in the Urban Hinterlands of Colombia", presented at the 2023 ACSA/EAAE Teachers Conference in Reykjavik, Iceland, June 2023.
"New Architecture in the Andes: Layering Indigeneity over Postmodernist Architectural Tropes", presented at the 72nd annual conference of the Midwest Association for Latin American Studies at the Universidad Privada Boliviana, November 19, 2022.
"Troubled Waters: Co-constructing Possible Futures through Community Design and Innovation Workshops" Presentation at the Architecture, Culture and Spirituality Forum (ACSF) Symposium | Fallingwater, Pennsylvania, June 2, 2022.
"Zig Zag Park: Co-creating Public Space and Developing Solidarity through Architectural Actions" Presentation and Publication for the 27th World Congress of Architects UIA RIO in collaboration with the Association of Collegiate Schools of Architecture. 2021.
"Parks and Recreation," Presentation at the Fourteenth International Conference on Design Principles & Practices at Pratt, Brooklyn, NY. Postponed and realized online November 2020.
AZ Awards - Finalist in the Category of Social Good, 2020.
Bogota Biennial of Public Space – Received First Prize in the category Gestión Integral de Espacio Público, 2019.
Architectural Actions: Constructing Community through Insurgent Architectural Practices, Curated Exhibit at the Society for Colombian Architecture, 2019.
"Design for the Nonhuman" at the Design Research Society: LEARN X DESIGN 2019, July 2019. Co-authored with Ruecker, S. and Liepert, S.
"Prototipos por el Diseño Non-humano" at the XVI Foro Académico Internacional of the Festival Internacional de la Imagen in Manizales, Colombia, June 12, 2019. Co-authored with Ruecker, S. and Liepert, S.
"The Agency of Emergent Architectures in Latin American Urban Centers" at the ARCC (Architectural Research Center Consortium) Conference in Toronto, Canada, May 2019.
Co-edited Book: Velasco, Brakke, Chavarro, and Diaz, eds. *The Digital Reveal: Arquitectura en la Era Post Digital* (Bogotá: Universidad Piloto de Colombia, 2016).

Professional Memberships:

MALAS (Midwest Association for Latin American Studies)
President, 2023 – present
Vice President, 2021 – 2022

Name: CALLAN CHILDS

Courses Taught :

IARC 422 – Interior Design Studio VI ; ARCH 224/IARC 225 – Building Systems II; ARCH/IARC 211 – Architectural Drawing I; SOA 200 – Arts in Society; SOA 101 – Purpose and Professionalism

Educational Credentials:

Master of Architecture, Southern California Institute of Architecture (SCI-Arc), Los Angeles, California, 2000
Bachelor of Science, Major in Architecture, Washington University in St. Louis, St. Louis, Missouri, 1995
Summer Study Abroad in Architecture, Syracuse University, Florence, Italy, 1994

Teaching Experience:

Adjunct Professor, Department of Architecture & Interior Design, Samford University, 2022 to present

Professional Experience:

Sloss Real Estate Company – Director of Design and Development, Birmingham, AL, 2015 to 2023
Hoskins Architecture (now Studio 2H) – Project Architect & Project Management, Birmingham, AL, 2012 to 2015
StudioYorke – Principal & Project Architect, Louisville, CO, 2010 to 2013
Barrett Studio Architects – Project Architect & Director of Interiors, Boulder, CO, 2000 to 2010
Kelly Wearstler Interior Design – Project Manager, Los Angeles, CA, 1999 to 2000
Giattina Fisher Aycock Architects (now GA Studio), Intern, Birmingham, AL 1995 to 1996, Summer 1992 and 1993

Licenses/Registration:

Registered Architect - Alabama, 2012 to present
Registered Architect - Colorado, 2010 to 2015

Selected Publications and Recent Research:

Wearstler, K. (2004). *Modern Glamour: The Art of Unexpected Style.* – *Work designed and produced while working for Kelly Wearstler Interior Design included in this publication.*

MARCH Thesis: “Uncommon Threads: How Can Urban Interventions Become a Participatory Tool in Creating Connection?” (2000)

Presentations:

- CREW Network Conference (Birmingham, AL) – “Becoming a Smart City – How Birmingham’s CRE & Construction are Affected”, Panelist (2019)
- ACRE Real Estate Matters Podcast, Guest Speaker (2021)

Awards and Recognition:

- Birmingham Business Journal “Women to Watch” Honoree, 2019
- AIA Alabama Honor Award, *Jeni’s Ice Cream Pavilion*, 2020
- AIA Birmingham Honor Award, Blueprint Building, 2020
- AIA Birmingham Merit Award, Inglenook Library, 2015
- Birmingham Business Journal “Building Birmingham Awards” Honoree, Billy Reid Store and Hot & Hot Fish Club Restaurant, 2020
- Birmingham Business Journal “Building Birmingham Awards” Honoree, Blueprint Building, Back Forty Brewery, The Lumbar and Ignite Cycle, 2019

Professional Memberships:

National Council of Architectural Registration Boards (NCARB) – 2010 to present
American Institute of Architects (AIA) - *Member*, 2024 to present
Urban Land Institute (ULI) - *Member*, 2024 to present
Board of Zoning Adjustments Board of Directors, City of Homewood, AL, 2023 to present
Design Alabama Board of Directors, 2022 to present
Homewood Historic Preservation Commission, Homewood, AL, 2017 – 2019
Creative Montessori School Board of Directors, Birmingham, AL, 2013 - 2020
Public Affairs Research Council of Alabama (PARCA) Roundtable, Birmingham, AL, 2013 to 2018
YWCA Junior Board, Birmingham, AL, 2013 to 2017

Name: JEFFREY DUNGAN

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

Design Fundamentals Studio I and Architecture Design Studio IV

Educational Credentials:

Bachelor of Architecture, Auburn University, Auburn, Alabama, 1989

Teaching Experience:

Guest Lecturer at Auburn University, Clemson University, University of Notre Dame, and Samford University

Professional Experience:

Alberto Chiesa Architects 1989-1992

Garrison Barrett Group 1993-1999

Jeffrey Dungan Architects 1999- Present

Licenses/Registration:

Registered Architect – Alabama, Colorado, Florida, Georgia, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Montana, Nevada, New Jersey, New York, North Carolina, South Carolina, Tennessee, Texas, Utah, and Wisconsin

Selected Publications and Recent Research:

Dungan, J., “The Nature of Home: Creating Timeless Houses,” Rizzoli (2018).

Design Work Published In: Architectural Digest, Luxe, Forbes, New York Times, Veranda, Food & Wine, Milieu, Garden & Gun, Mountain Living, Cowboys and Indians, and Period Homes

Professional Memberships:

American Institute of Architects (AIA)

Institute for Classical Art and Architecture (ICAA)

Leadership in Energy and Environmental Design (LEED)

Name: DR. CHARLES FORD

Courses Taught (Four semesters prior to current visit):

ARCH214- Architectural Drawing I; ARCH232-Architectural Drawing II; ARCH211-Building Systems I; ARCH224-Building Systems II

Educational Credentials:

Ed.D. Education Leadership, Samford University, Birmingham, Alabama. 2012
MA, Historic Preservation, Savannah College of Art and Design, Savannah Georgia, GA. 2007
MA, Master Teacher Education, Regent University, Virginia Beach, Virginia. 2000.
Bachelors of General Studies, Biblical Studies & Counseling Foundation, Samford University, Birmingham, Alabama. 1997
A.S. Drafting and Design Technology, Bessemer State Technical College, Bessemer, AL. 1991

Teaching Experience:

Professor (2018-Present), Associate Professor (2013-2018), Assistant Professor (2007-2013), Instructor (2005-2007).
Samford University- School of the Arts-Department of Architecture and Interior Design.
Visiting Professor of Interior Design, Georgia Southern University (Sabbatical Leave), 2013
Online Course Facilitator, Residential Planning Diploma, The Art Institute Online, 2006 – 2008
Department Chair, School of Drafting and Design, ITT Technical Institute, 2000-2004

Professional Experience:

LIVE Design- Contract Designer, Birmingham AL. 12/2022 – present
Design Contractor/Consultant, Hoover, AL. 09/2004 – 2022
Partial Client List: S. Potaczek. Birmingham. AL.; E. Landers. Birmingham. AL.; J. Kloess. North Carolina.; Norbert Zalabai, Bellingham, WA.; Nolen Engineering Group, Birmingham, AL.; Krumdieck A+I Design, Birmingham, AL.

Licenses/Registration:

CAPS, Certified Aging in Place Specialist, National Association of Home Builders, 2021 to present
CLIPP #00805, Certified Living in Place Professional, Living in Place Institute, 2021 to present
LEED Accredited Professional (LEED AP ID+C), The U.S. Green Building Council, 2010 to present
LEED Accredited Professional (LEED AP), The U.S. Green Building Council, 2009 to present

Selected Publications and Recent Research:

Hill, C & Ford, C. (2022). "Why are they so stubborn?": Building Student Empathy Through Simulation. Paper Presentation; Southern Gerontological Society 43rd Annual Conference 2022: Panama City Beach, Florida.

Ford, C. & Maki, S. (2019). #RevitWoes: Unpacking Pedagogical Practices and Student Outcomes. Panel Presentation; IDEC South Regional Conference 2019: Opelika, AL.

Ford, C. (2018). "Image-based Inquiry: The Impact of Student' ADA Awareness". Poster Presentation. The Teaching Professor Conference 2018. Atlanta, Georgia.

Ford, C., Gale, A., Sickler, S., & Amamoo, A. (March 2018). "Sustainable Expectations: An inside look toward the ethos of sustainable design in the Interior Design Profession." Virtual Lightning Talk. The Twelfth International Conference on Design Principles & Practices. Barcelona, Spain.

Ford, C., Gale, A., Sickler, S., & Amamoo, A. (2017). "Sustainable Expectations: An inside look toward the ethos of sustainable design in the Interior Design Profession." The International Journal of Design Education, Volume 11, Issue 1, pp.15-27.

Ford, C. (2017). Book Review: The Modernist Architecture of Samuel G. and William B. Wiener, Shreveport, Louisiana, 1920-1960. Journal of Southern History, Vol. LXXXIII, No.2. The Southern Historical Association, Texas.

Ford, C., & Krumdieck, J. (2017). The Big, Hairy, Audacious, 'IT'. IDEC Exchange: A Forum for Interior Design Education. IDEC Exchange Spring 2017 Edition, 20.

Ford, C. (2015). Biophilia IN: Edwards, C. (Ed.) Encyclopedia of Design, Bloomsbury Publishing, London. International Conference on Design Principles & Practices. Barcelona, Spain.

Professional Memberships:

International Code Council
Institute of Classical Architecture & Art (ICAA)
Interior Design Educators Council
The International Code Council, Sustainability Exam Development Committee. 2020-2022
The International Code Council, Energy/Existing Building/Green/Property Maintenance/Zoning Interpretation Committee member (four, two-year terms), 2012-2023.

Name: JAMES C. GRIFFO

Courses Taught (Four semesters prior to current visit):

IARC 343 – Interior Design Studio III
IARC 322 – Interior Design Studio IV
IARC 421 – Professional Practice for Interior Designers
ARCH/IARC 101 - Architecture/Interior Design: Survey of the Professions

Educational Credentials:

Georgia Institute of Technology
B. ARCH – Five Year Professional Degree, 1977

Teaching Experience:

Samford University, Adjunct Professor: 2016 – Present
Art Institute of Atlanta, Adjunct Professor: 1978 (Interior Design)

Professional Experience:

Gresham Smith: 1987 – 2014; Managing Principal/Director of Corporate Design
Hendrick: 1982 – 1987; Senior Interior Designer
Cooper Carry: 1979 – 1982; Architect/Interior Designer
ASD | SKY: 1977 – 1979; Junior Designer
Southern Company: 2016 – 2019, Owner's Rep
University of the South (Sewanee): 2019, Construction Manager

Licenses/Registration:

Registered Architect: Alabama, Georgia
Registered Interior Designer: Alabama
LEED Accredited Professional
National Council for Interior Design Qualifications (NCIDQ)

Selected Publications and Recent Research:

International Facility Managers Association, Presenter
“Workspaces for a New Generation, January 2009
Birmingham Business Journal
“Modern Design changing Cubicle Culture” December 2006
Taking the LEED on Green Design” June 2007
“Changing Concepts in Building Design” June 2003
“Space Utilization Concerns for Tenants and Owners,” December 2000

Professional Memberships:

American Institute of Architects (AIA)
International Interior Design Association (IIDA) – Past president, Alabama Chapter
Alabama Interior Design Coalition (AIDC) – President, 2015 – Present

Honors and Awards

International Interior Design Association (IIDA)	Alabama “Lifetime Achievement Award”	2015
American Society of Interior Designers (ASID)	Alabama “Champion Award”	2019
International Interior Design Association (IIDA)	Awarded Emeritus Status	2023
Birmingham Georgia Tech Club	“Alumnus of the Year”	2017
International Facility Management Association (IFMA)	“Alabama Chapter Member of the Year”	1999
Birmingham Business Journal	“Top 40 under 40”	1992

Name: LISA HERRIOTT

Courses Taught (Four semesters prior to current visit):
IARC232/ARCH221- Architectural Drawing II

Educational Credentials:

Master of Arts in Cultural Studies, University of Washington
BFA, Interior Design, University of Georgia, Athens, GA

Teaching Experience:

Adjunct Professor, Department of Architecture & Interior Design, Samford University, 2024-present

Professional Experience:

TRO Jung|Brannen – Interior Design Director, Medical Planner, Project Manager, 2020-present
UW Medicine - Harborview Medical Center – Capital project manager, Design Lead, Seattle, WA, 2009-2019
NBBJ- Associate - Senior Interior Designer, Project Manager, Seattle, WA, 2006-2009
Allbee Romein - Senior Interior Designer, Project Manager, Seattle, WA, 2003-2006
MITHUN- Associate, Senior Interior Designer, Seattle, WA, 1996-2003
LeVino Jones Medical Interiors, Inc. & Rabaut Design Associates, Atlanta, GA, 1992-1995

Licenses/Registration:

Registered Interior Designer, Alabama 2020-present
NCIDQ Certified, 1996-present

Selected Publications and Recent Research:

Professional Memberships:

Women In Healthcare – AL Chapter president, 2023-present
UAB Patient & Family Advisory Board, 2019-present
International Interior Design Association (IIDA), 1992-present

Name: JULIE M. HOOPER

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

ARCH 210/IARC 210 – Movements in Architecture
SOA 200 – Arts in Society

Educational Credentials:

Masters of Arts, Art History, The University of Alabama, Tuscaloosa, Alabama, 1998
Bachelor of Science, Interior Design, Samford University Birmingham, Alabama, 1991

Teaching Experience:

Adjunct Instructor, Department of Architecture and Interior Design, Samford University 2017-
present
Adjunct Instructor, Interior Design Department Jefferson State Junior College 1998-2007

Professional Experience:

Alabama Power/SNC, Properties Manager, Senior Designer, Project Manager, 2008-Present
Senior Interior Designer - PKA Architects, 2006-2008
Project Manager - AmSouth Bank Corporation, 2005-2006
Supervisor, Facilities Coordinator - Facilities Planning, Vulcan Materials Company, 1998-2005

Licenses/Registration:

NCIDQ Certified, 2001
State of Alabama Licensed Interior Designer, 2006
BOMA International, Real Property Administrator and Facility Management Administrator
Certified, 2005

Selected Publications and Recent Research:

Professional Memberships:

International Interior Design Association (IIDA) - Professional Membership
Alabama Interior Design Coalition (AIDC) – Member 2019-present, Board Secretary 2021-present

Name: JEFFREY S. MILLER

Courses Taught (Four semesters prior to current visit):
ARCH232/IARC232 – Architectural Drawing II

Educational Credentials:

Master of Architecture, University of Nebraska, Lincoln, Nebraska, 1989
Bachelor of Science in Architectural Studies, University of Nebraska, Lincoln, Nebraska 1987

Teaching Experience:

Adjunct Professor, Department of Architecture & Interior Design, Samford University, 2024 to present

Professional Experience:

Goodwyn Mills Cawood – Senior Project Architect, Birmingham, AL, 2008 to present
Gresham, Smith & Partners – Senior Project Architect, Birmingham, AL, 2006 to 2008
CMH Architects – Project Architect, Birmingham, AL, 2002 to 2006
Jeffrey S. Miller, Architect – Architect, Maylene, AL, 1999 to 2002
Gresham, Smith & Partners – Architect, Birmingham, AL, 1997 to 1999
McKinney, Fresse, Harsh – Architect, Birmingham, AL, 1994 to 1997
Strickland, Roberts and Cooper – Architectural Intern, Gadsden, AL, 1989 to 1993

Licenses/Registration:

Registered Architect – Alabama, 1996 to present
LEED AP, 2004 to present

Selected Publications and Recent Research:

Professional Memberships:

American Institute of Architects (AIA)
Member, 1996 to present
Associate Member, 1989 to 1996
Student Member, 1984 to 1989
United States Green Building Council (USGBC)
Member, 2004 to present

Name: TONYA D. MILLER

Courses Taught (Four semesters prior to current visit):

ARCH 221/IARC 232 Architectural Drawing II; IARC 242 Interior Design Studio II; IARC 343 Interior Design Studio III;
ARCH/IARC 311 – Digital Rendering & Presentations; IARC 401 Special Topics in Professional Leadership

Educational Credentials:

Master of Fine Arts in Interior Design, Savannah College of Art and Design, Atlanta, Georgia, 2012
Bachelor of Interior Design, Louisiana State University, Baton Rouge, Louisiana, 2007

Teaching Experience:

Associate Professor, Department of Architecture & Interior Design, Samford University, *Birmingham, AL*, 2023 - present
Associate Professor, Interior Architecture & Design, University of Tennessee at Chattanooga, 2015-2023
Instructor/Alumna Mentor/Teaching Assistant, Savannah College of Art and Design, *Atlanta, GA*,
Fall 2014, Winter 2014, Winter 2013, Spring 2012, Fall 2011

Professional Experience:

Niles Bolton Associates – Project Designer, *Atlanta, GA*, 2012-2015
LPA, Inc. –Designer, *Irvine, CA*, 2007-2010
Hirsch Bedner Associates – Design Intern, Santa Monica, CA, 2006

Licenses/Registration:

Registered Interior Designer - Alabama, 202 - present
NCIDQ Certification, 2015 - present
LEED AP BD+C, 2008 - present
WELL AP, 2021 - present

Selected Publications and Recent Research:

Peer-reviewed Journal Articles:

Miller, T. (2020). Promoting a Culture of Sustainability through a Participatory Design Process. *The International Journal of Design Management and Professional Practice*, 14 (4), 41-57. <https://doi.org/10.18848/2325-162X/CGP/v14i04/41-57>
Miller, T. (2020). Designing Multi-Sensory Environments: A Powerful Tool for STEAM Learning. *The STEAM Journal*, 4(2), Article 4. <https://doi.org/10.5642/steam.20200402.04>

Presentations at Professional Conferences (peer reviewed, paper or abstract published in proceedings)

Miller, T. (2024). Confusion to Diffusion: Conceptualization via Artificial Intelligence. New York, NY: Interior Design Educators Council Conference. (Accepted for Presentation)
Miller, T. (2023). BIM Through the Eyes of a Child. Vancouver, BC, Canada: Interior Design Educators Council Conference.
Miller, T., Kendall, C., & Kim, E.Y. (2021). The Impact of Cognitive Style on Spatial Perception Utilizing Varying Modes of Design Communication. Atlanta, GA: International Design Communication Association Conference.
Miller, T., Hathcock, S., & Hayes, J. (2021). Exploring Historic Structures via Virtual Tourism. Natchez, MS: Southeast Chapter of the Society of Architectural Historians Conference.
Miller, T. (2021). Design Patterns for a More Food Secure Future. Virtual: International Conference on the Constructed Environment.
Miller, T., Kendall, C., & Kim, E.Y. (2020). Evaluating Modes of Viewing and Perceiving Space. Virtual: International Conference on Design Principles & Practices.
Miller, T., Kendall, C., & Kim, E.Y. (2019). Measuring Students' Spatial Perception in Virtual Space. Auburn, AL: Interior Design Educators South Regional Conference.
Miller, T. & Hathcock, S. (2018). Place Attachment and its Role in Hurricane Relief. Oklahoma City, OK: Environmental Design Research Association Conference. (panel)
Miller, T. & Moody, D. (2018). Leveraging Interior Architecture and Design's Expertise to Help Hurricane Victims Move Forward. Boston, MA: Interior Design Educators Council Conference.
Miller, T. (2017). Service-Learning Projects as a Tool for Promoting Evidence-Based Design for Special Populations. Chicago, IL: Interior Design Educators Council Conference.
Miller, T. (2016). The Participatory Design Process as a Means of Promoting a Culture of Sustainability. Murfreesboro, TN: Interior Design Educators South Regional Conference. (poster)

Creative Scholarship

“Virtual Rotunda” Immersive Mobile iOS Application (2021)

Professional Memberships:

ASID (American Society of Interior Designers) Professional Educator Member
IIDA (International Interior Design Association) Professional Educator Member
IDEC (Interior Design Educators Council) Member
Shelby County Historical Society

Name: RYAN L. MISNER

Courses Taught (Four semesters prior to current visit):

ARCH 322 – Architecture Design Studio IV; IARC 322 – Interior Design Studio IV; ARCH 312 – Architecture Design Studio III; ARCH/IARC 311 – Digital Rendering & Presentations; ARCH/IARC 212 – Design Fundamentals Studio I

Educational Credentials:

Master of Urban & Regional Planning, University of Florida, Gainesville, Florida, 2017

Bachelor of Architecture, Ball State University, Muncie, Indiana, 2004

Bachelor of Science in Environmental Design, Ball State University, Muncie, Indiana, 2004

Teaching Experience:

Assistant Professor, Department of Architecture & Interior Design, Samford University, 2018 to present

Professional Experience:

National Council of Architectural Registration Boards (NCARB) – Assistant Director Examination Development & Research, Washington, DC, 2010 to 2018

Sorg Architects (now DLR Group) – Project Architect & Project Management, Washington, DC, 2010

Blackburn Architects – Project Architect & Project Management, Washington, DC, 2009

CORE architecture + design – Project Architect & Project Management, Washington, DC, 2007 to 2009

STUDIOS architecture – Project Designer, Washington, DC, 2003 to 2007

Licenses/Registration:

Registered Architect - Alabama, 2018 to present

Registered Architect - District of Columbia, 2009 to present

NCARB Certified, 2009 to present

NCIDQ Certification, 2020 to present

Selected Publications and Recent Research:

Lackey, M. (2023). TOGETHER. - *Designer of the stage pieces for the performance, working collaboratively with the musical performers, the construction team, the lighting designer, and motion graphics artist.*

Misner, R. & Grose, C. Connection 101. - *This creative work is currently in development. This project is an interactive experience meant to encourage conversation between college students who have not met on campus.*

Christ Church Cathedral, Dublin Ireland. 2020. Field Sketches - Archival Ink on Paper. "The Sum of Our Parts" Samford University School of the Arts, Art & Design Faculty Exhibition. (2022)

MURP Thesis: "Libraries as Placemakers: The Role of Libraries in Creating a Sense of Place in Communities" (2017)

BARCH Thesis: "Dude, You're Getting a Dell: Architecture as Advertisement" (2004)

Presentations:

AIA Alabama Conference on Architecture (Orange Beach, AL) – "Mentoring with a New Perspective", Panelist (2023)

Southern Conference of NCARB 2022 Educators and Practitioners Conference (Birmingham, AL) – "NAAB Update", Panelist. (2022)

Various AIA chapter locations – "NCARB and You" (2010 to 2018)

Various university locations – "Designing Your Future: Creating Value in Your Career" (2010 to 2016)

NCARB Annual Business Meeting (Seattle, WA) – "Ready to Launch" (2016)

AIA Convention (Philadelphia, PA) – "Navigating the Future Architect Registration Examination", Panelist (2016)

NCARB Annual Business Meeting (New Orleans, LA) – "Who Wants to be an Architect", Panelist (2015)

NCARB Annual Business Meeting (Philadelphia, PA) – "ARE 5.0: The Next Generation in Testing" (2014)

AIA Convention (Chicago, IL) – "The New IDP & ARE: If you only knew..." (2014)

Association of Test Publishers [ATP] Innovations in Testing Conference (Scottsdale, AZ) – "Singing for Your Supper: Are Performance Based Tests Worth the Price of Admission?" (2014)

ATP Innovations in Testing Conference (Scottsdale, AZ) – "A Tale of Two Migrations" (2014)

NCARB Annual Business Meeting (San Diego, CA) – "ARE Future Directions: Deep Dive", Moderator (2013)

Institute for Credentialing Excellence Exchange (Amelia Island, FL) – "Think Before You Jump: What to Consider When Developing Performance Items" (2013)

AIA Central States Conference (Nebraska) – "IDP Best Practices, ARE, & Certification" (2012)

National Organization of Minority Architects Annual Conference (Boston, MA) – "NCARB and You" (2010)

Professional Memberships:

National Council of Architectural Registration Boards (NCARB) - Interior Design Task Force, 2020 to present

American Institute of Architects (AIA)

Member, 2009 to present // Associate Member, 2004 – 2008 // Student Member, 1999 – 2004 (Chapter Vice-President, 2001/2002)

Ball State University Department of Architecture - Professional Advisory Board, 2018 to present

American Planning Association (APA), 2017 – 2020

Name: HAMPTON Y. STEPHENS

Courses Taught (four semesters prior to current visit)

ARCH220 – Architecture History II
IARCH321 – Furniture & Millwork
IARCH343 – Interior Design Studio III
IARCH242 – Interior Design Studio II

Educational Credentials:

Master of Architecture, Georgia Institute of Technology, Atlanta, Georgia, 2003
Bachelor of Arts, Washington & Lee University, Lexington, Virginia, 1999

Teaching Experience:

Adjunct Professor, Department of Architecture & Interior Design, Samford University, 2021 - present

Professional Experience:

Hampton Stephens Design, private residential practice, 2006 - present
Krumdieck A+Design, Project Architect, Birmingham, AL 2005-2006
Perkins & Will, intern architect, Atlanta, Georgia, 2002-2005

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:

Architectural Review Committee, Alys Beach, Santa Rosa Beach Florida, 2017- present

Name: DENNIS VANDEGRIFT, JR.

Courses Taught (Four semesters prior to current visit):

ARCH 316 – Structural System I
ARCH 326 – Structural System II

Educational Credentials:

Master of Science (Structural Engineering), Auburn University 2004
Bachelor of Civil Engineering, Auburn University 2002

Teaching Experience:

Adjunct Professor, Department of Architecture & Interior Design, Samford University, 2023 to present

Professional Experience:

20 years of experience providing structural engineering services for commercial, industrial, medical, religious, institutional, and residential projects in locations spread across the US.

Partner with Barnett Jones Wilson, LLC in Pell City, AL, 2015 to present
Engineer with Barnett Jones Wilson, LLC in Pell City, AL, 2007 to 2014
Engineer with Joe DeReuil Associates in Pensacola, FL, 2004 to 2006
Graduate Research Assistant, Auburn University, 2003 to 2004

Licenses/Registration:

Professional Engineer: Alabama, Florida, Kentucky, Rhode Island, and Washington
Structural Engineer: Georgia

Selected Publications and Recent Research:

Vandegrift, Jr., Dennis (Lead Author), and others (2019) CASE 976-E Guideline and Commentary on ASCE Wind Design Provisions
Vandegrift, Jr., Dennis and Schindler, Anton K., (2005) The Effect of Test Cylinder Size on the Compressive Strength of Sulfur Capped Concrete Specimens, Highway Research Center, Auburn University, Alabama

Professional Memberships:

Member of ASCE (American Society of Civil Engineers), SEAoAL (Structural Engineers Association of Alabama), and AISC (American Institute of Steel Construction)
Previously served on ACEC (American Council of Engineering Companies) CASE (Coalition of American Structural Engineers) Guidelines Committee